

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Luis County Special Education	40-10405-6106769	5/7/2026	6/18/2026

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements 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 ensuring all state indicators are addressed, including student performance against state-determined long-term goals.

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 through

various meetings that 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. On 5/7/2026, the San Luis County Special Education School Site Council met, reviewed, discussed, and approved the 2026-2027 SPSA.

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.

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/or local data that include Math, English Language Arts (ELA), and chronic absenteeism.

Information regarding San Luis County Special Education school 2025 student results for CAASPP Math and ELA was not available on the California dashboard, as less than 11 students participated and the data could not be displayed for privacy reasons. Therefore, local data and historical California dashboard CAASPP data were used in completing the needs assessment.

Based on a review of local 2025 CAASPP Math data, 88% of San Luis County Special Education school students completed the Math CAASPP assessment, 0% of students exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP Math data, students scored 148 (228.7 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the Math standard; however, the large discrepancy of students not meeting the standard indicates a significant performance gap in the area of Math.

Based on a review of local 2025 CAASPP ELA data, 100% of San Luis County Special Education school students completed the ELA CAASPP assessment, 0% of students met or exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP ELA data, students scored 119.8 (146 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the ELA standard; however, the large discrepancy in students not meeting the standard indicates a significant performance gap in the area of ELA.

The San Luis County Special Education’s current Chronic Absenteeism was identified as “Very High” per the 2025 California dashboard data, with 66.7% of students being chronically absent, a reported 12.8% increase from 2024 (53.8%). Identified chronically absent student groups included 66.3% (58.3% in 2024) of socioeconomically disadvantaged students (a 5.3% increase from 2024) and 66.7% (53.8% in 2024) of students with disabilities (a 12.8% increase from 2024). 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 funds will be used to support collaboration with educational partners to develop a plan, based on needs assessment and a root cause analysis process, 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 ongoing efforts to build the capacity of staff to fully implement MTSS (including PBIS implementation for 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	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. Identified Need: Increase academic performance for all students.

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.

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. It is essential that all students participate in the assessment process and that student scores increase in all assessed areas.

Information regarding San Luis County Special Education school 2025 student results for CAASPP Math and ELA was not available on the California dashboard, as less than 11 students participated and the data could not be displayed for privacy reasons. Therefore, local CAASPP data was used to identify Math and ELA needs.

Based on a review of local 2025 CAASPP Math data, 88% of San Luis County Special Education school students completed the Math CAASPP assessment, 0% of students exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP Math data, students scored 148 (228.7 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the Math standard; however, the large discrepancy of students not meeting the standard indicates a significant performance gap in the area of Math.

Based on a review of local 2025 CAASPP ELA data, 100% of San Luis County Special Education school students completed the ELA CAASPP assessment, 0% of students met or exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP ELA data, students scored 119.8 (146 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the ELA standard; however, the large discrepancy in students not meeting the standard indicates a significant performance gap in the area of ELA.

The San Luis County Special Education's current Chronic Absenteeism was identified as "Very High" per the 2025 California dashboard data, with 66.7% of students being chronically absent, a reported 12.8% increase from 2024 (53.8%). Identified chronically absent student groups included 66.3% (58.3% in 2024) of socioeconomically disadvantaged students (a 5.3% increase from 2024) and 66.7% (53.8% in 2024) of students with disabilities (a 12.8% increase from 2024). 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 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 of support (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.

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 2024–2025 local CAASPP Data indicates that 100% of eligible students participated in the ELA testing process and 88% of eligible students participated in the Math testing process.	100% participation rate
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2024-2025 local 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	2025-2026 Local data: <5%=7%; <10%=30%; <20%=27%; >20%=37%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2024-2025 DataQuest: Special Education - 77.3%	Declined to 65%
Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity	2025–2026 Local Data: Tier I TFI Score 90% Tier II TFI Score 88% Tier III TFI Score 88%	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 Annual Review

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.	\$ 3,130	Title I, Part A \$ 3,130
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.	\$ 3,130	Title I, Part A \$ 3,130

SPSA Year Reviewed: 2025-26

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 1 for increasing the number of students at or above standard on the ELA California Assessment of Student Performance and Progress (CAASPP) and increasing Positive Behavioral Interventions and Supports (PBIS) implementation fidelity based on local data.

In utilizing the two activities under Goal 1 for the 2025–2026 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), Visual Phonics (kinesthetic/visual phoneme system), Career and Technical Education (CTE) courses in Culinary skills and Construction (woodworking), and targeted instruction to increase academic, social-emotional, behavioral, and college and career readiness outcomes (Activity 1). Additionally, Bilingual Grammar Curriculum (BGC), University of Florida Literacy Institute (UFLI) language curriculum, and Skill Streaming (a social skills curriculum) were introduced as supplemental curricula. iReady Classroom Mathematics, Pathways (Edmentum), and Discovery Science continued to be piloted and used as supplemental curricula. The San Luis County Special Education school used professional development training(s) in the areas of MTSS, PBIS, Skill Streaming social skills, Nonviolent Crisis Intervention (NCI) training, Developing Effective Classroom Practices training, Raising a Reader program, Youth Mental Health First Aid Training, ASIST suicide intervention skills training program, and technology training (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 and 2). The San Luis County Special Education school collaborated with educational partners (such as families, Probation, the DHH community, Family Care Network, Homeless and Foster Youth, County Mental Health, Cuesta College, Local Law Enforcement, Districts, and SLO-SELPA) to effectively support and engage families in their children's education (Activity 2). Parent/caregiver engagement and communication efforts included the use of Parent Square, targeted parent community trainings (ASL classes), parent/community outreach ("Signing Santa," three ASL classes, a DHH picnic, a DHH parent panel, and Program Open Houses (two for DHH and two for Chris Jespersen)), and informal/formal individual parent/caregiver meetings/coaching/counseling sessions. 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 (Activities 1 and 2).

