

# School Plan for Student Achievement

School: SLOCOE Special Education

District: San Luis Obispo County Office of Education

County-District School (CDS) Code: 40-104056106769

Principal: Holly Phillips

Date of this revision: June, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 24, 2021



School Year: 2021-2022

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
SLOCOE Special Education	40-104056106769	April 21, 2021	June 24, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement in the SPSA.

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 San Luis Obispo County Special Education School has 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 either standing SSC agenda items or SSC-related discussion topics.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

School Site Council

The San Luis Obispo County Special Education 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.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

## Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

### Goal 1

San Luis Obispo County Special Education schools are committed to providing our students with access to a rigorous academic experience, preparing them for their next placement.

SLOCOE special education students will increase the overall school-wide percentage of students performing at proficiency or above in English/language arts. SLOCOE special education students will increase the overall school-wide percentage of students performing at proficiency at or above in mathematics.

Identified Need

Increase academic rigor for all students

## Identified Need

Due to COVID-19, this is the most up to date data and we continue to be in differentiated assistance.

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 San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard. In the 2018-2019 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. 57% of the students have positive attendance. Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting standard on the CAASPP	Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year.	5% in Math 5% in ELA
Increase positive attendance rate	57% positive attendance rate	70%
Increase participation rate on the CAASPP	Participation rate for all statewide assessments for the 2018-2019 school year was 97%.  Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-202 school year	Participation rate for all statewide assessments will be 100%
PBIS Tiered Fidelity Inventory (TFI) Rating The TFI rating includes daily teaching of the matrix, implementation of a Student Advisory group, PBIS Leadership Team and the Administration of the PBIS School Climate Survey Special Education - TFI will increase.	2020-2021 School Year: Tier I TFI Score 77% Tier II TFI Score 54% Tier III TFI Score 82%	TFI scores will increase or maintain at current levels: Tier I TFI Score 80% Tier II TFI Score 70% Tier III TFI Score 82%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## **Strategy/Activity 1, 2, 3, 4 and 5**

### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

#### Strategy:

Ensure that every student in every classroom has access to Common Core State Standards based/aligned core instructional materials. Ensure that every student in every classroom has instruction that is aligned with Common Core State Standards (including core and supplementary materials and technology-based). Ensure that every student identified as not meeting grade-level standards is provided with researched-based interventions. Ensure that every teacher has access to Common Core State Standards based/aligned professional development, including instructional improvement strategies. Ensure that every teacher has access to regular opportunities for collaboration time. Ensure that every administrator has access to professional development on how to lead implementation efforts of the Common Core State Standards and effective instructional and improvement strategies. Ensure that staff analyzes the participation data and develops a strategy to increase student participation, based upon the information presented in the analysis. Provide parent and community participation opportunities.

Activity 1: Purchase supplemental curriculum materials, tools and materials to increase access to special education students – 6/30/2022

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2022

Activity 3: Provide various student supports for students' not at grade level (e.g. tutoring, intervention groups) – 6/30/2022

Activity 4: Purchase technology to increase access to special education students – 6/30/2022

Activity 5: Provide digital safety and technology training to students to support appropriate use of technology- 6/30/2022.

Activity 6: Fund specialized interventions to increase academic, social emotional, behavioral and college and career readiness outcomes. 6/30/2022

Activity 7: Purchase supplemental curriculum, materials, tools and technology to increase academic achievement. 6/30/2022

Activity 8: Fund evidence based academic interventions. 6/30/2022

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$6,883.00	Title I 3010
\$3,934.00	Title I 3010
\$2,680.00	Title I 3010
\$2,219.00	Title I 3010
\$2,951.00	Title I 3010
\$10,096.00	CSI 3182
\$9,455.00	CSI 3182
\$40,296.00	CSI 3182

## 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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied classroom supplies, PBIS Incentives and updated technology. 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 response from the school climate survey.

The strategy was implemented to achieve SLOCOE Special Education School four goals.

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, due to the COVID-19 pandemic which led to school closures as of March 16, 2020, providing in person professional development and academic interventions were put on hold. The focus of the CSI funds became ensuring students had access to distance learning.

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 will remain unchanged. Strategies have been updated to reflect CSI needs.

## Goals, Strategies, Expenditures, & Annual Review

### Goal 2

San Luis Obispo County Special Education 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

Increase student engagement

#### 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 San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2020-2021 school year was 0%.

