

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

San Luis Obispo County Office of Education

## Contact Name and Title

Katherine Aaron

Assistant Superintendent,  
Student Programs and  
Services

## Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

San Luis Obispo County covers 3,616 square miles and has approximately 34,539 students enrolled in our public schools. Students in the county are enrolled in ten local school districts, the County Office of Education (COE), or three district-authorized charter schools. The Alternative Education department, located in the Student Programs and Services Division of the San Luis Obispo County Office of Education (SLOCOE), operates two schools, San Luis Obispo County Community School and San Luis Obispo County Court School. Due to declining enrollment our community school, consolidated from three community school campuses to one centrally located campus in August of 2017. During the 2018-2019 school year, the juvenile hall will consolidate from two custody units for minors in detention to one, and will continue with one custody unit which operates as a camp called Coastal Valley Academy. Many of our students have been affected by one or more significant life challenges, including drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, academic failure, parental incarceration, and other various trauma. As a result of our changing enrollment, we are continually making adjustments in our program. It is our goal to remain fiscally responsible, while keeping our campuses safe and continuing to support the programs that are showing positive results for the students who are enrolled.

In the 2018-2019 school year, there will be a significant change with staffing. All teachers will be dually credentialed which will enable them to serve our general education, special education and independent

study students. All paraprofessionals will be replaced by Behavior Intervention Support Specialists which will better facilitate our implementation of behavioral and academic supports.

We have identified four major goals to support student learning in our schools. All four goals align to the goals identified in the Single Plan for Student Achievement (SPSA) and the plan required for accreditation for the Western Association of Schools and Colleges (WASC):

- Increase academic rigor and learning for all students
- Increase student engagement
- Support transitions for all students, including foster and homeless youth
- Increase family/caregiver involvement

Due to the specialized needs and the highly mobile nature of our population, many of the metrics, such as the Dashboard indicators and CAASPP results, used in comprehensive settings are not useful in measuring the growth and success of our students, our schools, and progress toward goals. We have identified alternative metrics, such as local benchmark data, that provide more relevant data to assist us in measuring success. The data reflect raw numbers as our students often are with us for a short period of time and may not take two benchmark tests.

2016-17 NWEA Map benchmark data: 46 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 57 students in reading.

2017-18\* NWEA Map benchmark data: 42 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 43 students in reading.

\*Fewer students were tested due to declining enrollment in 2017-18.

Student Enrollment for 2015-16: 176; 2016-17: 124

Truancy rate for 2015-16: 71.57%; 2016-17: not reported in DataQuest

Suspension rate for 2015-16: 20.38%; 2016-17: 20.8

Expulsion rate for 2015-16: 0%; 2016-17: 0%

Chronic Absence Severe (Missing 20% of school days) 2015-16: 39.74%; 2016-17: 42.2%

Chronic Absence Moderate (Missing 10-19.99% of school days) 2015-16: 26.71%; 2016-17: 22.4%

Chronic Absence At-Risk (Missing 5-9.99% of school days) 2015-16: 12.70%; 2016-17: 16.8%

Chronic Absence Satisfactory (Missing less than 5% of school days) 2015-16: 20.5%; 2016-17: 13.6%

Actual Attendance Rate (days attended/days enrolled) 2015-16: 77.97%; 2016-17: 75.2%

Student Drop-out Rate 2015-16: 4.7%; 2016-17: not reported in DataQuest

English Learners 2015-16: 20.45%; 2016-17: 19.4%

Hispanic\* 2015-16: 62.90%; 2016-17: 69.2%

White\* 2015-16: 33.10%; 2016-17: 23.5%

American Indian/Alaskan Native\* 2015-16: 2.4%; 2016-17: 2.6%

Other\* 2015-16: .8%; 2016-17: 0%

African American\* 2015-16: .8%; 2016-17: 1.6%

Asian\* 2015-16: 0%; 2016-17: .7%

Pacific Islander\* 2015-16: 0%; 2016-17: .5%

Socio-Economically Disadvantaged 2015-16: 86.4%; 2016-17: 102

Free and Reduced Meal Program 2015-16: 84.1%; 2016-17: 102

Foster Youth 2015-16: 3.4%; 2016-17: 11

Homeless Youth 2015-16: 24.4%; 2016-17: 35

\*Optional to report; Source: DataQuest

The following state priorities do not apply to SLOCOE Court and Community Schools for the reasons indicated below:

- Priority 4c and 4g-Our students are not enrolled long enough to satisfy UC or CSU requirements and/or EAP requirements.
- Priority 4d and 4e-While our students participate in the yearly ELPAC assessments, they are not enrolled long enough to receive the instruction that will lead to progress toward proficiency and/or reclassification.
- Priority 4f-While our students are offered the opportunity to enroll in AP courses, they are not enrolled long enough to complete said courses that would lead to AP credits.
- Priority 6b-Students are not expelled from SLOCOE Court and Community Schools.

\*\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year we continue the goals from previous years LCAPs. SLOCOE will continue to meet the needs of this highly mobile at-risk population. With all community school students located on one campus, services and programs have been concentrated to one location. This offers the opportunity to provide a more robust CTE program. Staff continues to work on the implementation and development of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports, Restorative Practices, Universal Design for Learning, Support for English Language Learners, Social Emotional Learning and Inclusive Academic Instruction.

A focus for our 2018-2019 school year will be the seven critical areas for follow-up from the WASC action plan. These includes: use of disaggregated data to improve student instructional practices, a comprehensive professional development plan, outreach strategies for parents/guardians, classroom management and student engagement, student morale, academic rigor and implementation of common core state standards.

As in past years, our collaboration with our local agency partners is critical to the success of our program.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The staff, students and stakeholders should be commended on:

- The implementation of PBIS which included Bronze recognition at the state level
- Individualized feedback provided to each student regarding graduation status, credits and grades
- Implementation of Social Emotional Learning curricula
- The incorporation of Get Focused Stay Focused into the campus schedule and curriculum
- The work done to support college-bound students in the completion of their college application, assessments, financial aid material and college enrollment
- The support offered to students in transition from the court school
- The countywide support offered to foster and homeless youth
- The engagement of families/caregivers into the educational programs/successes/challenges of the students (Parent conferences, award ceremonies, individualized meetings and the use of the Aeries student and parent portals)
- The expansion of our CTE program which includes our three pathways (Hospitality, Tourism and Recreation; Arts, Media and Entertainment; Education, Child Development and Family Services)
- Offering all students an individualized learning path in Edgenuity for math and reading
- Students were assessed utilizing the NWEA MAP three times this year

SLOCOE will maintain and build upon the stated successes above by taking the next steps of full implementation of PBIS, the inclusion of social-emotional learning into the daily academic schedule, providing student and parent training in the use of Aeries as well as providing additional teacher time within the school day for student transition conferences.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The mobility of our student population continues to present a problem. Our schools serve the most at-risk youth in our county. The continual needs of students are ever changing and individual.

Areas of focus will include the seven critical areas of follow-up from our WASC action plan:

- Use of disaggregated data to improve student instructional practices
- Comprehensive professional development plan
- Outreach strategies for parents/guardians
- Classroom management and student engagement
- Student morale

- Academic rigor
- Implementation of common core state standards

SLOCOE will address the areas of greatest need identified above by regularly monitoring the above WASC action plan items during our weekly leadership meetings including designing a professional development plan with staff, establishing a student advisory committee, meeting as a PLC to examine student work and achievement of the standards and full implementation of PBIS and a level system to address classroom management, student engagement and morale.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

SLOCOE was unable to identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance because the LCFF evaluation rubrics are not applicable to this population at this time.

