

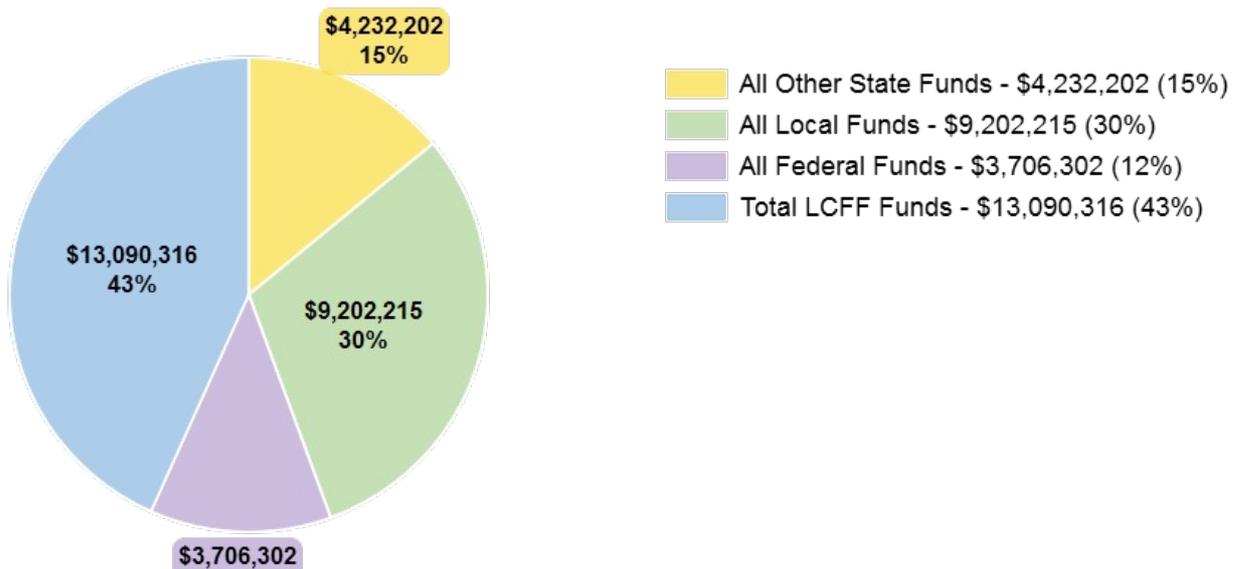
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Obispo County Office of Education
 CDS Code: 40104050000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Katherine Aaron | kaaron@slocoe.org | 8057827321

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

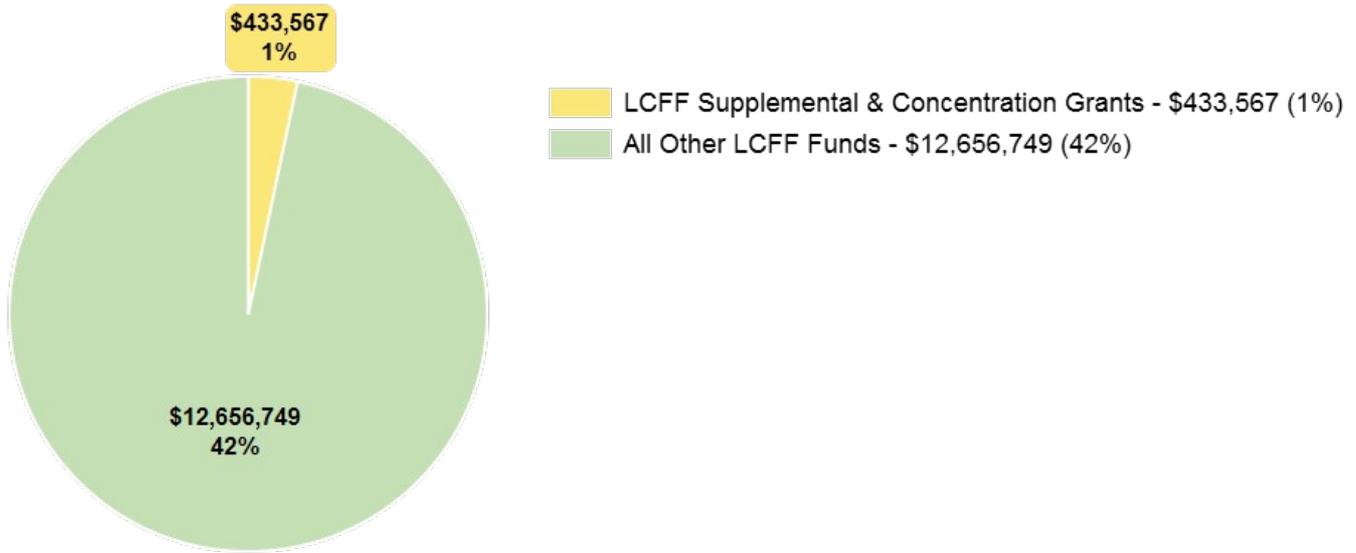
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$4,232,202	15%
All Local Funds	\$9,202,215	30%
All Federal Funds	\$3,706,302	12%
Total LCFF Funds	\$13,090,316	43%

