

School Year: 2020-2021

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	April 30, 2020	June 25, 2020
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. It should be noted that the budget is \$172,442.00 less this year because the Community School no longer qualifies for Comprehensive Support and Improvement based upon not having any indicators in the red zone.

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

Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 30% of students at the community school and 33% of students at the juvenile court school nearly met the standard in English Language Arts. The overall graduation rate for the 18-19 school year was 71.1%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%.

All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class size data	23:1	23:1
Elements offered through MTSS, including PBIS and fidelity ratings when applicable	Community TFI Tier 1 70% Tier 2 38% Tier 3 56% Juvenile Court TFI Tier 1 70%	Community TFI Tier 1 75% Tier 2 43% Tier 3 61% Juvenile Court TFI Tier 1 75%
Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Increase graduation rate	Community 76.7% Juvenile Court 90.3%	Community 78% Juvenile Court 92%
Increase positive attendance rate	Community 70% Juvenile Court 98%	Community 72% Juvenile Court 98%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Partially fund staff to assist with MTSS implementation.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$60,000.00

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Fund a .50 FTE academic intervention specialist to assist with providing specialized instruction for students not meeting academic standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$65,000

3500/3600 Budget Reference: Title 1 3010

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

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)

\$4,000

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$15,000

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2019-20

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 five activities under Goal 1 for the 2019-20 school year were to partially fund a program specialist, a resource specialist, to provide professional development and supplemental materials to support student achievement and fund evidence based academic interventions. A full time program specialist was funded with the use of Title 1 funds along with other local funding who supported the implementation of MTSS. Professional development was provided in the areas of social emotional curriculum, PBIS and work experience 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. SLOCOE was unable to hire an academic intervention specialist for the 2019-20 school year. With the use of the program specialist, class sizes were kept at 23:1 and PBIS fidelity ratings are at 70% for Tier 1 at both campuses. With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive responses from the school climate survey.

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 which led to school closures as of March 16, 2020, providing professional development and academic interventions were put on hold. The focus of the CSI funds became ensuring students had access to distance learning; approximately \$39,000.00 of the CSI funds were used to purchase 1:1 devices for all students.

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.

The goal will remain unchanged and the strategy regarding academic interventions has been removed as this will be provided by the academic intervention specialist through activity 2.

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 San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The overall suspension rate for the 18-19 school year was 26.7% at the community school and 1.6% at the court school. The overall graduation rate for the 18-19 school year was 71.1%. On the CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 30% of students at the community school and 33% of students at the juvenile court school nearly met the standard in English Language Arts. The overall participation rate for the 18-19 school year was 71% ELA and also 71% for Math. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The school climate survey positive rating was 2.83 out of 4.0.

All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	Community 26.7% Juvenile Court 1.6%	Community 25% Juvenile Court 0%
Increase graduation rate	Community 76.7 % Juvenile Court 90.3%	Community 78% Juvenile Court 92%
Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Increase positive attendance rate	Community 70% Juvenile Court 98%	Community 72% Juvenile Court 98%
Increase participation rate in CAASPP	71% ELA, 71% Math	95%
Increase in positive ratings on the School Climate survey	2.83 out of 4.0	3.0 out of 4.0

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund an additional 7 hour Behavioral Health Specialist to support student engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$43,625.00	3500/3600 Budget Reference: Title I 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

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)

\$4,000

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

Strategy/Activity

Fund Positive Behavior Interventions and Support (PBIS) implementation.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,000

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2019-20

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 three activities under Goal 2 for the 2019-20 school year were to fund a seven hour behavioral health specialist to support implementation of PBIS and MTSS, fund professional development opportunities for staff, students, parents and administrators to increase student engagement and lead to better student outcomes and fund PBIS implementation. One seven hour behavioral health specialist was funded with the use of Title 1 funds. PBIS has been fully implemented at Tier 1 as well as partially implemented at Tiers 2 and 3. Staff have participated in multiple professional development

opportunities related to PBIS and MTSS. With the use of the behavioral health specialists and the funding for PBIS and professional development, class sizes were kept at 23:1 and PBIS fidelity ratings are at 70% for Tier 1 at both campuses. Students are more engaged in their academics as is evidenced by an overall increase in work completion and the school climate survey, as well as a reduction in the overall suspension rate.

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 which led to school closures as of March 16, 2020, providing professional development was put on hold. The focus of the CSI funds became ensuring students had access to distance learning; approximately \$39,000.00 of the CSI funds were used to purchase 1:1 devices for all students.