Since our programs serve alternative education students, we assume that the majority of our students will have performance gaps when compared to their same-aged peers at comprehensive school sites. Local data will assist us in determining if there are additional performance gaps within our programs that must be addressed.

As an LEA we will be taking the following steps to address performance gaps:

- Dually-credentialed teachers in all classrooms in both subject area and special education.
- All classrooms have support staff who have been trained in both academics and behavior.
- The class schedule will be modified to include social-emotional learning.
- Continue with MTSS implementation which includes intervention groups for academics and behavior.
- Embedding the English Language Development standards into instruction for English, mathematics, and science.

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If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

All students, due to the nature of the program, benefit from best practices used to address the needs of specialized populations. Many of these needs are addressed by schoolwide supports at the Tier I level. For those students requiring more individualized support, targeted interventions are offered at the Tier II and Tier III levels. English Language Learners will have their needs focused on by applying the ELD

standards to the core content curriculum. Using Title I funds, we have a counselor dedicated to meeting the needs of homeless and foster youth enrolled in our schools.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$26,352,254.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$928,549.26

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

SLOCOE operates many programs that are not included in the LCAP. These include, but are not limited to county operated special education programs, infant and early childhood programs, charter school oversight, fiscal oversight of 10 local school districts, teacher induction, clear administrative credential program, educational support services, county truancy board and migrant education.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 6,888,717.00

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

San Luis Obispo Court and Community Schools are committed to providing our students with access to a rigorous academic experience, preparing them for their next placement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

1. Class size data: 23:1  
2. Elements offered through MTSS and fidelity ratings when applicable--  
Community School--TFI 80%, staff development and beginning implementation of executive functioning strategies and restorative practices. Court School--TFI 80% staff development and beginning implementation of executive functioning strategies and restorative

### Actual

1. Class size data: 23:1  
  
Outcome Met  
  
2. Elements offered through MTSS and fidelity ratings when applicable.  
Community School--TFI 80%, staff development and beginning

## Expected

practices.

3. Increase of BrightBytes Technology and Learning Dashboard Indicators: Classroom--proficient; Access--exemplary; Skills--exemplary; Environment--advanced (CASE).

4. NWEA MAP or other local benchmark assessment--100% long-term students will show growth from Fall to Spring on the NWEA Map test or other local assessment.

A reminder, as stated in the introduction, not all state identified metrics are appropriate for this population. NWEA is our local benchmark assessment that assists us with monitoring academic progress for this population.

## Actual

implementation of executive functioning strategies and restorative practices. Court School--TFI 80% staff development and beginning implementation of executive functioning strategies and restorative practices.

Outcome Partially Met--TFI was 60% for Community School. TFI was 70% for Court School. Staff participated in three executive functioning strategies professional development sessions and subsequently began implementing which improved instructional practice. Restorative practices were initiated in one classroom.

3. Increase of BrightBytes Technology and Learning Dashboard Indicators (CASE): Classroom--proficient; Access--exemplary; Skills--exemplary; Environment--advanced.

Outcome Not Met--We continued to be at baseline with our scores. However, our overall CASE score has improved from 1025 to 1050.

4. NWEA MAP or other local benchmark assessment. 100% long-term students will show growth from Fall to Spring on the NWEA Map test or other local assessment.

Outcome Partially Met--Approximately 70% of our students showed growth from Fall to Winter, Winter to Spring, or and Fall to Spring.

\*It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.



**Expected**

**Actual**

## Actions/Services

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

### Action 1

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

SLOCOE will maintain campuses with small class sizes 23:1 providing a standards-based education.

SLOCOE maintained small class sizes of less than 23:1 and provided a standards-based education.

\$649,059.50  
Resource 0240

\$448,085.90  
Resource 0240

Action Taken/Service Provided

### Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Community school will operate under the Learning Center model to provide campus-wide Multi-Tiered System of Support and Universal Design for Learning (UDL).

Community school operated under the Learning Center model and provided campus-wide Multi-Tiered System of Support and Universal Design for Learning (UDL).

Action Taken/Service Provided

\$463,001.00  
Resource 6505

\$226,818.00  
Resource 6505

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Class sizes were maintained at less than 23:1.
- Staff continues to increase the implementation of MTSS at all sites. Staff development continues to be offered in the various components of the elements/systems and data is being collected to ensure continual progress monitoring and revision of services provided to students to meet their individual needs.
- The BrightBytes Technology and Learning dashboard indicators show individual areas remain at baseline while the overall CASE score has increased.
- Continuous feedback is so important. 100% of our students received feedback regarding the multiple measures of achievement that were offered throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While we do not have dashboard data to use as evidence of effectiveness, we have multiple measures that indicate that our students are being provided an increasingly rigorous academic experience. Students either succeed and graduate within our system or the school-based team works to successfully transfer the student to their next placement.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted and actual amounts are due to the declining enrollment in our schools. We had several staff either request leave, resign, or transfer and as positions became open their need was evaluated and services were accomplished by existing staff when possible.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal has not been modified. Class sizes of 23:1 will continue to be maintained. MTSS will be the focus and staff will continue to receive staff development in this area. Technology will continue to be a focus with the goal of the BrightBytes CASE score increasing. Data chats will be used to provide students with continuous feedback.

# Goal 2

Administration and staff of the San Luis Obispo Court and Community Schools will provide additional opportunities and supports for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 4, 5, 6, 9, 10

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

1. Presence of administration and probation on site--Both sites have probation and administrative staff on site.
2. TFI rating--Community School--TFI 80%; Court School TFI--80%.
3. Implementation of restorative practices--Staff will be trained and strategies will begin to be implemented.
4. Availability of Drug and Alcohol and Mental Health Services--Counselors are available at the community school and are able to serve the current needs of the students.
5. County-wide transportation routes are operated.
6. Facilities are maintained and in good repair.
7. Chronic absenteeism data--Overall chronic attendance percentage

## Actual

1. Presence of administration and probation on site--Both sites have probation and administrative staff on site.  
  
Outcome Met
2. TFI rating--Community School--TFI 80%; Court School TFI--80%.  
  
Outcome Partially Met--TFI was 60% for Community School. TFI was 70% for Court School.
3. Implementation of restorative practices--Staff will be trained and

## Expected

will decrease. Individual student chronic attendance data will decrease.

8. Attendance data--Overall attendance percentage will increase.

Individual student attendance will increase.

9. Suspension data--Overall suspension data will decrease and each individual student will experience decreased suspensions.

10. Data chat--100% of students are involved with data chats during the assessment process.

A reminder, as stated in the introduction, not all state identified metrics are appropriate for this population. NWEA is our local benchmark assessment that assists us with monitoring academic progress for this population.

## Actual

strategies will begin to be implemented.

Outcome Not Met--For next year, a focus will be on embedding the use of proactive restorative approaches school-wide.

4. Availability of Drug and Alcohol and Mental Health Services-- Counselors are available at the community school and are able to serve the current needs of the students.

Outcome Met

5. County-wide transportation routes are operated.

Outcome Met

6. Facilities are maintained and in good repair.

Outcome Met

7. Chronic absenteeism data--Overall chronic attendance percentage will decrease. Individual student chronic attendance data will decrease.

Outcome Not Met--Due to the combining of three sites into one and a longer travel distance to the one site, we saw an increase at Community School. There is not a chronic absenteeism issue in our Court School. We will continue to focus on this area.

8. Attendance data--Overall attendance percentage will increase.

## Expected

## Actual

Individual student attendance will increase.

Outcome Not Met--Due to the combining of three sites into one and a longer travel distance to the one site, we saw a decrease at Community School. The attendance rate at Court School remains high. We will continue to focus on this area

9. Suspension data--Overall suspension data will decrease and each individual student will experience decreased suspensions.

