

School Plan for Student Achievement

School: SLOCOE Special Education

District: San Luis Obispo County Office of Education

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

Principal: Holly Phillips

Date of this revision: June, 2020

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

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

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The District Governing Board approved this revision of the SPSA on June 25, 2020



School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
SLOCOE Special Education	40-104056106769	April 29, 2020	June 25, 2020

Purpose and Description

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

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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The San Luis Obispo County Special Education School has long standing structures in place for communication with stakeholders or people affected by the school district and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have either standing SSC agenda items or SSC-related discussion topics.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council

Resource Inequities

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

None

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

Increase academic rigor for all students

Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard.

On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. 42.9% of the students are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Decrease chronic absenteeism	42.9% chronically absent	Will decrease chronic absenteeism to 20% or below.
Statewide Assessments Participation Rate	Participation rate for all statewide assessments for the 2018-2019 school year was 97%.	Participation rate for all statewide assessments will be 100%

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

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy:

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

Activity 1: Purchase supplemental curriculum materials, tools and materials to increase access to special education students – 6/30/2021

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2021

Activity 3: Provide various student supports for students' not at grade level (e.g. tutoring, intervention groups) – 6/30/2021

Activity 4: Purchase technology to increase access to special education students – 6/30/2021

Activity 5: Provide digital safety and technology training to students to support appropriate use of technology- 6/30/2021.

Activity 6: Fund professional development opportunities for staff, students, parents and administrators to increase student achievement. 9/30/2021

Activity 7: Purchase supplemental curriculum, materials, tools and technology to increase academic achievement. 9/30/2021

Activity 8: Fund evidence based academic interventions. 9/30/2021

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,953.00	Title I
\$4,545.00	Title I
\$3,096.00	Title I
\$7,953.00	Title I
\$3,409.00	Title I
\$25,000.00	CSI 3182
\$20,000.00	CSI 3182
\$22,442.00	CSI 3182

Annual Review

SPSA Year Reviewed: 2018–19

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

ANALYSIS

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math

curriculum, were purchased to support differentiation in the classrooms as well as providing varied Digital Safety and Technology/Empathy training for students and multiple opportunities for parent and community participation (ASL Classes/Parent/Student Panels). With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive response front the school climate survey.

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

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

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

Goals, Strategies, Expenditures, & Annual Review

Goal 2

All students will be educated in learning environments that are safe, drug-free, and conducive to learning. All students will graduate from/complete high school

Identified Need

Increase student engagement

Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2018-2019 school year was 1.8.

On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. 42.9% of the students are chronically absent. The overall participation rate on the CAASPP, for the 2018/2019 school year was 97%. The school climate survey positive rating was 3.23 out of 4.0.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	Suspension Rate 1.8	Suspension Rate 0
Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Decrease chronic Absenteeism	42.9% chronically absent	Will decrease chronic absenteeism to 20% or below.
Increase participation rate in CAASPP	Overall participation rate of 97%	Overall participation rate of 100%
Increase in positive ratings on the School Climate survey	3.23 out of 4.0	3.5 out of 4.0

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

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to curriculum beyond the core. Ensure that staff has access to Positive Behavior Interventions & Supports (PBIS) to improve student resiliency skills and teach/model appropriate behavior that are aligned with classroom needs per location. Ensure that every teacher has access to regular opportunities for collaboration time. Ensure that every administrator and classroom staff has access to professional development on how to implement PBIS as well as practice to support attendance. Provide parent and community training and participation opportunities. Provide students with socialization opportunities in the community and with typical peers. Training and collaboration opportunities will be made available to staff and parents regarding social emotional, behavioral and socialization best practices.

Activity 1: Contract with Children’s Creative Project to provide weekly art and/or music instruction during ESY – 7/1/2021

Activity 2: Contract with Children’s Creative project to provide weekly art and/or music during regular school year – 6/30/2021

Activity 3: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2021

Activity 4: Provide students socialization activities in the community and with typical peers – 6/30/2021

Activity 5: Provide students with positive behavior supports (ex. Technology, reinforcements, fidgets, etc.) to promote safe and appropriate behaviors – 6/30/2021

Activity 6: Fund professional development opportunities for staff, students, parents and administrators to increase student engagement and lead to better student outcomes 9/30/2021

Activity 7: Fund Positive Behavior Interventions and Support (PBIS) implementation. 9/30/2021

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,036.00	Title I
\$10,362.00	Title I
\$4,545.00	Title I
\$9,090.00	Title I
\$2,840.00	Title I
\$25,000.00	CSI 3182
\$15,000.00	CSI 3182

Annual Review

SPSA Year Reviewed: 2018–19

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

ANALYSIS

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

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

Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied Digital Safety and Technology/Empathy training for students and multiple opportunities for parent and community participation (ASL Classes/Student/Parent Panels). Implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. Students were provided socialization opportunities in the community with typical peers (Science Camp/Friday outings) and access to weekly art and/or music instruction. With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive response front the school climate survey.

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

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

There were no major differences.

