

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Obispo County Office of Education

CDS Code: 40104050000000

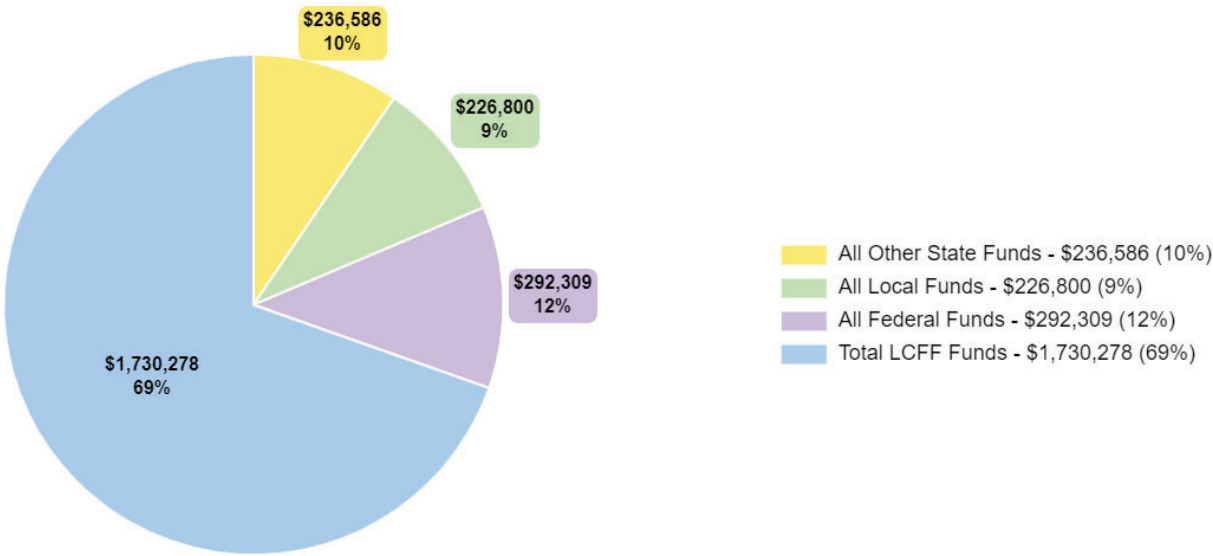
School Year: 2021-22

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).

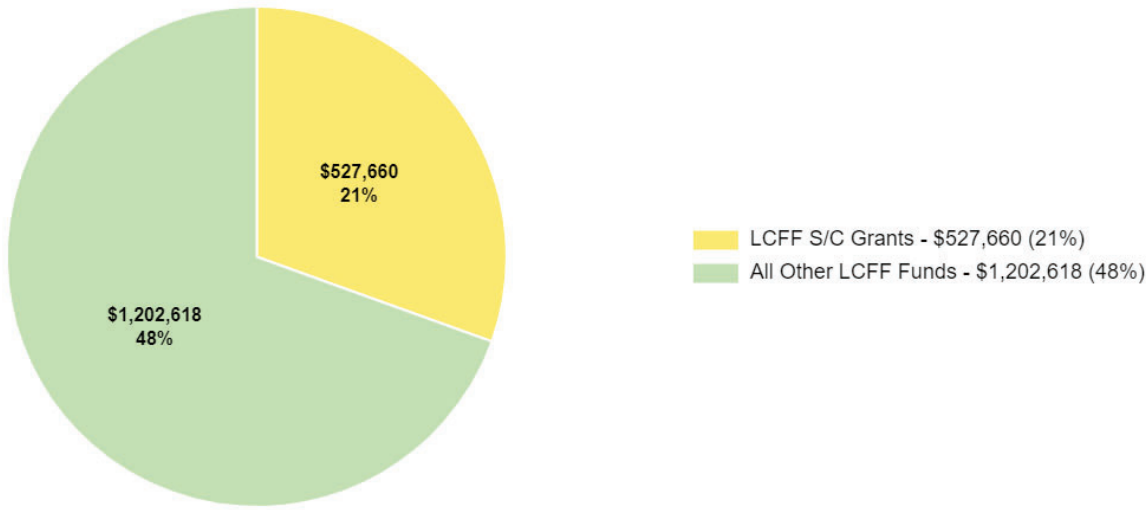
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



| Source | Funds | Percentage |
|-----------------------|-------------|------------|
| All Other State Funds | \$236,586 | 10% |
| All Local Funds | \$226,800 | 9% |
| All Federal Funds | \$292,309 | 12% |
| Total LCFF Funds | \$1,730,278 | 69% |

Breakdown of Total LCFF Funds



| Source | Funds | Percentage |
|----------------------|-------------|------------|
| LCFF S/C Grants | \$527,660 | 21% |
| All Other LCFF Funds | \$1,202,618 | 48% |

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 \$2,485,973, of which \$1,730,278 is Local Control Funding Formula (LCFF), \$236,586 is other state funds, \$226,800 is local funds, and \$292,309 is federal funds. Of the \$1,730,278 in LCFF Funds, \$527,660 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 in the LCAP



This chart provides a quick summary of how much San Luis Obispo County Office of Education plans to spend for 2021-22. 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 \$29,655,301 for the 2021-22 school year. Of that amount, \$2,013,568 is tied to actions/services in the LCAP and \$27,641,733 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

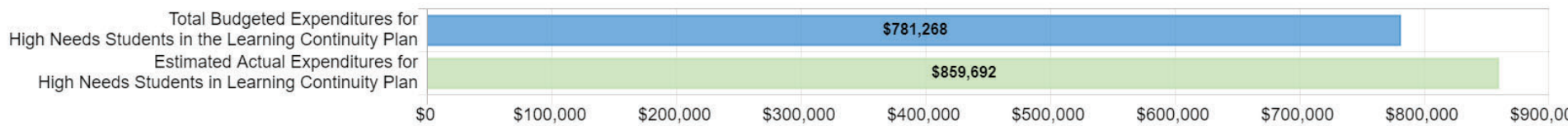
SLOCOE operates many programs that are not included in the LCAP. These programs include, but are not limited to, county operated special education programs, infant and early childhood programs and a charter school. The funds SLOCOE receives for these programs are not included in this LCAP.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Luis Obispo County Office of Education is projecting it will receive \$527,660 based on the enrollment of foster youth, English learner, and low-income students. San Luis Obispo County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Luis Obispo County Office of Education plans to spend \$685,481 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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



This chart compares what San Luis Obispo County Office of Education budgeted last year in the Learning Continuity Plan 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 2020-21, San Luis Obispo County Office of Education's Learning Continuity Plan budgeted \$781,268 for planned actions to increase or improve services for high needs students. San Luis Obispo County Office of Education actually spent \$859,692 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|---|---------------------------------|
| San Luis Obispo County Office of Education | Katherine Aaron Assistant Superintendent | kaaron@slocoe.org 8057827321 |

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 | Actual |
|---|---|
| Class size data: 23:1 Elements offered through MTSS and fidelity ratings when applicable. 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. | Class size data: 23:1 Outcome Met Community School TFI Tier 1-80% Tier 2-35% Tier 3-65% Juvenile Court School TFI Tier 1-70% Tier 2-Not complete Tier 3-Not complete Outcome Met |

| Expected | Actual |
|--|---|
| Increase the number of students meeting standard on the CAASPP - 5% in Math, 15% in ELA | Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year. Outcome Not Met |
| 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. 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. | 100% of students, including ELs received instruction using integrated and designated instruction, including the use of the English 3D curriculum. Outcome Met |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---------------------|
| 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 | \$316,634.78 0240 Certificated and classified salaries | \$290,312.20 |
| 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 | \$63,370.56 0240 Certificated and classified salaries | \$107,286.36 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SLOCOE was able to maintain campuses with small classes of 23:1 with a blended learning program that decreased the number of students on campus at any one time. Students were provided with a program of study aligned to CCSS including integrated and designated instruction using English 3D curriculum to meet the needs of students classified as English learners. Students also had daily instructional activities based on our PBIS matrix. In addition, we modified our PBIS matrix following school closure to reflect behavior expectations during distance learning. Our PBIS

Implementation team met monthly throughout the school year. The Tier II/III Implementation team met monthly beginning in January to review behavioral data and plan for interventions. This led to our fidelity ratings, using the TFI, to increase in all tiers.

The most significant challenge in implementing the actions/services to achieve the goal was the the COVID-19 pandemic which resulted in school closures. However, all staff and stakeholders are to be commended for the quick response to ensuring each student had immediate access to technology, Wi-Fi, materials and supplies as well as providing the support needed to move from in-person instruction to a digital platform.