Breakdown of Total LCFF Funds



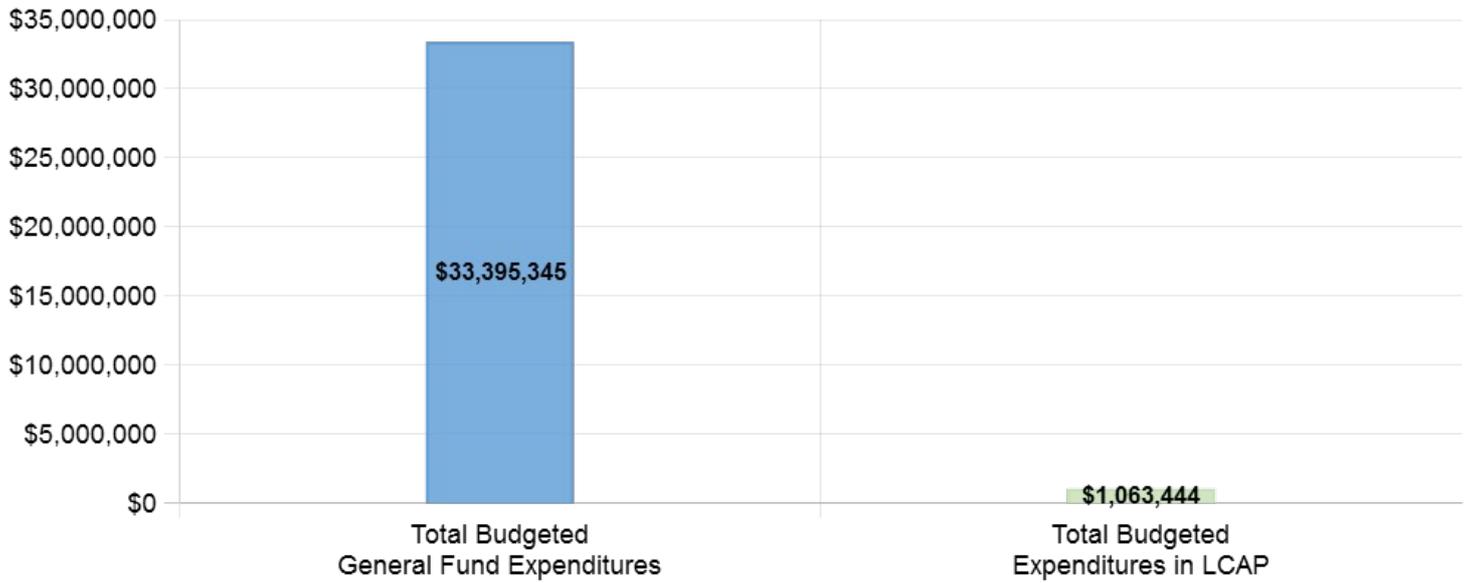
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$433,567	1%
All Other LCFF Funds	\$12,656,749	42%

These charts show the total general purpose revenue San Luis Obispo County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for San Luis Obispo County Office of Education is \$30,231,035, of which \$13,090,316 is Local Control Funding Formula (LCFF), \$4,232,202 is other state funds, \$9,202,215 is local funds, and \$3,706,302 is federal funds. Of the \$13,090,316 in LCFF Funds, \$433,567 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$33,395,345
Total Budgeted Expenditures in LCAP	\$1,063,444

This chart provides a quick summary of how much San Luis Obispo County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Luis Obispo County Office of Education plans to spend \$33,395,345 for the 2019-20 school year. Of that amount, \$1,063,444 is tied to actions/services in the LCAP and \$32,331,901 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 and a charter school.

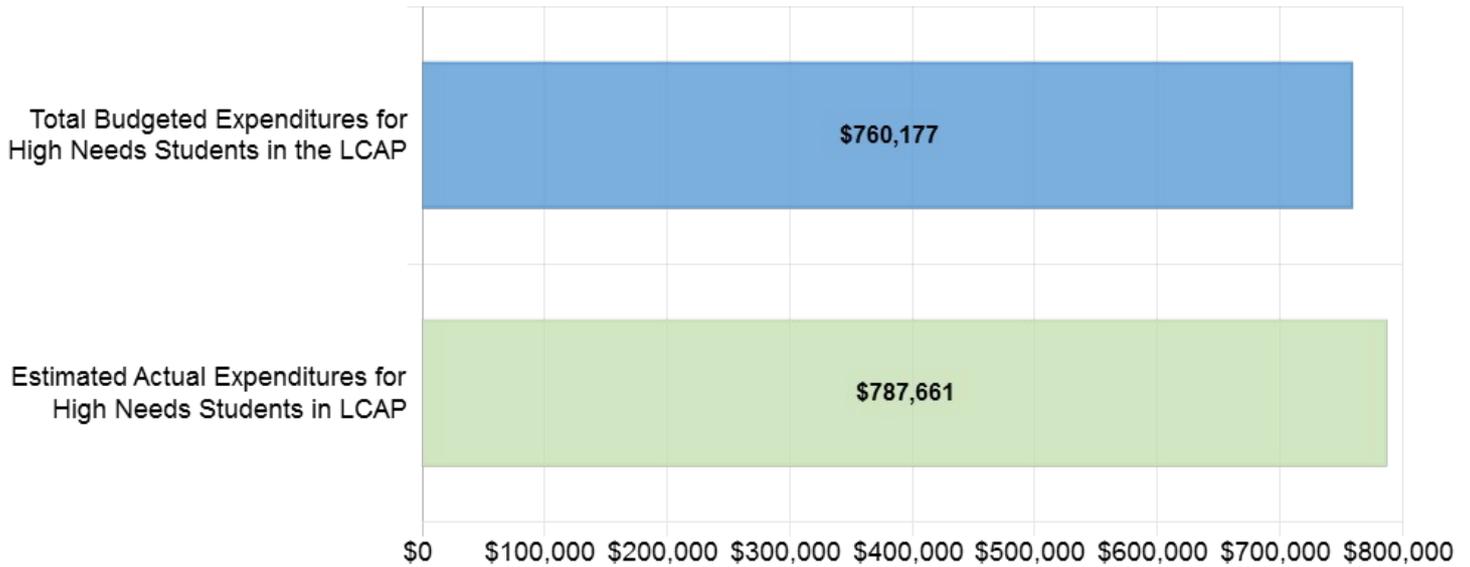
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, San Luis Obispo County Office of Education is projecting it will receive \$433,567 based on the enrollment of foster youth, English learner, and low-income students. San Luis Obispo County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP San Luis Obispo County Office of Education plans to spend \$880,312 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$760,177
Estimated Actual Expenditures for High Needs Students in LCAP	\$787,661

This chart compares what San Luis Obispo County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Luis Obispo County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Luis Obispo County Office of Education's LCAP budgeted \$760,177 for planned actions to increase or improve services for high needs students. San Luis Obispo County Office of Education estimates that it will actually spend \$787,661 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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

