School Plan for Student Achievement (SPSA)

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
San Luis County Special Education	40-10405-6106769	**05/11/23**	June 22, 2023

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 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

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 County Special Education school has 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 SSC meets quarterly to review updates on goals, achievements, and student progress, **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, **Parents**—meetings with families and individual parent conferences, and **Community Agencies**—meetings with all educational partners and agency representatives.

Resource Inequities

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

The 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 County Special Education school is committed to providing our students with access to a rigorous academic experience, preparing them for their next placement.

San Luis County Special Education students will increase the overall school-wide percentage of students performing at proficiency or above in English/language arts. San Luis County Special Education students will increase the overall school-wide percentage of students performing at or above proficiency in mathematics.

Identified Need:

Increase academic performance for all students

Identified Need

The San Luis County Special Education school currently has no students scoring at or above the established standard in Math. Additionally, less than ten percent of students are achieving at or above the standard in English Language arts. While all eligible students participated in the process, it is essential that student scores increase in all assessed areas.

The reported 2021-2022 CAASPP data currently indicates that 0% of students are performing at or above the established standards in Math and that 27.3% are performing at or above the standard in English Language Arts.

2021-2022 EdData CAASPP data shows that 9.09% of students met the standard in English Language Arts and 18.18% of the students nearly met the standards in ELA.

2021-2022 EdData CAASPP Math data was redacted because the sample population was too small to maintain student confidentiality

2021-2022 Reported CAASPP data currently indicates that 100% of eligible students completed CAASPP testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 CAASPP Data: 0% are performing at or above the standard in Math 9.09% are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 10% at or above standard
Increase positive attendance rate	2021-2022 EdData attendance data shows that 24% of students have greater than 10% positive attendance	50% with greater than 10% positive attendance
Increase participation rate on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 CAASPP Data indicates that 100% of eligible students participated in the testing process.	100% participation rate
Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity	2022-2023 Local Data: Tier I TFI Score 100% Tier II TFI Score 85% Tier III TFI Score 97%	Tier I TFI Score 70% or above Tier II TFI Score 70% or above Tier III TFI Score 70% or above

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

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 students, including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth.

Strategy/Activity

Strategy:

Ensure that all students have access to Common Core State Standards-based and aligned core instructional materials. Ensure all students receive rigorous instruction that is aligned with Common Core State Standards (including core, supplementary and technology-based materials). Provide all students identified as below standard with researched-based interventions. Ensure all teachers have access to Common Core State Standards-based/aligned professional development, including instructional improvement strategies. Ensure all teachers have access to regular opportunities for collaboration time. Ensure administration has access to professional development on how to lead

implementation efforts of the Common Core State Standards, effective instructional practices, and improvement strategies. Ensure that all staff analyze the participation data and develop data-driven strategies to increase student participation. Identify and provide parent and community participation opportunities.

Activity 1: Provide specialized evidence-based interventions to increase academic, social-emotional, behavioral, and college and career readiness outcomes. – 6/30/2024

Activity 2: Provide professional development training and collaboration opportunities for administration, staff, and parents – 6/30/2024

Activity 3: Provide interventions and student supports for students identified as below grade level (e.g., tutoring, intervention groups) – 6/30/2024

Activity 4: Purchase technology to increase access to special education students – 6/30/2024

Activity 5: Provide digital safety and technology training to students to support appropriate use of technology – 6/30/2024

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)
$ 5,683.00	Title I 3010
$ 2,248.00	Title I 3010
$ 2,214.00	Title I 3010
$ 1,832.00	Title I 3010
$ 2,437.00	Title I 3010

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The San Luis County Special Education school has been in Comprehensive Support and Improvement due to being in the red for Chronic Absenteeism since the release of the 2018 California Dashboard. With the release of the 2022 California Dashboard, the San Luis County Special Education school has exited Comprehensive Support and Improvement. The San Luis County Special Education school is committed to the continued use of PBIS incentive programs, Behavior

Intervention Plans, Individualized Education Plans, and flexible scheduling to support positive student attendance.

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 the 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 area of social-emotional support and PBIS implementation.

The use of targeted interventions has increased students' engagement in academics, time on task, and work completion.

A supplemental curriculum was purchased to support differentiation in the classrooms and targeted interventions.

Technology was updated to increase students' access to information.

