

School Year: 2025-26

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 21, 2025	June 18, 2025
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. 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, 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 distinctive 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.

Our current focus includes the four areas of focus from our 2024 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 understand better how to support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue implementing and monitoring strategies to increase parent/caregiver involvement to support students' success.

The WASC Accrediting Board met in January and completed our evaluation and issued us a full six year accreditation. This is the result of a year and a half of deep reflection and evaluation by our entire staff. This Full Accreditation is a top honor and a solid validation of the wonderful and hard work this entire team dedicates to our students and community daily. During our 2024 WASC visit and self-study, we found, based on interviews and study sessions with all staff, along with a review of available academic data, a summary of our growth areas centers on the following: Review and alignment to Student Learning Outcomes, a renewed focus and review of curriculum that addresses the unique needs of our students, including instruction that promotes student learning independence, development of local academic assessments, and continuing the focus on staff retention. Our strength areas are highlighted by our highly functioning PBIS and MTSS structures, our community partnerships, and our highly trained and dedicated staff who are masterful at supporting students both academically and behaviorally, meeting each student at their current level and providing pathways that allow for improvement.

SLOCOE will address the areas of greatest need identified above by focusing on an updated WASC action plan and monitoring those 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 the expansion of CTE offerings, has hired a transition specialist, and is exploring options to increase parent/caregiver involvement by applying for a Community Schools Grant and exploring other potential grant opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class size data	23:1	23:1

<p>MTSS implementation as measured by the PBIS Tiered Fidelity Inventory (TFI)</p>	<p>2024-25 Local Data:</p> <p>Community TFI: Tier 1 - 93% Tier 2 - 81% Tier 3 - 65%</p> <p>Court TFI: Tier 1 - 87% Tier 2 - 96% Tier 3 - 41%</p>	<p>Community TFI Tier 1- ≥70% Tier 2- ≥70% Tier 3- ≥70%</p> <p>Court TFI Tier 1- ≥70% Tier 2- ≥70% Tier 3- ≥70%</p>
<p>Increase the number of students meeting standard on the CAASPP</p>	<p>2023-24 Test Operations Management System:</p> <p>Community –</p> <p>6 students met standard in English Language Arts; 1 students met standard in Math; and 1 students met standard in Science</p> <p>Court –</p> <p>0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science</p>	<p>Community - increase by 3 points each year</p> <p>Court - increase by 3 points each year</p>
<p>Increase graduation rate</p>	<p>2024 CA Dashboard:</p> <p>SLOCOE - 81.8%</p> <p>Community - 88.2%</p> <p>2023-24 Local Data:</p> <p>Court -50%</p>	<p>Community - increase by 3% each year</p> <p>Court - increase by 3% each year</p>
<p>Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count</p>	<p>2024-25 Local Data:</p> <p>Community: <5%=9%; <10%=8%; <20%=22%; >20%=60%</p> <p>Court: <5%=87%; <10%=2%; <20%=0%; >20%=11% (as of 12/31/24)</p>	<p>Community - Students Absent >20%=68% or less</p> <p>Court - Students Absent <5%=95% or greater</p>

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)

\$61,880.00

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)

\$61,879.00

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)

\$500.00

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

Convene curriculum committee to identify and prioritize curricular and instructional targets. Pilot curriculum and test instruction yearly to adopt new material and improve instruction. Purchase supplemental curriculum, materials, tools and technology to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$250.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 5

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

Staff will review and revise schoolwide learner outcomes..

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

n/a

n/a

Strategy/Activity 6

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

LVCS Administration will apply for the Community Schools Grant, in an effort to engage more families in more meaningful ways regarding the services the school provides.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
n/a	n/a

Annual Review

SPSA Year Reviewed: 2023-24

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 2024-25 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, the progress in achieving this goal is notable. Class sizes were maintained at 23:1, and Positive Behavioral Interventions and Supports (PBIS) fidelity ratings for Tier 1 and 2 remained above the 70% goal threshold at both sites.