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

Goals, Strategies, Expenditures, & Annual Review

Goal 3

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

Identified Need

Support transitions for all students

Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2018-2019 school year was 1.8.

On the 2018-19 CAASPP, 0% of our students met standard in Math and 0% met standard in English Language Arts. 33.3% of the students nearly met any ELA and 22.7% nearly met in math. 42.9% of the students are chronically absent. The overall participation rate on the CAASPP, for the 2018/2019 school year was 97%. The school climate survey positive rating was 3.23 out of 4.0. Staff works to ensure that students with IEPs have Individualized Transition Plans as well as transition goals and services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student IEPs-Individual Transition Plans	Percentage of students with ITPs for the 2018-2019 school year is 100% .	Will monitor student IEPs to ensure all students 16 years of age and above have an ITP.
Student IEPs-Transition Goals and Services	Percentage of students with transition goals and services for the 2018-2019 school year is 100% .	Will ensure youth aged 16 and above with transition goals and services are at the CDE target of 100% .

Increase the number of students meeting standard on the CAASPP	0% in Math 0% in ELA	5% in Math 5% in ELA
Decrease Chronic Absenteeism	42.9% Chronically Absent	Will decrease Chronic Absenteeism to 20% or below.
Decrease suspension rate	Suspension rate 1.8%	Suspension rate 0%

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

Strategy/Activity 1 and 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Activity 1: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2021

Activity 2: Provide tours and transition supports to students and parents (adult programs, colleges, school districts) – 6/30/2021

Activity 3: Fund professional development for staff, students, parents and administrators which may improve student transitions and lead to better student outcomes. 9/30/2021

Activity 4: Fund transition supports which may lead to better transitions for our student's futures and outcomes. 9/30/2021

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,545.00	Title I
\$1,704.00	Title I
\$25,000.00	CSI 3182

Annual Review

SPSA Year Reviewed: 2018–19

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

ANALYSIS

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

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

The strategy was implemented to achieve SLOCOE Special Education School four goals. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied Digital Safety and Technology/Empathy training for students and multiple opportunities for parent and community participation (ASL Parent/Community classes). Implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. Students were provided socialization opportunities in the community with typical peers to support students Individualized Transition Plans, Goals and Services as well as tours and transition supports to students and parents (adult programs, colleges, school districts). With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive response front the school climate survey.

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, Expenditures, & Annual Review

Goal 4

SLOCOE Special education students will increase overall school-wide percentage of students performing at proficiency or above English/language arts. SLOCOE special education students will increase overall school-wide percentage of students performing at proficiency at or above in mathematics. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. **All students will graduate from high school.**

Identified Need

Increase parent/guardian involvement

Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis Obispo County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but have one indicator of another color on the 2019 California Dashboard. The overall suspension rate for the 2018-2019 school year was 1.8.

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement	Parent involvement in the IEP process was at a rate of 100% for the 2018-2019 school year	Will promote parent involvement in the IEP process to ensure continued target of 100% .
Decrease chronic absenteeism	42.9% Chronically Absent	Will decrease Chronic Absenteeism to 20% or below.
Decrease suspension rate	Suspension rate 1.8%	Suspension rate 0%
Invite parents to bi-yearly parent teacher conferences	29% participation	Increase parent participation to 60%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity 1, 2 and 3

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

Activity 1: Provide quarterly parent opportunities for collaboration and/or training for parents and/or guardians – 6/30 /2021

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2021

Activity 3: At least once during the 19-20 school year, a resource fair will be held to provide information about community resources available to families of students with special needs – 6/30/2021.

Activity 4: Fund professional development for staff, students, parents and administrators designed with strategies in mind to increase parent engagement. 9/30/2021

Activity 5: Fund quarterly opportunities for collaboration/training for parents and guardians. 9/30/2021

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,129.00	Title I
\$4,545.00	Title I
\$1,136.00	Title I
\$25000.00	CSI 3182
\$5000.00	CSI 3182

Annual Review

SPSA Year Reviewed: 2019–20

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

ANALYSIS

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

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The strategy was implemented to achieve SLOCOE Special Education School four goals. Professional development was provided in the areas of social emotional curriculum and other supplemental English language arts and math curriculum, were purchased to support differentiation in the classrooms as well as providing varied Digital Safety and Technology/Empathy training for students and multiple opportunities for parent and community participation (ASL Parent/Community classes). Implementation of PBIS that ensured staff had access to PBIS to improve student resiliency skills and teach/model appropriate behaviors that were aligned with the classroom needs per location. Students were provided socialization opportunities in the community with typical peers (Science Camp/Friday Outings). With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and positive response front the school climate survey.

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

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

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 73,683.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 156,120.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 229,803.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A: Allocation	\$72,888
Title I, Part A: Parent Involvement	\$795
Special Education Early Intervention Grant rs 3385	\$62,152

Subtotal of additional federal funds included for this school: \$ 135,835

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

State or Local Programs	Allocation (\$)
Special Education Infants rs 6510	\$574,427

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

Total of federal, state, and/or local funds for this school: \$866,382

