

School Year: 2024–2025

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template 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	5/9/2024	6/20/2024

Plan Description

Briefly describe your school’s plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for CSI in alignment with the Local Control and Accountability Plan (LCAP) 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. This plan will be used to meet federal CSI planning requirements.

Educational Partner Involvement

How, when, and with whom did your 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.

Representatives of the LEA (San Luis Obispo County Office of Education), including a cabinet-level member of the Student Programs and Services department, partner closely with the San Luis County Special Education school and its educational partners in the development and implementation of the plan, including its CSI component.

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

At the San Luis County Special Education school, while enrollment changes frequently, approximately 90% of our students are identified as socioeconomically disadvantaged, and 100% of the students are identified as students with disabilities. Because of this, all resources are allocated to all students. The San Luis County Special Education school does not have any resource inequities.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of significant need and improvement for the San Luis County Special Education school were identified through observation of low performance and significant gaps in the California dashboard indicators and local data that include Math, English Language Arts (ELA), and chronic absenteeism. Due to the “very low” status in Math and ELA as well as a chronic absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in Math. Based on the 2023 California dashboard CAASPP Math data, students scored 266.3 points below the standard. Identified student groups that scored below standard in Math included socioeconomically disadvantaged students who scored 260 points below standard and students with disabilities who scored 266.3 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in ELA. Based on the 2023 California dashboard CAASPP ELA data, students scored 202.8 points below the standard; no students performed at or above the established standard. Identified student groups that scored below standard in ELA included socioeconomically disadvantaged students who scored 211.2 points below standard and students with disabilities who scored 202.8 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to chronic absenteeism status equal to or greater than 20.1%. Per the 2023 California dashboard data, 68.8% of students were chronically absent, a reported 4.5% increase from 2021–2022. Identified chronically absent student groups included 78.6% of socioeconomically disadvantaged students (a 24% increase from 2021–2022) and 68.8% of students with disabilities (a 4.5% increase from 2021–2022). Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The CSI funds will be used to support collaboration with educational partners to develop the CSI plan, based on needs assessment and a root cause analysis processes that will allow the LEA to build capacity, select and implement evidence-based strategies that are aligned with and address the goals and actions of the SPSA, and use data and outcomes to monitor and evaluate improvement efforts. This will include the ongoing efforts to build the capacity of staff to fully implement MTSS (including PBIS implementation, academic and behavior interventions), utilize social-emotional learning, increase college and career readiness, and increase parent engagement. These strategies will combat chronic absenteeism and low ELA and Math scores.

Goals, Strategies/Activities, and Expenditures

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

Goal 1

Goal #	Description
Goal 1	<p>To ensure student college and career readiness, the San Luis County Special Education school will provide access to rigorous, relevant, and engaging academic experiences to improve academic performance for all students as measured by progress towards the Goal 1 metric/indicators.</p> <p>Identified Need: Increase academic performance for all students.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The San Luis County Special Education school currently has no students scoring at or above the established standard in Math or ELA. While all eligible students participated in the assessment process, it is essential that student scores increase in all assessed areas.

Due to the “very low” status in Math and ELA as well as a chronic absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in Math. Based on the 2023 California dashboard CAASPP Math data, students scored 266.3 points below the standard. Identified student groups that scored below standard in Math included socioeconomically disadvantaged students who scored 260 points below standard and students with disabilities who scored 266.3 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in ELA. Based on the 2023 California dashboard CAASPP ELA data, students scored 202.8 points below the standard; no students performed at or above the established standard. Identified student groups that scored below standard in ELA included socioeconomically disadvantaged students who scored 211.2 points below standard and students with disabilities who scored 202.8 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

San Luis County Special Education school will provide additional support(s) to benefit students in achieving greater academic success. The rigorous academic experience will increase graduation rates, students meeting standards, college and career readiness, English learner proficiency (and reclassification), and attendance. A rigorous academic experience will also decrease suspensions, chronic absenteeism, and dropout rates.