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 | Actual |
|---|---|
| 100% of campuses will have full-time administrative and probation support to help ensure the safety of staff and students on campus. | 100% of campuses had full-time administrative and probation support. Outcome Met |
| 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 will increase Court School – TFI will increase | Community School TFI Tier 1-80% Tier 2-35% Tier 3-65% Juvenile Court School TFI Tier 1-70% Tier 2-Not completed Tier 3-Not complete |
| 100% of students will have access to Drug and Alcohol and Mental Health therapists on both campuses during the school day. | 100% of students had access to Drug and Alcohol and Mental Health therapists on all campuses. Outcome Met |
| Maintain county-wide transportation to and from school for 100% of students at community school. | Maintained countywide transportation to and from school for 100% of students at community school. Outcome Met |

| Expected | Actual |
|--|---|
| 100% of facilities that are accessed by students will be maintained and in good repair. | 100% of facilities that were accessed by students were maintained with the community school in fair repair and the juvenile court school in exemplary repair. Outcome Partially Met |
| Increase Graduation Rate - Community 67%, Juvenile Court 92.3% | Community School-79.3% Graduation Rate Juvenile Court School-68.8% Graduation Rate Outcome Partially Met |
| Increase the number of students meeting standards on the CAASPP - 5% in Math, 15% in ELA | Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year. Outcome Not Met |
| Increase in positive rating on the School Climate survey - 3.0 out of 4.0 | Community School Survey Results-2.83 Court School Survey Results-2.9 Outcome Not Met |
| Increase participation rate on CAASPP - 85% | Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year. Outcome Not Met |
| Increase Positive Attendance Rate - Community 72%, Juvenile Court 98% | Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-2020 school year. Outcome Not Met |
| Decrease Suspension Rate - Community 29%, Juvenile Court 0% | Community School-5.2% suspension rate Juvenile Court-0% suspension rate Outcome Met |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---------------------|
| Staff from the Department of Probation will assist on-site administrators to help ensure the safety of staff and students on campus. | \$111,000.00 0240 5800 Professional/Consulting Services | \$108,137.00 |
| 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 | \$52,947.66 0240 1300 Certificated Supervisor | \$42,244.80 |
| All students will have access to drug and alcohol and mental health counseling | \$69,300.00 0240 5800 Professional Consulting | \$69,300.00 |

| Planned Actions/Services | Budgeted Expenditures | 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. Modified for budget only. | \$203,962.29 0240/8410 2200 Classified Support/Salaries and Benefits \$140,422.29 4300 Materials and Supplies \$17,000.00 5xxx Services and Operating Expenditures \$46,540.00 | \$183,613.36 |
| Repair facilities as needed. Facilities are continually monitored and maintained by staff. Only modified due to budget revisions. | \$179,698.00 0240/8150 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 | \$157,990.47 |
| 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 | \$63,096.27 0240 Classified and certificated salaries | \$67,053.37 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented, with the exception of countywide transportation which ended on March 13, 2020 due to COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

When in person, the schools were fully staffed, as planned, with site administration and a probation officer on site at all times. The probation officer ensures safety of all students and staff. School staff and probation staff received ongoing training in PBIS best practices and administrators, behavioral health specialists and probation staff attended the 2019 PBIS conference. A PBIS Behavior Matrix was implemented schoolwide and reinforced daily with a token economy system. The Matrix was modified to reflect expected behaviors during virtual instruction.

In addition, students had access to Drug and Alcohol counselors and County Behavioral Health therapists every day. Students accessed support as needed or with regularly scheduled appointments. A school nurse was also available, as needed, on site at least two days per week and virtually the rest of the days to offer support and health education to individual students.

When on campus, students reported feeling safer than in previous years, as evidenced by an increase in the positive rating on the School Climate Survey. All staff, including office staff, kitchen staff, probation, and County Behavioral Health and Drug and Alcohol staff were trained in DBT Steps-A curriculum to support students and build healthy coping and social skills.

Transportation was provided for all students via school bus with stops in many locations throughout the county. Students who could not access the school bus were provided with bus passes to access public transportation. Students received regular instruction and practice regarding expected bus behavior and positive bus behavior was incentivized through the PBIS system. Students needing extra support were identified and placed in Tier II interventions.

Site administrators focused on alternatives to suspension when responding to disciplinary matters and office referrals and implemented restorative practices, empathy building, increased school-home communication and increased referrals to County Behavioral Health and Drug and Alcohol services.

Following school closure, teachers, behavioral health specialists and administration communicated much more with families (via Google Meet, phone calls, texts, emails, social media, etc.) to offer academic intervention or support social emotional issues. Additionally, County Behavioral Health therapists and Drug and Alcohol Counselors provided services via phone or virtual platform and school staff continued to make referrals as needed.

The most significant challenge in implementing the actions/services to achieve the goal was the the COVID-19 pandemic which resulted in school closures. However, all staff and stakeholders are to be commended for the quick response to ensuring each student had immediate access to technology, Wi-Fi, materials and supplies as well as providing the support needed to move from in-person instruction to a digital platform.

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

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| 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. | The Expelled Plan was reviewed by the Alternative Education Oversight Committee (AEOC) as evidenced by meeting minutes and is in the process of being updated during the 2020-2021 school year. Outcome Met |
| 100% of our foster youth will receive coordination of services to support transitions. | 100% of foster youth received coordination of services to support transitions Outcome Met |
| Community School -- 30% of students will enroll in a CTE class within a pathway. Court School--100% of students will participate in class activities for career readiness. | Community School-30 students out of 135 enrolled (22%) completed a CTE class within a pathway. Court School--100% of students participated in class activities for career readiness. Outcome Partially Met |
| Increase Graduation Rate - Community 67%, Juvenile Court 92.3% | Community School-79.3% Graduation Rate Juvenile Court School-68.8% Graduation Rate Outcome Partially Met |
| Increase the number of students meeting standard on the CAASPP - 5% in Math, 15% in ELA | Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year. Outcome Not Met |
| Increase Positive Attendance Rate - Community 72%, Juvenile Court 98% | Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-2020 school year. Outcome Not Met |
| Decrease suspension rate - Community 29%, Juvenile Court 0% | Community School-5.2% suspension rate Juvenile Court-0% suspension rate Outcome Met |
| Transition Goals and Services for every student with an IEP - 100% | 100% of students 16 years of age and older had Transition Goals and Services on their IEP. Outcome Met |
| Transition Plans for every student with an IEP - 100% | 100% of students 16 years of age and older had Transition Plans on their IEP. Outcome Met |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|-----------------------|---------------------|
|--------------------------|-----------------------|---------------------|

| Planned Actions/Services | Budgeted Expenditures | 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. | The cost for the action is included as part of regular staff duties. | The cost for the action was included as part of regular staff duties. |
| 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. | The cost for the action is included as part of regular staff duties. | The cost for the action was included as part of regular staff duties. |
| Career Technical Education (CTE) will be provided. | The cost for the action is included as part of regular staff duties. | The cost for the action was included as part of regular staff duties. |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Thirty students completed a CTE class within the Hospitality, Tourism, and Recreation pathway. Many of those students studied for and earned their food handler's certification and many students gained experience in preparing and cooking food items. Students were also provided with hands-on, application based learning through helping to prepare meals for students enrolled at Community School and in other SLOCOE programs. Additionally, students participated in teacher-led career preparedness activities such as drafting resumes, interview practice and career exploration surveys.

Through coordination with our homeless and foster youth liaison, many students and families were provided with support to access community resources, such as SAFE referrals or referrals to family advocacy and support organizations. In addition, students and families were provided access to necessities such as hygiene supplies, food, and clothing, as needed. This occurred both prior to school closure and throughout school closure. The homeless and foster liaison attended regular staff meetings to provide information and training to school staff regarding new and existing laws and resources available.

Through practicing alternatives to suspension, and through daily classroom instruction and practice using DBT Steps-A curriculum, students received regular exposure to and practice of social and coping skills that will prepare them for more successful transitions.

The most significant challenge in implementing the actions/services to achieve the goal was the the COVID-19 pandemic which resulted in school closures. However, all staff and stakeholders are to be commended for the quick response to ensuring each student had immediate access to technology, Wi-Fi, materials and supplies as well as providing the support needed to move from in-person instruction to a digital platform.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3
4 5
6

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| 100% of families and caregivers will be invited to participate in celebrations on campus, with at least 50% or above participation. | Monthly celebrations did not take place; one celebration took place during the fall semester. Due to the COVID-19 pandemic and school closures, there were no spring celebrations, with the exception of a “mobile” graduation ceremony. Outcome Not Met |
| 100% of families/caregivers will have online access to student attendance and achievement data, with at least 50% or above participation. | 100% of families/caregivers had online access to student attendance and achievement data with less than 50% participation. Outcome Not Met |
| 100% of families will be communicated to in their home language. | 100% of families were communicated in their home language. Outcome Met |
| Parent involvement at all IEPs - 100% | 100% of parents were involved in the IEP process. Outcome Met |
| Increase Graduation Rate - Community 67%, Juvenile Court 92.3% | Community School-79.3% Graduation Rate Juvenile Court School-68.8% Graduation Rate Outcome Partially Met |
| Increase Positive Attendance Rate - Community 72%, Juvenile Court 98% | Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-2020 school year. Outcome Not Met |
| Decrease suspension rate - Community 29%, Juvenile Court 0% | Community School-5.2% suspension rate Juvenile Court-0% suspension rate Outcome Met |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|-----------------------|---------------------|
|--------------------------|-----------------------|---------------------|

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| 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. | \$89,188.43 0240 2400-Classified Salaries and Benefits \$33,406.36 1305, 1340 and 1300-Certificated Salaries and Benefits \$55,782.07 | The amount budgeted for this action was in error. The cost for the action was included as part of regular staff duties. |
| Families/caregivers will have the opportunity to access student specific information online, i.e. attendance, grades,credit accrual Modified for budget only. | \$3,434.00 0240 Contracts | \$3,534.86 |
| Modified for budget only. | \$23,233.84 0240 2900-Classified Salaries and Benefits | \$23,105.57 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Following school closure, teachers, behavioral health specialists and administration communicated much more with families (via Google Meet, phone calls, texts, emails, social media, etc.) to offer academic intervention or support social emotional issues.