Outcome Not Met--Due to the combining of three sites into one, a longer travel distance to the one site and combining student groups from all over the county, we saw an increase at Community School. The suspension rate remains low within our Court School. We will continue to focus on this area.

10. Data chat--100% of students are involved with data chats during the assessment process.

Outcome Partially Met--100% of students were involved in data chats in the Fall. During the Winter and Spring sessions, data chats were not fully implemented.

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# Actions/Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus.</p>	<p>Staff from the Department of Probation assisted on-site administrators to help ensure the safety of staff and students on campus.</p> <p>Action Taken/Service Provided</p>	<p>\$713,253.00 Resource 0240</p>	<p>\$100,423.84 Resource 0240</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Positive Behavior Intervention Supports (PBIS) will be implemented at all campuses. Staff and agency partners will receive ongoing training in PBIS and Restorative Justice.

PBIS was implemented on all campuses. All staff, including agency partners, staff and management from the transportation department, played an active role in the full implementation of this program.

Action Partially Taken/Service Partially Provided

\$59,383.00  
Resource 0240

\$43,626.40  
Resource 0240

### Action 3

#### Planned Actions/Services

All students will have access to drug and alcohol and mental health counseling.

#### Actual Actions/Services

All students had access to drug and alcohol and mental health counseling.

Action Taken/Service Provided

#### Budgeted Expenditures

\$71,400.00  
Resource 0240

#### Estimated Actual Expenditures

\$69,300.00  
Resource 0240

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

A county-wide transportation system will be operated with multiple stops throughout the county. Students who are in good standing with the transportation department will have access to ride SLOCOE buses.

Students in good standing had access to ride SLOCOE busses.

Action Taken/Service Provided

\$196,228.00  
Resource 0240

\$198,322.00  
Resource 0240

## Action 5

### Planned Actions/Services

Repair facilities as needed. Facilities are continually monitored and maintained by staff.

### Actual Actions/Services

Repair facilities as needed. Facilities are continually monitored and maintained by staff.

Action Taken/Service Provided

### Budgeted Expenditures

\$305,731.00  
Resource 0240

### Estimated Actual Expenditures

\$158,258.00  
Resource 0240 and 8150

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Both sites had the presence and oversight of administration and probation.
- Full implementation of PBIS continues at both sites, with a focus on strengthening our Tier 1 supports and offering Tier 2 interventions.
- Drug and Alcohol and Mental Health services were provided on both school sites.
- School administration and Probation continue to have attendance as a focus for the campus and an individual focus for every student. Attendance was monitored daily and family contacts, home visits, agency interventions were offered, and SARB referrals were made when appropriate.
- Transportation was provided county-wide.
- All facilities are in excellent condition.

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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students are being provided with more opportunities to become engaged in school.

- 40% of the students completed the PBIS Reinforcers Survey. Survey results showed students preferred positive adult attention as their main reinforcer.
- 100% of students had access to all staff, including administration, probation, mental health therapists and drug and alcohol counselors who facilitated these requested positive interactions.
- 50-75% of our students accessed drug and alcohol and mental health services monthly.
- 100% of the students had access to the student portal on Aeries and many used it to monitor grades and credits.

- 100% of the students participated in Fall data chats with their teachers before taking the benchmark assessment. All of these actions and services have created positive student engagement.

2016-17 NWEA Map benchmark data: 46 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 57 students in reading.

2017-18\* NWEA Map benchmark data: 42 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 43 students in reading.

The data reflect raw numbers as our students often are with us for a short period of time and may not take two benchmark tests.

\*Fewer students were tested due to declining enrollment in 2017-18.

Our Court and Community schools both received Bronze recognition from the State PBIS Coalition recognizing implementation efforts.

Student Enrollment for 2015-16: 176; 2016-17: 124

Truancy rate for 2015-16: 71.57%; 2016-17: not reported in DataQuest

Suspension rate for 2015-16: 20.38%; 2016-17: 20.8

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Chronic Absence Satisfactory (Missing less than 5% of school days) 2015-16: 20.5%; 2016-17: 13.6%

Actual Attendance Rate (days attended/days enrolled) 2015-16: 77.97%; 2016-17: 75.2%

Student Drop-out Rate 2015-16: 4.7%; 2016-17: not reported in DataQuest

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted and actual amounts are due to the declining enrollment in our schools. We had several staff either request leave, resign, or transfer and as positions became open their need was evaluated and services were accomplished by existing staff when possible. The decrease for repairs and maintenance of facilities was due to the closure of two community school sites.

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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue next year. It is anticipated that the difference between Budgeted Expenditures and Estimated Actual Expenditures will equalize with the stabilization of sites and staffing.

Under Goals, Actions, and Services, SLOCOE made the following changes under Goal 2:

- Action 2 was modified by changing the number of campuses and modifying Restorative Justice to Restorative Practices in the 2018-19 actions and services as well as updating the budgeted amount.
- Action 5 was modified by updating the budgeted amount for repairing facilities.
- Added Action 6 to address barriers to attendance by providing nursing case management.

# Goal 3

This highly mobile at-risk population (including foster and non-foster youth) experiences multiple transitions. The administration and staff on the campuses will offer increased support to these students, to and from Court School, Community School, District Schools, College, Career, and Foster Placements.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3, 4, 5, 6, 9, 10

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

1. The Expelled Plan will be monitored regularly--Quarterly stakeholder meetings are held and services are adjusted as needed.
2. Meetings and trainings will be held to assist with the coordination of service to foster youth throughout the county--Local, state, and national trainings are attended. Quarterly meetings are held with all stakeholders to ensure the continued coordination of services.
3. CTE pathways will be provided--Community School: opportunities within the Hospitality and Tourism pathway will be developed for all students. Students will have the opportunity to be actively engaged with the development and implementation of SLOCOE food service. Court School: increased opportunities with Cuesta College will be investigated. Opportunities for pathways will be investigated.

\*A reminder, as stated in the introduction, not all state identified metrics are appropriate for this population. NWEA is our local benchmark assessment that assists us with monitoring academic progress for this population.

1. The Expelled Plan will be monitored regularly--Quarterly stakeholder meetings are held and services are adjusted as needed.

Outcome Met

2. Meetings and trainings will be held to assist with the coordination of service to foster youth throughout the county--Local, state, and national trainings are attended. Quarterly meetings are held with all stakeholders to ensure the continued coordination of services.

Outcome Met

3. CTE pathways will be provided--Community School: opportunities within the Hospitality and Tourism pathway will be developed for all students. Students will have the opportunity to be actively engaged with the development and implementation of SLOCOE food service. Court School: increased opportunities with Cuesta College will be investigated. Opportunities for pathways will be investigated.

Outcome Met

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

## Actions/Services

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

**Action 1**

**Planned Actions/Services**

Expelled Plan--SLOCOE will continue to work with representatives from our local school districts to monitor the effectiveness of the county-wide tri-annual Expelled Plan.

**Actual Actions/Services**

Expelled Plan--SLOCOE continues to work with representatives from our local school districts to monitor the effectiveness of the county-wide tri-annual Expelled Plan.

Action Taken/Service Provided

**Budgeted Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Estimated Actual Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



County-wide Foster Youth-- SLOCOE will continue to coordinate services with local districts and agency representatives. Training will be conducted regarding new and existing laws. Quarterly meetings will be held to ensure the educational opportunity and stability. Staff will monitor and implement the components of the interagency agreement.

County-wide Foster Youth-- SLOCOE will continue to coordinate services with local districts and agency representatives. Training was conducted regarding new and existing laws. Quarterly meetings were held to ensure the educational opportunity and stability. Staff monitors and implements the components of the interagency agreement.