The San Luis County Special Education school serves a unique student population within the county. All of our students have individual strengths, assets, and challenges that their schools of residence were unable to support. Many of our students have also been affected by one or more low-incidence disabilities, one or more traumas, and experiences including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, poverty, and academic failure. As a result, our students have gaps in academic skills. Additionally, the mobility of our student population between communities, districts, schools, programs, and classrooms continues to present challenges that require intensive supports and flexibility within those supports. Through continual collaboration with educational partners (parents, related experts, and community leaders), ongoing collection and analysis of data, and the use of systems and supports (MTSS/PBIS), the San Luis County Special Education school ensures the unique needs of each student are being met and the continued development of the whole child is being supported.

The goals of both the San Luis County Special Education school SPSA and the San Luis Obispo County Office of Education LCAP address each of the four areas:

1. Continue providing students with access to rigorous academic experiences and preparing them for their next placement, including CTE/life skills exploration.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from San Luis County Special Education school, Court School, Community School, district schools, college, career and foster placements. There is a recognized need to increase the understanding of how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

The San Luis County Special Education school addresses the areas of need identified by collaborating continually with families/educational partners, during weekly leadership meetings, establishing data protocols, convening PLC meetings to examine student performance and achievement towards the standards, and convening of the PBIS Implementation team and the PBIS Tier II/III team to ensure full implementation of PBIS. The full implementation of PBIS includes student and staff matrices, recognition, and a

level system to address classroom management, student engagement, and morale. The San Luis County Special Education school fully implements MTSS, including Tier 2 and Tier 3 academic and behavioral interventions. San Luis County Special Education school will continue to incorporate alternatives to suspensions as well as work towards the expansion of CTE/development of life skill offerings to increase student, parent, and/or caregiver engagement/involvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate on the California Assessment of Student Performance and Progress (CAASPP)	The 2022–2023 CAASPP Data indicates that 100% of eligible students participated in the testing process.	100% participation rate
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2022–2023 CAASPP Data: 0% of students are performing at or above the standard in Math. 0% of students are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 5% at or above standard
Increase positive attendance rate	2023-24 Local data: <5%=27%; <10%=17%; <20%=33%; >20%=23%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2022-23 DataQuest: Special Education - 72.4%	Declined to 60%
Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity	2023–2024 Local Data: Tier I TFI Score 87% Tier II TFI Score 85% Tier III TFI Score 91%	Tier I TFI Score 70% or above Tier II TFI Score 70% or above Tier III TFI Score 70% or above

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide interventions and supports as well as supplemental curriculum, materials, tools, technologies, and evidence-based interventions to increase academic success.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 88,691.00	Title I, Part A \$2,830 CSI \$85,861
2	Provide professional development training and collaboration opportunities for administration, staff, and parents, including in the implementation of evidence-based interventions.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 28,691.00	Title I, Part A \$2,830 CSI \$25,861

Annual Review

SPSA Year Reviewed: 2023–24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In utilizing the five activities under Goal 1 for the 2023–2024 school year, the San Luis County Special Education school used funds to provide students with access to rigorous academic experiences to prepare them for their next placement. The San Luis County Special