Community school held one awards celebration at the end of the fall semester to celebrate student achievement. Students and families were provided with a pizza lunch on campus following the awards presentation. An ongoing challenge in getting families to participate in on-campus celebrations is the distance to the Community school from each student's district of residence. Many families are not able to attend due to work or family obligations or financial difficulties. Due to the Covid-19 pandemic, we were unable to hold another celebration in the spring semester and our graduation ceremony was modified to a “mobile” graduation ceremony in which school staff presented graduates with their diploma at their home.

Throughout both semesters, school staff regularly mailed families “Praise Cards” to recognize students for positive behavior. Students who adhered to expectations on the bus were given additional incentives in the form of a raffle ticket for higher end prizes, as well as communication home that the student had positive behavior.

One hundred percent of parents/guardians were involved in the IEP process for students receiving special education services both before and during school closure. Through increased use of virtual platforms, we were able to facilitate increased involvement and engagement during IEP meetings.

The most significant challenge in implement the actions/services to achieve the goal was the the COVID-19 pandemic which resulted in school closures. However, all staff and stakeholders are to be commended for the quick response to ensuring each student had immediate access to technology, Wi-Fi, materials and supplies as well as providing the support needed to move from in-person instruction to a digital platform.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| All certificated and classified staff, which includes: 5 classroom teachers; 5 behavior specialists; 1 RSP teacher, 1 CTE teacher; and administration and clerical. | \$1,231,714.00 | \$1,210,868.84 | Y |
| NWEA benchmark assessments three times a year in English language arts and math | \$1,500.00 | \$1,500.00 | Y |
| 1:1 student Chromebooks | \$43,259.45 | \$43,259.45 | Y |
| Homeless/Foster Liaison PPS Counselor | \$31,325.00 | \$31,325.00 | Y |
| Staff to assist with MTSS implementation | \$60,000.00 | \$36,851.89 | Y |
| Supplemental curriculum, materials, tools and technology to increase student achievement | \$15,000.00 | \$14,054.29 | Y |
| Implementation of Positive Behavior Interventions and Supports (PBIS) | \$10,000.00 | \$9,677.36 | Y |
| Contract of San Luis Obispo County Probation Department to staff a probation officer at LVCS to support student and staff safety | \$113,353.00 | \$113,353.00 | Y |
| Contract with San Luis Obispo County Behavioral Health to staff mental health therapists and drug and alcohol counselors to provide prevention and early intervention student support counseling | \$69,300.00 | \$69,300.00 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Contract with San Luis Obispo County Behavioral Health to staff mental health therapists to provide Educationally Related Social Emotional Supports and Services (ERSESS) | \$40,894.00 | \$40,894.00 | Y |
| Maintenance, custodial and PPE | \$371,158.00 | \$355,200.25 | Y |
| Contract with Edgenuity to provide on-line learning classes | \$4,009.00 | \$4,008.75 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures is the adherence to safety protocols and the implementation of safety measures due to the COVID-19 pandemic. With regard to the other planned actions, there were no substantive differences between the planned actions and/or budgeted expenditures for the in-person learning and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Beginning when state and local officials deemed it safe to offer in-person instruction and support, all SLOCOE schools began offering in-person support to small cohorts of students, including students with IEPs and 504s and students who were struggling with engagement during distance learning. On March 22, 2021, all SLOCOE schools officially reopened in hybrid models and any student who wanted to be on campus to receive academic support, meet with a therapist, have a quiet place to work, etc. was welcomed to come to campus, provided they followed safety protocols. Adherence to safety protocols and implementation of safety measures have been included in all plans. The use of personal protective equipment (PPE) has been required of students and staff. The district has supplied PPE to ensure the safety of both staff and students, including multiple "COVID carts" stocked with disinfectant, hand sanitizer, masks, gloves, thermometer, and information sheets in multiple locations around the campus. Signage and social distancing support materials have been displayed for clarity of safety procedures and protocols. Cleaning and sanitizing of all student and staff areas have been completed on a daily basis. Physical space of the office and classrooms have been arranged to adhere to all safety requirements. Safety barriers in high traffic areas, including front office counter spaces have been created. All staff on campus are required to answer COVID related screening questions prior to logging on their computer. In addition, all staff who are on campus participate in bi-monthly surveillance testing.

Transportation is offered via bus at regularly scheduled times and bus stops throughout the community. We worked with the transportation department to implement practices on the bus that included physical distancing and screening (temperature screening and questionnaire) students prior to entering the bus. For students for whom bus transportation is not an option, due to location or time constraints, we have arranged individualized transportation to get them to and from campus either through a bus pass for local public transportation or through a staff member transporting students in a district vehicle. A significant challenge facing Community school as we increase in-person offerings are the defiant behaviors around COVID safety protocols. Students receive prompting in a variety of modalities (verbal, gestural, etc.) to wear masks correctly, distance, or wash or sanitize hands.

However, our successes, it seems, have outweighed the challenges, and the move to in-person opportunities to connect with students have benefitted students and have reinvigorated staff.

2020-21 Local Data: average credit accrual

Community:

Fall 2019 = 14.0 credits

Fall 2020 = 18.0 credits

Spring 2021 = 24.33 credits

Court:

Fall 2019 = 8.85 credits

Fall 2020 = 8.61 credits

Spring 2021 = 13.45 credits

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| All actions listed under In-Person Instructional Offerings apply to the Distance Learning Program | N/A | N/A | N |
| Purchase hotspots and monthly services to provide wifi access to all students | \$10,918.01 | \$23,718.94 | Y |
| Purchase of cell phones and monthly services to provide open communication between staff and students and families | \$3,000.00 | \$2,293.40 | Y |
| Implementation of case management coaching program to increase student engagement-included in cost of staff under In-Person Instructional Offerings | N/A | N/A | N |
| Contract with CUE to provide professional development to all staff regarding the Google platform and distance learning | \$3,000.00 | \$1,000.00 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions. It has been determined that even if all students are back in-person during the 21-22 school year, there will be an ongoing need for access to technology including access to Wi-Fi. Because of this, SLOCOE has expended dollars to extend the hotspots monthly service.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

“Distance learning” refers to instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and/or communications technology, as well as delivering instruction and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Prior to the start of the 2020-21 school year, SLOCOE contracted with CUE to provide professional development to all staff regarding the Google platform and distance learning. In March and April of 2020, as well as at the beginning of the 2020-21 school year, Community and Court schools distributed Chromebooks to every student needing a device (approximately 90% of enrolled students) to access daily synchronous and asynchronous instruction by our teachers. Teachers used Google Classroom and Google Meet as the primary tools for delivering instruction and assignments. During our individual enrollment meetings, all students and families received essential training on how to operate the Chromebook, a unique login, how to access their Gmail, Google Classroom and how to connect via Google Meet. Additionally, we provided some simple and frequently used troubleshooting techniques to resolve anticipated glitches. Where students lack internet connectivity in their homes, families were issued hotspots for them to gain access.

A daily schedule of live instruction over Google Meet was developed ensuring that students had access to the full curriculum and were continuing to make progress toward their high school diploma. All students were enrolled in all core classes as well as PE and electives. CTE classes were also available to interested students and the CTE teacher provided differentiated lessons and assignments based on student interests and goals. Staff leveraged online tools, instructional videos, and supplemental curriculum to ensure that each student’s schedule was individualized toward their specific needs. Classes ran daily with teachers providing live instruction with support from behavior health specialists. Time was allocated to work with students 1:1 as needed or in small groups for tiered supports or further individualized instruction. All teachers, including the resource teacher, provided support and additional intervention during study skills hour daily.

Students struggling with engagement, either through self or family report, or through staff data analysis were offered on-campus, in-person support with transportation offered as needed. On a case by case basis, hard copy packets were made available for students for whom it became clear that they required the hard copy for optimal engagement. In addition, school staff made contact daily to offer support via phone or videoconference. Prior to moving away from technology, because we believe it is an important life skill, effort to support the student in using the Chromebook to access instruction as well as to complete and turn in their assignments was provided.

We believe it is essential that our students feel connected and are engaged with our staff in order for them to be successful. The feedback we received from parents regarding increased communication between school staff and students, prompted the development of a Coaching Plan through which we assigned a small group of students to each teacher and behavioral health specialist, who acted as a coach to encourage engagement in distance learning, created student-led goals and action plans and built healthy adult relationships. Staff members made individual contacts approximately three times per week to set goals, provide support and assistance, intervene as necessary, encourage and hold students accountable. These relationships provided the motivation and progress monitoring necessary to help students be successful and they have been an early source of intervention when students are struggling. We know that the emotional and mental health needs of the students is paramount to their engagement in distance learning, so in addition to all core subjects, all students participated and had access to instruction and practice in DBT-Steps A curriculum--a social emotional, school based curriculum that helps adolescents manage difficult emotional situations, cope with stress, and make better decisions.

2020-21 Local Data: average credit accrual

Community:

Fall 2019 = 14.0 credits

Fall 2020 = 18.0 credits
Spring 2021 = 24.33 credits
Court:
Fall 2019 = 8.85 credits
Fall 2020 = 8.61 credits
Spring 2021 = 13.45 credits

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| NWEA benchmark assessments three times a year in English language arts and math | \$1,500.00 | \$1,500.00 | Y |
| SDQ Strengths and Difficulties Questionnaire proctored to each student and parent to assess each student's mental health status | \$420.00 | \$243.10 | Y |
| Services for English learners | \$2,631.20 | 2,263.50 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Administrators in collaboration with teachers have used the NWEA assessment system, curriculum based assessments, teacher observation and parent input to identify students who have experienced learning loss. Students had the opportunity to remotely take the English language arts and mathematics NWEA assessment in Fall 2020 and Spring of 2021. Administering the NWEA remotely was a challenge, particularly at the beginning of the year when the students were just developing their technology skills.