Action Taken/Service Provided

Costs for this action/service are included in other areas  
Resource 7366

Costs for this action/service are included in other areas  
Resource 7366

### Action 3

#### Planned Actions/Services

Career Technical Education (CTE) will be provided.

#### Actual Actions/Services

Career Technical Education (CTE) is provided.

Action Taken/Service Provided

#### Budgeted Expenditures

Costs for this action/service are included in other areas  
Resource 6387

#### Estimated Actual Expenditures

Costs for this action/service are included in other areas  
Resource 6387

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- The County-Wide Expelled Plan continues to be monitored and services will continue to be provided.
- Staff in the County-Wide Foster Youth Services Department continue to work with stakeholders to coordinate services for this population of students. Foster Focus is being used to track student transition and provide information. This team works closely with the staff from the Department of Probation and the Judge to ensure that children are receiving the supports that they need.
- CTE Pathways continue to be implemented and offerings increased for next year.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As indicated by the services offered and the data collected, the actions/services supporting this goal are effective.

At Community School 51% and at Court School, 58% of our students received foster and homeless youth coordination services to help with transitions

Throughout the 2017-18 school year, SLOCOE served 80 students who had been expelled from their home district either in the current school year or in previous school years.

100% of students with IEPs receive a change of placement IEP meeting to help facilitate a smooth transition.

During the 2017-18 school year, 28 students were enrolled in Career Technical Education classes.

Student Enrollment for 2015-16: 176; 2016-17: 124

Truancy rate for 2015-16: 71.57%; 2016-17: not reported in DataQuest

Suspension rate for 2015-16: 20.38%; 2016-17: 20.8

Chronic Absence Severe (Missing 20% of school days) 2015-16: 39.74%; 2016-17: 42.2%

Chronic Absence Moderate (Missing 10-19.99% of school days) 2015-16: 26.71%; 2016-17: 22.4%

Chronic Absence At-Risk (Missing 5-9.99% of school days) 2015-16: 12.70%; 2016-17: 16.8%

Chronic Absence Satisfactory (Missing less than 5% of school days) 2015-16: 20.5%; 2016-17: 13.6%

Actual Attendance Rate (days attended/days enrolled) 2015-16: 77.97%; 2016-17: 75.2%

Student Drop-out Rate 2015-16: 4.7%; 2016-17: not reported in DataQuest

Socio-Economically Disadvantaged 2015-16: 86.4%; 2016-17: 102

Free and Reduced Meal Program 2015-16: 84.1%; 2016-17: 102

Foster Youth 2015-16: 3.4%; 2016-17: 11

Homeless Youth 2015-16: 24.4%; 2016-17: 35

\*Optional to report; Source: DataQuest

\*\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for these actions/services supporting this goal are included as part of the regular staff duties.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions and services supporting this goal will continue next year.

# Goal 4

Administration and staff will increase caregiver/family involvement to support the success of students.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3, 4, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

1. Monthly celebrations will be provided on campus and families/caregivers will participate.
2. Families/caregivers will have online access to student attendance and achievement data--families/caregivers will be trained how to access data and will access information.
3. Families/caregivers will be communicated with in their home language.

\*A reminder, as stated in the introduction, not all state identified metrics are appropriate for this population. NWEA is our local benchmark assessment that assists us with monitoring academic progress for this population.

1. Monthly celebrations will be provided on campus and families/caregivers will participate.

Outcome Partially Met--Celebrations were provided at the Community School quarterly.

2. Families/caregivers will have online access to student attendance and achievement data--families/caregivers will be trained how to access data and will access information.

Outcome Met

3. Families/caregivers will be communicated with in their home language.

Outcome Met

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics

## **Actions/Services**

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

### **Action 1**

**Planned Actions/Services**

Community school staff and administration will provide families/caregivers with monthly opportunities to positively engage with the school to celebrate student success.

**Actual Actions/Services**

Community school staff and administration provided families/caregivers with quarterly opportunities to positively engage with the school to celebrate student success.

Action Partially Taken/Service Partially Provided

**Budgeted Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Estimated Actual Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Action 2**

**Planned Actions/Services**

Families/caregivers will have the opportunity to access student specific information online, i.e. attendance, grades, credit accrual.

**Actual Actions/Services**

Families/caregivers had the opportunity to access student specific information online, i.e. attendance, grades, credit accrual during the second semester.

Action Taken/Service Provided

**Budgeted Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Estimated Actual Expenditures**

Costs for this action/service are included in other areas  
Resource 0240

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Communicate with families in their home language.

Communicate with families in their home language.

Action Taken/Service Provided

\$21,085.00  
Resource 0240

\$22,324.00  
Resource 0240

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- 100% of families/caregivers were surveyed.
- Celebrations were held quarterly at the Community School with an average of 6-10 family members in attendance. The culminating celebration was graduation at which 16 graduates and their families participated out of a total of 31 graduates.
- 100% of families/caregivers were given access to grades, attendance, and assessment data during the second semester.
- 100% of our non-English speaking families have access to communication in their home language.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- After two years of low participation of these surveys, staff has modified how this important information can better be obtained. This information is gathered through face to face meetings, email, and phone communication. Surveys will continue to be provided, but staff will continue to obtain the information through alternate means.
- Feedback regarding celebrations was overwhelmingly positive. Families participated. Staff, students, families/caregivers, and stakeholders feel this is a positive and necessary addition to the campus routine.
- This year teachers recorded grades and credits in the student information system, enabling family/caregiver access to grades, credits, attendance, and assessments. Additionally, teachers discuss growth on the NWEA/MAP twice a year during the parent/guardian conferences.

Although we do not have data in the CA Dashboard for the Spring 2017 release because we are an alternative school, data collected through stakeholder feedback, NWEA/MAP, and local indicator data demonstrates the effectiveness of the actions and services. Alternative schools will receive



data in an alternate Dashboard in the future. We will continue to monitor data through stakeholder engagement to ensure the effectiveness of our actions and services attached to this goal and add additional data as it becomes available.

2016-17 NWEA Map benchmark data: 46 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 57 students in reading.

2017-18\* NWEA Map benchmark data: 42 students showed observed growth Fall to Winter or Winter to Spring or Fall to Spring in mathematics and 43 students in reading.

Student Enrollment for 2015-16: 176; 2016-17: 124

Truancy rate for 2015-16: 71.57%; 2016-17: not reported in DataQuest

Suspension rate for 2015-16: 20.38%; 2016-17: 20.8

Chronic Absence Severe (Missing 20% of school days) 2015-16: 39.74%; 2016-17: 42.2%

Chronic Absence Moderate (Missing 10-19.99% of school days) 2015-16: 26.71%; 2016-17: 22.4%

Chronic Absence At-Risk (Missing 5-9.99% of school days) 2015-16: 12.70%; 2016-17: 16.8%

Chronic Absence Satisfactory (Missing less than 5% of school days) 2015-16: 20.5%; 2016-17: 13.6%

Actual Attendance Rate (days attended/days enrolled) 2015-16: 77.97%; 2016-17: 75.2%

Student Drop-out Rate 2015-16: 4.7%; 2016-17: not reported in DataQuest

English Learners 2015-16: 20.45%; 2016-17: 19.4%

Hispanic\* 2015-16: 62.90%; 2016-17: 69.2%

White\* 2015-16: 33.10%; 2016-17: 23.5%

American Indian/Alaskan Native\* 2015-16: 2.4%; 2016-17: 2.6%

Other\* 2015-16: .8%; 2016-17: 0%

African American\* 2015-16: .8%; 2016-17: 1.6%

Asian\* 2015-16: 0%; 2016-17: .7%

Pacific Islander\* 2015-16: 0%; 2016-17: .5%

Socio-Economically Disadvantaged 2015-16: 86.4%; 2016-17: 102

Free and Reduced Meal Program 2015-16: 84.1%; 2016-17: 102

Foster Youth 2015-16: 3.4%; 2016-17: 11

Homeless Youth 2015-16: 24.4%; 2016-17: 35

\*Optional to report; Source: DataQuest

\*\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue next year. No changes were made to this goal, expected outcomes, metrics or actions, and services.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August 2017- June 2018

Presentations were made reminding all stakeholders of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Staff developed LCAP At-A-Glance, a simple to read summary, which includes a data sheet that is updated throughout the year. Information will continue to be presented regularly to all stakeholders, using this easy to read format.