The use of supplemental materials contributed to increased student engagement, evidenced by an overall rise in graduation rate at Community School and positive responses from the school climate survey.

Loma Vista Community School and Juvenile Court School secured a College and Career Access Pathway Grant, establishing an MOU with Cuesta College for Dual Enrollment courses. Furthermore, an MOU with SLO County Probation and a "Rising Scholars" grant aim to enhance enrichment, dual enrollment, and post-graduate enrollment of students at Cuesta College. Future plans involve offering courses in College Success, Workplace Readiness, and Customer Service.

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.

In the 2021-2022 school year, SLOCOE was awarded an A-G improvement grant, leading to the establishment of UC/CSU eligible coursework at schools. Overall, the progress aligns with the goals set for a rigorous academic experience and preparation for students' next placements.

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 staffing challenges, the academic intervention specialist frequently needed to cover classrooms and was not able to pull for Tier 2 interventions, as much as we hoped.

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.

Budgeted expenditures will decrease in all areas based on projected 25/26 Title 1 Allocation as well as the increased cost for the staff hired.

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. 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, 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 distinctive 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.

Our current focus includes the four areas of focus from our 2024 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 understand better how to support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue implementing and monitoring strategies to increase parent/caregiver involvement to support students' success.

The WASC Accrediting Board met in January and completed our evaluation and issued us a full six year accreditation. This is the result of a year and a half of deep reflection and evaluation by our entire staff. This Full Accreditation is a top honor and a solid validation of the wonderful and hard work this entire team dedicates to our students and community daily. During our 2024 WASC visit and self-study, we found, based on interviews and study sessions with all staff, along with a review of available academic data, a summary of our growth areas centers on the following: Review and alignment to Student Learning Outcomes, a renewed focus and review of curriculum that addresses the unique needs of our students, including instruction that promotes student learning independence, development of local academic assessments, and continuing the focus on staff retention. Our strength areas are highlighted by our highly functioning PBIS and MTSS structures, our community partnerships, and our highly trained and dedicated staff who are masterful at

supporting students both academically and behaviorally, meeting each student at their current level and providing pathways that allow for improvement.

SLOCOE will address the areas of greatest need identified above by focusing on an updated WASC action plan and monitoring those 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 the expansion of CTE offerings, has hired a transition specialist, and is exploring options to increase parent/caregiver involvement by applying for a Community Schools Grant and exploring other potential grant opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	2024 CA Dashboard: Community – 10.9% Court – 1.1%	Community - 1.5% or less Court - 0%
Increase graduation rate	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%	Community - increase by 3% each year Court - increase by 3% each year
Increase the number of students meeting standard on the CAASPP	2023-24 Test Operations Management System: Community – 6 students met standard in English Language Arts; 1 students met standard in Math; and 1 students met standard in Science Court – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science	Community - increase by 3 points each year Court - increase by 3 points each year
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2024-25 Local Data: Community: <5%=9%; <10%=8%; <20%=22%; >20%=60% Court: <5%=87%; <10%=2%; <20%=0%; >20%=11% (as of 12/31/24)	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater

Increase participation rate in CAASPP	2024 CA Dashboard: Community - 95%- ELA/Math and 82% Science Court - 100%-ELA/Math and 50% Science	Community - 95% or above Court - 95% or above
Increase in positive ratings on the School Climate survey	2024-25 Local Data: School Climate Survey Community school: Personnel - 3.09 Student - 3.16 Families - 3.59 Court school: Personnel - 3.18 Student - 2.83 Families - No 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. Use information from the curriculum committee to guide this process.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$250.00	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)