Based on the assessment results, as well as information gathered by teachers through observation, student work samples and parent input, academic supports have been offered to struggling students, both virtually and in-person. Student data, including both academic and attendance/engagement data was analyzed weekly by the Tier II/III Implementation team. The team included administration, school counselor, resource teacher, behavior intervention services specialist and the homeless and foster liaison. Together, the team reviewed data for all students and made collaborative decisions regarding interventions and supports provided to students and families.

Students who were identified as showing regression from pre-COVID assessments were offered instructional interventions, including individualized instruction and support either virtually or in person. Students who demonstrated adequate progress continued to receive targeted instruction to support continued growth. Those students with little to no growth continued with instructional interventions, and as needed, were referred to Student Study Teams for a more

comprehensive intervention.

2020-21 Local Data - NWEA-Overall Average Score for Students

MATH: Fall 2019=213; Fall 2020=219; Spring 2021=220

READING: Fall 2019=211; Fall 2020=214; Spring 2021=211

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We believe it is essential that our students feel connected and are engaged with our staff in order for them to be successful. The feedback we received from parents regarding increased communication between school staff and students, prompted the development of our Coaching Plan through which we assigned a small group of students to each teacher and behavioral health specialist, who acted as a coach to encourage engagement in distance learning, created student-led goals and action plans and built healthy adult relationships. Staff members made individual contacts approximately three times per week to set goals, provided support and assistance, intervened as necessary, encouraged and held them accountable. These relationships provided the motivation and progress monitoring necessary to help students be successful and they were an early source of intervention when students were struggling. We know that the emotional and mental health needs of students are paramount to their engagement in distance learning, so in addition to all core subjects, all students participated and had access to instruction and practice in DBT-Steps A curriculum--a social emotional, school based curriculum that helps adolescents manage difficult emotional situations, cope with stress, and make better decisions. All school staff have been trained in DBT Steps-A curriculum and provided daily instruction and practice to students in coping and social skills, both individually and in group settings. Staff have paid careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies were made to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, and social isolation.

Students were referred to Mental Health or Drug and Alcohol services as requested at enrollment meetings, and throughout the school year. The Tier II/Tier III Implementation team met weekly to review engagement data and offered referrals or supports as needed to support student emotional health well-being and/or school re-engagement.

Students with IEPs or 504 plans who receive counseling services, were offered services as indicated in their plan. Therapists and counselors offered sessions virtually or via phone and any student could request in-person counseling services and to meet with a therapist or counselor.

The schools continued the use of PBIS matrices for behavior and an added distance learning matrix with continued incentives for students meeting these positive behaviors. In addition to our other assessments that monitored academic progress (curriculum-embedded assessments, NWEA), we adopted a social-emotional screener, the Strengths and Difficulties Questionnaire (SDQ). The SDQ allows us to monitor our students' social emotional progress, as well as our need to change our courses of action. The screener process will help to guide the work in MTSS, in which we are able to offer support in academics and behavior in order to help the student become more successful in reaching their academic and social/emotional needs.

SLOCOE has worked with internal staff to develop Mental Health Minute videos for employees that were posted on the SLOCOE website to address employee mental health. At the start of the 2019-2020 school year, the SPS department implemented Staff PBIS. All SPS staff were introduced to a Staff PBIS Matrix; staff are encouraged to recognize each other for being Safe, Responsible and Considerate. Each recognition is put into a lottery each month and two staff members receive a reward.

2020-2021 Local Data: School Climate Survey

Community school:

Personnel - 3.21 out of 4.0

Student - 3.26 out of 4.0

Families - 3.58 out of 4.0

Court school:

Personnel - 3.13 out of 4.0

Student - 2.48 out of 4.0

Families - Not enough respondents

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Staff met weekly as a Tier II/Tier III Implementation team to review student engagement data and make decisions on appropriate interventions to offer students and families. The Tier II/Tier III Implementation team included administration, the homeless and foster youth liaison, school counselor, behavior intervention services specialist and resource teacher. The team reviewed data from each individual student and checked in with students and families regarding supports to re-engage students including offering referrals to mental health services, on-campus support, and/or assistance with daily living needs. Teachers facilitated conferences for all students midway through the Fall semester and met with parents virtually or via phone to discuss their child’s progress. All teachers and behavioral health specialists were provided with a cell phone and regularly communicated with students and families.

2020-2021 Local Data: School Climate Survey

Community school:

Personnel - 3.21 out of 4.0

Student - 3.26 out of 4.0

Families - 3.58 out of 4.0

Court school:

Personnel - 3.13 out of 4.0

Student - 2.48 out of 4.0

Families - Not enough respondents

2021 Local Indicator: Parent and Family Engagement

Self-Reflection Survey Tool

Building Relationships between School Staff and Families - 4.25 out of 5.0

Building Partnerships for Student Outcomes - 3.75 out of 5.0

Seeking Input for Decision-making - 3.0 out of 5.0

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The students enrolled at Court school are incarcerated youth who reside at the Juvenile Services Center. These students are provided three meals a day by San Luis Obispo County Probation. The students enrolled at Community school reside in their districts of residence which are located throughout the county. To eliminate the need for students and/or families to travel outside their district of residence while on distance learning, the students were provided school meals, by their district of residence through the National School Lunch program, including breakfast.

Once students returned to campus, students received breakfast and/or lunch, cooked on site, regardless of free, reduced or paid status. Approximately 50% of students moved from distance learning to in-person instruction when the campus reopened on March 22, 2021. From March 22 until spring break, students continued to obtain meals from their districts of residence as well as had access to nutritional options for breakfast, lunch and snack while on campus. Starting April 12 through June 2, 2021, breakfast and lunch were provided on campus through the National School Lunch program; 135 breakfasts were served and 165 lunches were served.

SLOCOE continued to provide updated information regarding food services, including local organizations that provide food for all family members, via SLOCOE's website, automated calls, Remind app and direct phone calls, emails and letters.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributor |
|---|--|----------------------|-------------------------------|-------------|
| Mental Health and Social Emotional Well Being | SDQ Strengths and Difficulties Questionnaire proctored to each student and parent to assess each student's mental health status-included in Pupil Learning Loss section | N/A | N/A | N |
| Mental Health and Social Emotional Well Being | Contract with San Luis Obispo County Behavioral Health to staff mental health therapists and drug and alcohol counselors to provide prevention and early intervention student support counseling-included in Learning Continuity section | N/A | N/A | N |
| Mental Health and Social Emotional Well Being | Contract with San Luis Obispo County Behavioral Health to staff mental health therapists to provide Educationally Related Social Emotional Supports and Services (ERSESS)-included in Learning Continuity section | N/A | N/A | N |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A major success we experienced this last year was the relationship building, the increased family/caregiver communication, and the building of skills around goal setting and accountability experienced by our students through the coaching program implemented at the beginning of the 2020-21 school year. Additionally, lessons learned throughout school closure through the distance learning program and the in-person offerings, reinforced our belief that it is through positive relationships between students and staff, students and students, and staff to home, that students are most successful. Professional development surrounding building positive relationships and continuing to reinforce and strengthen our MTSS and PBIS frameworks will be crucial elements of the action plans for the 2021-22 through 2023-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Administrators in collaboration with teachers will continue to use the NWEA assessment system, curriculum based assessments, teacher observation and parent input to identify students who have experienced learning loss. Additionally, students participated in ELPAC and CAASPP statewide assessments in the spring of 2021.

Based on the assessment results, as well as information gathered by teachers through observation, student work samples and parent input, academic support will be offered to struggling students. Student data, including both academic and attendance/engagement data will be analyzed weekly by the Tier II/III Implementation team.

Students identified as showing regression from pre-COVID assessments will be offered instructional interventions, including individualized instruction and support. Students who demonstrate adequate progress will continue to receive targeted instruction to support continued growth. Those students with little to no growth will continue with instructional interventions, and may be referred to Student Study Teams for a more comprehensive intervention. Students will have the opportunity to receive support over summer, either virtually or in person with a dual-credentialed teacher. Over summer, students can receive academic support to recoup skills and continue to accrue credits.

Goals, actions and services in the 2021-22 through 2023-24 LCAP reflect the commitment made to address learning loss, including 23:1 class size, nursing case management, mental health support, MTSS implementation, transportation, communication in home language, career technical education and parent engagement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. Due to the high percentage (90%) of unduplicated students served in our programs, all of our students benefit from the intensive programs and services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After an analysis and reflection on student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, the following data and information informed the development of the 2021-22 through 2023-24 LCAP:

-Based upon the increase in the average student credit accrual, we are taking the lessons learned during distance learning and incorporating them into the regular programming. These include, but are not limited to 100% student access to technology and WiFi, the individualized coaching model, staff access to cell phones to engage families, professional learning opportunities and ongoing assessment of student academic, behavioral and social emotional needs.