The strategies implemented continue to support the San Luis County Special Education school's 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 remains unchanged, and activities have been updated to reflect current student needs.

The focus of funds remains on ensuring increased student performance in all areas.

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 remains unchanged and strategies have been updated to reflect current student needs.

Goals, Strategies, Expenditures, & Annual Review

Goal 2

San Luis County Special Education school 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

Absenteeism and attendance are ongoing challenges in our school. The San Luis County Special Education school currently has 76% of its students considered chronically absent. School attendance directly corresponds to academic achievement and the San Luis County Special Education school is committed to increasing student attendance and academic success.

The 2021-2022 EdData attendance data shows that 24% of students have greater than 10% positive attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	2021-2022 DataQuest Suspension Rate 0% 2022-2023 Local Data as of April 2023 Suspension rate 0%	Suspension rate 0%
Increase the number of students scoring at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 CAASPP Data: 0% are performing at or above the standard in Math 9.09% are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 10% at or above standard
Increase Positive Attendance Rate	2021-2022 EdData attendance data shows that 24% of students have greater than 10% positive attendance	50% with greater than 10% positive attendance
Increase student participation rate on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Reported CAASPP data currently indicates that 100% of eligible students completed CAASPP testing.	100% participation rate
Increase in positive rating on the School Climate survey	2022-2023 Local Data Families – 3.57 Staff – 3.3 Students – 3.3	At or above 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.

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 students, including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

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 behaviors that are aligned with classroom needs per location. Provide training and support to ensure all students have access to alternatives to suspension. Ensure that every administrator and all classroom staff have access to professional development on how to implement PBIS, support positive attendance, and implement alternatives to suspension. 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 – 6/30/2024

Activity 2: Contract with Children's Creative Project to provide weekly art and/or music during the regular school year – 6/30/2024

Activity 3: Attend professional development training/collaboration opportunities for administration, staff, and parents – 6/30/2024

Activity 4: Provide students socialization activities in the community and with typical peers – 6/30/2024

Activity 5: Provide students with positive behavioral support to promote safe and appropriate behaviors – 6/30/2024

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)
$ 741.00	Title I
$ 4,794.00	Title I
$ 2,079.00	Title I
$ 3,665.00	Title I
$ 6,030.00	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The San Luis County Special Education school has been in Comprehensive Support and Improvement due to being in the red for Chronic Absenteeism since the release of the 2018 California Dashboard. With the release of the 2022 California Dashboard, the San Luis County Special Education school has exited Comprehensive Support and Improvement. The San Luis County Special Education School is committed to the continued use of PBIS incentive programs, Behavior Intervention Plans, Individualized Education Plans, and flexible scheduling to support positive student attendance.

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 the 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 area of social-emotional curriculum and the implementation of PBIS systems and supports. Supplemental English language arts and math curriculum were purchased to support differentiated instruction in the classrooms.

PBIS continues to improve student resiliency skills and teach/model appropriate behaviors that are aligned with the classroom needs per location.

With the use of supplemental materials and support, students are more engaged in their academics, as is evidenced by an overall increase in work completion.

Staff and students completed the 2022-2023 climate survey

The strategies implemented continue to support San Luis County Special Education school's 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.

The goal remains unchanged and activities have been updated to reflect current student needs.

The focus of funds remains on ensuring student engagement.

Goals, Strategies, Expenditures, & Annual Review

Goal 3

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

Identified Need:

Support transitions for all students

Identified Need

Transitioning can be a challenging time for students, especially those with disabilities. The San Luis County Special Education school aims to provide students with seamless instructional services while supporting their academic, social/emotional, and transition needs. Our goal for students is that they will make progress in all areas and transition to a post-secondary program that supports the following stages of their lives.

Staff continues to work with all educational partners to ensure that all students 16 or older with an IEP have Individualized Transition Plans as well as transition goals and services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Individualized Transition Plans for students age 16 years or older	2022-2023 school year is 100%	100% of students age 16 years or older have an Individualized Transition Plan
Transition Goals and Services for students age 16 years or older	2022-2023 school year is 100%.	100% of students age 16 years or older have transition goals and services
Increase the number of students scoring at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 CAASPP Data: 0% are performing at or above the standard in Math 9.09% are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 10% at or above standard
Increase Positive Attendance Rate	2021-2022 EdData: 24% of students have greater than 10% positive attendance	50% with greater than 10% positive attendance
Decrease suspension rate	2021-2022 DataQuest Suspension Rate 0% 2022-2023 Local Data as of April 2023 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.