\$1,000.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 3

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

School administration and classroom staff work to identify ways to increase student academic engagement and provide relevant and effective assessments to measure student progress over time.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

n/a

n/a

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

LVCS administration and staff will explore the possibility of increasing classroom and office space.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

n/a

n/a

Strategy/Activity 5

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

School administration will explore avenues to employ a school-based social worker to meet the diverse needs of students and families.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

n/a

n/a

Annual Review

SPSA Year Reviewed: 2024-25

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 schools have made significant progress on Goal #2, which focuses on providing additional opportunities and support for students to become engaged in school, learning, and the development of goals for a successful future. Over the past five years, the emphasis on intentionally building relationships has contributed to a more positive school climate. This approach has led to students feeling safer and more comfortable on campus. By prioritizing relationship-building and utilizing alternatives to suspension, the school has successfully decreased the suspension rate from pre-Covid times, as students are more likely to access support through trusted adults and coping skills.

For the 2024-25 school year, the schools focused on funding professional development opportunities and implementing Positive Behavior Interventions and Support (PBIS). Staff participated in various professional development opportunities related to PBIS and MTSS (Multi-Tiered System of Supports) and youth mental health. The progress includes an increase in PBIS fidelity ratings for Tiers 1 and 2 at both Court and Community School to above the 70% goal threshold. The students' increased engagement in academics is evident through a higher graduation rate, improved work completion/credit accrual, and positive school climate survey ratings. The schools continue to focus on alternatives to suspension and restorative practices. The improvement of tiered behavioral interventions and on-campus mental health support has contributed to a decrease in office discipline referrals from pre-Covid times.

Over the past academic year, staff have observed a concerning increase in the range and intensity of student and family needs, spanning from food insecurity and medical care to mental health challenges, social-emotional struggles, and behavioral concerns. This surge in need has been particularly evident through an uptick in office discipline referrals

(ODRs) and student suspensions at both school sites. These behavioral concerns, while important to address, are often indicative of deeper, systemic issues that go beyond surface-level classroom management, pointing to a range of unmet needs affecting student well-being. One of the most noticeable trends has been the increase in mental health-related issues among students.

Staff have reported a rise in students exhibiting signs of anxiety, depression, and emotional dysregulation. These mental health challenges often manifest in behavioral problems such as aggression, withdrawal, and difficulty focusing, which in turn contribute to more frequent discipline referrals. Students struggling with mental health are often unable to engage in the academic or social aspects of school in the same way as their peers, leading to frustration and, at times, disciplinary consequences. As school staff become more attuned to the signs of trauma, mental health struggles, and social-emotional difficulties, there has been an increase in the identification and reporting of these issues. While this is a positive development, it also highlights the depth of need among students who may have previously gone unnoticed.

To address these needs, we are exploring partnerships with local community organizations that provide food, medical care, and family support services to ensure families have access to the resources they need, and increasing access to counseling services and mental health resources for students, with a focus on early intervention and proactive support. We have applied to the California Community Schools Partnership Program for grant funding aimed at hiring a school social worker to help address the needs faced by our school community. Additionally, we are looking to leverage the Children and Youth Behavioral Health Initiative (CYBHI) in order to access additional resources to provide much needed mental health services. We have also been exploring pathways to certify our staff as Wellness Coaches. We also continue to provide ongoing professional development for staff to help them recognize the signs of trauma, mental health issues, and social-emotional challenges, while equipping them with strategies to support affected students.

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

There were 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.

Budgeted expenditures will decrease in all areas based on projected 24/25 Title 1 Allocation.

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

Our current focus includes the four areas of focus from our 2024 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 understand better how to support students as they experience these varied transitions so they continue moving toward increased success.

4. Continue implementing and monitoring strategies to increase parent/caregiver involvement to support students' success.

