

School Year: **2022-23**

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	October 26, 2022	December 15, 2022
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 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. Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested and data has been suppressed.

The overall graduation rate as reported on the 2021 CA Dashboard at Community School was 42.4% and 37.5% at Court school. At the Community School, the overall chronic absenteeism rate was 39.2% and at Juvenile Court School the overall chronic absenteeism rate was 0% during the 2020-21 school year.

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 (12/14/21) Tier 1-90% Tier 2-65% Tier 3-82% Court TFI (2/3/2022) Tier 1-87% Tier 2-54% Tier 3-59%	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	2018-19 Test Operations Management System: Community - 0% Court - 0% Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.	Community - increase by 3 points each year Court - increase by 3 points each year
Increase graduation rate	2021 CA Dashboard: SLOCOE - 42.3%	Community - increase by 3% each year Court - increase by 3% each year

	Community - 42.4% Juvenile Court - 37.5%	
	2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1%	
Decrease chronic absenteeism rate	2021: Community - 39.2% Court - 0% 2019 CA Dashboard: SLOCOE - 45.7%	Community - decline by 0.5% each year Court - decline by 0.5% each year

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)

\$2,000.00

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)

\$5,000.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2021-22

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 2020-21 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, who supported the implementation of MTSS. 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 increased at both campuses to 77% at Court School and 90% at Community School. Additionally, fidelity ratings for Tier 2 and Tier 3 increased at Court School. 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.

Graduation rates decreased at both sites. Data suggests that students are entering LVCS and JCS with increased credit deficiencies than have been seen in years past, no doubt heightened by the Covid-19 pandemic and distance learning. To address this, teaching staff have increased opportunities for credit accrual for students. In addition, the introduction of an academic intervention teacher and a school counselor have increased the support available for struggling students. 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 were put on hold or were held virtually. In addition, the school counselor we hired resigned in November for personal reasons and though we quickly re-hired the position, the candidate was not able to start with SLOCOE until May. Additionally, 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.

Strategy/Activity 2 will be changed to fund staff to provide academic, social-emotional and/or behavioral support.

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. 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. Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.

The overall graduation rate as reported on the 2021 CA Dashboard at Community School was 42.4% and 37.5% at Court school. At the Community School, the overall chronic absenteeism rate was 39.2% and at Juvenile Court School the overall chronic absenteeism rate was 0% during the 2020-21 school year.

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.

Attendance will always remain a struggle at community school. However, we believe that our emphasis on intentionally building relationships over the last two years has led to a more positive school climate as we transitioned back to in person learning. Students report feeling safer and more comfortable on campus. The current year attendance rates are based on credit accrual as the majority of students are on an independent study contract. Initial attendance rates indicate that we need to continue our focus on improving attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	2020-21 DataQuest: Community School-0% Juvenile Court-0% 2019-20 DataQuest: Community School-5.2% Juvenile Court-0%	Community - 1.5% or less Court - 0%
Increase graduation rate	2021 CA Dashboard: SLOCOE - 42.3% Community - 42.4% Juvenile Court - 37.5% 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1%	Community - increase by 3% each year Court - increase by 3% each year
Increase the number of students meeting standard on the CAASPP	2018-19 Test Operations Management System: Community - 0% Court - 0% Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.	Community - increase by 3 points each year Court - increase by 3 points each year
Decrease chronic absenteeism rate	2021:	Community - decline by 0.5% each year

	Community - 39.2% Court - 0% 2019 CA Dashboard: SLOCOE - 45.7%	Court - decline by 0.5% each year
Increase participation rate in CAASPP	2019 CA Dashboard: Community - 68% Court - 75% Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.	Community - 95% or above Court - 95% or above
Increase in positive ratings on the School Climate survey	2021-22 Local Data: School Climate Survey Community school: Personnel - 3.15 Student - 3.07 Families - Not enough respondents Court school: Personnel - 3.15 Student - 2.7 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)
\$4,000.00	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)

\$5,569.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2021-22

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 2021-22 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 at both campuses to 77% at Court School and 90% 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 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 both sites. We continue to focus on alternatives to suspension and restorative practices rather than suspensions. Zero students at both Court and Community Schools were suspended during the 2020-21 school year and so far during the 2021-22 school year, Community School has had one suspension and zero suspensions have been reported at Court School. In addition, with the improvement of our tiered behavioral interventions and increased 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 were put on hold or were 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.

