

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
San Luis Obispo County Community	40104054030250	May 17, 2023	June 22,2023
San Luis Obispo County Juvenile Court	40104054030078		

Purpose and Description

The purpose of the School Plan for Student Achievement (SPSA) is to coordinate all educational services at each school site. The SPSA addresses how funds provided to the schools through schoolwide programs will be used to improve academic, social-emotional and behavioral outcomes for all students.

The SPSA is developed annually and reviewed and approved by the School Site Council (SSC) and the County Board of Education. The goals of the SPSA are aligned with the Local Control Accountability Plan (LCAP).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA has been directly aligned with the LCAP to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based interventions and assuring all state indicators are addressed, including student performance against state-determined long-term goals.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

San Luis Obispo County Office of Education does not have any resource inequities.

Goals, Strategies, Expenditures, & Annual Review

Goal 1: San Luis Obispo County Community and San Luis Obispo County Juvenile Court Schools are committed to providing our students with access to a rigorous and relevant academic experience, preparing them for their next placement.

Identified Need

The SLOCOE Community and Court Schools serve the most at-risk youth in our county. All of our students have either been expelled from their home schools, referred by their School Attendance Review Board (SARB) or have been incarcerated in juvenile hall. Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. As a result, our students are credit deficient and have gaps in their academic skills. Additionally, the mobility of our student population (into and out of Court School, into Community School and back to district, etc.) continues to present challenges that require intensive supports and flexibility within those supports. The continual needs of students are ever changing and individual and we are continuously reviewing data to ensure we are meeting the needs of our unique population of students and supporting the development of the whole child.

Prior to 2022, the San Luis Obispo County Office of Education had 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. As of 2022, SLOCOE is no longer in Differentiated Assistance.

Our current focus includes the four areas of follow-up from our WASC action plan, and we have aligned our goals in both our SPSA and LCAP to address each of the four areas:

1. Continue providing students with access to rigorous academic experiences, preparing them for their next placement, including dual enrollment and additional CTE options.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, "at-risk" population (including foster and non-foster youth) experiencing multiple transitions including to and from Court School, Community School, district schools, college, career and foster placements. There is a recognized need to better understand how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

SLOCOE will address the areas of greatest need identified above by regularly monitoring the above WASC action plan items during weekly leadership meetings, 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. SLOCOE is working towards expansion of CTE offerings, is exploring options to hire a transition specialist and is exploring options to increase parent/caregiver involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class size data	23:1	23:1
MTSS implementation as measured by the PBIS Tiered Fidelity Inventory (TFI)	2022-23 Local Data: Community TFI Tier 1 - 87% Tier 2 - 69% Tier 3 - 71% Court TFI Tier 1 - 87% Tier 2 - 77% Tier 3 - 68%	Community TFI Tier 1- ≥70% Tier 2- ≥70% Tier 3- ≥70% Court TFI Tier 1- ≥70% Tier 2- ≥70% Tier 3- ≥70%

Increase the number of students meeting standard on the CAASPP	2021-22 Test Operations Management System: Community - 0 students met standard in English Language Arts and 1 student met standard in Math Court - 0 student met standard in English Language Arts and 0 students met standard in Math	Community - 5 students will meet standard in English Language Arts and 5 students will meet standard in Math Court - 2 students will meet standard in English Language Arts and 2 students meet standard in Math
Increase graduation rate	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	Community - increase by 9% Court - increase by 9%
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2022-23 Local Data-as of 6/7/23: Community - Students Absent: <5%=15%; <10%=13%; <20%=12%; >20=60% Court - Students Absent: <5=87%; <10=4%; <20%=4%; >20=5% >20%=0%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Partially fund staff to assist with MTSS implementation and provide academic, social-emotional and/or behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$62,236.00	3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund staff to provide academic, social-emotional and/or behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$67,236.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund professional development opportunities for staff, students, parents and administrators to increase student achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5,000.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Purchase supplemental curriculum, materials, tools and technology to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$7,000.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The four activities under Goal 1 for the 2022-23 school year were to partially fund staff to assist with MTSS implementation, to partially fund an academic intervention specialist to assist with providing specialized instruction for students not meeting academic standards, fund professional development opportunities for staff, students, parents and administrators to increase student achievement, and purchase supplemental curriculum, materials, tools and technology to increase academic achievement. A school counselor was partially funded with the use of Title 1 funds along with other local funding, in support of the MTSS implementation. An academic intervention specialist was partially funded to support students not meeting academic standards. Professional development was provided in the areas of social emotional curriculum and PBIS that have a focus on increasing student achievement. Materials, both online curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied assigned projects to independent study students. With the support of the school counselor and the academic intervention specialist, class sizes were kept at 23:1 and PBIS fidelity ratings for Tier 1 remained above the 70% goal threshold with scores of 87% at Court School and 87% at Community School. Additionally, fidelity ratings for Tier 3 remained above the 70% goal threshold at Community School with scores of 71. With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in graduation rate and positive responses from the school climate survey.