Education school used specialized evidence-based interventions such as Multi-tiered systems of support (MTSS), Dialectical behavior therapy (DBT), Positive Behavioral Interventions and Support (PBIS), and targeted instruction to increase academic, social-emotional, behavioral, and college and career readiness outcomes (Activity 1). The San Luis County Special Education school used professional development training(s) in the areas of MTSS, PBIS, DBT, Nonviolent Crisis Intervention (NCI) training, Developing Effective Classroom Practices training, and technology training (both general and device-specific) to further build staff's capacity and abilities to utilize interventions and supports for students identified as performing below grade level (Activity 1, 2, 3, and 5). The San Luis County Special Education school collaborated with educational partners (such as families, Cuesta College, Probation, the DHH community, Family Care Network, Homeless and Foster Youth, County Mental Health, Local Law Enforcement, Districts, and SELPA) to effectively support and engage families in their children's education (Activity 2). Parent/caregiver engagement and communication efforts included the introduction/use of Parent Square, targeted parent training (ASL class), parent/community outreach (DHH picnic, Open Houses), and informal/formal individual parent/caregiver meetings/coachings. The combination of building staff capacity, collaboration with educational partners, and increased family engagement enabled the San Luis County Special Education school to better support the whole child and prepare the student to be college and career ready (Activity 1 and 2). To further prepare the whole child to be college and career ready, the San Luis County Special Education school (in collaboration with educational partners) provides ongoing digital safety and technology training to support the students' appropriate use of technology using direct instruction and support in navigating real-life situations (Activity 5). The training and purchase of technology including devices, programs, and digital media to support (MTSS), reinforce (PBIS System), motivate, and ultimately increase the students' educational access (Activity 4 and 5).

Areas of significant need and improvement for the San Luis County Special Education school were identified through observation of low performance and significant gaps in the California dashboard indicators and local data that include Math, English Language Arts (ELA), and chronic absenteeism. Due to the "very low" status in Math and ELA as well as a chronic absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement.

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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. San Luis County Special Education school will provide additional support(s) and activities to benefit all students with an emphasis on unduplicated student groups (English learners, socioeconomically disadvantaged youth, and foster youth) in achieving greater academic success. These activities incorporate providing/purchasing supplemental curriculum, materials, tools, technologies, and evidence-based interventions as well as providing professional development training and collaboration opportunities for administration, staff, and parents. The professional growth opportunities will ensure the implementation of evidence-based interventions required to support a rigorous and engaging academic experience. The San Luis County Special Education school's commitment to a rigorous and engaging academic experience to increase graduation rates, students meeting

standards, college and career readiness, English learner proficiency (and reclassification), and attendance. A rigorous academic experience will also decrease suspensions, chronic absenteeism, and dropout rates.

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

There are 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 remains unchanged; strategies and metrics have been updated to reflect current student needs.

Goal 2

Goal #	Description
Goal 2	To increase student attendance and engagement, the 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 to ensure a successful future as measured by progress toward the Goal 2 metric/indicators. Identified Need: Increase student attendance/engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to chronic absenteeism status equal to or greater than 20.1%. Per the 2023 California dashboard data, 68.8% of students were chronically absent, a reported 4.5% increase from 2021–2022. Identified chronically absent student groups included 78.6% of socioeconomically disadvantaged students (a 24% increase from 2021–2022) and 68.8% of students with disabilities (a 4.5%

increase from 2021–2022). Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school serves a unique student population within the county. All of our students have individual strengths, assets, and challenges that their schools of residence were unable to support. Many of our students have also been affected by one or more low-incidence disabilities, one or more traumas, and experiences including drug and alcohol abuse, homelessness, involvement with law enforcement, truancy, poverty, and/or academic failure. As a result, our students have gaps in academic skills. Additionally, the mobility of our student population between communities, districts, schools, programs, and classrooms continues to present challenges that require intensive supports and flexibility within those supports. Through continual collaboration with educational partners (parents, related experts, and community leaders), ongoing collection and analysis of data, and the use of systems and supports (MTSS/PBIS), the San Luis County Special Education school ensures the unique needs of each student are being met and the continued development of the whole child is being supported.