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Student Programs and
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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 over 34,000 students enrolled in our public schools. Students in the county are enrolled in ten local school districts, the San Luis Obispo County Office of Education (SLOCOE), or three district-authorized charter schools. The Alternative Education department, located in the Student Programs and Services Division of SLOCOE, operates two schools, San Luis Obispo County Community school and San Luis Obispo County Juvenile Court school for which we receive Local Control Funding Formula (LCFF) funds. Due to declining enrollment, our community school consolidated from three community school campuses to one centrally located campus in August of 2017. The juvenile hall consists of one custody unit classroom and one camp classroom, Coastal Valley Academy, which is one fewer custody unit classroom than the previous year. Many of our students have been affected by one or more significant traumas, including drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, academic failure, and parental incarceration. 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 was a significant change with staffing. All teachers were dually credentialed which enabled them to serve our general education, special education and independent study students. All paraprofessionals were replaced by Behavior Intervention Support Specialists and

Behavioral Health 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 School Plan for Student Achievement (SPSA) and the plan required for accreditation from 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

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for the 17-18 school year was 62.8%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall participation rate for the 2017-18 school year was 78% ELA and 66% Math. The overall suspension rate for the 2017-18 school year was 37.3%. The school climate survey positive rating was 2.62 out of 4.0.

Dashboard Alternative School Status (DASS) Data

CA Dashboard

San Luis Obispo County Community school:

-Enrollment: 98 students Socioeconomically Disadvantaged: 86.7% English Learners: 15.3%

Foster Youth: 4.1%

-Chronic Absenteeism--no performance color

Less than 11 students. Data not displayed for privacy

-Suspension rate--performance color=red

37.3% of students suspended at least once-increased 17.5%

-EL Progress--no performance color

Level 4 Well developed 12.5%

Level 3 Moderately developed 18.8%

Level 2 Somewhat developed 25.0%

Level 1 Beginning stage 43.8%

-Graduation Rate--no performance color

46.2% graduated: decline of 31.4%

-College/Career--no performance color

3.8% prepared: increased 3.8%

-English Language Arts--no performance color

89.3 points below standard: increase of 23.7 points

-Mathematics--no performance color

201 points below standard: maintained -2.6 points

San Luis Obispo County Court school:

-Enrollment: 21 students Socioeconomically Disadvantaged: 100% English Learners: 9.5%
Foster Youth: 14.3%
-Chronic Absenteeism--no performance color
Less than 11 students. Data not displayed for privacy
-Suspension rate--performance color=blue
0% of students suspended at least once
-EL Progress--no performance color
Less than 11 students. Data not displayed for privacy
-Graduation Rate--no performance color
92.3% graduated: increase of 5.6%
-College/Career--no performance color
0% prepared
-English Language Arts--no performance color
Less than 11 students. Data not displayed for privacy
-Mathematics--no performance color
Less than 11 students. Data not displayed for privacy

Dataquest Data:

-Student Enrollment:
Community school 2016-17: 124 2017-18 108
Juvenile Court school 2016-17: 16 2017-18 21
-Chronic Absenteeism Rate:
2016-2017 County Community 69.6% Juvenile Court 0.0%
2017-2018 County Community 81.5% Juvenile Court 0.0%
-Suspension rate:
Community school 2016-17: 20.8% 2017-2018: 37.3%
Juvenile Court School 2016-17: 0% 2017-2018: 0%
-Expulsion rate:
Community and Juvenile Court 2016-17: 0% 2017-18: 0%
-English Learners:
2016-17 19.4% 2017-18: 27.5%
Demographics:
-Hispanic:
2016-17: 69.2%
2017-18: County Community 58.2% Juvenile Court 42.9%
-White:
2016-17: 23.5%
2017-18 County Community 34.7% Juvenile Court 47.6%
-American Indian/Alaskan Native:
2016-17 2.6%
2017-18 County Community 1.0% Juvenile Court 4.8%
-African American:
2016-17: 1.6%
2017-18 County Community 1.0% Juvenile Court 0.0%
-Asian:
2016-17: .7%

2017-18: County Community 0.0% Juvenile Court 0.0%

-Pacific Islander:

2016-17: .5%

2017-18: County Community 1.0% Juvenile Court 0.0%

-Two or more races:

2016-17: 1.9%

2017-18 County Community 4.1% Juvenile Court 4.8%

-Socio-Economically Disadvantaged: Free/Reduced Meals

2016-17: 82.3% 2017-18 86.7%

-Foster Youth:

2016-17: 11 2017-18: 14

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

- Our students are not enrolled long enough to satisfy UC or CSU requirements and/or EAP requirements.
- 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.
- 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.
- Students are not expelled from SLOCOE Court and Community Schools.

LCAP Highlights

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

This year we continued the goals from the previous year's LCAP. SLOCOE will continue to meet the needs of this highly mobile at-risk population with all community school students located on one campus, thus services and programs have been concentrated in that one location. SLOCOE will also continue to meet the needs of incarcerated youth by providing services and programs in both the custody and camp classrooms. This offers the opportunity to provide a Multi-Tiered System of Support (MTSS) which includes Positive Behavior Intervention Supports (PBIS), Universal Design for Learning (UDL), support for English language learners, social emotional learning, inclusive academic instruction, increased parent engagement and CTE. SLOCOE is also able to support all local districts with information and training as well as coordinating the transitions of foster and expelled youth.