The WASC Accrediting Board met in January and completed our evaluation and issued us a full six year accreditation. This is the result of a year and a half of deep reflection and evaluation by our entire staff. This Full Accreditation is a top honor and a solid validation of the wonderful and hard work this entire team dedicates to our students and community daily. During our 2024 WASC visit and self-study, we found, based on interviews and study sessions with all staff, along with a review of available academic data, a summary of our growth areas centers on the following: Review and alignment to Student Learning Outcomes, a renewed focus and review of curriculum that addresses the unique needs of our students, including instruction that promotes student learning independence, development of local academic assessments, and continuing the focus on staff retention. Our strength areas are highlighted by our highly functioning PBIS and MTSS structures, our community partnerships, and our highly trained and dedicated staff who are masterful at supporting students both academically and behaviorally, meeting each student at their current level and providing pathways that allow for improvement.

SLOCOE will address the areas of greatest need identified above by focusing on an updated WASC action plan and monitoring those 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 the expansion of CTE offerings, has hired a transition specialist, and is exploring options to increase parent/caregiver involvement by applying for a Community Schools Grant and exploring other potential grant opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%	Community - increase by 3% each year Court - increase by 3% each year
Increase participation rate in CAASPP	2024 CA Dashboard: Community - 95%- ELA/Math and 82% Science Court - 100%-ELA/Math and 50% Science	Community - 95% or above Court - 95% or above
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2024-25 Local Data: Community: <5%=9%; <10%=8%; <20%=22%; >20%=60%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater

	Court: <5%=87%; <10%=2%; <20%=0%; >20%=11% (as of 12/31/24)	
Decrease suspension rate	2024 CA Dashboard: Community – 10.9% Court – 1.1%	Community - 1.5% or less Court - 0%
Transition goals and services for every student with an IEP	2024-25 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP	100%
Transition plans for every student with an IEP	2024-25 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP	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)

\$500.00

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

New Classified Coordinator will work with staff to identify and secure additional partnerships to meet student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

n/a	n/a
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Strategy/Activity 3

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

LVCS staff will consider creating an additional process with individual students and families to decide when a student stays at LVCS and when a student returns to their home district.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

n/a	n/a
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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

SLOCOE Leadership will consider changing the name of Juvenile Court School to prevent potential discrimination of formerly justice-involved youth.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

n/a

n/a

Annual Review

SPSA Year Reviewed: 2024-25

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.

In pursuit of Goal #3, the schools have implemented various strategies to offer additional opportunities and support for students, fostering engagement in learning and laying the groundwork for successful futures. The primary action involved securing funding for transition supports aimed at improving student outcomes, with a specific focus on enhancing college and career readiness. To equip educators with the necessary tools, professional development initiatives were conducted, covering areas such as social-emotional curriculum, support for English Learners, relationship building, and Positive Behavioral Interventions and Supports (PBIS), all geared towards bolstering students' skills and knowledge to navigate transitions successfully.

An impactful collaboration with Cuesta College was established to provide enrichment courses, contributing to increased student confidence in pursuing further education. At Juvenile Court School, 12 students successfully completed a Dual-Enrollment Course and two high school graduates successfully completed a Cuesta College course. At community school three students successfully completed an enrichment course through Cuesta College and we partnered with Cuesta College to provide opportunities for students to participate in experiences at Cuesta College including the Educate - Si Se Puede 2025! Conference and the Cuesta Promise Day.

Additionally, we continue to grow our Career and Technical Education (CTE) offerings. Our CTE programs play a critical role in engaging students. These programs are tailored to meet diverse learning needs while providing practical, job-ready skills. Through the culinary arts program, students learn essential kitchen and food-service skills—including food preparation, knife safety, sanitation, nutrition, and customer service—in a professional kitchen environment. These skills are paired with lessons in teamwork, communication, and problem-solving to prepare students for entry-level jobs in the culinary and hospitality industries or continued education in the field. Most recently students participated in the Atascadero Tamale Festival. Students prepared hundreds of tamales and worked the food trailer at the community festival.