The continued support of an academic intervention teacher and a school counselor have increased the resources available for struggling students, including opportunities for enrichment courses at Cuesta Community College. Graduation rates at Court School are largely dependent upon the individual students who enter, their credit status at the time of entry, and their release dates. We continue to offer supportive and individualized credit accrual and learning options.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While there were no major differences, due to the COVID-19 pandemic, many professional development opportunities continued to be put on hold or were held virtually. Due to staffing challenges, the academic intervention specialist frequently needed to cover classrooms and was not able to pull for Tier 2 interventions, as we had planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With input from educational partners through the School Site Council, goal was changed to include "relevant" in addition to rigorous curriculum.

Goal 2: San Luis Obispo County Community and San Luis Obispo County Juvenile Court Schools will provide additional opportunities and support for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future.

Identified Need

The SLOCOE Community and Court Schools serve the most at-risk youth in our county. All of our students have either been expelled from their home schools, referred by their School Attendance Review Board (SARB) or have been incarcerated in juvenile hall. Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. As a result, our students are credit deficient and have gaps in their academic skills. Additionally, the mobility of our student population (into and out of Court School, into Community School and back to district, etc.) continues to present challenges that require intensive supports and flexibility within those supports. The continual needs of students are ever changing and individual and we are continuously reviewing data to ensure we are meeting the needs of our unique population of students and supporting the development of the whole child.

Prior to 2022, the San Luis Obispo County Office of Education had 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. As of 2022, SLOCOE is no longer in Differentiated Assistance.

Our current focus includes the four areas of follow-up from our WASC action plan, and we have aligned our goals in both our SPSA and LCAP to address each of the four areas:

1. Continue providing students with access to rigorous academic experiences, preparing them for their next placement, including dual enrollment and additional CTE options.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from Court School, Community School, district schools, college, career and foster placements. There is a recognized need to better understand how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

SLOCOE will address the areas of greatest need identified above by regularly monitoring the above WASC action plan items during weekly leadership meetings, 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. SLOCOE is working towards expansion of CTE offerings, is exploring options to hire a transition specialist and is exploring options to increase parent/caregiver involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	2021-22 DataQuest: Community School-1% Juvenile Court-0%	Community - 1.5% or less Court - 0%
Increase graduation rate	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	Community - increase by 9% Court - increase by 9%
Increase the number of students meeting standard on the CAASPP	2021-22 Test Operations Management System: Community - 0 students met standard in English Language Arts and 1 student met standard in Math Court - 0 student met standard in English Language Arts and 0 students met standard in Math	Community - 5 students will meet standard in English Language Arts and 5 students will meet standard in Math Court - 2 students will meet standard in English Language Arts and 2 students meet standard in Math
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2022-23 Local Data-as of 6/7/23: Community - Students Absent: <5%=15%; <10%=13%; <20%=12%; >20%=60%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater

	Court - Students Absent: <5=87%; <10=4%; <20%=4%; >20=5% >20%=0%	
Increase participation rate in CAASPP	2021-22 Test Operations Management System: Community - 88% Court - 80%	Community - 95% or above Court - 95% or above
Increase in positive ratings on the School Climate survey	2022-23 Local Data: School Climate Survey Community school: Personnel - 3.01 Student - 3.25 Families - 3.84 Court school: Personnel - 3.09 Student - 3.17 Families - Not enough respondents	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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund professional development opportunities for staff, students, parents and administrators to increase student engagement and lead to better student outcomes.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5,000.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund Positive Behavior Interventions and Support (PBIS) implementation.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$13,687.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Attendance will always remain a challenge at community school. However, we believe that our emphasis on intentionally building relationships over the last three years has led to a more positive school climate. Students report feeling safer and more comfortable on campus. By prioritizing relationship-building and increasing the use of alternatives to suspension, we believe we have decreased the suspension rate as students are more likely to access support through trusted adults and through the use of taught coping skills.