-Due to the continued qualification for Differentiated Assistance, the following will be addressed and implemented:

1. continued use of other means of correction and alternatives to suspension to address student discipline issues to decrease the suspension rate
2. continued use of nursing case management to address barriers to attendance
3. continued use of integrated and designated instructional strategies, which includes the use of the English 3D curriculum, to enable English learners, as well as all other students, access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth
4. increased implementation of career technical education to enable students to be prepared for college and career
5. full implementation of an MTSS model that addresses academic achievement, as well as behavioral and social emotional needs, to enable students to be prepared for college and career

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov. (<mailto:lcff@cde.ca.gov>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person

instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners;

low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|---|---------------------------------|
| San Luis Obispo County Office of Education | Katherine Aaron Assistant Superintendent | kaaron@slocoe.org 8057827321 |

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

San Luis Obispo County covers 3,616 square miles and has over 33,000 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. The Court school consists of one custody unit classroom and one camp classroom, Coastal Valley Academy, serving incarcerated youth. The Community school serves students referred by the local school districts and/or charter schools due to expulsion from their regular school or referred by the School Attendance Review Board (SARB). 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.

The Special Education department, located in the Student Programs and Services division of SLOCOE, operates one school, San Luis County Special Education school which is a fee based program that does not receive LCFF funds. The Special Education school consists of four classrooms; one Preschool-6th grade deaf and hard of hearing classroom, one 7th grade-8th grade deaf and hard of hearing classroom, one 3rd grade-8th grade intensive therapeutic learning classroom and one 8th grade-12th grade intensive therapeutic learning classroom. All four of these classrooms are co-located on district campuses throughout the county. The Special Education school currently qualifies as needing Comprehensive Support and Improvement.

SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The overall suspension rate for the 2019-20 school year was 5.2% at the Community school and 0% at the Court school. The overall graduation rate for the 2019-20 school year was 47.1% at the Community school and 68.8% at the Court school. Due to the COVID-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. The overall participation rate for the 2018-19 school year was 71% ELA and 71% for Math. Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-20 school year. At the Community school, the overall attendance rate for the 2018-19 school year was 70% and at Court school the overall attendance rate was 98%. No students were prepared under the College and Career Indicator. English learner progress was at 13.3% at Community school and because of the small number of students enrolled at Court school, no data was available; no student was reclassified.

2020-2021 DataQuest:

-Student Enrollment:

- Community - 78 (African American-less than 10; Hispanic or Latino-49; White-26; Two or More Races-less than 10)
- Court - 11 (African American-less than 10; American Indian or Alaska Native-less than 10; Hispanic or Latino-less than 10; White-less than 10; Two or More Races-less than 10)

-Subgroups

- Community - English Learners-17*; Foster Youth-less than 10*; Homeless Youth-25*; Migrant Education-less than 10*; Students with Disabilities-18*; Socioeconomically Disadvantaged-69
- Court - English Learners-less than 10*; Foster Youth-less than 10*; Homeless Youth-less than 10*; Migrant Education-less than 10*; Students with Disabilities-less than 10*; Socioeconomically Disadvantaged-11

*It should be noted that the Community and Court schools do not have the following numerically significant subgroups as they are at less than 30 students: English Learners, Foster Youth, Homeless Youth, Migrant and Students with Disabilities.

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).

The following areas of the state priorities do not apply to SLOCOE 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 schools.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The staff, students and stakeholders should be commended for the following successes and progress:

The continued implementation of PBIS which included state level Silver recognition at both Community and Court schools in 2019 and the Community Cares recognition in 2020 as well as the ability to now apply for Platinum recognition at the Community school and Silver recognition at the Court school. 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, including, but not limited to foster youth, homeless youth and incarcerated youth. Countywide support offered to foster, homeless and expelled youth. Increased parent engagement as evidenced by engagement records 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, student engagement data and increase in credit accrual. The decrease in the suspension rate due to the increased use of other means of correction and alternatives to suspension. 100% of all students have access to technology and WiFi. In October 2020, the Court and Community schools had a Western Association of Schools and Colleges (WASC) probationary accreditation virtual visit; that visit resulted in the Commission removing probation and restoring accreditation status. The accreditation status continues through June 30, 2025 with a Mid-cycle Visit in 2021-22. The implementation of an individualized coaching model to address student engagement during school closure which resulted in increased credit accrual. 100% of families were communicated to in their home language.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The mobility of our student population continues to present a challenge. 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 college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The overall suspension rate for the 2019-20 school year was 5.2% at the Community school and 0% at the Court school. The overall graduation rate for the 2019-20 school year was 47.1% at the Community school and 68.8% at the Court school. Due to the COVID-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. The overall participation rate for the 2018-19 school year was 71% ELA and 71% for Math. Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-20 school year. At the Community school, the overall attendance rate for the 2018-19 school year was 70% and at Court school the overall attendance rate was 98%. No students were prepared under the College and Career Indicator. English learner progress was at 13.3% at Community school and because of the small number of students enrolled at Court school, no data was available; no student was reclassified.

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

- Use of data analysis to improve student outcomes
- Use of student data to determine professional development offerings
- Outreach for parents/guardians
- Classroom management/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 weekly leadership meetings including designing a professional development plan with staff, establishing data protocols, convening PLC meetings to examine student work and achievement of the standards, convening of the PBIS Implementation team and the PBIS Tier II/III team to ensure 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 will continue to incorporate alternatives to suspensions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SLOCOE focuses on four goals in the areas of:

- Academic achievement
 - small class sizes at 23:1
 - full implementation of an MTSS model to address academic, behavior and social/emotional needs
 - increase English learner progress
- Student engagement

- probation support on campuses to ensure student and staff safety
- full implementation of PBIS at 70% of above at all levels
- mental health counseling available to all students
- countywide transportation available to all students
- facilities that are in good repair
- nursing case management to address barriers to attendance
- Support transitions for all students
 - coordinated countywide services for expelled youth
 - coordinated countywide services for foster youth
 - career technical education offerings
- Family engagement
 - family access to online student information system
 - communication to all families in their home language
 - professional learning opportunities for staff and families to increase input at advisory committees

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

San Luis County Special Education school

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SLOCOE has been identified as needing Differentiated Assistance due to being in the red in the areas of college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis County Special Education school has been identified as a school in need of Comprehensive Support and Improvement (CSI) due to all state indicators being red but with one indicator of any other color. Due to low enrollment numbers, it should be noted that the San Luis County Special Education school only had two indicators with color; Chronic Absenteeism was in the red and Suspension rate was in the green. SLOCOE has also been identified as needing Targeted Assistance which required the submission of a Special Education Plan to the California Department of Education due to suspension rate and higher education results for students with disabilities.

Due to the COVID-19 pandemic and school closures, no statewide assessment data is available for the 2019-2020 school year. The following data is from the 2018-2019 school year for all SLOCOE students: on the CAASPP, in the area of English language arts, SLOCOE students are 133.9 below standard and in the area of math, SLOCOE students are 208.5 points below standard; the overall graduation rate was 71.1%; the overall chronic absenteeism

rate is at 45.7%; the overall participation rate was 71% in ELA and 71% in math; the overall suspension rate was 15.4%. It should be noted, for the San Luis County Special Education school, there is no graduation rate as students are returned to their district of residence upon completion of their credits to graduate from that district. Lastly, it should be noted that the chronic absenteeism rate is so high at the San Luis County Special Education school due to the provision of services to the medically fragile population; starting the 2020-2021 school year, the San Luis County Special Education school will no longer be serving the medically fragile population.

The San Luis County Special Education school has long standing structures in place for communication with stakeholders or people affected by SLOCOE and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have standing agenda items to review and discuss the School Plan. Stakeholder groups include: School Site Council, Special Education Oversight Committee, DELAC, all local districts, and County Board of Education. There are annual IEP meetings for each student enrolled at the Special Education school as well as parent meetings with families and individual parent conferences.

Because of the need to address CSI, Differentiated Assistance and the Targeted Assistance Special Education Plan, the LEA decided that all these processes needed to be aligned in order to better meet the needs of the students. Through the School Plan planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and the Targeted Assistance Special Education Plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidence 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 Tier 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social emotional development of 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 the 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 preinstitute 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, Fresno County Superintendent of Schools 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 came together to decide on high leverage initiatives to address the root causes. These initiatives included: intentionally building relationships, universally identifying student needs and regularly analyzing student data. Throughout the 2019-20 school year, there were various follow-up meeting days with KCOE to track outcome data, review the action plan and build capacity around implementation of the initiatives. During the 2020-21 school year, SLOCOE met with KCOE during the winter and spring months to review and update the action plan which included reestablishing implementation of the initiatives, assigning tasks and developing a professional development plan for August 2021.

