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Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item
February 11, 2020

Topic:
Consideration of Single Plan for Student Achievement (SPSA) for Gould Educational Center

Background:
EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.

The School Site Council (SSC) is required to develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

Financial Impact:
$172,442.00

Resource:
Jessica Drake,
Executive Director
Student Programs and Services

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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
Gould Educational Center	20102076077200	January 28, 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 purpose of this School Plan for Student Achievement is to meet the requirements of a Schoolwide Program, and to address the causes for the school to be identified for Comprehensive Support and Improvement.

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 Gould Educational Center services students from the nine different school districts that make up Madera County in regionalized programs for students with moderated to severe disabilities. Students with identified special needs from preschool to age 22 participate in the Gould Educational Center programs. These students are served in Special Day Classes at various locations including regular education school sites and a center based educational site. The students served by the Gould Educational Center may have severe cognitive disabilities, significant emotional and behavioral needs, or may be students who are deaf/hard of hearing. For the majority of the students, academic achievement is measured by the California Alternate Assessment (CAA) as well as their progress and attainment of individual goals and objectives developed by their Individualized Education Plan (IEP). In addition to their specialized academic instruction, students often receive additional designated services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, orientation and mobility services, specialized health care, behavior intervention services and adapted physical education.

Gould Educational Center was identified for Comprehensive Support and Improvement (CSI) based on a graduation rate below 67%. The 2019 California School Dashboard showed the Gould Educational Center with 12 students graduating out of a 30-student cohort, or a 40% graduation rate for the 2018-2019 school year.

Using the Dashboard results and data from our many sites, Gould Educational Center stakeholders identified areas for improvement, and developed this School Plan. Staff from the Madera County Superintendent of Schools – our LEA -- were involved in every step of developing the CSI Plan and the LEA's Local Control and Accountability Plan. The comprehensive school-level needs assessment was facilitated by the LEA, and completed by looking at both state and local school data, survey data,

and consultations with stakeholders, including staff and parents.

Our LEA and stakeholder comprehensive needs assessment followed the Improvement Science model, including: an initial goal setting meeting; a deep data dive following the 2019 Dashboard release to better understand our challenges and the systems of cause; and a root cause analysis in order to focus our collaborative efforts and identify drivers. All the goals, actions, strategies and budgetary decisions within this plan are a result of these collaborative efforts.

As a result of the needs assessment, evidence-based interventions that are currently in place and show evidence of positive results were identified. Additionally, other evidence-based interventions that will be implemented were identified to address the student outcomes, school climate, and conditions of learning. Those interventions include continued and increased support to new and veteran teachers. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short Term Staff Permit (STSP) or a Provisional Internship Permits (PIP). These teachers are just entering intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. These veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Learning Coaches communicate regularly with their new teachers throughout the school year. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teachers classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coach, newly hired teachers also attend an additional day of training prior to the start of the school year. New staff learn about the Madera County Superintendent of Schools and the students served by the Gould Educational Center in addition to various trainings designed to meet the needs of new teachers such as, classroom management, working with instructional assistants, classroom set up and introductory information about Individualized Education Plans (IEPs).

In addition to the Professional Learning Coach Program, teachers are encouraged to attend a variety of professional learning opportunities. Strong teachers provide students with an engaging and rigorous education and professional development allows educators to hone their skills as professionals. The Gould Educational Center provides a wide spectrum of services for students with moderate to severe disabilities. With such a wide variety of services being offered, professional development opportunities may need to look different to meet the various needs of the staff. Teachers are able to attend trainings sponsored by the Special Education Local Plan Area (SELPA), which are local, trainers are brought into work with the Gould Educational Center Staff and staff is able to attend approved outside trainings as well. Professional development strengthens the teaching skills of the staff working with the students in the Special Day Classes.

One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual

environment that their student may entering; this allows them to see how to most appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations are followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher.

The Madera County Superintendent of Schools operates programs for students who have met the criteria for special education services in the areas of deaf/hard of hearing. Many of these students have average cognition and are working toward a high school diploma. One student has chosen to participate in the afterschool Upward Bound Program. The Upward Bound Program is designed to increase the student completion of high school and enroll in and graduate from postsecondary education. Sign language interpreters are utilized for these college and career readiness opportunities.

The Comprehensive Support and Improvement (CSI) funds will also allow the Madera County Superintendent of Schools to add to the technology that is already in place in the Gould Educational Center classrooms. These Chromebooks would be in addition to what is already in place in the classroom. Adding Chromebooks to the classrooms would allow students to interact with the curriculum in additional ways and increase students engagement. Having more access to technology affords student an increase in opportunities to become computer literate. Many of our students have recreational technology skills and are able to play online video games, access YouTube or other social media, however many are lacking actual computer skills that may one day be needed for employment. This increased computer proficiently may also have a positive impact on student academic scores, as they are more able to interact with the computer based assessment systems.