SLOCOE Staff/Onsite Agency Representatives- This group includes, teachers, support staff, school administration, Probation and County Behavioral Health support staff. Presentations were made at staff meetings and staff development throughout the school year. A survey was conducted in February, 2018.

Juvenile Justice Commission (JJC) - The Juvenile Justice Commission is mandated by the California Welfare and Institutions Code (WIC) 225 and is made up of 7 to 14 citizens living in the County. Commissioners are appointed by the Presiding Judge of the Superior Court of San Luis Obispo County with concurrence from the Juvenile Court Judge and serve a term of 4 years. JJC has been informed of the LCAP process and as well as the LCAP goals progress. The Commission meets monthly and SLOCOE is on each month's agenda. Official LCAP information is reported at least quarterly, and there is opportunity for questions and feedback. The Commission was presented with an LCAP At-A-Glance during a monthly meeting and were included in the stakeholder survey in May of 2018.

Student Programs and Services (SPS) Leadership Team- This team consists of all managers who work for the SPS Department. The team meets weekly. LCAP updates are presented at least quarterly, and there is opportunity for questions and feedback.

Juvenile Services Advisory Committee- This committee is made up of managers and representatives from Probation, Behavioral Health, Superior Court, County Office of Education, District Attorney's Office, Court Appointed Special Advocates (CASA), Public Defenders, Attorneys, Foster and Homeless Youth Services, local law enforcement, and the Juvenile Court. LCAP updates have been provided and input has been requested at the regularly scheduled meetings. The members of this committee were included in the stakeholder survey conducted in May 2018.

Alternative Education Operations Committee (AEOC) - This team is made up of representatives from the districts in the county, SLOCOE personnel, Probation and SELPA. Regular updates are provided and input is requested at the quarterly meetings. The members of this team were part of the stakeholder survey conducted in May 2018.

Families/Caregivers - This year, in a continued effort to involve more families/caregivers, we have incorporated information regarding the LCAP into other meetings that parents attend regarding their child's education such as enrollment meetings, student study team meetings, parent conferences and School Site Council. During the month of March teachers provided parents with a survey.

Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. This committee also represents the English learner population and acts as the English Learner Advisory Committee (ELAC). The composition of the SSC includes elected members-- parents, teachers, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five School Site Council meetings. Input from this committee is considered in the writing of the final plan.

Students - The student voice is heard throughout the year. Ongoing data is collected by site staff and administration. Students were formally surveyed in April, 2018 and small group discussion sessions were held at each campus to obtain focused input from the students.

Bargaining units - California Teachers Association (CTA) and California School Employees Association (CSEA) were notified of meetings where they could provide input and support the development of the LCAP. Members have been involved in meetings throughout the year that have involved the budget process and planning that affects staffing and other relevant issues. Members of both bargaining units have been involved in committee meetings. The presidents of both associations were personally contacted prior to the Public Hearing.

County Board of Education receives regular updates on LCAP progress and goals.

Public Hearing- There was a public hearing held on June 21, 2018.

The County Board of Education approved this plan on June 28, 2018 with the following two changes:

- 1) Under Demonstration of Increased or Improved Services for Unduplicated Pupils for the LCAP year 2018-2019 the percentage to increase or improve services was changed from 100% to 8.92% and
- 2) Under Demonstration of Increased or Improved Services for Unduplicated Pupils for the LCAP year 2018-2019 Action 6 was added to Goal 2.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

## Impact on LCAP and Annual Update

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

This plan was revised as a result of the input and comments received from community members, parents/guardians, students, and staff. The information was shared at school sites, stakeholder group meetings, cabinet and District Board meetings. Input and information was also gathered via stakeholder survey data, including parents/guardians, students, staff and community members. The collective data provided direction into areas for improvement.

The LCAP is aligned with the WASC action plan and the SPSA, so updates were provided and information was presented during both of these processes. SLOCOE participated in a Full WASC Visit on April 23-25, 2018. The visiting team was also informed of the process and the plan. Meetings were used to provide up-to-date data and budget information on the LCAP development process, metrics, expectations, and outcomes.

Based on the data collected and the consultations with our stakeholders, it was determined that our current LCAP goals were still valid and need to continue for the upcoming year with the following areas for improvement:

- The School Site Council voted to reallocate Title 1 funds toward two four-hour behavioral health specialists to meet the changing needs of our students. In addition, they also voted to reallocate Title 1 funds to ensure full implementation of MTSS including PBIS.
- Action 6 is new to Goal 2 to address barriers to attendance by adding additional nursing support to assist onsite administrators in bolstering attendance through ongoing medical case management.

- Action 2, Goal 2 was modified by changing the number of campuses and modifying Restorative Justice to Restorative Practices in the 2018-19 actions and services as well as updating the budgeted amount.
- Action 5, Goal 2 was modified by updating the budgeted amount for repairing facilities.

All stakeholders were part of the WASC process in which seven critical areas for follow-up emerged:

- Use of disaggregated data to improve student instructional practices
- A comprehensive professional development plan
- Outreach strategies for parents/guardians
- Classroom management and student engagement
- Student morale
- Academic rigor
- Implementation of common core state standards.

The LCAP was written to address these areas that encompass input from our stakeholder outreach. The COE is experiencing flat funding, the needs of our students are increasing and becoming more intense, and enrollment is declining. The LCAP team took into consideration all feedback and has continued to provide the services necessary to best meet the needs of our students.

There was a public hearing held June 21, 2018.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

# Goal 1

San Luis Obispo Court and Community Schools is committed to providing our students with access to a rigorous academic experience, preparing them for their next placement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Local Priorities:**

**Identified Need:**

- 100% of students enrolled in our schools qualified for enrollment pursuant to the California Welfare and Institution Code (WIC) sections 300, 601, 601, or 654. These students have been expelled from their regular schools, or are referred by the School Attendance Review Board (SARB), parents, or probation. The majority of the students are not on track for graduation and are not performing at grade level on academic assessments. Throughout each school year as students meet the requirements to return to their referring district, they need to be prepared to be successful in that setting. Priorities 5, 7, 8 and 9.
- A robust CTE program has been established for Hospitality, Tourism, and Recreation. A focus will be on establishing two additional pathways in Arts, Media, and Entertainment and Education, Child Development and Family Services. Priorities 2, 7 and 8.
- Project-based learning is a research-based delivery model that is motivating to our population and will be included in the learning plan timeline. Priorities 2, 7 and 8.

- Technology use will continue to be a focus. Priorities 2, 4, 6, 7 and 8.
- Through the WASC process teachers and administration identified these critical needs for follow-up relating to academic rigor: use of disaggregated data to improve student instructional practices, a comprehensive professional development plan, classroom management and student engagement, student morale, and implementation of Common Core State Standards. Priorities: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
- Remain 100% Williams Act Compliant. Priority 1.