For our 2019-2020 school year, we will continue to focus on the seven critical areas for follow-up from the WASC action plan. These include: 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 California School Dashboard, 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 state level Bronze recognition at Community school and Silver recognition at Juvenile Court school as well as the ability to now apply for Silver recognition at both campuses
- The continued implementation of the Dialectical Behavior Therapy (DBT) social emotional curriculum along with a designated daily class period for instruction
- The support offered to students in transition from the Juvenile Court school
- Countywide support offered to foster, homeless and expelled youth
- Increased parent engagement as evidenced by representation on SSC, increased use of Aeries parent portal, continued parent attendance at conferences and award ceremonies and 100% parent involvement in IEP meetings
- Continued offering of CTE programming
- Increase in student engagement as evidenced by overall increase in student climate survey
- Increase in student engagement at JCS as evidenced by 0% suspension rate and a graduation rate of 92.3%

SLOCOE plans to maintain and build upon the above-described successes by aligning the School Plan with the LCAP. The School Plan now has the same four goals and metrics as the LCAP. Monies are set aside to address ongoing professional development to ensure full implementation of the MTSS model, which includes academic and social emotional Tier I-III interventions, PBIS, social emotional curriculum and integrated and designated language instruction. Monies are also set aside to provide certificated and classified support to students in the areas of CTE, academics, behavior and social emotional as well as to purchase supplemental curriculum, technology and tools. Lastly, monies have been set aside to support trainings for parents and families to increase engagement.

Referring to the California School Dashboard, 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.

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate-red, suspension rate-red, college/career-orange and chronic absenteeism-orange; the graduation rate and the suspension rate were specifically for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The suspension rate state indicator for the community school is in the red for 5 student groups (Hispanic, homeless, socioeconomically disadvantaged, students with disabilities and white). On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for the 17-18 school was 62.8%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall participation rate for the 2017-18 school year was 78% ELA and 66% Math. The overall suspension rate for the 2017-18 school year was 37.3%. The school climate survey positive rating was 2.62 out of 4.0.

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, including student and staff matrix and recognition, and a level system to address classroom management, student engagement and morale. SLOCOE will also fully implement MTSS, including Tier 2 and Tier 3, academic and behavioral interventions. SLOCOE is working on incorporating alternatives to suspensions, including the training of site administration. Daily social emotional learning has been incorporated into the daily schedules along with intensive DBT training occurring in August 2019.

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

Performance Gaps

Due to the small student populations enrolled at all campuses, the CA Dashboard only produced performance level colors in the areas of suspensions, graduation, chronic absenteeism and college/career: all other state indicators have "none." The four indicators that have colors are all either red or orange: no other colors are on the student group report for 2018. Any box that does not have the red or orange is marked as "none." Because of this, SLOCOE is unable to identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Since our programs serve alternative education students, most of the time we are able to determine that our students have performance gaps when compared to their same-aged peers at traditional school sites. With the use of CA Dashboard and local data, on an ongoing basis we will continue to evaluate whether additional performance gaps exist within our programs that must be addressed.

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

- Dually credentialed teachers in all classrooms in both subject areas and special education
- All classrooms have support staff who have been trained in both academics and behavior
- The class schedule has been modified to include social emotional learning and the teaching of the PBIS matrix
- Continued MTSS implementation including Tier 2 and 3 academic and behavior interventions
- Embedding the English Language Development standards into instruction for English, mathematics and science

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

San Luis Obispo County Community

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate-red, suspension rate-red, college/career-orange and chronic absenteeism-orange; the graduation rate and the suspension rate were specifically for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement (CSI) due to all state indicators being red on the California Dashboard in 2018-2019. Due to low enrollment numbers, it should be noted that the Community school only had one indicator that had a color, suspension rate, and that indicator was red. The suspension rate state indicator for the community school is in the red for 5 student groups (Hispanic, homeless, socioeconomically disadvantaged, students with disabilities and white). On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for the 17-18 school year was 62.8%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall participation rate for the 2017-18 school year was 78% ELA and 66% Math. The overall suspension rate for the 2017-18 school year was 37.3%. The school climate survey positive rating was 2.62 out of 4.0.

The San Luis Obispo County Community and San Luis Obispo Juvenile Court schools have long standing structures in place for communication with stakeholders or people affected by the school district and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have LCAP/SPSA standing agenda items or LCAP/SPSA discussion topics. Stakeholder groups include: All Stakeholders--the existing SSC serves as the LCAP Advisory Committee and DELAC, which is an advisory group of students, parents, staff members, community partners and other stakeholders who make recommendations to the County Board of Education, Public--at County Board of Education meetings, which are public, updates on goals, achievements and student progress are presented, Students and Parents-- are surveyed annually--individually and in small groups—survey results are provided to the LCAP Advisory Committee, Parents--meetings with families and individual parent conferences, and Community Agencies--meetings with stakeholder and agency representatives such as Juvenile Justice Commission, Juvenile Services Advisory Committee and local SARBs.

Because of the need to address CSI, Differentiated Assistance and WASC action plan, the LEA decided that all these processes needed to be aligned in order to better meet the needs of the students. Through the LCAP planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and WASC action plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidenced-based interventions and assured all state indicators were addressed, including student performance against state-determined long-term goals. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social emotional development of our students, the need to support students during transitions and the need to focus on parent engagement.

On January 29, 2019, the LEA attended an informational meeting with Kern County Office of Education (KCOE) to learn about the continuous improvement process associated with differentiated assistance. On February 25 and 26, 2019, the LEA and stakeholders participated in a pre-institute with KCOE as the facilitator at which a data inquiry was conducted to inform and develop a problem of practice. On April 9 and 10, 2019, the LEA joined Los Angeles County Office of Education (LACOE), Fresno County Superintendent of Schools (FCSS) and KCOE for a two day institute to conduct a root cause analysis, develop a theory of action and develop an action plan. At the April 9 and 10 meeting dates, the LEA and stakeholders determined that the problem of practice and root causes directly aligned with the areas identified by the CA Dashboard as needing improvement. On June 10 and 24, 2019, these same entities will come together to decide on high-leverage initiatives to address the root causes. There will be various follow-up days in the fall and winter to track outcome data, review action plan as necessary and build capacity around implementation of initiatives.