The goals of both the San Luis County Special Education school SPSA and the San Luis Obispo County Office of Education LCAP address each of the four areas:

1. Continue providing students with access to rigorous academic experiences and preparing them for their next placement, including CTE/life skills exploration.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning, and the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from San Luis County Special Education school, Court School, Community School, district schools, college, career and foster placements. There is a recognized need to increase the understanding of how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

The San Luis County Special Education school addresses the areas of need identified by collaborating continually with families/educational partners, during weekly leadership meetings, establishing data protocols, convening PLC meetings to examine student performance and achievement towards the standards, and convening of the PBIS Implementation team and the PBIS Tier II/III team to ensure full implementation of PBIS. The full implementation of PBIS includes student and staff matrices, recognition, and a level system to address classroom management, student engagement and morale. The San Luis County Special Education school fully implements MTSS, including Tier 2 and Tier 3 academic and behavioral interventions. The San Luis County Special Education school

will continue to incorporate alternatives to suspensions as well as work towards the expansion of CTE/development of life skill offerings to increase student, parent, and/or caregiver engagement/involvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student participation rate on the California Assessment of Student Performance and Progress (CAASPP)	The 2022–2023 reported CAASPP data currently indicates that 100% of eligible students completed CAASPP testing.	100% participation rate
Increase the number of students scoring at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2022–2023 CAASPP Data: 0% of students are performing at or above the standard in Math. 0% of students are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 5% at or above standard
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2022-23 DataQuest: Special Education - 72.4%	Declined to 60%
Increase positive attendance rate	2023-24 Local data: <5%=27%; <10%=17%; <20%=33%; >20%=23%	Students Absent <5%=50% or greater
Decrease suspension rate	The 2022–2023 DataQuest Suspension Rate is 3.4%. The 2023–2024 Local Data as of April 2024 Suspension rate is 3.4%.	Suspension rate 0%
Increase in participation in the School Climate Survey.	2022–2023 Local Data School Climate Survey participation by subgroups: Families – No results provided Staff – 7 Students – 7	Increase participation by subgroups Families – 5 Staff – 10 Students – 10

<p>Increase in positive rating on the School Climate survey</p>	<p>2023–2024 Local Data 11/8/23 Families – No results provided Staff – 3.23 Students – 2.86 6/13/24 Families – No results provided Staff – 3.25 Students – 2.93</p>	<p>At or above 3.5 out of 4.0</p>
<p>Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity</p>	<p>2023–2024 Local Data: Tier I TFI Score 87% Tier II TFI Score 85% Tier III TFI Score 91%</p>	<p>Tier I TFI Score 70% or above Tier II TFI Score 70% or above Tier III TFI Score 70% or above</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide students with evidence-based interventions and positive behavioral support(s), to promote safe and appropriate behaviors across settings.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 28,691.00	Title I, Part A \$2,830 CSI \$25,861
2	Provide professional development training and collaboration opportunities with educational partners for the development, implementation, and building capacity of evidence-based intervention.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 28,691.00	Title I, Part A \$2,830 CSI \$25,861
3	Provide students with evidence-based supports (PBIS), interventions, opportunities for socialization with typical peers, opportunities to generalize skills through community-based activities, access to career and technical exploration, and/or development of life/transition skills.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 5,660.00	Title I, Part A \$5,660

Annual Review

SPSA Year Reviewed: 2023–2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The San Luis County Special Education school had been in Comprehensive Support and Improvement (CSI) due to being in the red for Chronic Absenteeism from 2018 to 2022. With the release of the 2022 California Dashboard, the San Luis County Special Education school exited CSI, but now returns to CSI with the release of the 2023 California Dashboard, which found a chronic absenteeism rate of 68.8%. During its previous CSI experience, the San Luis County Special Education school developed an advanced, comprehensive utilization of PBIS incentive programs, Behavior Intervention Plans, Individualized Education Plans, and flexible scheduling to support positive student attendance, and has achieved some measurable success in meeting these goals as a result. However, additional areas of need have now been identified which will be addressed through revised strategies and activities.