Specifically, SLOCOE will address areas of need using actions and services that include, but are not limited to the following:

- Intentionally Building Relationships
- Train all staff in Clayton Cook's Establish, Maintain, Restore protocol
- Develop an accountability plan for the Establish, Maintain, Restore protocol
- Universally Identify Student Needs
- Research and identify a universal academic screener
- Universally implement the social emotional Strengths and Difficulties Questionnaire
- Utilize data from the universal screeners for instruction and referral to tiered interventions
- Regularly Analyze Student Data
- Set data review calendar
- Train staff in Team Initiated Problem Solving

-Commit to data-based decisions

At the San Luis County Special Education school, while enrollment changes frequently, approximately 70% of our students are identified as socioeconomically disadvantaged and 100% of the students are identified as students with disabilities. Because of this, all resources are allocated to all students. The San Luis County Special Education school does not have any resource inequities.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the 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. The LEA is partnering with all stakeholders to build capacity and monitor implementation. This includes, but is not limited to, participation and inclusion of stakeholders in the differentiated assistance process as outlined above and the Special Education Plan process as well as regular data review, monitoring of implementation and School Plan review at weekly SPS Leadership team meetings, quarterly SSC meetings, monthly Board of Trustee meetings and other monthly stakeholder meetings. The data to be reviewed will include, but not be limited to: Aeries data regarding attendance, credit accrual and suspensions; CAASPP and ELPAC results; NWEA results; PBIS data; CA Dashboard data; and the School Climate survey results. The overall CA Dashboard data will be reviewed upon receipt as well as on an ongoing basis to make decisions about the reorganization of the school. The CAASPP and ELPAC results will be reviewed upon receipt as well as on an ongoing basis for individual students in the planning of individualized instruction. The NWEA results will be reviewed three times yearly (fall, winter and spring) as well as on an ongoing basis for individual students in the planning of individualized instruction. PBIS and School Climate survey will be reviewed at least twice yearly (fall and spring) to assist in the full implementation of the MTSS model. The Aeries data will be reviewed on a monthly basis to ensure student engagement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

July 2020-June 2021

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.

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 monthly staff meetings and staff development throughout the school year. In Fall 2020 and Spring 2021, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. Also, in Spring 2021, SLOCOE staff participated in an employee engagement survey.

*It should be noted that during the 2020-21 school year, SLOCOE did not have the job classification of Principal.

The Director of Alternative Education acted as the Principal of Community school and the Assistant Superintendent of Student Programs and Services acted as the Principal of Court school. School administration as used above, included the aforementioned positions as well as the Assistant Principal of Community School.

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 and Continuity Plan processes 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.

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.

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.

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 enrollment, parents were provided with a survey regarding technology and student needs to address engagement. In Fall 2020 and Spring 2021, parents were also surveyed using the PBIS School Climate 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.

Students - The student voice is heard throughout the year. Ongoing data is collected by site staff and administration. In Fall 2020 and Spring 2021, students were surveyed using the PBIS School Climate Survey.

SELPA - On April 13, 2021, SELPA, along with a representative from the Education Support Services department and the homeless and foster liaison, met with the LCAP team to review and provide input into the LCAP process and document to ensure the needs of students with disabilities were being addressed.

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.

Differentiated Assistance Team - This team is made up of administration, teachers, classified staff, Education Support Services staff, community stakeholders and staff from the Kern County Superintendent of Schools. The team developed initiatives to address areas of need as identified by the California School Dashboard. This team has regularly consulted with administration regarding needed changes in the LCAP to address the identified areas of need.

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

On April 2, 2021, a survey was emailed, in both English and Spanish, to all of the above stakeholders to solicit feedback as to the LCAP goals and actions including the seven supplemental instruction and support strategies that will be implemented to address learning loss. Input was also solicited during Spring parent-teacher conferences.

All survey results as well as input received at the above-referenced meetings were reviewed by administration and staff prior to the finalizing of the LCAP to ensure their recommendations were incorporated into the final document.

There was a public hearing held on June 17, 2021.

The County Board of Education approved this plan on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

All stakeholders believed the current LCAP goals were still valid and needed to continue for the 2021-22 through 2023-24 LCAP. They also believed that it was important to continue the work addressed through the WASC, Differentiated Assistance and Special Education Plan and needed to be incorporated into the LCAP.

From the April 2, 2021 survey, we received 28 responses from SLOCOE staff, parents, students, community members, community partners, union representatives, district of residence administrators, probation and Juvenile Justice Commissioners. The results indicated the following:

- the need for a rigorous academic experience that is relevant (life skills), hands-on, rigorous and engaging;
- the need to engage students through increased life skills curriculum, mental health supports/counseling, transportation and a safe school environment;
- the need to address the many transitions students experience by increased instruction around life skills, increased instruction around college and career readiness, increased supports for students with IEPs and providing staff trainings; and
- the need to increase family engagement by increased opportunities for family get-togethers at school, parent education information sent home, parent education nights, and increased communication from school staff.

From the April 23, 2021 consultation with SELPA and other staff, it was determined that the LCAP process and Plan was addressing the needs of students with disabilities as well as foster youth, English learners and socioeconomically disadvantaged students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP was influenced and 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 board meetings. The collective data provided direction into areas for

improvement.

The LCAP is aligned with the WASC action plan, the SPSA and the Special Education Plan; updates were provided and information was presented during all of these processes. SLOCOE participated in a WASC virtual probationary visit in October 2020. The goals and actions of the LCAP were incorporated into the Action Plan.

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 2021-22 through 2023-24 LCAP. The stakeholders all believed that it was important to continue the work addressed through the WASC, Differentiated Assistance and Special Education Plan processes in the following areas:

- use of data analysis to improve student outcomes
- use of student data to determine professional development offerings
- outreach for parents/guardians
- classroom management/student engagement/student morale
- academic rigor/implementation of common core state standards
- college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth
- suspension rate and higher education results for students with disabilities

School administration used the survey results and stakeholder input to develop supplemental instructional supports and strategies to meet the needs of the targeted populations, which include, but are noted limited to, low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect or exploitation, disengaged students, and students who are below grade level, including those that are credit-deficient or high school students at risk of not graduating. Given the students who the San Luis Obispo County Office of Education serves, enrolled students fall into one or more of these targeted populations. Additionally, the PBIS Tier II/III implementation teams, under the Multi-Tiered System of Supports, reviewed student data to determine the needed supplemental instructional supports and strategies. These supplemental instructional supports and strategies have been incorporated into the LCAP.

There was a public hearing held on June 17, 2021

The County Board of Education approved this plan on June 24, 2021.

Goals and Actions

Goals

| Goal # | Description |
|--------|-------------|
|--------|-------------|

| | |
|--------|---|
| Goal 1 | SLOCOE is committed to providing students with access to a rigorous academic experience, preparing them for their next placement. The rigorous academic experience will help to increase graduation rates, increase students meeting standards, increase college and career readiness, increase English learner proficiency, increase attendance, decrease suspensions, decrease chronic absenteeism and decrease the dropout rate. (Priority 1, Priority 2, Priority 3, Priority 4, Priority 5, Priority 6, Priority 7, Priority 8, Priority 9, Priority 10) |
|--------|---|

An explanation of why the LEA has developed this goal.

In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing greater 1:1 support as well as tiered academic, social emotional and behavioral interventions to meet students' unique needs and to provide students with the opportunity to meet these increased targets.

SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|--|-----------------------|-----------------------|-----------------------|---|
| Ratio of student to staff as measured by class size data | 2020-21 Local Data: Class size = 23:1 or less | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Class size = 23:1 or less |
| MTSS implementation as measured by the PBIS Tiered Fidelity Inventory ("TFI") | 2020-21 Local Data: Community TFI Tier 1 - 77% Tier 2 - 77% Tier 3 - 88% Court TFI Tier 1 - 77% Tier 2 - 35% Tier 3 - 35% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community TFI: Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above Court TFI Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above |

| | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|--|
| Increase the number of students meeting standard on the CAASPP as measured by the English Language Arts and Math Indicators on the California Dashboard | 2018-19 Test Operations Management System: Community - 0% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9 points on the California Dashboard Court - increase by 9 points on the California Dashboard |
| Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard | 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9% Court - increase by 9% |
| Increase English learner progress towards proficiency as measured by the English Learner Progress Indicator on the California Dashboard | 2019 CA Dashboard: SLOCOE - 33.3% Community - 13.3% Court - Because of small number of students enrolled, no data available. No student was reclassified. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - 45% or above Court - 45% or above |

| | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|--|
| <p>Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism-Count</p> | <p>2020-21 CALPADS 14.1 Student Absenteeism-Count Community - Students Absent: <5%=5.88%; <10%=3.53%; <20%=12.94%; >20%=77.65% Court - Students Absent <5%=92%; <10%=8%; <20%=0%; >20%=0%</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>Community - Students Absent >20%=68% or less Court - Students Absent >5%=95% or greater</p> |
| <p>Decrease dropout rate as measured by the CALPADS 15.1 Cohort Outcome County and Rates</p> | <p>2020-21 CALPADS 15.1 Cohort Outcome Count and Rates Community Dropouts - 7.41% Court Dropouts - 0% *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>Community Dropouts - 10% or less Court - 10% or less</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------|---|--------------|--------------|
| Action #1 | Small Class Sizes | 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. | \$648,110.00 | No |
| Action #2 | MTSS Implementation | SLOCOE will continue to work towards full MTSS implementation; teachers will use evidence-based classroom practices to fully implement Tier 1 and the school sites will use data-based decisions for academic, behavior and social emotional Tier 2 and Tier 3 interventions. | \$360,820.79 | Yes |
| Action #3 | English learner progress | SLOCOE will provide all students instruction, using integrated and designated instructional strategies, which includes the use of the English 3D curriculum, to enable English learners, as well as all other students, access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth. | \$0.00 | No |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 2 | SLOCOE 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. Increased student engagement will help to decrease chronic absenteeism, increase graduation rate, increase participation rate in statewide assessments; increase students meeting standards, increase attendance rate, decrease suspension rate and decrease the dropout rate. (Priority 1, Priority 2, Priority 3, Priority 4, Priority 5, Priority 6, Priority 7, Priority 8, Priority 9, Priority 10) |

An explanation of why the LEA has developed this goal.