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.

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.

Based on the San Luis County Special Education’s current Chronic Absenteeism rate, which was identified as “Very High” per the 2025 California dashboard data, with 66.7% of students being chronically absent, a reported 12.8% increase from 2024 (53.8%). Identified chronically absent student groups included 66.3% (58.3% in 2024) of socioeconomically disadvantaged students (a 5.3% increase from 2024) and 66.7% (53.8% in 2024) of students with disabilities (a 12.8% increase from 2024). 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 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 of support (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 (other means of correction) 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 2024–2025 local CAASPP Data indicates that 100% of eligible students participated in the ELA testing process and 88% of eligible students participated in the Math testing process.	100% participation rate
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2024-2025 local 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	2024-25 DataQuest: Special Education - 77.3%	Declined to 65%
Increase positive attendance rate	2025-2026 Local data: <5%=7%; <10%=30%; <20%=27%; >20%=37%	Students Absent <5%=50% or greater
Decrease suspension rate	2024–2025 DataQuest Suspension Rate 4.2% 2025–2026 Local Data as of 6/1/2026 Suspension rate 0%	Suspension rate 0%
Increase in participation in the School Climate Survey.	2025–2026 Local Data School Climate Survey participation by subgroups: 11/1/2025 Families – 8 Staff – 8 Students – 4 6/5/2026 Families – 9 (55% of families represented) Staff – 8 (100% of staff represented) Students – 11 (85% of students represented)	Increase participation by subgroups - Families- 80% of families enrolled at the time of administration. - Staff- 100% of full-time staff members - Students- 90-95% of students enrolled at the time of survey administration

Increase in positive rating on the School Climate survey	2025–2026 Local Data 11/1/25 Families – 3.38 Staff – 3.4 Students – Score: N/A (To preserve anonymity, responses will not be shown for groups with N < 5 (4 surveys completed). Their data are included in the other reports) 6/5/26 Families – 3.75 Staff – 3.27 Students – 3.05	At or above 3.5 out of 4.0
Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity	2025–2026 Local Data: Tier I TFI Score 90% Tier II TFI Score 88% Tier III TFI Score 88%	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 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.	\$ 2,260	Title I, Part A \$ 2,260
2	Provide professional development training and collaboration opportunities with educational partners for the development, implementation, and building capacity of evidence-based interventions.	All students with an emphasis on unduplicated student groups, including English learners, socioeconomically disadvantaged youth, and foster youth.	\$ 2,260	Title I, Part A \$ 2,260
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.	\$ 1,480	Title I, Part A \$ 1,480

Annual Review

SPSA Year Reviewed: 2025–2026

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 2 for increasing the number of students at or above standard on the ELA California Assessment of Student Performance and Progress (CAASPP) and increasing Positive Behavioral Interventions and Supports (PBIS) implementation fidelity based on local data.

In utilizing the three activities under Goal 2 for the 2025–2026 school year, the San Luis County Special Education school used funds to provide students with 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 were provided comprehensive support through the utilization of Positive Behavioral Interventions and Support (PBIS) incentive programs, Multi-tiered Systems of Support (MTSS), Dialectical Behavior Therapy (DBT), and/or frequent fidelity checks of Behavior Intervention plans to promote safe and appropriate behaviors across settings on campus (art lessons via Children’s Creative Project) and off campus (CTE outings to Home Depot) (Activity 1). Additionally, campus activities designed to increase student attendance were initiated and included a “Spirit Week,” whole-class contests, and a picture day. Professional development was provided to staff and community partners in the areas of PBIS, MTSS, Nonviolent Crisis Intervention (NCI) training, and Youth Mental Health First Aid training, and used to support generalization of students’ skills (Activity 2). Evidence-based supports (PBIS) and interventions (MTSS, DBT, Skill Streaming) were used to support socialization opportunities with typical peers during community-based activities (Activities 2 and 3). The activities ranged from career and technical education (CTE) courses in Culinary skills and Construction (woodworking), attending/participating in the 805 games, exploring potential places of employment via field trips, community outings, and tours of campus/businesses. To encourage the development of life/transition skills, students also participated in obtaining a food handler’s certification and were provided with work permits (as appropriate). Additionally, the designated on-site van enabled our staff to support student attendance, transitions, and expanded access to community-based opportunities (Activity 3).

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.