As mentioned previously, the Madera County Superintendent of Schools operates several regional classes for students who are eligible for special education with the qualifier of Emotional Disturbance (ED). Many of these student miss varying amounts of class time due to behavior and sensory regulation needs. When class time is missed, it does not allow the student to participate in lessons and learn key educational concepts, which can be vital to future learning exercises. The students served in the ED classes have already exhausted all resources at their school of residence, and by the time they are referred to the Madera County Superintendent of Schools many have significant learning gaps. These students are still demonstrating the same inability to regulate their emotions and behaviors that caused them to miss instruction in their school of residence. Many of these students do not react to sensory input in the same ways as their typically developing peers, which can result in students needing more sensory input to actively engage in their learning. When sensory needs are significant, it cannot only disrupt their learning, but also the learning of those around them. One of the integrated school sites that houses three ED classes has a newly vacated space where a sensory regulation space could be created. Instruction would continue while students make use of the sensory regulation space.

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

Stakeholders in the Gould Educational Center include parents, educators, community members, and students spread across multiple sites in nine Madera County LEAs.

As mentioned previously, all students served by the Gould Educational Center have an Individualized Education Plans (IEP). IEP teams meet yearly to discuss present levels, progress on goals, new goals, services and placement. Parent are integral members of an IEP team and play a major role in the development of their child's IEP. This open and ongoing communication allows for frequent feedback from parents and guardians.

Stakeholder input has been an important aspect of providing services to our students, and the Gould Educational Center established a School Site Council in 2019 to help address the requirements of CSI. The School Site Council will annually review and provide feedback on the SPSA and LCAP.

Additional suggestions were gathered from student and parent empathy surveys that were developed through the CSI Improvement Plan development process. Each of the Program Directors interviewed students and parents soliciting specific feedback on targeted areas. Staff feedback is gathered annually on via survey in addition to monthly meetings with Program Directors.

Resource Inequities

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

The Madera County Superintendent of Schools (MCSOS) operated regionalized programs for students with moderate to severe disabilities. The students that are served in the MCSOS classes come from nine different LEAs within Madera County. As the distribution of resources was reviewed there do not appear to be any unequable distributions of funds between the students served by the Madera County Superintendent of Schools. One hundred percent of the students served are students with disabilities and as mandated by the Individuals with Disabilities Education Act (IDEA), all student are afforded a Free and Appropriate Public Education (FAPE) with an Individualized Education Plan (IEP) in the Least Restrictive Environment (LRE). All things necessary for a student to receive educational benefit are provided to students.

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

Increase the percentage of students who graduate from Gould Educational Center.

Identified Need

The 2019 California School Dashboard data show the following data for Gould Educational Center, following the 2018-2019 school year:

Graduation Rate – 40% (Red Category)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	40%	46%

Goal 2

To provide staff with the skills necessary to increase the rigor of instruction.

Identified Need

During the 2018-2019 school year, while it was not formally measured approximately 25% of staff attended non-mandatory trainings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff training attendance	Approximately 25%	40%

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)

Students with disabilities

Strategy/Activity

Professional Development Opportunities for Staff:

As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to specifically designed to meet the needs of each group. The Madera County Superintendent of Schools offers professional development in a number of different ways. Outside presenters may be brought in and sometimes our own staff facilitates the training. Teachers are able to take advantage of the many Special Education Local Plan Area (SELPA) sponsored trainings, which often time have no registration fee. Staff is also able to attend approved outside trainings. Staff who attend outside trainings are encouraged to bring what they have learned back to the group. These funds will provide for registration or presenter fees, supplies and will pay for substitute teachers.

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)
$81,899	CSI Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). These teachers are just entering an intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. The veteran teachers go through and application and interview process prior to being selected and pair with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Leaning Coaches are to communicate with their new teacher at least once per week. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teachers classrooms. Debrief and discussion follow each classroom observation. In addition the support of the Professional Learning Coaches newly hired teachers also attend an additional day of training prior to the school year starting.

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)
$10,000 – This allows for five Professional Learning Coaches who will receive the $2,000 stipend. $ 5,000 – Substitute teacher costs for scheduled observations $ 565 – The cost of the additional half day for the newly hired teachers (daily rate) $15,565 – Total projected cost	CSI Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Classroom observations/site visitations:

The Gould Educational Center provides a spectrum of services for students with moderate to severe disabilities. One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may entering; this allows them to see how to most appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations are followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher.

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)
$10,000 – Substitutes who have attended MCSOS Specialized Trained Teacher Substitutes training have a daily rate of $140, and those who have not have a daily rate of $125.	CSI Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Additional sign language interpreting services for a student participating in the Upward Bound Program with Madera South High School.

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)
$ 8,405 - Projected cost of interpreting services for Upward Bound activities	CSI Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

As we work to prepare students for an ever-increasing digital world, computer literacy is vital for college and career readiness. Adding additional Chromebooks to what is already in place in the classroom provides students with the opportunity to increase their interaction with the curriculum and further engage students. Students will also become more proficient at using technology for academic and career readiness purposes.

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)
Quote for 156 Chromebooks (4 per classroom) Estimated quote $46,573	CSI Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

The creation of a sensory regulation space for the Emotional Disturbance classrooms located on an integrated school site. Sensory regulation can help student with an emotional disturbance academically in the classroom by helping them control their disruptive behaviors. Learning these self-regulation skills allows for student and the education staff to focus more on their academic deficits. The space would be used for body stabilization equipment, quiet space, light regulators, auditory

deregulation tools and gross body movement space. Instruction will continue while students are in the sensory regulation space, which lessens the impact of their behaviors on both their education and the education of their classmates.

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)
Proposed budget $10,000	CSI Funds

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	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$ 172,442
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 172,442