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### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Class Size Data	23:1	23:1	23:1	23:1



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Elements offered through MTSS and fidelity ratings when applicable

Community School - TFI 73%  
Court School TFI – 60%

Community School – TFI 60%, staff development and beginning implementation of executive functioning strategies and restorative practices  
Court School - TFI 70%, staff development and beginning implementation of executive functioning strategies and restorative practices

Court and Community School – TFI will increase. Both sites will continue to strengthen schoolwide PBIS at Tier 1 across all settings with matrix lessons explicitly taught daily. Use data-based decisions to provide targeted interventions to students (Tier 2). Embed use of proactive restorative approaches school-wide.

Court and Community School – TFI will increase. Both sites will continue to strengthen schoolwide PBIS at Tier 1 across all settings with matrix lessons explicitly taught daily. Use data-based decisions to provide targeted interventions to students (Tier 2). Embed use of proactive restorative approaches school-wide.

Increase of BrightBytes Technology and Learning Dashboard Indicators

Technology and Learning Classroom – Emerging Access – Advanced Skills – Advanced Environment - Proficient

Technology and Learning Classroom – Emerging Access – Advanced Skills – Advanced Environment - Proficient  
Overall CASE score has improved from 1025 to 1050.

Technology and Learning Classroom – Proficient Access – Exemplary Skills – Exemplary Environment - Advanced  
Overall CASE score will continue to improve.

Technology and Learning Classroom – Advanced Access – Exemplary Skills – Exemplary Environment - Exemplary  
Overall CASE score will continue to improve.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

NWEA Map or other local benchmark assessment.

We are currently adjusting our local assessment system to better capture entrance and exit scores.

70% of our students showed growth in the NWEA MAP from Fall to Winter; Winter to Spring or and Fall to Spring.

75% of our students will show growth in the NWEA MAP from Fall to Winter; Winter to Spring or and Fall to Spring.

80% of our students will show growth in the NWEA MAP from Fall to Winter; Winter to Spring or and Fall to Spring.

## Planned Actions/Services

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

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Court and Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

SLOCOE will maintain campuses with small class sizes 23:1 providing a standards-based education.

### 2018-19 Actions/Services

SLOCOE will maintain campuses with small class sizes of 23:1 providing a coherent program of study based on the CCSS, the College Career Readiness standards and the Schoolwide Learner Outcomes (SLOs).

### 2019-20 Actions/Services

SLOCOE will maintain campuses with small class sizes of 23:1 providing a coherent program of study based on the CCSS, the College Career Readiness standards and the Schoolwide Learner Outcomes (SLOs).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$272,371.00	\$211,705.00	\$211,705.00
Source	0240	0240	0240
Budget Reference	Certificated and classified salaries	Certificated and classified salaries	Certificated and classified salaries

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Court and Community Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Community school will operate under the Learning Center model to provide campuswide Multi-Tiered System of Support and Universal Design for Learning (UDL).

Court and Community School will continue to increase MTSS implementation. The teachers will use classroom evidence-based practices to fully implement Tier 1 and use data-based decisions for academic and behavior Tier 2 and Tier 3 interventions.

Court and Community School will continue to increase MTSS implementation. The teachers will use classroom evidence-based practices to fully implement Tier 1 and use data-based decisions for academic and behavior Tier 2 and Tier 3 interventions.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$185,755.00	\$83,198.00	\$83,198.00
<b>Source</b>	6505	6505	6505
<b>Budget Reference</b>	Certificated and classified salaries	Certificated and classified salaries	Certificated and classified salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Administration and staff of the San Luis Obispo Court and Community Schools will provide additional opportunities and supports for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Local Priorities:**

### Identified Need:

- 100% of students enrolled in our schools qualified for enrollment pursuant to the California Welfare and Institution Code (WIC) sections 300, 601, 601, or 654. These students have been expelled from their regular schools, or are referred by the School Attendance Review Board (SARB), parents, or probation. The majority of the students are not on track for graduation and are not performing at grade level on academic assessments. Many students will be returning to their referring district and need to be prepared to be successful in that setting. Priorities 5, 7, 8 and 9.
- The population in our schools is highly mobile, creating a greater risk factor and lack of engagement. Student attendance rates are low and chronic absenteeism is high. Priorities 5 and 10.
- Observations, surveys, and inquiry indicate that students are not highly engaged in their learning. Data indicates that students need modeling, feedback, and instruction in prosocial behaviors. Data also indicated that there was low staff and student morale related to safety and behaviors which demonstrated the need for full implementation of PBIS. Priorities 1, 2, 4, 5, 6c, 7 and 8.
- Many students have a high number of suspensions - alternatives to suspension are needed. Priorities 5, 6, 7, 8 and 9.
- Through the WASC process teachers and administration identified these critical needs for follow-up relating to student engagement: use of

disaggregated data to improve student instructional practices, a comprehensive professional development plan, outreach strategies for parents/guardians, classroom management and student engagement, student morale, and implementation of Common Core State Standards. Priorities: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>100% of campuses have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer.</p>	<p>100% of campuses have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer.</p>	<p>Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus.</p>	<p>100% of campuses will have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer to help ensure the safety of staff and students on campus.</p>	<p>100% of campuses will have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer to help ensure the safety of staff and students on campus.</p>

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

PBIS Tiered Fidelity Inventory (TFI) Rating  
 (The TFI rating includes daily teaching of the matrix, implementation of a Student Advisory group, PBIS Leadership Team [administration, staff, students, parents and community members], and the administration of the PBIS School Climate Survey.)

Addresses State Priority 6c

Community School - TFI 73%  
 Court School TFI – 60%

Community School - TFI 60%  
 Court School TFI – 70%

Community School - TFI will increase  
 Court School – TFI will increase

Community School - TFI will increase  
 Court School – TFI will increase



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Embed the use of proactive restorative approaches in the classroom and school-wide to improve student morale with the goal of a 100% positive rating as measured by the student survey.

No formal implementation

No formal implementation

Embed the use of proactive restorative approaches in the classroom and school-wide to improve student morale as measured by a 60% positive rating on the student survey.

Embed the use of proactive restorative approaches in the classroom and school-wide to improve student morale as measured by a 80% positive rating on the student survey.

100% of students will have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

100% of students have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

Counselors are available at the Court and Community schools and are able to serve the current needs of the students.

100% of students will have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

100% of students will have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

100% of students at community school have access to county-wide transportation to and from school.

100% of students at community school had access to county-wide transportation to and from school.

County-wide transportation routes are operated.

Maintain county-wide transportation to and from school for 100% of students at community school.

Maintain county-wide transportation to and from school for 100% of students at community school.

100% of facilities that are accessed by students are maintained and in good repair.

100% of facilities that are accessed by students were maintained and in good repair.

Facilities are maintained and in good repair.

100% of facilities that are accessed by students will be maintained and in good repair.

100% of facilities that are accessed by students will be maintained and in good repair.

Reduce chronic absenteeism with the goal of having it at 20% or below.

Community School has an overall chronic absenteeism rate of 69.5%. Varies from student to student – mobility is high.

Overall chronic attendance percentage will decrease. Individual student chronic attendance data will decrease.

Reduce chronic absenteeism to 50% or below.

Reduce chronic absenteeism to 40% or below.

Increase positive attendance rate with the goal of reaching 80% or above.

Community School attendance rate is 75.19%. Varies from student to student – mobility is high.

Overall attendance percentage will increase. Individual student attendance will increase.

Increase positive attendance rate with the goal of reaching 76% or above.

Increase positive attendance rate with the goal of reaching 77% or above.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the suspension rate with the goal of 15% or less.	Community School suspension rate is 20.8%. Varies from student to student – mobility is high	Overall suspension data will decrease and each individual student will experience decreased suspensions.	Decrease the suspension rate with the goal of reaching 18% or less.	Decrease the suspension rate with the goal of reaching 16% or less.
Data Chat	100% of students are involved with data chats during the assessment process.	100% of students were involved with data chats during the Fall. During the Winter and Spring sessions, data chats were not fully implemented.	Throughout the school year, 100% of students will be involved with data chats.	Throughout the school year, 100% of students will be involved with data chats.