The three activities under Goal 2 for the 2022-23 school year were to fund professional development opportunities and to fund Positive Behavior Interventions and Support (PBIS) implementation. Staff have participated in multiple professional development opportunities related to PBIS and MTSS. With the funding for PBIS and professional development, PBIS fidelity ratings for Tier 1 increased to 87% at Court School and remained above the 70% goal threshold at 83% at Community School. Additionally, fidelity ratings for Tier 2 and Tier 3 increased at Court School. Students are more engaged in their academics as is evidenced by an increased graduation rate, an overall increase in work completion/credit accrual and overall positive ratings on the school climate survey, as well as a 0.0% overall suspension rate at JCS and a 1% overall suspension rate for Community School. We continue to focus on alternatives to suspension and restorative practices rather than suspensions. In addition, with the improvement of our tiered behavioral interventions and on campus mental health support, office discipline referrals have also decreased from pre-Covid times.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While there were no major differences, due to the COVID-19 pandemic, many professional development opportunities continued to be put on hold or held virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metric/Indicator changed to align with metrics used in LCAP: "Decrease Chronic Absenteeism Rate" changed to "Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count."

Goal 3: This highly mobile at-risk population (including foster and non-foster youth) experiences multiple transitions. The administration and staff on campuses will offer increased support to these students, to and from Court School, Community School, District Schools, College, Career and Foster Placements.

Identified Need

The SLOCOE Community and Court Schools serve the most at-risk youth in our county. All of our students have either been expelled from their home schools, referred by their School Attendance Review Board (SARB) or have been incarcerated in juvenile hall. Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. As a result, our students are credit deficient and have gaps in their academic skills. Additionally, the mobility of our student population (into and out of Court School, into Community School and back to district, etc.) continues to present challenges that require intensive supports and flexibility within those supports. The continual needs of students are ever changing and individual and we are continuously reviewing data to ensure we are meeting the needs of our unique population of students and supporting the development of the whole child.

Prior to 2022, the San Luis Obispo County Office of Education had 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. As of 2022, SLOCOE is no longer in Differentiated Assistance.

Our current focus includes the four areas of follow-up from our WASC action plan, and we have aligned our goals in both our SPSA and LCAP to address each of the four areas:

1. Continue providing students with access to rigorous academic experiences, preparing them for their next placement, including dual enrollment and additional CTE options.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, "at-risk" population (including foster and non-foster youth) experiencing multiple transitions including to and from Court School, Community School, district schools, college, career and foster placements. There is a recognized need to better understand how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

SLOCOE will address the areas of greatest need identified above by regularly monitoring the above WASC action plan items during weekly leadership meetings, 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. SLOCOE is working towards expansion of CTE offerings, is exploring options to hire a transition specialist and is exploring options to increase parent/caregiver involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	Community - increase by 9% Court - increase by 9%
Increase participation rate in CAASPP	2021-22 Test Operations Management System: Community - 88% Court - 80%	Community - 95% or above Court - 95% or above

Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2022-23 Local Data-as of 6/7/23: Community - Students Absent: <5%=15%; <10%=13%; <20%=12%; >20=60% Court - Students Absent: <5=87%; <10=4%; <20%=4%; >20=5% >20%=0%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater
Decrease suspension rate	2021-22 DataQuest: Community School-1% Juvenile Court-0%	Community - 1.5% or less Court - 0%
Transition goals and services for every student with an IEP	100%	100%
Transition plans for every student with an IEP	100%	100%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund transition supports to improve student transitions to ensure better student outcomes to increase college and career readiness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,250.00	3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The activity under Goal 3 for the 2022-23 school year was to fund transition supports to ensure better student outcomes to increase college and career readiness. Professional development was provided in the areas of social emotional

curriculum, supports for English Learners, relationship building and PBIS that had a focus on increasing student skills and knowledge to support transitions. In addition, we were able to partner with Cuesta College to offer enrichment courses and were able to build student confidence around continuing education. The overall effectiveness of the activity is reflected in the reduction of overall suspensions and the overall positive rating on the School Climate Survey. In addition, the graduation rate at Community School increased dramatically from 42% in 2021 to 81.5% in 2022. While our graduation rate dropped due to the effects of the Covid-19 pandemic and school closure/distance learning, many of our seniors were able to graduate in 2022 as fifth year seniors and students were able to recover credits and access needed supports as schools returned to consistent, in-person schedules. Finally, the school counselor and resource specialist we were able to fund through Title 1 funds have focused on goal-setting with students and have implemented processes for monitoring student progress toward graduation or toward returning to their school of residence after completing their rehabilitation plan.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metric/Indicator changed to align with metrics used in LCAP: "Decrease Chronic Absenteeism Rate" changed to "Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count."