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.

The goal and strategies/activities remain the same.

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 San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The overall graduation rate for the 18-19 school year was 71.1%. On the CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 30% of students at the community school and 33% of students at the juvenile court school nearly met the standard in English Language Arts. The overall participation rate for the 18-19 school year was 71% ELA and 71% for Math. Staff works to ensure that students with IEPs have Individualized Transition Plans as well as transition goals and services. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%. The overall suspension rate for the 18-19 school year was 26.7%.

All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate	Community 76.7% Juvenile Court 90.3%	Community 78% Juvenile Court 92%
Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Increase positive attendance rate	Community 70% Juvenile Court 98%	Community 72% Juvenile Court 98%

Decrease suspension rate	Community 26.7% Juvenile Court 1.6%	Community 25% Juvenile 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

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)
\$3,000	3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2019-20

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 3 for the 2019-20 school year were to fund professional development for staff, students, parents and administrators which may improve transitions and lead to better student outcomes and fund transition supports which may lead to better transitions for our students' futures and outcomes. Professional development was provided in the areas of social emotional curriculum and PBIS that had a focus on increasing student skills to support transitions. The overall effectiveness of the two activities is reflected in the reduction of overall suspensions and the 100% contact with all students during school closure. The Fall 2019 student school climate survey had an overall score of 2.83/4.00 an increase from the Spring 2019 overall score of 2.62/4.00.

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 which led to school closures as of March 16, 2020, providing transition supports such as college and/or work based field trips were put on hold. The focus of the CSI funds became ensuring students had access to distance learning; approximately \$39,000.00 of the CSI funds were used to purchase 1:1 devices for all students.

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.

The goal will remain unchanged. However, given the need to increase college and career readiness for the students, the only activity for this goal will be to provide transition supports.

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 San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The overall graduation rate for the 18-19 school year was 71.1%. On the CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 30% of students at the community school and 33% of students at the juvenile court school nearly met the standard in English Language Arts. Staff ensures parent involvement in students' academic progression, successes and all IEP meetings. The overall suspension rate for the 18-19 school year was 26.7%. At the community school, the overall attendance rate is 70% and at juvenile court school the overall attendance rate is 98%.

All of our students have either been expelled from their regular schools or referred by their School Attendance Review Board (SARB). Many of our students have been affected by one or more traumas, including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, and academic failure. For all of these reasons, our students are credit deficient and have gaps in their academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	100%	100%
Increase graduation rate	Community 76.7% Juvenile Court 90.3%	Community 78% Juvenile Court 92%
Increase positive attendance rate	Community 70% Juvenile Court 98%	Community 72% Juvenile Court 98%
Decrease suspension rate	Community 26.7% Juvenile Court 1.6%	Community 25% Juvenile Court 0%
Invite parents to celebrations of student success	100%	100%

Parents will have access to Aeries portal	100%	100%
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund SLOCOE staff cell phones to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,000.00

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

Strategy/Activity

Fund student celebrations for school success to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,140.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2019-20

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 2019-20 school year were to fund professional development for staff, students, parents and administrators with strategies in mind to increase parent engagement and to fund quarterly opportunities for collaboration and or training for parents and guardians. Professional development was provided in the areas of social emotional curriculum, PBIS and Aeries, all of which have a focus on increasing parent engagement. Parents were provided the opportunity for collaboration with school staff at parent/teacher conferences in Fall of 2019, and families were invited to an awards ceremony to celebrate student achievements in Fall of 2019. The overall effectiveness of the two activities is reflected in the reduction of overall suspensions and the continued involvement of all parents in the SST, 504 and IEP processes. The Fall 2019 family school climate survey had an overall score of 3.04/4.00 with a score of 2.39/4.00 for parental involvement. This was the first time the family school climate survey was implemented.

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 which led to school closures as of March 16, 2020, providing collaboration/trainings for parents and guardians as well as school success celebrations, including graduation, were put on hold. The focus of the CSI funds became ensuring students had access to distance learning; approximately \$39,000.00 of the CSI funds were used to purchase 1:1 devices for all students.

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.

The goal will remain unchanged. However, given the long term need for distance learning, including engaging parents and students during this process, the strategies have changed to focus on virtual connections.

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	\$ 208,765.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 208,765.00

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 IV	\$14,442.00

Subtotal of additional federal funds included for this school: \$ 14,442.00

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: \$208,765.00