In utilizing the five activities under Goal 2 for the 2023–2024 school year, the San Luis County Special Education school used funds to provide students additional opportunities and support(s) for students to become engaged in school, in their learning, and the development and attainment of goals for their successful future. Students participated in weekly engagement opportunities (art) throughout the 2023–2024 school year and Extended School Year (ESY) that were secured through a contract with Children’s Creative Project (Activities 1 and 2). Professional development was provided in the area of social-emotional curriculum and implementation of PBIS systems and supports, with a substantial component of Dialectical Behavior Therapy (DBT) (Activity 3). Socialization activities in the community with typical peers were a regular component of the Chris Jespersen School program (Activity 4). Implementation of Positive Behavior Supports and Interventions was comprehensive and robust (Activity 5).

Areas of significant need and improvement for the San Luis County Special Education school were identified due to low performance and significant gaps observed in the California dashboard indicators and local data that include Math, English Language Arts (ELA), and chronic absenteeism. Due to the “very low” status in Math and ELA as well as a Chronic Absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement.

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 school goals, related actions, and expenditures to increase student attendance and engagement, by providing additional opportunities and support(s) for students to become engaged in school, in their learning, in the development and attainment of goals to ensure a successful future. San Luis County Special Education school will provide additional support(s) and activities to benefit all students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth in achieving greater academic success.

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

There are 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 remains unchanged; strategies and metrics have been updated to reflect current student needs.

Goal 3

Goal #	Description
Goal 3	<p>To ensure successful transitions for all students including highly mobile at-risk populations such as foster and non-foster youth that experience multiple transitions, the San Luis County Special Education school and its educational partners will work to build capacity and increase support of students during transition(s) between school settings and programs leading to graduation from high school as well as college and career readiness as measured by progress towards Goal 3 metric/indicators.</p> <p>Identified Need: Support transitions for all students</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to chronic absenteeism status equal to or greater than 20.1%. Per the 2023 California dashboard data, 68.8% of students were chronically absent, a reported 4.5% increase from 2021–2022. Identified chronically absent student groups included 78.6% of socioeconomically disadvantaged students (a 24% increase from 2021–2022) and 68.8% of students with disabilities (a 4.5%

increase from 2021–2022). Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

Transitioning can be a challenging time for all students, especially special education students and unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth. The San Luis County Special Education school aims to provide students with seamless instructional services while supporting their academic, social/emotional, and transition needs. In working with education partners and building capacity among staff, the San Luis County Special Education school will ensure student-centered Individualized Transition Plans with transition goals, services, resources, and/or technologies for all students 16 or older with an IEP to support college and career readiness.

The goals of both the San Luis County Special Education school SPSA and the San Luis Obispo County Office of Education LCAP address each of the four areas:

1. Continue providing students with access to rigorous academic experiences and preparing them for their next placement, including CTE/life skills exploration.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from San Luis County Special Education school, Court School, Community School, district schools, college, career and foster placements. There is a recognized need to increase the understanding of how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

The San Luis County Special Education school addresses the areas of need identified by collaborating continually with families/educational partners, during weekly leadership meetings, establishing data protocols, convening PLC meetings to examine student performance and achievement towards the standards, and convening of the PBIS Implementation team and the PBIS Tier II/III team to ensure full implementation of PBIS. The full implementation of PBIS, includes student and staff matrices, recognition, and a level system to address classroom management, student engagement, and morale. San Luis County Special Education school fully implements MTSS, including Tier 2 and Tier 3, academic and behavioral interventions. San Luis County Special Education school will continue to incorporate alternatives to suspensions as well as work towards the expansion of CTE/development of life skill offerings to increase student, parent, and/or caregiver engagement/involvement.