In the 2018-2019 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. 42.9% of the students are chronically absent. The overall participation rate on the CAASPP, for the 2019/2020 school year was 97%. The school climate survey positive rating was 3.21 out of 4.0 and 57% of the students had positive attendance.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	Suspension Rate 0%	Suspension Rate 0%

Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA  Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year.	5% in Math 5% in ELA
Increase Positive Attendance Rate	2019 CA Dashboard Special Education 42.9%	<5%
Increase participation rate in CAASPP	Overall participation rate of 97%  Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year.	Overall participation rate of 100%
Increase in positive rating on the School Climate survey	Chris Jespersen Results Families 3.23 All Staff 3.29 CJ Secondary Students 3.08 CJ Primary Students 3.06 DHH Staff 3.39 Average - 3.21	3.5 out of 4.0

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategy/Activity 1, 2, 3, 4 and 5**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Students will have access to curriculum beyond the core. Ensure that staff has access to Positive Behavior Interventions & Supports (PBIS) to improve student resiliency skills and teach/model appropriate behavior that are aligned with classroom needs per location. Ensure that every teacher has access to regular opportunities for collaboration time. Ensure that every administrator and classroom staff has access to professional development on how to implement PBIS as well as

practice to support attendance. Provide parent and community training and participation opportunities. Provide students with socialization opportunities in the community and with typical peers. Training and collaboration opportunities will be made available to staff and parents regarding social emotional, behavioral and socialization best practices.

Activity 1: Contract with Children’s Creative Project to provide weekly art and/or music instruction during ESY – 7/30/2022

Activity 2: Contract with Children’s Creative project to provide weekly art and/or music during regular school year – 6/30/2022

Activity 3: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2022

Activity 4: Provide students socialization activities in the community and with typical peers – 6/30/2022

Activity 5: Provide students with positive behavior support (ex. Technology, reinforcements, fidgets, etc.) to promote safe and appropriate behaviors – 6/30/2022

Activity 6: Fund professional development opportunities for staff, students, parents and administrators to increase student engagement and lead to better student outcomes 6/30/2022

Activity 7: Fund Positive Behavior Interventions and Support (PBIS) implementation. 6/30/2022

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$897.00	Title I
\$8,968.00	Title I
\$2,518.00	Title I
\$9,283.00	Title I
\$2,458.00	Title I
\$41,077.00	CSI 3182
\$15,000.00	CSI 3182

**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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. With the use of supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive response from the school climate survey.

The strategy was implemented to achieve SLOCOE Special Education School four goals.

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.

There were no major differences, due to the COVID-19 pandemic which led to school closures as of March 16, 2020, providing in person professional development and academic interventions were put on hold. The focus of the CSI funds became ensuring students had access to distance learning.

## Goals, Strategies, Expenditures, & Annual Review

### Goal 3

All students will successfully transition between school settings/programs leading to graduation from/complete high school.

Identified Need

Support transitions for all 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 San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2020-2021 school year was 0%

In the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math( 57% have positive attendance. The overall participation rate on the CAASPP, for the 2018/2019 school year was 97%. Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year. The school climate survey positive rating was 3.21 out of 4.0. Staff works to ensure that students with IEPs have Individualized Transition Plans as well as transition goals and services.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transition Plans for every student with an IEP	Percentage of students with ITPs for the 2020-2021 school year is <b>100%</b> .	Will monitor student IEPs to ensure all students 16 years of age and above have an ITP.
Transition Goals and Services for every student with an IEP	Percentage of students with transition goals and services for the 2020-2021 school year is <b>100%</b> .	Will ensure youth aged 16 and above with transition goals and services are at the CDE target of <b>100%</b> .
Increase the number of students meeting standard on the CAASPP	Overall participation rate of 97% Due to the COVID-19 pandemic and school closures, the CAASPP assessment was waived for the 2019-2020 school year.	5% in Math 5% in ELA
Increase Positive Attendance Rate	2019 CA Dashboard Special Education 42.9%	<5%
Decrease suspension rate	Suspension rate 0%	Suspension rate 0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1 and 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Students will have transition IEPs. Staff will be trained in compliance practices for transitions. Parents and the community will have access to opportunities to develop knowledge of how to support their child(ren) during times of transition as well as support their children in acquiring the necessary skills for transitions.