At the Community school, 86.7% of our students are identified as socioeconomically disadvantaged. Because of this, all resources are allocated to all students. The Community school does not have any resource inequities.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

As is indicated above, the LEA plans to collect data on an ongoing basis, including outcomes from the CA

Dashboard along with local data, to monitor and evaluate the implementation and effectiveness of the CSI plan. This plan will include the differentiated assistance process as outlined above as well as regular data, LCAP and School Plan review at weekly SPS Leadership team meetings, SSC meetings and PLC meetings as well as at other stakeholder involvement meetings. This data will include, but not be limited to: Aeries data regarding attendance, credit accrual and suspensions; CAASPP and ELPAC results; NWEA results; PBIS-SWIS data; CA Dashboard data; and the School Climate survey results.

Annual Update

LCAP Year Reviewed:

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 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:

Annual Measurable Outcomes

Expected

1. Class size data: 23:1

Actual

1. Class size data: 23:1
Outcome Met

Expected

2. 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.

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

4. 75% of our students will show growth in the NWEA MAP from Fall to Winter; Winter to Spring or and Fall to Spring.

Actual

2. Community school - TFI Tier 1 70%, Tier 2 38%, Tier 3 56%
 Juvenile Court school - TFI Tier 1 70%
 Outcome Met

3. Technology and Learning
 Classroom – Proficient
 Access – Advanced
 Skills – Advanced
 Environment - Advanced
 Outcome partially met--Access and Skills went to Advanced. However, our overall CASE score has improved from 1050 to 1100.

4. NWEA MAP - 71% of our students showed growth.
 Outcome partially met.

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

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).

Actual Actions/Services

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

Action Taken/Service Provided

Budgeted Expenditures

\$211,705.00

Estimated Actual Expenditures

\$250,115.96

Action 2

Planned Actions/Services

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.

Actual Actions/Services

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

Action Taken/Service Provided

Budgeted Expenditures

\$83,198.00

Estimated Actual Expenditures

\$59,197.65

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 action/services under Goal 1 for the 2018-19 school year were to fund staff to maintain class sizes at 23:1 and to fully implement MTSS.

- Class sizes remained at less than 23:1.
- Staff continues to increase the implementation of MTSS-PBIS with staff development, progress monitoring and revisions to meet student needs.
- The BrightBytes Technology and Learning survey was given in March 2019 to staff, students and parents.
- NWEA Map tests were administered three times in the 2018-19 school year with students receiving feedback on each administration.

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

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for the 17-18 school was 62.8%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. Class sizes were kept at 23:1. MTSS fidelity ratings are at 70% for Tier 1 at both campuses. Tier 2 and Tier 3 interventions have begun to be implemented at community school with scores of 38% and 56% respectively. With the smaller class sizes and with MTSS, the focus is on increasing academic rigor which has led to an overall increase in work completion and the school climate survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted and actual amounts are due to mid year staffing changes that resulted in increased or reduced salaries.

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.

Under Goals, Actions and Services the following changes were made:

Goal 1:

Metrics/Indicators-eliminated those associated with local indicators and replaced with CA Dashboard data.

Actions 1 and 2 were modified by updating the budgeted amount

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:

Annual Measurable Outcomes

Expected

1. 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.

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

Actual

1. 100% of campuses had full-time administrative and probation support, which included a principal, an assistant principal, and a probation officer to help ensure the safety of staff and students on campus.

Outcome Met

2. Community school - TFI Tier 1 70%, Tier 2 38%, Tier 3 56%
Juvenile Court school - TFI Tier 1 70%

Outcome Met

Expected

3. 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.

4. 100% of students will have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

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

6. 100% of facilities that are accessed by students will be maintained and in good repair.

Actual

3. Proactive restorative approaches were used in the classroom and school-wide to improve student morale as measured by a 66% positive rating on the student survey.

Outcome Met

4. 100% of students had access to Drug and Alcohol and Mental Health therapists on both campuses during the school day.

Outcome Met

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

Outcome Met

6. 100% of facilities that are accessed by students were maintained and are in good repair.

Outcome Met

Expected

7. Reduce chronic absenteeism to 50% or below.

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

9. Decrease the suspension rate with the goal of reaching 18% or less.

10. Throughout the school year, 100% of students will be involved with data chats.

Actual

7. Chronic absenteeism was not reduced to 50% or below. 64% of our students were absent more than 10%.

Outcome not met

8. Our positive attendance rate did not reach 76%.

Outcome not met

9. We did decrease our suspension rate by roughly 10% but did not achieve 18% or less.

Outcome partially met

10. The majority of students did participate in a data chat, but due to the transitory nature of our students, 100% of the students were not present to meet this outcome.

Outcome partially met

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

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

Actual Actions/Services

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

Action Taken/Service Provided

Budgeted Expenditures

\$111,000.00

Estimated Actual Expenditures

\$105,626.02

Action 2

Planned 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.

Actual Actions/Services

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

Action Taken/Service Provided

Budgeted Expenditures

\$50,956.24

Estimated Actual Expenditures

\$50,901.14

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

\$69,300.00

\$69,300.00

Action Taken/Service Provided

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.

A county-wide transportation system was operated with multiple stops throughout the county. Students who were in good standing with the transportation department had access to ride SLOCOE buses.

\$208,662.00

\$200,617.13

Action Taken/Service Provided

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

Action Taken/Service Provided

\$162,872.00

\$157,277.82

Action 6

Planned Actions/Services

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

Actual Actions/Services

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

Action Taken/Service Provided

Budgeted Expenditures

\$25,356.00

Estimated Actual Expenditures

\$51,902.46

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 actions/services under Goal 2 for the 2018-19 school year were to fund probation, PBIS implementation, access to Drug and Alcohol and Mental Health counseling, county-wide transportation, facility maintenance and nursing.

- Both sites had the presence and oversight of administration and probation.
- Staff continues to increase the implementation of MTSS-PBIS with staff development, progress monitoring and revisions to meet student needs.
- Drug and Alcohol and Mental Health services were provided at both 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 with family contacts, home visits and agency interventions being offered. SARB referrals and truancy citations were made when appropriate.
- Transportation was provided county-wide.
- All facilities are in good condition.
- Nursing on campus two times a week.