Additionally, our construction skills program teaches students how to safely use a variety of construction-related tools, understand the basics of measurement and tape measure use, frame a 2x4 wall, run a basic electrical circuit, cut, run, and connect Pex plumbing, plumb a sink drain, as well as exposes them to career opportunities in our area. Our staff have established rotations of both the culinary arts and construction skills programs at Loma Vista Community School and San Luis Obispo Juvenile Court School. These experiences help not only build job skills, but also help students to foster positive community relationships and experiences. By completing the program, students can earn industry-recognized certifications (e.g., Food Handler's Certification), develop a professional portfolio, and participate in internships or community-based projects—building the confidence and experience they need to succeed beyond high school.

Despite the disruptions caused by the Covid-19 pandemic, the schools exhibited resilience, with seniors graduating as fifth-year students and credit recovery programs aiding in the academic journey. Additional support was extended through the allocation of Title 1 funds to hire a school counselor and resource specialist, both instrumental in guiding students through goal-setting processes and monitoring their progress toward graduation or transitioning back to their original school of residence.

A unique facet of the schools' approach involved partnering with Wilshire Creative Mediations, supported by a grant from SLO County Probation, to offer mediation services such as Parent-Teen Mediation, Restorative Circles, and Re-Entry Circles. These services, particularly beneficial for students transitioning back to the district, are complemented by the

school counselor's efforts in developing personalized transition plans and regular reviews, with parent input playing a crucial role.

Furthermore, the schools have embraced technology to enhance communication and collaboration with partner districts. A secure online spreadsheet provides real-time updates on students' attendance, credit accrual, and behavior data, facilitating efficient tracking and support. To strengthen relationships and smoothen transitions, student services personnel from partnering districts engage regularly with students, aiding in their return to their home school of residence.

In essence, the schools' commitment to Goal #3 has resulted in a multifaceted approach, combining financial investments, professional development, strategic partnerships, and personalized support mechanisms. The evident progress, reflected in improved graduation rates and a positive school climate, underscores the effectiveness of these initiatives in shaping a more engaged, empowered, and successful student body.

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.

No major changes

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. 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, 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 distinctive 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.

Our current focus includes the four areas of follow-up from our 2018 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 understand better how to support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue implementing and monitoring strategies to increase parent/caregiver involvement to support students' success.

The WASC Accrediting Board met in January and completed our evaluation and issued us a full six year accreditation. This is the result of a year and a half of deep reflection and evaluation by our entire staff. This Full Accreditation is a top honor and a solid validation of the wonderful and hard work this entire team dedicates to our students and community daily. During our 2024 WASC visit and self-study, we found, based on interviews and study sessions with all staff, along with a review of available academic data, a summary of our growth areas centers on the following: Review and alignment to Student Learning Outcomes, a renewed focus and review of curriculum that addresses the unique needs of our students, including instruction that promotes student learning independence, development of local academic assessments, and continuing the focus on staff retention. Our strength areas are highlighted by our highly functioning PBIS and MTSS structures, our community partnerships, and our highly trained and dedicated staff who are masterful at supporting students both academically and behaviorally, meeting each student at their current level and providing pathways that allow for improvement.

SLOCOE will address the areas of greatest need identified above by focusing on an updated WASC action plan and monitoring those 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 the expansion of CTE offerings, has hired a transition specialist, and is exploring options to increase parent/caregiver involvement by applying for a Community Schools Grant and exploring other potential grant opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	2024-25 Local Data: 100% parent involvement in the IEP process	100%
Increase graduation rate	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Juvenile Court - 50%	Community - increase by 3% each year Court - increase by 3% each year
Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism Count	2024-25 Local Data: Community: <5%=9%; <10%=8%; <20%=22%; >20%=60% Court: <5%=87%; <10%=2%; <20%=0%; >20%=11% (as of 12/31/24)	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater
Decrease suspension rate	2024 CA Dashboard: Community – 10.9%	Community - 1.5% or less Court - 0%

	Court – 1.1%	
Invite parents to celebrations of student success	100%	100%
Parent/guardians will have access to Aeries portal and two-way communication through ParentSquare	2024-25 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation 2024-25 Local Data: 2-way communication with 99.1% of families	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)