In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing countywide transportation to a safe campus that is in good repair as well as tiered academic, social emotional and behavioral interventions to meet students' unique needs and to provide students with the opportunity to meet these increased targets.

SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|--|---|--------------------------|--------------------------|--------------------------|---|
| Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism-Count | 2020-21 CALPADS 14.1 Student Absenteeism- Count Community - Students Absent: <5%=5.88%; <10%=3.53%; <20%=12.94%; >20%=77.65% Court - Students Absent <5%=92%; <10%=8%; <20%=0%; >20%=0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - Students Absent >20%=68% or less Court - Students Absent >5%=95% or greater |

| | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|---|
| Decrease dropout rate as measured by the CALPADS 15.1 Cohort Outcome County and Rates | 2020-21 CALPADS 15.1 Cohort Outcome Count and Rates Community Dropouts - 7.41% Court Dropouts - 0% *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community Dropouts - 10% or less Court - 10% or less |
| Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard | 2019-20 DataQuest: Community - 5.2% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - 1.5% or less Court - 0% |
| Probation support data as measured by probation staffing at campuses | 2020-2021 Local Data: 100% of campuses have on-site support from probation | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of campuses will have on-site support from probation |

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|---|
| MTSS implementation as measured by the PBIS Tiered Fidelity Inventory ("TFI") | 2020-21 Local Data: Community TFI Tier 1 - 77% Tier 2 - 77% Tier 3 - 88% Court TFI Tier 1 - 77% Tier 2 - 35% Tier 3 - 35% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community TFI: Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above Court TFI Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above |
| Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard | 2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest: Community - 78.1% Court - 6.7% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - declined by 1.5% Court - declined by 1.5% |
| Mental health counseling data as measured by mental health staffing at campuses | 2020-2021 Local Data: 100% of students have access to on-site mental counseling | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students will have access to on-site mental counseling |
| Transportation data as measured by published SLOCOE bus routes | 2020-2021 Local Data: 100% of students have access to countywide transportation to and from school | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students will have access to countywide transportation to and from school |
| Facilities repair data as measured by the Facilities Inspection Tool | 2020-21 School Facility Good Repair Status: Community - Fair Court - Exemplary | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - Good or above Court - Good or above |

| | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|---|
| Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard | 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9% Court - increase by 9% |
| Increase in positive rating on the School Climate Survey as measured by the PBISApps.org School Climate Survey | 2020-2021 Local Data: School Climate Survey Community school: Personnel - 3.21 Student - 3.26 Families - 3.58 Court school: Personnel - 3.13 Student - 2.48 Families - Not enough respondents | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | School Climate Survey Community school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above Court school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above |
| Increase participation rate on CAASPP as measured by the Participation Rate Report on the California Dashboard | 2019 CA Dashboard: Community - 68% Court - 75% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - 95% or above Court - 95% or above |
| Increase the number of students meeting standard on the CAASPP as measured by the English Language Arts and Math Indicators on the California Dashboard | 2018-19 Test Operations Management System: Community - 0% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9 points on the California Dashboard Court - increase by 9 points on the California Dashboard |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------|---|--------------|--------------|
| Action #1 | Probation | Staff from the Department of Probation will assist on-site administrators to help ensure the safety of students and staff on campus | \$134,997.00 | No |
| Action #2 | PBIS | Positive Behavior Intervention Supports (PBIS) will be fully implemented at all campuses, including ongoing training for staff and agency partners. | \$14,259.00 | No |
| Action #3 | Mental Health Counseling | All students will have access to mental health counseling to address issues related to school based needs that are impacting education. | \$252,000.00 | No |
| Action #4 | Transportation | A countywide transportation system will be operated with multiple stops throughout the county to ensure student access to education. | \$199,644.00 | No |
| Action #5 | Facilities | Facilities are continually monitored and maintained to ensure good repair status. | \$137,052.00 | No |
| Action #6 | Nursing | In order to address barriers to attendance, nursing staff will support on-site administrators in providing case management. | \$63,153.50 | Yes |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 3 | SLOCOE will offer increased support to the highly mobile at-promise student populations enrolled at the Court and Community schools that experience multiple transitions, including, but not limited to foster placements, between school districts, and into college and/or career. This increased support will help to increase graduation rate, decrease chronic absenteeism, decrease suspension rate, increase students meeting standards and increase number of students prepared on College and Career Indicator. (Priority 3, Priority 4, Priority 5, Priority 6, Priority 7, Priority 8, Priority 9, Priority 10) |

An explanation of why the LEA has developed this goal.

In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing coordination of services to all students who experience multiple transitions, and more specifically to expelled students, foster youth and students with disabilities. This coordination of services supports students' unique needs and provides students with the opportunity to meet these increased targets.

SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|----------|----------|----------------|----------------|----------------|-----------------------------|
|----------|----------|----------------|----------------|----------------|-----------------------------|

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|--|
| Expelled Plan data as measured by the Alternative Education Oversight Committee (AEOC) meeting minutes | 2020-21 Local Data: The Expelled Plan is monitored yearly and updated every three years as required by Education Code. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | The Expelled Plan will be monitored yearly and updated every three years as required by Education Code |
| Foster youth coordination data as measured by the weekly foster youth coordination meeting minutes | 2020-21 Local Data: 100% of foster youth received coordination of services to support transitions | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of foster youth received coordination of services to support transitions |
| Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard | 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9% Court - increase by 9% |
| Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard | 2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest: Community - 78.1% Court - 6.7% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - declined by 1.5% Court - declined by 1.5% |
| Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard | 2019-20 DataQuest: Community - 5.2% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - 1.5% or less Court - 0% |

| | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|--|
| Transition goals and services for every student with an IEP as measured by Annual Performance Report | 2020-21 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students age 16 years or older have transition goals and services on their IEP |
| Individualized Transition Plans for every student with an IEP as measured by the Annual Performance Report | 2020-21 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students age 16 years or older have an Individualized Transition Plan on their IEP |
| Increase the number of students meeting standard on the CAASPP as measured by the English Language Arts and Math Indicators on the California Dashboard | 2018-19 Test Operations Management System: Community - 0% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9 points on the California Dashboard Court - increase by 9 points on the California Dashboard |
| Increase the number of students prepared for college and career as measured by the College and Career Indicator on the California Dashboard | 2020 CA Dashboard: Community - 0% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 6% Court - increase by 6% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| Action # | Title | Description | Total Funds | Contributing |
|-----------|----------------------------|---|-------------|--------------|
| Action #1 | Expelled Pupils | Countywide Expelled Plan - SLOCOE will continue to work with representatives from local school districts to monitor the effectiveness of the countywide tri-annual Expelled Plan. | \$38,989.55 | No |
| Action #2 | Foster Youth | Countywide Foster Youth - SLOCOE will continue to coordinate services with local districts and agency representatives including trainings regarding new and existing laws and quarterly meetings to ensure the education opportunity and stability. | \$31,325.00 | No |
| Action #3 | Career Technical Education | All students will have access to Career Technical Education (CTE). | \$95,456.00 | No |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 4 | SLOCOE will increase caregiver/family involvement to support the success of students. This increased involvement will help to increase graduation rate, decrease chronic absenteeism, decrease suspensions and increase parent involvement. (Priority 3, Priority 4, Priority 5, Priority 6) |

An explanation of why the LEA has developed this goal.

In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing greater support to parents and families in order for them to help support the students' unique needs and to provide students with the opportunity to meet these increased targets.

SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|-----------------------|-----------------------|-----------------------|--|
| Parent engagement data as measured by the Local Indicators Parent and Family Engagement Self-Reflection Survey Tool | 2021 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships between School Staff and Families - 4.25 out of 5.0 Building Partnerships for Student Outcomes - 3.75 out of 5.0 Seeking Input for Decision-making - 3.0 out of 5.0 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Building Relationships between School Staff and Families - 5.0 out of 5.0 Building Partnerships for Student Outcomes - 4.5 out of 5.0 Seeking Input for Decision-making - 4.0 out of 5.0 |

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|--|
| Student information system access data as measured by parent/guardian login data | 2020-21 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of families/caregivers have online access to a student information system, with more than 50% participation |
| Communication data as measured by translator/interpreter staffing | 2020-21 Local Data: 100% of families/caregivers are communicated to in their home language | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of families are communicated to in their home language |
| Parent involvement in IEP process as measured by the Annual Performance Report | 2020-21 Local Data: 100% parent involvement in the IEP process | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% parent involvement in the IEP process |
| Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard | 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - increase by 9% Court - increase by 9% |
| Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard | 2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest: Community - 78.1% Court - 6.7% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - declined by 1.5% Court - declined by 1.5% |

| | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|--|
| Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard | 2019-20 DataQuest: Community - 5.2% Court - 0% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Community - 1.5% or less Court - 0% |
|---|--|-----------------------|-----------------------|-----------------------|--|

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|----------------------------|---|-------------|--------------|
| Action #1 | Student Information System | Families/caregivers will have online access to student specific information, including attendance, grades, credit accrual and assessment results. | \$3,567.00 | No |
| Action #2 | Communication | Communicate with families in their home language. | \$34,193.30 | Yes |
| Action #3 | Parent Engagement | Provide professional learning opportunities to staff and families to work towards full implementation of building trusting relationships, creating welcoming environments, and effective engagement in advisory groups and decision making. | \$2,140.00 | No |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 9.15% | \$527,660.00 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After a review of the state and local data as well as stakeholder engagement feedback, SLOCOE has identified the following needs related to English learners, foster youth and socioeconomically disadvantaged youth:

1. English learners:
- English Learner Progress Indicator data, as summarized above, indicates that our English learners are not making sufficient progress towards English language proficiency.