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, including 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 3

Goal #	Description
Goal 3	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. Identified Need: Support transitions for all students

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.

Based on the San Luis County Special Education's current Chronic Absenteeism rate was identified as "Very High" per the 2025 California dashboard data, with 66.7% of students being chronically absent, a reported 12.8% increase from 2024 (53.8%). Identified chronically absent student groups included 66.3% (58.3% in 2024) of socioeconomically disadvantaged students (a 5.3% increase from 2024) and 66.7% (53.8% in 2024) of students with disabilities (a 12.8% increase from 2024). 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 (other means of correction) 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 2024–2025 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 2024–2025 school year is 100%.	100% of students age 16 years or older have transition goals and services.
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2024-2025 local 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	2025-2026 Local data: <5%=7%; <10%=30%; <20%=27%; >20%=37%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2024-2025 DataQuest: Special Education - 77.3%	Declined to 65%
Decrease suspension rate	2024–2025 DataQuest Suspension Rate 4.2% 2025–2026 Local Data as of 6/1/2026 Suspension rate 0%	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.	\$ 2,175	Title I, Part A \$ 2,175

Annual Review

SPSA Year Reviewed: 2025–2026

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, 100% of students aged 16 years and older have transition goals and services, and a decrease in suspension rate based on 25-26 local data.

In utilizing the activity under Goal 3 for the 2025–2026 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 Career and Technical Education (CTE) through exploration/training and other bridging curricula (Skill Streaming) (Activity 1). Students and their families were provided with transportation, staff support, technical assistance, tours of campus, supplemental curriculum/supplies, and training(s) when transitioning into and/or from the San Luis County Special Education school.

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, and 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 2024–2025, 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/or local data that include Math, English Language Arts (ELA), and chronic absenteeism. It is essential that all students participate in the assessment process and that student scores increase in all assessed areas.

Based on a review of local 2025 CAASPP Math data, 88% of San Luis County Special Education school students completed the Math CAASPP assessment, 0% of students exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP Math data, students scored 148 (228.7 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the Math standard; however, the large discrepancy of students not meeting the standard indicates a significant performance gap in the area of Math.

Based on a review of local 2025 CAASPP ELA data, 100% of San Luis County Special Education school students completed the ELA CAASPP assessment, 0% of students met or exceeded standard, and 0% of students scored at standard. Based on the 2025 local CAASPP ELA data, students scored 119.8 (146 in 2024) points below the standard. Additional information for student groups was not reported, as there were less than 11 students and data could not be displayed for privacy reasons. A comparison between 2025 and 2024 data suggests student improvement towards meeting the ELA standard; however, the large discrepancy in students not meeting the standard indicates a significant performance gap in the area of ELA.

The San Luis County Special Education's current Chronic Absenteeism was identified as "Very High" per the 2025 California dashboard data, with 66.7% of students being chronically absent, a reported 12.8% increase from 2024 (53.8%). Identified chronically absent student groups included 66.3% (58.3% in 2024) of socioeconomically disadvantaged students (a 5.3% increase from 2024) and 66.7%

(53.8% in 2024) of students with disabilities (a 12.8% increase from 2024). 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 (other means of correction) 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 2024–2025 school year	100% parent involvement
Student information system data access as measured by parent/guardian login data	2024–2025 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	2024–2025 Local Data: 100% of families/caregivers are communicated to in their home language.	100% communication with families/caregivers will be in their home language.
Increase positive attendance rate	2025-2026 Local data: <5%=7%; <10%=30%; <20%=27%; >20%=37%	Students Absent <5%=50% or greater
Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2024-25 DataQuest: Special Education - 77.3%	Declined to 65%
Decrease suspension rate	2024–2025 DataQuest Suspension Rate 4.2% 2025–2026 Local Data as of 6/1/26 Suspension rate 0%	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.	\$ 4,350	Title I, Part A \$ 4,350

Annual Review

SPSA Year Reviewed: 2025–2026

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, 100% of communication with families/caregivers will be in their home language, at least one parent/caregiver of 100% of students will have online access to a student information system, the ParentSquare communication platform, and a decrease in suspension rate based on 25-26 local data..

In utilizing the activity under Goal 4 for the 2025–2026 school year, the San Luis County Special Education school used funds to increase parent/caregiver engagement and communication through Partner Square, as well as targeted (text, email, phone call, and letters home) individual communication in every family's primary language. Targeted parent trainings and collaborative opportunities with families, staff, educational partners, and the community participated in activities together including: Safe meetings, Program tours, ASL classes, a DHH parent panel, parent/community outreach, Deaf and Hard of Hearing (DHH) community BBQ, a DHH campus/community meetings, Open Houses at the Chris Jespersen (CJ) and the DHH programs, and informal/formal individual

parent/caregiver meetings/coachings/trainings (Activity 1). Additionally, incentives and families' transportation to San Luis County Special Education school events and activities to support student needs were arranged through collaboration with our community partners and/or directly supported by SLOCOE staff.

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).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 19,015.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 18,785.00

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 (\$)
	\$0.00

Subtotal of additional federal funds included for this school: \$ 0.00

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: \$19,015.00