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

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall suspension rate for the 17-18 school year was 37.3%. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall participation rate for the 17-18 school year was 78% ELA and 66% for Math. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The

school climate survey positive rating was 2.62 out of 4.0. Students are more engaged in their academics as is evidenced by an overall increase in work completion and the school climate survey as well as a reduction in the overall suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in the budgeted and actual amounts except for Action 6. The difference is due to not initially accounting for the entire amount of nursing budgeted for the programs.

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.

Under Goals, Actions and Services the following changes were made:

Goal 2:

Metrics/Indicators-eliminated those associated with local indicators and replaced with CA Dashboard data and the school climate survey

Actions 2 and 6 were modified by updating the budgeted amount

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:

Annual Measurable Outcomes

Expected

1. 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.

Actual

1. The Expelled Plan was reviewed by the Alternative Education Oversight Committee (AEOC) as evidenced by the meeting minutes and revised plan signed by all districts. It will be reviewed again in 2021 which will meet the every three years as required by Ed Code.

Outcome met

Expected

2. 100% of our foster youth will receive coordination of services to support transitions.

3. 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.

Actual

2. 100% of our foster youth received coordination of services to support transitions.

Outcome met

3. Community School -- Roughly 19% of the students enrolled in a CTE class.
 Court School--100% of students participated with Cuesta College's career readiness program.

Outcome partially met

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

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.

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 Taken/Service Provided

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 continued to coordinate services, with local districts and agency representatives. Training was conducted regarding new and existing laws. Quarterly meetings were scheduled to ensure the educational opportunity and stability.

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 Taken/Service Provided

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Career Technical Education (CTE) will be provided.

Career Technical Education (CTE) was provided.

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.

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 actions/services under Goal 3 for the 2018-19 school year were to fund staff to maintain the expelled plan, provide services to foster youth and offer CTE classes.

- 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 other information. This team works closely with staff from the Department of Probation and the Juvenile Court Judge to ensure that students are receiving the supports they need.
- CTE pathways continue to be implemented.

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

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. And the overall participation rate for the 17-18 school year was 78% ELA and 66% for Math. Staff works to ensure that students with IEPs have Individualized Transition Plans as well as transition goals and services. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall suspension rate for the 17-18 school year was 37.3%. Through the implementation of the expelled plan, foster services and CTE offerings, we are better able to support transitions to and from court school, community school, district schools, college, career, and foster placements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted and actual amounts.

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.

Under Goals, Actions and Services the following changes were made:

Goal 3:

Metrics/Indicators-added those associated with CA Dashboard data.

Action 2 was modified to better describe provided service.

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

1. 100% of families and caregivers will be invited to participate in monthly celebrations on campus.

2. 100% of families/caregivers will have online access to student attendance and achievement data.

Actual

1. 100% of families and caregivers were invited to participate in celebrations on campus.

Outcome met

2. 100% of families/caregivers had online access to student attendance and achievement data.

Outcome met

Expected

3. 100% of families will be communicated to in their home language.

Actual

3. 100% of families were communicated to in their home language.

Outcome met

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

Action Taken/Services Provided

Budgeted Expenditures

The cost for the action is included as part of regular staff duties.

Estimated Actual Expenditures

The cost for the action is included as part of regular staff duties.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

Action Taken/Service Provided

\$5500.00

\$3,434.00

Action 3

Planned Actions/Services

Communicate with families in their home language.

Actual Actions/Services

Communicated with families in their home language.

Action Taken/Service Provided

Budgeted Expenditures

The cost for the action is included as part of regular staff duties.

Estimated Actual Expenditures

The cost for the action is included as part of regular staff duties.

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 action/services under Goal 4 for the 2018-19 school year were to fund parent/caregiver student success celebrations, parent/caregiver access to student grades, attendance and testing online with Aeries, access to communications in their home language and completing a parent survey.

- 100% of parents were invited to celebrations which were held during the school year
- 100% of parent/caregivers were given access to Aeries and student information
- 100% of parent/caregivers received communications in their home language
- 100% of parent/caregivers were asked to complete a survey

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

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. Staff ensures parent involvement in students' academic progression, successes and all IEP meetings. The overall suspension rate for the 17-18 school year was 37.3%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%.

Caregivers/Families are more engaged due to our Aeries portal being available to 100% of our caregivers, availability of communications in home language, success celebrations, parent/teacher conferences and acquiring parent input through surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted and actual amounts are due to a reduction in the contract.

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.

Under Goals, Actions and Services the following changes were made:

Goal 4:

Metrics/Indicators-added those associated with CA Dashboard data.

Action 1 was modified to better describe provided service.

Stakeholder Engagement

LCAP Year: 2019-20

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 2018 - June 2019

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 and 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 March, 2019.

Juvenile Justice Commission (JJC) - The JJC is mandated by the California Welfare and Institutions Code (WIC) 225 and 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 November of 2018.

Student Programs and Services (SPS) Leadership Team - This team consists of all managers, as well as teacher and classified representatives, 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 November 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 November 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 District English Learner Advisory Committee (DELAC). The composition of the SSC includes elected members--parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC 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 May, 2019 and small group discussion sessions were held 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 20, 2019.

The County Board of Education approved this plan on June 27, 2019-the board asked for a metric of participation be added to Goal 4 for involvement in celebrations and use of on-line attendance and achievement data system, which has been added.

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 with a two year follow-up visit scheduled for April 27-28, 2020. 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 of improvement:

The School Site Council voted to reallocate Title I funds toward a seven-hour behavioral health specialist and a .50 FTE resource specialist to address both behavior and academic needs the of our students. In addition, they also voted to allocate CSI funds to ensure full implementation of MTSS including PBIS and to focus on developing capacity through professional development.

After receiving all stakeholder input, as well as the CA Dashboard data, the following changes were made to the current LCAP:

Goal 1:

Metrics/Indicators-eliminated those associated with local indicators and replaced with CA Dashboard data.