\$473.00

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

LVCS will apply for a Community Schools grant; one of the primary requirements of the grant is to better solicit parent and community input.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

n/a

n/a

Annual Review

SPSA Year Reviewed: 2024-25

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 schools have made progress on Goal #4, which focuses on increasing parent/caregiver involvement to support the success of students, aligned with the findings from the 2024 WASC Report. The report found that parents and families engage in two-way collaboration with school staff and that the school works closely with county probation regarding student goals and maintains ongoing partnerships and open communication with various community-based health partners, local school districts, the SLOCOE Board of Trustees, the Juvenile Justice Commission, Public Health, Family Care Network, CAPSLO, Restorative Partners, Creative Mediations, CCC, the Department of Rehabilitation, Eckerd Connects, and others. Enrollment meetings, regular check in meetings to review credits, goals, rehabilitation plans, and individual progress are held regularly. Staff use Google Docs to share student progress. Individualized schedules, transportation plans, incentive plans, flexible schedules, and regular communication with families, caregivers, and students are conducted relating to educational needs. IEP meetings, 504 meetings, and SST meetings are held regularly, with 100% parent participation to review goals/plans and student needs.

Therapists create case plans, provide family therapy and link county services, such as county behavioral health, for students who need a higher level of therapy. Health and family support are provided through the foster/homeless liaison. Over the past academic year, staff have observed a concerning increase in the range and intensity of student and family needs, spanning from food insecurity and medical care to mental health challenges, social-emotional struggles, and behavioral concerns. This surge in need has been particularly evident through an uptick in office discipline referrals (ODRs) and student suspensions at both school sites. These behavioral concerns, while important to address, are often indicative of deeper, systemic issues that go beyond surface-level classroom management, pointing to a range of unmet needs affecting student well-being.

To address these needs, we are exploring partnerships with local community organizations that provide food, medical care, and family support services to ensure families have access to the resources they need, and increasing access to counseling services and mental health resources for students, with a focus on early intervention and proactive support. We have applied to the California Community Schools Partnership Program for grant funding aimed at hiring a school social worker to help address the needs faced by our school community. Additionally, we are looking to leverage the Children and Youth Behavioral Health Initiative (CYBHI) in order to access additional resources to provide much needed mental health services. We have also been exploring pathways to certify our staff as Wellness Coaches. We also continue to provide ongoing professional development for staff to help them recognize the signs of trauma, mental health issues, and social-emotional challenges, while equipping them with strategies to support affected students.

The School Site Council and PBIS Implementation Team meets regularly to develop and communicate goals. Parents and families are invited to all meetings and a virtual option is always provided. Parents and families are given opportunities during multiple points throughout the year (motivational interviews at enrollment meetings, LCAP/SPSA surveys, etc.) The School Climate Survey gathers parent input on actions toward school goals and student needs. School staff train community partners, including SLO Probation, on PBIS practices and implementation.

In terms of celebrations, the Loma Vista holds mid-year awards ceremonies in person to recognize student achievements across various areas. The graduation ceremony also actively engages families, receiving positive feedback from parents, guardians, and educational partners. Students and families from Court School celebrate graduations throughout the year, and are invited to participate at the year end graduation ceremony at Loma Vista.

As part of enhancing communication tools, the schools continue to utilize Parent Square for two-way communication as well as a way to share community based resources and opportunities to families. Additionally, there is an ongoing

collaboration with SLO County Probation to create a parent video aimed at helping parents understand their children's experiences when entering Juvenile Hall. The school is also in the production and editing stage of a parent video describing Loma Vista Community School. These initiatives collectively contribute to achieving the goal of increased parent/caregiver involvement to support student success.

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.

No changes made.

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

\$ 318,742.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 126,732.00

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 D	\$175,193.00
Title II	\$15,294.00

Subtotal of additional federal funds included for this school: \$ 190,487.00

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: \$318,742.00