-CAASPP assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math.

-Attendance data, at the Community School, as summarized above, indicates that all of our English learners are absent greater than 20%.

-College and Career Indicator data, as summarized above, indicates that none of our English learners are prepared for college or a career.
2. Foster youth:
- CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting standards in English language arts and/or math.

-Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are

absent greater than 20%.

-College and Career Indicator data, as summarized above, indicates that the majority of our foster youth are not prepared for college or a career.

3. Socioeconomically disadvantaged:

-CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math.

-Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are absent greater than 20%.

-College and Career Indicator data, as summarized above, indicates that none of our socioeconomically disadvantaged youth are prepared for college or a career.

It should be noted that while the 2019 California Dashboard indicated that we needed to address the suspension rate for English learners, the current local data indicates this is no longer an area of need. During the 2020-21 school year, there was a 0% suspension rate at both the Court and Community schools. During the 2019-20 school year, there was a 0% suspension rate at the Court school and there was a 5.2% suspension rate at the Community School (none of which were English learners), which was a significant decline from the 2018-19 suspension rate of 26.7%.

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 our unduplicated students in comparison with students enrolled in other local county district schools in the following areas: academic achievement, attendance rates, college and career indicator rates and English learner progress rates. To bridge these gaps, SLOCOE has used supplemental and concentration funding to employ staff dedicated to implementing an MTSS model that includes Tier I, II and III academic, behavior and social emotional interventions for our unduplicated populations to address the needs indicated above.

Goal 2, Action 6-nursing case management to address barriers to attendance

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

Goal 4, Action 2-communication to families in their home language

Principally Directed: Due to the nature of SLOCOE programs, the English learner 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 engage the families in the educational process, SLOCOE has used supplemental and concentration funding to employ a Spanish interpreter/translator who provides communication to families in their home language for our English learner population to address the needs indicated above.

Goal 1-Action 2, Goal 2-Action 6 and Goal 4-Action 2 were continued from the 2017-20 LCAP because we saw a positive impact in increased parent engagement, decreased suspensions, increased English learner progress and increased credit accrual towards graduation as well as our stakeholders indicated these actions were successful and wanted the services to be continued.

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 90%, all actions and services are being performed on a schoolwide or LEA-wide basis in order to increase efficiency, delivery and effectiveness of these actions and services.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SLOCOE has calculated that it will receive \$527,660.00 in Supplemental and Concentration funding under the LCFF and will spend \$685,480.90 towards providing services to foster youth, English learners and low-income students. SLOCOE provides the following actions to increase or improve services by at least 9.15 % relative to services provided to all students that are directed towards unduplicated students: Goal 1, Action 2-full implementation of MTSS to address the academic, behavioral and social emotional needs of the unduplicated pupils; Goal 2, Action 6-nursing case management to address barriers to attendance of the unduplicated pupils; and Goal 4, Action 2-communicating to families in their home language to address family engagement for our English learners. These actions are marked as contributing to increased or improved services and are designed to specifically support our unduplicated students' unique needs. The descriptions above and throughout the goals articulate how these specific actions were designed specifically for our unduplicated students and delivered in the most effective and efficient way.

Data Entry Table

| Action Title | Student Group(s) | Increased / Improved | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------------------------|------------------|----------------------|----------|---|-------------|-----------|
| Goal #1 Action #1 | | | | | | |
| Small Class Sizes | All | No | | | All schools | Ongoing |
| Goal #1 Action #2 | | | | | | |
| MTSS Implementation | | Yes | LEA-wide | English learners, foster youth, socioeconomically disadvantaged | All schools | Ongoing |
| Goal #1 Action #3 | | | | | | |
| English learner progress | English learners | No | | | All schools | Ongoing |
| Goal #2 Action #1 | | | | | | |
| Probation | All | No | | | All schools | Ongoing |
| Goal #2 Action #2 | | | | | | |
| PBIS | All | No | | | All schools | Ongoing |
| Goal #2 Action #3 | | | | | | |
| Mental Health Counseling | All | No | | | All schools | Ongoing |

| Personnel Expense | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-------------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| Goal #1 Action #1 | | | | | | | |
| 100.00% | \$648,110.00 | \$0.00 | \$589,763.00 | \$20,522.00 | \$0.00 | \$37,825.00 | \$648,110.00 |
| Goal #1 Action #2 | | | | | | | |
| 100.00% | \$360,820.79 | \$0.00 | \$360,820.79 | \$0.00 | \$0.00 | \$0.00 | \$360,820.79 |
| Goal #1 Action #3 | | | | | | | |

| Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-------------------|------------------|--------------|-------------------|-------------|---------------|--------------|
| Goal #1 Action #1 | | | | | | |
| Small Class Sizes | All | \$589,763.00 | \$20,522.00 | \$0.00 | \$37,825.00 | \$648,110.00 |
| Goal #1 Action #2 | | | | | | |

| Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------------------|---|--------------|-------------------|-------------|---------------|--------------|
| MTSS Implementation | English learners, foster youth, socioeconomically disadvantaged | \$360,820.79 | \$0.00 | \$0.00 | \$0.00 | \$360,820.79 |
| Goal #1 Action #3 | | | | | | |
| English learner progress | English learners | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Goal #2 Action #1 | | | | | | |
| Probation | All | \$134,997.00 | \$0.00 | \$0.00 | \$0.00 | \$134,997.00 |
| Goal #2 Action #2 | | | | | | |
| PBIS | All | \$0.00 | \$0.00 | \$0.00 | \$14,259.00 | \$14,259.00 |
| Goal #2 Action #3 | | | | | | |
| Mental Health Counseling | All | \$252,000.00 | \$0.00 | \$0.00 | \$0.00 | \$252,000.00 |
| Goal #2 Action #4 | | | | | | |
| Transportation | All | \$199,644.00 | \$0.00 | \$0.00 | \$0.00 | \$199,644.00 |
| Goal #2 Action #5 | | | | | | |
| Facilities | All | \$137,052.00 | \$0.00 | \$0.00 | \$0.00 | \$137,052.00 |
| Goal #2 Action #6 | | | | | | |
| Nursing | English learners, foster youth, socioeconomically disadvantaged | \$63,153.53 | \$0.00 | \$0.00 | \$0.00 | \$63,153.53 |
| Goal #3 Action #1 | | | | | | |
| Expelled Pupils | All | \$0.00 | \$0.00 | \$38,989.55 | \$0.00 | \$38,989.55 |
| Goal #3 Action #2 | | | | | | |
| Foster Youth | Foster youth | \$0.00 | \$0.00 | \$0.00 | \$31,325.00 | \$31,325.00 |
| Goal #3 Action #3 | | | | | | |
| Career Technical Education | All | \$0.00 | \$95,456.00 | \$0.00 | \$0.00 | \$95,456.00 |
| Goal #4 Action #1 | | | | | | |

| Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------------------|------------------|-------------------|-------------------|---------------------|---------------|----------------|
| Student Information System | All | \$3,567.00 | \$0.00 | \$0.00 | \$0.00 | \$3,567.00 |
| Goal #4 Action #2 | | | | | | |
| Communication | English learners | \$34,193.30 | \$0.00 | \$0.00 | \$0.00 | \$34,193.30 |
| Goal #4 Action #3 | | | | | | |
| Parent Engagement | All | \$0.00 | \$0.00 | \$0.00 | \$2,140.00 | \$2,140.00 |
| LCFF Funds | | Other State Funds | | Local Funds | Federal Funds | Total Funds |
| \$1,775,190.62 | | \$115,978.00 | | \$38,989.55 | \$85,549.00 | \$2,015,707.17 |
| Total Personnel | | | | Total Non-Personnel | | |
| \$1,754,351.17 | | | | \$261,356.00 | | |

Contributing Expenditures Tables

| Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---------------------|----------|---|-------------|--------------|--------------|
| Goal #1 Action #2 | | | | | |
| MTSS Implementation | LEA-wide | English learners, foster youth, socioeconomically disadvantaged | All schools | \$360,820.79 | \$360,820.79 |
| Goal #2 Action #6 | | | | | |
| Nursing | LEA-wide | English learners, foster youth, socioeconomically disadvantaged | All schools | \$63,153.53 | \$63,153.53 |
| Goal #4 Action #2 | | | | | |
| Communication | LEA-wide | English learners | All schools | \$34,193.30 | \$34,193.30 |
| Totals by Type | | Total LCFF Funds | | Total Funds | |
| Total: | | \$458,167.62 | | \$458,167.62 | |
| LEA-wide Total: | | \$458,167.62 | | \$458,167.62 | |
| Limited Total: | | \$0.00 | | \$0.00 | |
| Schoolwide Total: | | \$0.00 | | \$0.00 | |

Annual Update Table Year 1

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|-----------------------|-----------------------|----------------------------|--|--|-------------------------------------|
| [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] |
| Totals | | Planned Expenditure Table | | Estimated Actual Total | |
| Totals | | [Intentionally Blank] | | [Intentionally Blank] | |

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements

specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be

clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

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.

Support for Identified Schools:

Describe how the LEA has or will support 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.

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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA,

parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in

the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of

a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2020–21 . |

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the

goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services:

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students

in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Increased / Improved:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

This amount is automatically calculated based on amounts entered in the previous four columns.