Activity 1: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2022

Activity 2: Provide tours and transition supports to students and parents (adult programs, colleges, school districts) – 6/30/2022

Activity 3: Fund professional development for staff, students, parents and administrators which may improve student transitions and lead to better student outcomes. Fund specialized interventions to increase academic, social emotional, behavioral and college and career readiness outcomes. 6/30/2022

Activity 4: Fund transition supports which may lead to better transitions for our student's futures and outcomes. Fund specialized interventions to increase academic, social emotional, behavioral and college and career readiness outcomes. 6/30/2022

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,934.00	Title I 3010
\$1,475.00	Title I 3010
\$10,308.00	CSI 3182
\$3,747.00	CSI 3182

## 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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following goals, related actions and expenditures to raise the academic performance of students not yet meeting state standards.

The strategy was implemented to achieve SLOCOE Special Education School four goals. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied classroom supplies, PBIS Incentives and updated technology. Implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. Students were provided opportunities to meet with the Guidance Counselor support of students Individualized Transition Plans, Goals and Services as well as virtual tours and transition supports to students and parents (adult programs, colleges, school districts). 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 response from the school climate survey.

The strategy was implemented to achieve SLOCOE Special Education School four goals.

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, due to the COVID-19 pandemic which led to school closures as of March 16, 2020, providing in person professional development and academic interventions were put on hold. The focus of the CSI funds became ensuring students had access to distance learning.

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.

## Goals, Strategies, Expenditures, & Annual Review

**Goal 4:** San Luis Obispo County Special Education 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 San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2020-2021 school year was 0%

In the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. Students have had 57% positive attendance. The overall participation rate on the CAASPP, for the 2019/2020 school year was 97%. The school climate survey positive rating was 3.21 out of 4.0. Staff ensures parent involvement in students' academic progression, successes and all IEP meetings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement at all IEP's	Parent involvement in the IEP process was at a rate of <b>100%</b> for the 2020-2021 school year	Will promote parent involvement in the IEP process to ensure a continued target of <b>100%</b> .
Increase Positive Attendance Rate	2019 CA Dashboard Special Education 42.9%	<5%
Decrease suspension rate	Suspension rate 0%	Suspension rate 0%
Invite parents to bi-yearly parent teacher conferences	57% Spring parent participation Due to the COVID-19 pandemic and school closures, Fall parent teacher conferences were not held because of the transition to small cohorts and modified in-seat learning	Increase parent participation to 70%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### 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 1, 2 and 3

Staff will be trained in ways to increase parent/guardian involvement. Training and collaboration opportunities will be made available to parents and the community.

Activity 1: Provide quarterly parent opportunities for collaboration and/or training for parents and/or guardians – 6/30 /2022

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2022

Activity 3: At least once during the 20-21 school year, a resource fair will be held to provide information about community resources available to families of students with special needs – 6/30/2022.

Activity 4: Fund professional development for staff, students, parents and administrators designed with strategies in mind to increase parent engagement. Fund specialized interventions to increase parent involvement. 6/30/2022

Activity 5: Fund quarterly opportunities for collaboration/training for parents and guardians. 6/30/2022

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,305.00	Title I 3010
\$3,934.00	Title I 3010
\$983.00	Title I 3010
\$21,358.00	CSI 3182
\$5,000.00	CSI 3182

## 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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

The strategy was implemented to achieve SLOCOE Special Education School four goals. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied classroom supplies, PBIS Incentives and updated technology. Implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. 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 response front the school climate survey.

The strategy was implemented to achieve SLOCOE Special Education School four goals.

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

The goal and strategies/activities will remain unchanged. Strategies have been updated to reflect CSI needs.

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

The goal and strategies/activities will remain unchanged. Strategies have been updated to reflect CSI needs. While there were no major differences, due to the COVID-19 pandemic, which led to school closures as of March 16, 2020, providing in person collaboration/training for parents and guardians as well as school success celebrations, including the 2nd annual Resource Fair, were put on hold.

## 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

\$ 59,063.00

Total Federal Funds Provided to the School from the LEA for CSI

\$ 156,337.00

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

\$ 215,400.00

## 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: Allocation	\$58,422.00
Title I, Part A: Parent Involvement	\$641.00
Special Education Early Intervention Grant rs 3385	\$62,152.00

Subtotal of additional federal funds included for this school: \$ 121,215.00

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 (\$)
Special Education Infants rs 6510	\$574,427

Subtotal of state or local funds included for this school: \$ 574,427

Total of federal, state, and/or local funds for this school: \$851,979