Actions 1 and 2 were modified by updating the budgeted amount

Goal 2:
Metrics/Indicators-eliminated those associated with local indicators and replaced with CA Dashboard data and the school climate survey
Actions 2 and 6 were modified by updating the budgeted amount

Goal 3:
Metrics/Indicators-added those associated with CA Dashboard data.
Action 2 was modified to better describe provided service.

Goal 4:
Metrics/Indicators-added those associated with CA Dashboard data.
Action 1 was modified to better describe provided service.

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 20, 2019.

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 CTE program has been established for Hospitality, Tourism, and Recreation. Priorities 2, 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.
- Because of the nature of SLOCOE programs, while our ELs participate in the yearly ELPAC assessments, they are not enrolled long enough to receive the instruction that will lead to progress towards proficiency and/or reclassification. All students, including ELs, receive instruction using integrated and designated instruction, which includes the use of the English 3D curriculum, which is a Tier I academic intervention under our MTSS model which enables ELs, as well as all our students, access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth. Priority 2

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for the 17-18 school was 62.8%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

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 in Tier 2 and Tier 3.

Increase the number of students meeting standard on the CAASPP

0% in Math
11% in ELA

N/A

N/A

5% in Math
15% in ELA

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Ensure 100% of students, including ELs, receive instruction using integrated and designated instruction, which includes the use of the English 3D curriculum to enable ELs, as well as all our students, access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth.

During the 2018-2019 school year, students in approximately 3 out of 5 classrooms were consistently receiving instruction using integrated and designated instruction, including the use of the English 3D curriculum.

N/A

N/A

100% of all students will consistently receive instruction using integrated and designated instruction, which includes the use of the English 3D curriculum to enable ELs, as well as all our students, access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth.

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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).

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).

Modified for budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$272,371.00	\$211,705.00	\$316,634.78
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

Unchanged

2017-18 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).

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

Modified

2018-19 Actions/Services

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.

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

Modified

2019-20 Actions/Services

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.

Modified for budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$185,755.00	\$83,198.00	\$63,370.56
Source	6505	6505	0240

Year

2017-18

2018-19

2019-20

**Budget
Reference**

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. 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.

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall suspension rate for the 17-18 school year was 37.3%. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall participation rate for the 17-18 school year was 78% ELA and 66% for Math. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The school climate survey positive rating was 2.62 out of 4.0. All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

100% of campuses have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer.

100% of campuses have full-time administrative and probation support, which includes a principal, an assistant principal, and a probation officer.

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

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.

100% of campuses will have full-time administrative and probation support to help ensure the safety of staff and students on campus.

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, and the administration of the PBIS School Climate Survey.

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

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.
Increase Graduation Rate	Community 46.2% Juvenile Court 92.3%	N/A	N/A	Community 67% Juvenile Court 92.3%
Increase the number of students meeting standards one the CAASPP	0% in Math 11% in ELA	N/A	N/A	5% in Math 15% in ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in positive rating on the School Climate survey	2.62 out of 4.0	N/A	N/A	3.0 out of 4.0
Increase participation rate on CAASPP	78%	N/A	N/A	85%
Increase Positive Attendance Rate	Community 70% Juvenile Court 98%	N/A	N/A	Community 72% Juvenile Court 98%
Decrease suspension rate	Community 37.3% Juvenile Court 0%	N/A	N/A	Community 29% Juvenile Court 0%

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

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
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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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

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

Modified for budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,526.00	\$50,956.24	\$52,947.66
Source	0240,6505, and Title 1 grant funding	0240	0240
Budget Reference	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
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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

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.

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.

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.

Modified for budget only.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$208,662.00	\$208,662.00	\$203,962.29
Source	0240	0240	0240/8410
Budget Reference	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 \$140,422.29 4300 Materials and Supplies \$17,000.00 5xxx Services and Operating Expenditures \$46,540.00

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

Modified

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
Amount	\$258,260.00	\$162,872.00	\$179,698.00
Source	0240/8150	0240/8150	0240/8150
Budget Reference	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 \$62,728.00 43xx Materials and Supplies \$7,000.00 5xxx Repairs \$56,851.00 Resource 8150 Maintenance 2200 Classified Support \$47,719.00 5xxx Repairs \$5,400.00

Action #6

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

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

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

New

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

Modified

2017-18 Actions/Services

This was not an action in 2017-2018.

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.

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.

Modified for budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$25,356.00	\$63,096.27

Year	2017-18	2018-19	2019-20
Source	n/a	0240	0240
Budget Reference	n/a	Classified salaries	Classified and certificated 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.

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth

and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. And the overall participation rate for the 17-18 school year was 78% ELA and 66% for Math. Staff works to ensure that students with IEPs have Individualized Transition Plans as well as transition goals and services. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall suspension rate for the 17-18 school year was 37.3%. All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

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>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

100% of our foster youth will receive coordination of services to support transitions.

100% of our foster youth received coordination of services to support transitions.

Local, state, and national trainings are attended. Quarterly meetings are held with all stakeholders to ensure the continued coordination of services.

100% of our foster youth will receive coordination of services to support transitions.

100% of our foster youth will receive coordination of services to support transitions.

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

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

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.

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

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

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

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

Court School--100% of students will participate in class activities for career readiness.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Graduation Rate	Community 46.2% Juvenile 92.3%	N/A	N/A	Community 67% Juvenile Court 92.3%
Increase the number of students meeting standard on the CAASPP	0% in Math 11% in ELA	N/A	N/A	5% in Math 15% in ELA
Increase Positive Attendance Rate	Community 70% Juvenile Court 98%	N/A	N/A	Community 72% Juvenile Court 98%
Decrease suspension rate	Community 37.3% Juvenile Court 0%	N/A	N/A	Community 29% Juvenile Court 0%
Transition Goals and Services for every student with an IEP	100%	N/A	N/A	100%
Transition Plans for every student with an IEP	100%	N/A	N/A	100%

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

Expelled Plan ~ SLOCOE will continue to

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.

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

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
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.
Budget Reference	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

Specific Student Groups, Foster Youth

Location(s)

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

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.