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 students, including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

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: Fund transition supports which may lead to better transitions for student's futures and outcomes. – 6/30/2024

Activity 2: Provide tours and transition supports to students and parents (adult programs, colleges, school districts) – 6/30/2024

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)
$ 2,248.00	Title I 3010
$ 1,218.00	Title I 3010

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The San Luis County Special Education school has been in Comprehensive Support and Improvement due to being in the red for Chronic Absenteeism since the release of the 2018 California Dashboard. With the release of the 2022 California Dashboard, the San Luis County Special Education school has exited Comprehensive Support and Improvement. The San Luis County Special Education School is committed to the continued use of PBIS incentive programs, Behavior Intervention Plans, Individualized Education Plans, and flexible scheduling to support positive student attendance.

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 the 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**.**

Professional development was provided in the areas of the social-emotional curriculum and the implementation of PBIS.

Supplemental English language arts and Math curriculum were purchased to support the differentiation of instruction in the classrooms.

PBIS Incentives, new materials, and updated technology helped to increase student engagement.

The continued implementation of PBIS and social-emotional curriculum helped to improve student resiliency skills and teach/model appropriate behaviors based on student needs.

Students were provided opportunities to meet with the Guidance Counselor in support of the student's Individualized Transition Plans and services.

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 an overall positive response from the school climate survey.

The strategies implemented continue to support the San Luis County Special Education school's 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 remains unchanged, and activities have been updated to reflect current student needs.

The focus of funds remains on ensuring successful student transitions.

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 County Special Education school will increase parent/caregiver involvement to support the success of students.

Identified Need: Parent Involvement

Identified Need

Parent engagement in schools is closely linked to better attendance, improved student behavior, higher academic achievement, and enhanced social skills. A large body of research has demonstrated that parent involvement positively affects a child's educational progress and is reflected in improved academic outcomes. Significant parental involvement is most likely to develop when schools actively seek ways to get parents involved and offer training programs to teach parents how to get involved in their children's education.

In 2022-2023 the use of virtual meeting options helped to increase the overall IEP team participation rate and maintain 100% parent involvement in the IEP process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	100% for the 2022-2023 school year	100% parent involvement
Increase Positive Attendance Rate	2021-2022 EdData: 24% of students have greater than 10% positive attendance	50% with greater than 10% positive attendance

Decrease suspension rate	2021-2022 DataQuest Suspension Rate 0% 2022-2023 Local Data as of April 2023 Suspension rate 0%	Suspension rate 0%
Increase parent involvement in non-IEP related school activities	2022-2023 School Climate Survey indicated a score of 3.1 of a possible score of 4.0 for parental involvement.	At or above 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.

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 students, including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

Strategy/Activity

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 – 6/30/2024

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2024

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)
$ 3,121.00	Title I 3010
$ 2,348.00	Title I 3010

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The San Luis County Special Education school has been in Comprehensive Support and Improvement due to being in the red for Chronic Absenteeism since the release of the 2018 California Dashboard. With the release of the 2022 California Dashboard, the San Luis County Special Education school has exited Comprehensive Support and Improvement. The San Luis County Special Education School is committed to the continued use of PBIS incentive programs, Behavior Intervention Plans, Individualized Education Plans, and flexible scheduling to support positive student attendance.

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 the 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 the implementation of PBIS.

Supplemental English language arts and Math curriculums were purchased to support the differentiation of instruction in the classrooms.

PBIS Incentives, new materials, and updated technology helped to increase student engagement.

Implementation of PBIS and social-emotional curriculum helped to improve student resiliency skills and teach/model appropriate behaviors based on student needs.

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 an overall positive response from the school climate survey.

The strategies implemented continue to support the San Luis County Special Education school's 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 goals remain unchanged, and activities have been updated to reflect current student needs.

The focus of funds remains on ensuring parent engagement.

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	$ 41,167.00
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	$ 40,658.00

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	$38,053.00
Title IV	$3,114.00

Subtotal of additional federal funds included for this school: $ 41,167.00

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

State or Local Programs	Allocation ($)
	$ 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: $ 41,167.00