No changes will be made to this goal, the annual outcomes, metrics or strategies/activities.

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. 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. Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.

The overall graduation rate as reported on the 2021 CA Dashboard at Community School was 42.4% and 37.5% at Court school. At the Community School, the overall chronic absenteeism rate for the 2020-21 school year was 39.2% and at Juvenile Court School the overall chronic absenteeism rate was 0%. The overall chronic absenteeism rate for SLOCOE as reported on the 2019 CA Dashboard was 45.7%. Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-20 school year.

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.

The school climate survey positive rating was 3.15 (personnel) and 3.07 (students) at Community School and 3.15 (personnel), 2.7 (students) at Juvenile Court School. Both sites did not have enough family respondents to display data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate	2021 CA Dashboard: SLOCOE - 42.3% Community - 42.4% Juvenile Court - 37.5% 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1%	Community - increase by 3% each year Court - increase by 3% each year
Increase participation rate in CAASPP	2019 CA Dashboard: Community - 68% Court - 75%	Community - 95% or above Court - 95% or above

	Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.	
Decrease chronic absenteeism rate	2021: Community - 39.2% Court - 0% 2019 CA Dashboard: SLOCOE - 45.7%	Community - decline by 0.5% each year Court - decline by 0.5% each year
Decrease suspension rate	2019-20 DataQuest: Community School-0% 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)

\$250.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2021-22

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 2020-21 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, 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 dual enrollment 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 The Fall 2020 student school climate survey for Community School had an overall score of 3.26/4.00 an increase from the Spring 2020 overall score of 2.83/4.00. Though the graduation rate dropped in the 2020-21 school year, data suggests that students are entering LVCS with increased credit deficiencies than in years past. However, 82% of twelfth grade students expected to graduate in 2021 continued at Loma Vista as allowed by AB 104. Through our hiring of a school counselor, we have increased the support we are able to offer to students in planning for post-secondary education and training. Throughout the pandemic and following, we 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.

The goal will remain unchanged.

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. 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. Due to the Covid-19 pandemic and school closures, CAASPP was waived for the 2019-20 school year. Due to challenges with distance learning and continued

impacts from the pandemic, 10 or fewer students were able to be CAASPP tested during the 2020-21 school year and data has been suppressed.

The overall graduation rate as reported on the 2021 CA Dashboard at Community School was 42.4% and 37.5% at Court school. At the Community School, the overall chronic absenteeism rate was 39.2% and at Juvenile Court School the overall chronic absenteeism rate was 0%. The overall chronic absenteeism rate for SLOCOE as reported on the 2019 CA Dashboard was 45.7%. Due to the COVID-19 pandemic and school closures, there is no attendance data available for the 2019-20 school year.

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.

The school climate survey positive rating was 3.15 (personnel) and 3.07 (students) at Community School and 3.15 (personnel), 2.7 (students) at Juvenile Court School. Both sites did not have enough family respondents to display data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	100%	100%
Increase graduation rate	2021 CA Dashboard: SLOCOE - 42.3% Community - 42.4% Juvenile Court - 37.5% 2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1%	Community - increase by 3% each year Court - increase by 3% each year
Decrease chronic absenteeism rate	2021: Community - 39.2% Court - 0% 2019 CA Dashboard: SLOCOE - 45.7%	Community - decline by 0.5% each year Court - decline by 0.5% each year
Decrease suspension rate	2019-20 DataQuest: Community School-0% 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 SLOCOE staff cell phones to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0.00

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$500.00

3500/3600 Budget Reference: Title 1 3010

Annual Review

SPSA Year Reviewed: 2021-22

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 2021-22 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 have 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 2020 and Spring 2021 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 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. Lunch, cooked by the CTE culinary arts class, was served to students, families and staff following the ceremony. We are planning for an in-person graduation this year to honor graduates.

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.

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

\$ 281,253.00

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

\$ 146,791.00

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 A	\$137,138.00
Title I, Part D	\$122,345.00
Title II	\$10,502.00
Title IV	\$11,268

Subtotal of additional federal funds included for this school: \$ 281,253.00

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: \$281,253.00