Goal 4: San Luis Obispo County Community and San Luis Obispo County Juvenile Court Schools will increase parent/caregiver involvement to support the success of students.

Identified Need

The SLOCOE Community and Court Schools serve the most at-risk youth in our county. All of our students have either been expelled from their home schools, referred by their School Attendance Review Board (SARB) or have been incarcerated in juvenile hall. Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. As a result, our students are credit deficient and have gaps in their academic skills. Additionally, the mobility of our student population (into and out of Court School, into Community School and back to district, etc.) continues to present challenges that require intensive supports and flexibility within those supports. The continual needs of students are ever changing and individual and we are continuously reviewing data to ensure we are meeting the needs of our unique population of students and supporting the development of the whole child.

Prior to 2022, the San Luis Obispo County Office of Education had 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. As of 2022, SLOCOE is no longer in Differentiated Assistance.

Our current focus includes the four areas of follow-up from our WASC action plan, and we have aligned our goals in both our SPSA and LCAP to address each of the four areas:

1. Continue providing students with access to rigorous academic experiences, preparing them for their next placement, including dual enrollment and additional CTE options.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, "at-risk" population (including foster and non-foster youth) experiencing multiple transitions including to and from Court School, Community School, district schools, college, career

and foster placements. There is a recognized need to better understand how to better support students as they experience these varied transitions so they continue moving toward increased success.

4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

SLOCOE will address the areas of greatest need identified above by regularly monitoring the above WASC action plan items during weekly leadership meetings, 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. SLOCOE is working towards expansion of CTE offerings, is exploring options to hire a transition specialist and is exploring options to increase parent/caregiver involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	100%	100%
Increase graduation rate	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	Community - increase by 9% Court - increase by 9%
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2022-23 Local Data-as of 6/7/23: Community - Students Absent: <5%=15%; <10%=13%; <20%=12%; >20=60% Court - Students Absent: <5=87%; <10=4%; <20%=4%; >20=5%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater
Decrease suspension rate	2021-22 DataQuest: Community School-1% Juvenile Court-0%	Community - 1.5% or less Court - 0%
Invite parents to celebrations of student success	100%	100%
Parents will have access to Aeries portal	100%	100%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth and foster youth.

Strategy/Activity

Fund student celebrations for school success and/or parent education opportunities to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$4,000.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The two activities under Goal 4 for the 2022-23 school year were to fund SLOCOE staff cell phones to increase parent engagement and fund student celebrations for school success to increase parent engagement. Following school closure in 2020, 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. This was made possible through the funding of cell phones for staff. As a result, we were able to maintain contact with 100% of students and families throughout school closure and provide supports to families as needed. In order to continue the progress made during the pandemic regarding family engagement, we continued to fund cell phones for school staff. In addition, parents/caregivers were provided the opportunity for collaboration with school staff at parent/teacher conferences in both Fall 2022 and Spring 2023 via phone calls/virtual meetings or in person. The overall effectiveness of the two activities is reflected in the reduction of overall suspensions and the continued involvement of all parents/guardians/families in the SST, 504 and IEP processes. A mid-year awards ceremony was held in person to recognize student achievements in a variety of areas. A graduation ceremony also engaged families and parents and we received positive feedback from parents, guardians and educational partners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to a decrease in ADA, a deficit of \$43,622 was incurred. School Site Council elected to remove funding staff cell phones and found other funding to continue that strategy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metric/Indicator changed to align with metrics used in LCAP: "Decrease Chronic Absenteeism Rate" changed to "Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count."; Allotment for staff cell phones removed

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 257,632.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 169,409

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$158,253.00
Title I, Part D	\$76,756.00
Title II	\$9,673.00
Title IV	\$12,950.00

Subtotal of additional federal funds included for this school: \$ 257,632.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
N/A	\$0.00

Subtotal of state or local funds included for this school: \$ 0.00

Total of federal, state, and/or local funds for this school: \$257,632.00