## Planned Actions/Services

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

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Court and Community Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus.

Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus.

Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$111,000.00

\$111,000.00

\$111,000.00

Year	2017-18	2018-19	2019-20
Source	0240	0240	0240
Budget Reference	5800 Professional/Consulting Services	5800 Professional/Consulting Services	5800 Professional/Consulting Services

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

Specific Schools, Court and Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

**2017-18 Actions/Services**

Positive Behavior Intervention Supports (PBIS) will be implemented at all campuses. Staff and agency partners will receive ongoing training in PBIS and Restorative Justice.

**2018-19 Actions/Services**

Positive Behavior Intervention Supports (PBIS) will be implemented on both campuses. Staff and agency partners will receive ongoing training in PBIS and restorative practices.

**2019-20 Actions/Services**

Positive Behavior Intervention Supports (PBIS) will be implemented on both campuses. Staff and agency partners will receive ongoing training in PBIS and restorative practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$48,526.00	\$50,956.24	\$50,956.24
<b>Source</b>	0240,6505, and Title 1 grant funding	0240	0240
<b>Budget Reference</b>	1300 Certificated Supervisor and 5200 Travel & Conference	1300 Certificated Supervisor	1300 Certificated Supervisor

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Court and Community Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

All students will have access to drug and alcohol and mental health counseling

All students will have access to drug and alcohol and mental health counseling

All students will have access to drug and alcohol and mental health counseling

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$69,300.00

\$69,300.00

\$69,300.00

Year	2017-18	2018-19	2019-20
Source	0240	0240	0240
Budget Reference	5800 Professional Consulting	5800 Professional Consulting	5800 Professional Consulting

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

Specific Schools, Court and Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

A county-wide transportation system will be operated with multiple stops throughout the county. Students who are in good standing with the transportation department will have access to ride SLOCOE buses.

**2018-19 Actions/Services**

A county-wide transportation system will be operated with multiple stops throughout the county. Students who are in good standing with the transportation department will have access to ride SLOCOE buses.

**2019-20 Actions/Services**

A county-wide transportation system will be operated with multiple stops throughout the county. Students who are in good standing with the transportation department will have access to ride SLOCOE buses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$208,662.00	\$208,662.00	\$208,662.00
<b>Source</b>	0240	0240	0240
<b>Budget Reference</b>	2200 Classified Support/Salaries and Benefits \$134,552.00 4300 Materials and Supplies \$17,000.00 5xxx Services and Operating Expenditures \$57,110.00	2200 Classified Support/Salaries and Benefits \$134,552.00 4300 Materials and Supplies \$17,000.00 5xxx Services and Operating Expenditures \$57,110.00	2200 Classified Support/Salaries and Benefits \$134,552.00 4300 Materials and Supplies \$17,000.00 5xxx Services and Operating Expenditures \$57,110.00

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

Repair facilities as needed. Facilities are continually monitored and maintained by staff.

**2018-19 Actions/Services**

Repair facilities as needed. Facilities are continually monitored and maintained by staff. Only modified due to budget revisions.

**2019-20 Actions/Services**

Repair facilities as needed. Facilities are continually monitored and maintained by staff. Only modified due to budget revisions.

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$258,260.00	\$162,872.00	\$162,872.00
<b>Source</b>	0240/8150	0240/8150	0240/8150
<b>Budget Reference</b>	2200 Classified Support 5600 Repairs	Resource 0240 Alternative Education 2200 Classified Support \$57,268.00 4xxx Materials and Supplies \$6,000.00 5xxx Repairs \$49,291.00 Resource 8150 Maintenance 2200 Classified Support \$45,582.00 5xxx Repairs \$4,731.00	Resource 0240 Alternative Education 2200 Classified Support \$57,268.00 4xxx Materials and Supplies \$6,000.00 5xxx Repairs \$49,291.00 Resource 8150 Maintenance 2200 Classified Support \$45,582.00 5xxx Repairs \$4,731.00

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

Specific Schools, Court and Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

This was not an action in 2017-2018.

Select from New, Modified, or Unchanged for 2018-19

New

### 2018-19 Actions/Services

In order to address barriers to attendance, nursing staff will assist on-site administrators in bolstering attendance by providing ongoing case management.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2019-20 Actions/Services

In order to address barriers to attendance, nursing staff will assist on-site administrators in bolstering attendance by providing ongoing case management.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$25,356.00	\$25,356.00
Source	n/a	0240	0240
Budget Reference	n/a	Classified salaries	Classified salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

This highly mobile at-risk population (including foster and non-foster youth) experiences multiple transitions. The administration and staff on the campuses will offer increased support to these students, to and from Court School, Community School, District Schools, College, Career, and Foster Placements.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 5, 6, 7, 8, 9, 10

**Local Priorities:**

### Identified Need:

- At-risk students are highly mobile and experience multiple transitions. Priorities 3, 4, 5, 6, 7, 8, 9 and 10.
- Some transitions result in failed placements and result in students not successfully transferring (dropouts). Career pathways are not fully developed or implemented. Priorities 3, 4, 5, 6, 7, 8, 9 and 10.
- Per California Education Code Section 48926 every three years, each county superintendent of schools, in conjunction with superintendents of the school districts within the county, are required to develop a plan for providing educational services to all expelled pupils in the county and to submit a plan to the State Superintendent of Public Instruction. Priority 9.
- In compliance with AB490, SLOCOE will facilitate districts, county social service agencies, and other professionals in the efforts to provide educational stability and educational opportunity for each child in foster care. Priority 10.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF

Evaluation Rubrics.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>The Expelled Plan will be monitored yearly by the Alternative Education Oversight Committee (AEOC) as evidenced by the meeting minutes and updated every three years as required by Ed Code.</p>	<p>The Expelled Plan is monitored yearly by the Alternative Education Oversight Committee (AEOC) as evidenced by the meeting minutes and updated every three years as required by Ed Code.</p>	<p>Quarterly stakeholder meetings are held and services are adjusted as needed.</p>	<p>The Expelled Plan will be monitored yearly by the Alternative Education Oversight Committee (AEOC) as evidenced by the meeting minutes and updated every three years as required by Ed Code.</p>	<p>The Expelled Plan will be monitored yearly by the Alternative Education Oversight Committee (AEOC) as evidenced by the meeting minutes and updated every three years as required by Ed Code.</p>
<p>100% of our foster youth will receive coordination of services to support transitions.</p>	<p>100% of our foster youth received coordination of services to support transitions.</p>	<p>Local, state, and national trainings are attended. Quarterly meetings are held with all stakeholders to ensure the continued coordination of services.</p>	<p>100% of our foster youth will receive coordination of services to support transitions.</p>	<p>100% of our foster youth will receive coordination of services to support transitions.</p>

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Community School -- 50% of students will complete a CTE class within a pathway.

Court School--100% of students will participate with Cuesta College's career readiness program.

Community School -- 20% of students completed a CTE class within a pathway.

Court School--100% of students will participate with Cuesta College's career readiness program.

Community School – Opportunities within the Hospitality, Tourism and Recreation Pathway will be developed for all students. Students will have the opportunity to be actively engaged with the development and implementation of SLOCOE food service. Court School – increased opportunities with Cuesta College will be investigated. Opportunities for pathways will be investigated.

Community School -- 30% of students will complete a CTE class within a pathway.

Court School--100% of students will participate with Cuesta College's career readiness program.

Community School -- 40% of students will complete a CTE class within a pathway.

Court School--100% of students will participate with Cuesta College's career readiness program.