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Individualized Transition Plans for students age 16 years or older	The 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	The 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)	2022–2023 CAASPP Data: 0% of students are performing at or above the standard in Math. 0% of students are performing at or above the standard in English Language Arts.	Math – 5% at or above standard ELA – 5% at or above standard
Increase positive attendance rate	2023-24 Local data: <5%=27%; <10%=17%; <20%=33%; >20%=23%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2022-23 DataQuest: Special Education – 72.4%	Declined to 60%
Decrease suspension rate	2022–2023 DataQuest Suspension Rate 3.4% 2023–2024 Local Data as of April 2024 Suspension rate 3.4 %.	Suspension rate 0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide transition support for students and parents including but not limited to training(s), tours, material procurement, and technical assistance which may lead to better transitions for students' futures and outcomes.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 5,757.00	Title I, Part A \$5,757

Annual Review

SPSA Year Reviewed: 2023–2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The San Luis County Special Education school has achieved the expected outcomes under Goal 3 of continuing to ensure that 100% of students aged 16 years and older have Individualized Transition Plans and that 100% of students aged 16 years and older have transition goals and services.

In utilizing the two activities under Goal 3 for the 2023–2024 school year, the San Luis County Special Education school used funds to support all students based on individual strengths and needs to successfully transition between school settings and programs leading to graduation from high school. The San Luis County Special Education school also used funds to create opportunities to participate in college/career readiness programs. Students received additional transition supports, including CTE exploration/training and other bridging curriculums (Activity 1). Students were provided with transportation, tours of campus when returning to districts or transitioning

to college/career readiness programs, and transition supports (facilitated meetings with Cuesta Counselor, technology and interpretation support for families) (Activity 2).

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 school goals, related actions, and expenditures to increase student attendance and engagement, by providing additional opportunities and support for students to become engaged in school, in their learning, in the development and attainment of goals to ensure a successful future. San Luis County Special Education school will provide additional support(s) and activities to benefit all students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth in achieving greater academic success.

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

There are 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 remains unchanged; strategies and metrics have been updated to reflect current student needs.

Goal 4

Goal #	Description
Goal 4	To build capacity and improve student attendance, behavior, academic achievement, social/emotional skill development, and college/career readiness, the San Luis County Special Education school will increase parent/caregiver involvement as measured by progress towards Goal 4 metric/indicators. Identified Need: Parent Involvement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 impacts 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 2023–2024 the use of virtual meeting options and increased multimedia (phone, text, and email) communication efforts positively impacted the overall IEP team participation rate and maintained 100% parent involvement in the IEP process.

Areas of significant need and improvement for the San Luis County Special Education school were identified through observation of low performance and significant gaps in the California dashboard indicators and local data that include Math, English Language Arts (ELA), and Chronic Absenteeism. Due to the “very low” status in Math and ELA as well as a Chronic Absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in Math. Based on the 2023 California dashboard CAASPP Math data, students scored 266.3 points below the standard. Identified student groups that scored below standard in Math included socioeconomically disadvantaged students who scored 260 points below standard and students with disabilities who scored 266.3 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to its “very low” status in ELA. Based on the 2023 California dashboard CAASPP ELA data, students scored 202.8 points below the standard; no students performed at or above the established standard. Identified student groups that scored below standard in ELA included socioeconomically disadvantaged students who scored 211.2 points below standard and students with disabilities who scored 202.8 points below standard. Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to Chronic Absenteeism status equal to or greater than 20.1%. Per the 2023 California dashboard data, 68.8% of students were chronically absent; a reported 4.5% increase from 2021–2022. Identified chronically absent student groups included

78.6% of socioeconomically disadvantaged students (a 24% increase from 2021–2022) and 68.8% of students with disabilities (a 4.5% increase) from 2021–2022). Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

The goals of both the San Luis County Special Education school SPSA and the San Luis Obispo County Office of Education LCAP address each of the four areas:

1. Continue providing students with access to rigorous academic experiences and preparing them for their next placement, including CTE/life skill exploration.
2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future.
3. Continue to offer a range of support(s) for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from San Luis County Special Education school, Court School, Community School, district schools, college, career and foster placements. There is a recognized need to increase the understanding of how to better support students as they experience these varied transitions so they continue moving toward increased success.
4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students.

