

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The instructions for completing this form will begin on page 2.

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

San Luis County Special Education

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to being in the red in the areas of college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis County Special Education school has been identified as a school in need of Comprehensive Support and Improvement (CSI) due to all state indicators being red but with one indicator of any other color. Due to low enrollment numbers, it should be noted that the San Luis County Special Education school only had two indicators with color; Chronic Absenteeism was in the red and Suspension rate was in the green. The San Luis County Office of Education has also been identified as needing Targeted Assistance which will require the submission of a Special Education Plan to the California Department of Education due to suspension rate and higher education results for students with disabilities.

Due to the COVID-19 pandemic and school closures, no statewide assessment data is available for the 2019-2020 school year. The following data is from the 2018-2019 school year for all SLOCOE students: on the CAASPP, in the area of

English Language Arts, SLOCOE students are 133.9 points below standard and in the area of Math, SLOCOE students are 208.5 points below standard; the overall graduation rate was 71.1%; the overall chronic absenteeism rate is at 45.7%; the overall participate rate was 71% in ELA and 71% in Math; the overall suspension rate was 15.4%. It should be noted, for the San Luis Obispo County Special Education school, there is no graduation rate as students are returned to districts upon completing their credits to graduate from the district of residence. It should also be noted that for the 2019-2020, no students were suspended from the San Luis Obispo County Special Education school. Lastly, it should be noted that the chronic absenteeism rate is so high at the San Luis Obispo County Special Education school due to the provision of services to the medically fragile population; starting the 2020-2021 school year, the San Luis Obispo County Special Education school will no longer be serving the medically fragile population.

The San Luis Obispo County Special Education school has long standing structures in place for communication with stakeholders or people affected by SLOCOE and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have standing agenda items to review and discuss the School Plan. Stakeholder groups include: School Site Council, Special Education Oversight Committee, DELAC, all local districts, and County Board of Education. There are annual IEP meetings for each student enrolled at the Special Education school as well as parent meetings with families and individual parent conferences.

Because of the need to address CSI, Differentiated Assistance and Targeted Assistance Special Education Plan, the LEA decided that all these processes need to be aligned in order to better meet the needs of the students. Through the School Plan planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and the Targeted Assistance Special Education Plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidence based interventions and assured all state indicators were addressed, including student performance against state determined long term goals. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and Tier 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social emotional development of our students, the need to support students during transitions and the need to focus on parent engagement. On January 29, 2019, the LEA attended an informational meeting with the Kern County Office of Education (KCOE) to learn about the continuous improvement process associated with differentiated assistance. On February 25 and 26, 2019, the LEA and stakeholders participated in a preinstitute with KCOE as the facilitator at which a data inquiry was conducted to inform and develop a problem of practice. On April 9 and 10, 2019, the LEA joined Los Angeles County Office of Education, Fresno County Superintendent of Schools and KCOE for a two day institute to conduct a root cause analysis, develop a theory of action and develop and action plan. At the April 9 and 10 meeting dates, the LEA and stakeholders determined that the problem of practice and root causes directly aligned with the areas identified by the CA

Dashboard as needing improvement. On June 10 and 24, 2019, these same entities came together to decide on high leverage initiatives to address the root causes. These initiatives included: intentionally building relationships, universally identifying student needs and regularly analyzing student data. Throughout the 2019-2020 school year, there were various follow-up meeting days with KCOE to track outcome data, review action plan and build capacity around implementation of the initiatives.

Specifically, SLOCOE will address areas of need using actions and services that include, but are not limited to the following:

- Intentionally Building Relationships

- Train all staff in Clayton Cook's Establish, Maintain, Restore protocol
- Develop an accountability plan for the Establish, Maintain, Restore protocol

- Universally Identify Student Needs

- Research and identify a universal academic screener
- Universally implement the social emotional Strengths and Difficulties Questionnaire
- Utilize data from the universal screeners for instruction and referral to tiered interventions

- Regularly Analyze Student Data

- Set data review calendar
- Train staff in Team Initiated Problem Solving
- Commit to data-based decisions

At the San Luis County Special Education school, while enrollment changes frequently, approximately 70% 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.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

As is indicated above, the LEA plans to collect data on an ongoing basis, including outcomes from the CA Dashboard along with local data, to monitor and evaluate the implementation and effectiveness of the CSI plan. The LEA

is partnering with all stakeholders to build capacity and monitor implementation. This includes, but is not limited to, participation and inclusion of stakeholders in the differentiated assistance process as outlined above and the Special Education Plan process as well as regular data review, monitoring of implementation and School Plan review at weekly SPS Leadership team meetings, quarterly SSC meetings, monthly Board of Trustee meetings and other monthly stakeholder meetings. The data to be reviewed will include, but not be limited to: Aeries data regarding attendance, credit accrual and suspensions; CAASPP and ELPAC results; NWEA results; PBIS data; CA Dashboard data; and the School Climate survey results.

The overall CA Dashboard data will be reviewed upon receipt as well as on an ongoing basis to make decisions about the reorganization of the school. The CAASPP and ELPAC results will be reviewed upon receipt as well as on an ongoing basis for individual students in the planning of individualized instruction. The NWEA results will be reviewed three times yearly (fall, winter and spring) as well as on an ongoing basis for individual students in the planning of individualized instruction. PBIS and School Climate survey will be reviewed at least twice yearly (fall and spring) to assist in the full implementation of the MTSS model. The Aeries data will be reviewed on a monthly basis to ensure student engagement.