## Planned Actions/Services

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

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Expelled Plan ~ SLOCOE will continue to work with representatives from our local school districts to monitor the effectiveness of the county-wide tri-annual Expelled Plan.

Expelled Plan ~ SLOCOE will continue to work with representatives from our local school districts to monitor the effectiveness of the county-wide tri-annual Expelled Plan.

Expelled Plan ~ SLOCOE will continue to work with representatives from our local school districts to monitor the effectiveness of the county-wide tri-annual Expelled Plan.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**



<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Source</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Budget Reference</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools, Loma Vista Community and Court School

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

County-wide Foster Youth ~ SLOCOE will continue to coordinate services, with local districts and agency representatives. Training will be conducted regarding new and existing laws. Quarterly meetings will be held to ensure the educational opportunity and stability. Staff will monitor and implement the components of the interagency agreement.

### 2018-19 Actions/Services

County-wide Foster Youth ~ SLOCOE will continue to coordinate services, with local districts and agency representatives. Training will be conducted regarding new and existing laws. Quarterly meetings will be held to ensure the educational opportunity and stability. Staff will monitor and implement the components of the interagency agreement.

### 2019-20 Actions/Services

County-wide Foster Youth ~ SLOCOE will continue to coordinate services, with local districts and agency representatives. Training will be conducted regarding new and existing laws. Quarterly meetings will be held to ensure the educational opportunity and stability. Staff will monitor and implement the components of the interagency agreement.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
Source	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Court and Community Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Career Technical Education (CTE) will be provided.

Career Technical Education (CTE) will be provided.

Career Technical Education (CTE) will be provided.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Source</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Budget Reference</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 4

Administration and staff will increase caregiver/family involvement to support the success of students.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 5, 6

**Local Priorities:**

### Identified Need:

- Research shows that students perform better in school when their families/caregivers are engaged. Administration, staff, parents, and representatives from our partner agencies indicate that our families/caregivers need assistance in parenting at-risk youth. Priorities 3, 4, 5 and 6.
- Increase contact or involvement with families, outside of mandatory meetings. Priorities 3, 4, 5 and 6.
- Families/caregivers report that there are multiple barriers to their involvement in the school system. Most indicate that they need assistance navigating the complex educational system. Priorities 3, 4, 5 and 6.
- A student's enrollment in Court or Community School is usually accompanied with other complex circumstances that may not be directly connected to the schools. There is a need to increase the positive experiences between the families and school communities. Priorities 3, 4, 5 and 6.

\* It should be noted that SLOCOE's LCAP is a plan for two alternative schools. Alternative schools are not currently included in the State LCFF Evaluation Rubrics.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>100% of families and caregivers will be invited to participate in monthly celebrations on campus.</p>	<p>Families/caregivers of the awardees were invited to participate in quarterly celebrations.</p>	<p>Monthly Celebrations will be provided on campus and families/caregivers will participate.</p>	<p>100% of families and caregivers will be invited to participate in monthly celebrations on campus.</p>	<p>100% of families and caregivers will be invited to participate in monthly celebrations on campus.</p>
<p>100% of families/caregivers will have online access to student attendance and achievement data.</p>	<p>Data is not available online.</p>	<p>Families/caregivers will have online access to student attendance and achievement data. Families/caregivers will be trained how to access data and will access information.</p>	<p>100% of families/caregivers will have online access to student attendance and achievement data.</p>	<p>100% of families/caregivers will have online access to student attendance and achievement data.</p>
<p>100% of families will be communicated to in their home language.</p>	<p>100% of families will be communicated to in their home language.</p>	<p>Families will be communicated with in their home language.</p>	<p>100% of families will be communicated to in their home language.</p>	<p>100% of families will be communicated to in their home language.</p>

## Planned Actions/Services

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

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Court and Community Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Community school staff and administration will provide families/caregivers with monthly

Community school staff and administration will provide families/caregivers with monthly

Community school staff and administration will provide families/caregivers with monthly

opportunities to positively engage with the school to celebrate student success.

opportunities to positively engage with the school to celebrate student success.

opportunities to positively engage with the school to celebrate student success.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Source</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Budget Reference</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

Families/caregivers will have the opportunity to access student specific information online, i.e. attendance, grades, credit accrual

**2018-19 Actions/Services**

Families/caregivers will have the opportunity to access student specific information online, i.e. attendance, grades, credit accrual

**2019-20 Actions/Services**

Families/caregivers will have the opportunity to access student specific information online, i.e. attendance, grades, credit accrual

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$5500.00

\$5500.00

\$5500.00

**Source**

0240

0240

0240

**Budget Reference**

Contracts

Contracts

Contracts

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Communicate with families in their home language.

### 2018-19 Actions/Services

Communicate with families in their home language.

### 2019-20 Actions/Services

Communicate with families in their home language.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Source</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.
<b>Budget Reference</b>	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.	The cost for the action is included as part of regular staff duties.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$640,658.00

Percentage to Increase or Improve Services

43.97 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The following Actions/Services support the needs of students school-wide and LEA wide:

Goal 1 Actions 1,2 ;

Goal 2, Actions 1,2,3,4,5;

Goal 3 Action 1, 3 ;

Goal 4 Actions 1,2.

These actions/services represent a continuous support offered to the student population that we serve. The population served is at-risk and we provide professional development, increased technology, transportation, instructional program, support for Learning Center, MTSS, efforts to increase family/caregiver involvement, increase collaborative partnerships, CTE, and coordinated county-wide efforts to support foster and expelled youth. The services meet the needs of our unduplicated students and meet the requirements of the state priorities.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$481,535.00

Percentage to Increase or Improve Services

8.92 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

SLOCOE serves alternative education students that are among the most challenging students in the county to serve. Our students are typically expelled; incarcerated; severely credit deficient; exhibit academic skills gaps; have special learning needs and/or serious social-emotional challenges facing them. Our programs are designed to meet these students' unique needs. Due to the high percentage of unduplicated students served in our programs, all of our students will benefit from the intensive programs and services principally directed to these unduplicated students. Such programs and services are designed to:

1. Bridge academic skills gaps
2. Address issues associated with mental health and drug abuse
3. Address the social-emotional needs of our students
4. Increase parent/guardian and community engagement
5. Address the transitions of our highly mobile, at-risk population

SLOCOE has calculated that it will receive \$481,535.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Goal 1, Action 1--small class size; Goal 1, Action 2--MTSS implementation; Goal 2, Action 1--probation and administration onsite; Goal 2, Action 2--PBIS implementation; Goal 2, Action 3--access to drug and alcohol and mental health counseling; Goal 2, Action 4--access to county-wide transportation; Goal 2, Action 6--nursing case management; Goal 3, Action 2--foster youth coordination of services; Goal 3, Action 3--CTE course offerings; Goal 4, Action 1--student success celebrations; Goal 4, Action 3--communicate in students' home language all to better serve our highly at risk and mobile population of English learners,

socio-economically disadvantaged students, and foster youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population after an analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help SLOCOE be effective in meeting the goals of the LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of SLOCOE Court and Community Schools. Since our unduplicated student population count is greater than 83%, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency, delivery, and effectiveness of these actions and services.

SLOCOE has calculated that it will receive a total of \$481,535.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage has been calculated at 8.92%. SLOCOE has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in the Goals, Actions, and Services.

These actions/services represent a continuous support offered to the student population that we serve. The population served is at-risk and we provide professional development, increased technology, transportation, instructional program, support for MTSS, efforts to increase family/caregiver involvement, increase collaborative partnerships, CTE, and coordinated county-wide efforts to support foster and expelled youth. The services meet the needs of our unduplicated students and meet the requirements of the state priorities.