The San Luis County Special Education school addresses the areas of need identified by collaborating continually with families/educational partners, during weekly leadership meetings, establishing data protocols, convening PLC meetings to examine student performance and achievement towards the standards, and convening of the PBIS Implementation team and the PBIS Tier II/III team to ensure full implementation of PBIS. The full implementation of PBIS includes student and staff matrices, recognition, and a level system to address classroom management, student engagement, and morale. San Luis County Special Education school fully implements MTSS, including Tier 2 and Tier 3, academic and behavioral interventions. San Luis County Special Education school will continue to incorporate alternatives to suspensions as well as work towards the expansion of CTE/development of life skill offerings to increase student, parent, and/or caregiver engagement/involvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement at all IEPs	100% for the 2022–2023 school year	100% parent involvement
Student information system data access as measured by parent/guardian login data	2023–2024 Local Data: 100% of families/caregivers have online access to a student information system. Through ParentSquare, SLOCOE facilitates regular two-way communication to at least one parent or guardian contact for 100% of students. These contacts also receive regular communications about campus activities, community events, and important information.	At least one parent/caregiver of 100% of students will have online access to a student information system and the ParentSquare communication platform.
Communication data as measured by translator/interpreter staffing	2023–2024 Local Data: 100% of families/caregivers are communicated to in their home language.	100% of communication with families/caregivers will be in their home language.
Increase positive attendance rate	2023–24 Local data: <5%=27%; <10%=17%; <20%=33%; >20%=23%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2022–23 DataQuest: Special Education – 72.4%	Declined to 60%
Decrease suspension rate	2022–2023 Data Quest Suspension Rate 3.4% 2023–2024 Local Data as of April 2024 Suspension rate 3.4%	Suspension rate 0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide training(s) and collaboration opportunities as well as professional development opportunities for parents, guardians, staff, educational partners, and/or the community.	All students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 11,320.00	Title I, Part A \$11,320

Annual Review

SPSA Year Reviewed: 2023–2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The San Luis County Special Education school has achieved the expected outcome under Goal 4 of continuing to ensure that 100% of student IEPs include parent involvement.

The San Luis County Special Education school met the low-performing small school criteria for Comprehensive Support and Improvement due to chronic absenteeism status equal to or greater than 20.1%. Per the 2023 California dashboard data, 68.8% of students were chronically absent; a reported 4.5% increase from 2021–2022. Identified chronically absent student groups included 78.6% of socioeconomically disadvantaged students (a 24% increase from 2021–2022) and 68.8% of students with disabilities (a 4.5% increase from 2021–2022). Information for additional student groups was not reported as there were less than 11 students and data could not be displayed for privacy reasons.

In utilizing the two activities under Goal 4 for the 2023–2024 school year, the San Luis County Special Education school used funds to provide quarterly parent opportunities for collaboration and/or training for parents and/or guardians, particularly through the use of the ParentSquare platform as a communication tool and through a substantial ASL training in the fourth quarter (Activity 1). To build capacity, professional development, trainings, and collaboration opportunities were also attended by families, educational partners, administration, and staff (Activity 2).

The School Site Council has analyzed the academic performance, student engagement, and parent involvement of all student groups and has considered the effectiveness of key elements of the School Plan for Student Achievement for students failing to meet expected outcomes. As a result, it has adopted school goals, related actions, and expenditures to increase student attendance and engagement, by providing additional opportunities to invite, integrate, and sustain parent involvement in student success. San Luis County Special Education school will provide additional support(s) and activities to benefit all students with an emphasis on unduplicated student groups including English learners, socioeconomically disadvantaged youth, and foster youth in achieving greater academic success.

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

There are 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 remains unchanged; strategies and metrics have been updated to reflect current student needs.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp) and/or that receive funds from the (local educational agency (LEA) for CSI.

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 34,057.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 197,501.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 163,444.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
ESEA Comprehensive Support and Improvement (CSI) Funds for LEAs	\$ 163,444.00

Subtotal of additional federal funds included for this school: \$163,444.00

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 (\$)
	\$ 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: \$197,501.00