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 will be conducted regarding new and existing laws. Quarterly meetings will be scheduled to ensure the educational opportunity and stability.

Modified to better describe service provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

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.
Budget Reference	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)

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

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

Career Technical Education (CTE) will be provided.

2018-19 Actions/Services

Career Technical Education (CTE) will be provided.

2019-20 Actions/Services

Career Technical Education (CTE) will be provided.

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.
Budget Reference	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.

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate, suspensions and chronic absenteeism for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo Community school has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red on the California Dashboard in 2018-2019. The overall graduation rate for the 17-18 school year was 62.8%. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts.

Staff ensures parent involvement in students' academic progression, successes and all IEP meetings. The overall suspension rate for the 17-18 school year was 37.3%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of families and caregivers will be invited to participate in monthly celebrations on campus.	Families/caregivers of the awardees were invited to participate in quarterly celebrations.	Monthly Celebrations will be provided on campus and families/caregivers will participate.	100% of families and caregivers will be invited to participate in monthly celebrations on campus.	100% of families and caregivers will be invited to participate in celebrations on campus, with at least 50% or above participation.
100% of families/caregivers will have online access to student attendance and achievement data.	Data is not available online.	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.	100% of families/caregivers will have online access to student attendance and achievement data.	100% of families/caregivers will have online access to student attendance and achievement data, with at least 50% or above participation.

100% of families will be communicated to in their home language.	100% of families will be communicated to in their home language.	Families will be communicated with in their home language.	100% of families will be communicated to in their home language.	100% of families will be communicated to in their home language.
Parent involvement at all IEPs	100%	N/A	N/A	100%
Increase Graduation Rate	Community 46.2% Juvenile Court 92.3%	N/A	N/A	Community 67% Juvenile Court 92.3%
Increase Positive Attendance Rate	Community 70% Juvenile Court 98%	N/A	N/A	Community 72% Juvenile Court 98%
Decrease suspension rate	Community 37.3% Juvenile Court 0%	N/A	N/A	Community 29% Juvenile Court 0%

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Modified to better describe service provided.

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.	\$89,188.43
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.	0240
Budget Reference	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.	2400-Classified Salaries and Benefits \$33,406.36 1305, 1340 and 1300-Certificated Salaries and Benefits \$55,782.07

Action #2

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

Modified

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Modified for budget only.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5500.00	\$5500.00	\$3,434.00
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

Location(s)

Specific Student Groups, English Learners

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Communicate with families in their home language.

Communicate with families in their home language.

Modified for budget only.

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.	\$23,233.84
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.	0240
Budget Reference	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.	2900-Classified Salaries and Benefits

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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$433,567.00

8.04%

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 (see instructions).

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 \$433,567.00 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 4, Action 1--student success celebrations 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. Since our unduplicated student population count is greater than 86%, 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.

Goal 1, Action 1--small class size

Principally Directed: Due to the nature of the students served in the SLOCOE programs, a significant gap exists between ALL of our students in comparison with students enrolled in other local county district schools in one or more of the following areas: academic achievement, attendance rates, suspension rates, and graduation rates. To bridge this gap, SLOCOE has dedicated staff to ensure a 23:1 or less student to staff ratio that

allows for individualized academic, behavioral and social emotional support.

Goal 1, Action 2--MTSS implementation

Principally Directed: Due to the nature of the students served in the SLOCOE programs, a significant gap exists between ALL of our students in comparison with students enrolled in other local county district schools in one or more of the following areas: academic achievement, attendance rates, suspension rates, and graduation rates. To bridge this gap, SLOCOE has dedicated staff to implement a Multi-Tiered System of Support that includes Tier I-III academic, behavior and social emotional interventions.

Goal 2, Action 1--probation onsite

Principally Directed: Due to the nature of SLOCOE programs, the students who attend SLOCOE schools are highly mobile, at-risk and experience multiple transitions especially in comparison to students enrolled in other local county district schools. To bridge this gap, SLOCOE provides an onsite probation officer who helps minimize these transitions by providing interventions for delinquent behavior with the goal of rehabilitation and return to district.

Goal 2, Action 2--PBIS implementation

Principally Directed: Due to the nature of the students served in the SLOCOE programs, a significant gap exists between ALL of our students in comparison with students enrolled in other local county district schools in one or more of the following areas: academic achievement, attendance rates, suspension rates, and graduation rates. To bridge this gap, SLOCOE has dedicated staff to implement Positive Behavioral Interventions and Supports that includes Tier I-III behavior interventions.

Goal 2, Action 3--access to drug and alcohol and mental health counseling

Principally Directed: Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. Many of our students have been affected by one or more significant traumas including a history of school failure. In order to meet expulsion rehabilitation plan requirements as well as SARB dispositions, SLOCOE provides on-site access, during the school day, to drug and alcohol and mental health counseling.

Goal 2, Action 4--access to county-wide transportation

Principally Directed: San Luis Obispo County covers 3,616 square miles and serves 13 LEAs. Due to the nature of SLOCOE programs, SLOCOE serves students referred by the 13 LEAs. A significant attendance gap exists between ALL of our students in comparison with students enrolled in other local county district schools. To bridge this gap, SLOCOE provides access to county-wide transportation to address the transportation barrier to

attending school on a regular basis.

Goal 2, Action 6--nursing case management for attendance

Principally Directed: Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. A significant attendance gap exists between ALL of our students in comparison with students enrolled in other local county district schools. To bridge this gap, SLOCOE has dedicated nursing case management hours to work with students and families to address barriers to attending school on a regular basis.

Goal 4, Action 1--student success celebrations

Principally Directed: Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. Many of our students have been affected by one or more significant traumas including a history of school failure and lack of parent/family engagement. In order to re-engage the families in the educational process, SLOCOE has dedicated staff to ensure acknowledgement of positive student successes including academic achievements, positive attendance and good citizenship.

SLOCOE has calculated that it will receive a total of \$433,567.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage has been calculated at 8.04%. 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.