Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item
May 11, 2021

Topic:
Consideration Expenditure Plan for SB/AB 86 Funds for Expanded Learning Opportunities Grant [Adoption of plan using California Department of Education template coordinating these funds with Federal Elementary and Secondary Emergency Relief (ESSER) funds]

8.5.1 Pioneer Technical Center
8.5.2 Madera County Independent Academy
8.5.3 Madera County Superintendent of Schools

Background:
The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

Financial Impact:
$291,051.00

Resource:
Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:
Acceptance of the Expenditure Plans as presented.

Expanded Learning Opportunities Grant Plan 8.5.1

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Technical Center - Madera and Chowchilla	Mr. Scott Ellingson - Principal Mr. Alan Macedo - Program Director	sellingson@mcsos.org (559-) 661-4636 amacedo@mcsos.org (559) 706-3095

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

As part of the Career and Alternative Educational Services (CAES) division, Pioneer Technical Center has many avenues on how to communicate effectively with students, parents and Madera County community, to receive valuable input and feedback that helps in guiding the program. PTC utilizes phone calls, in-person contacts and Zoom meetings to reach out to provide instruction and support for students. Parents are given frequent opportunities to provide input and feedback through the Parent Square application, Parent Advisory Committee (PAC) meetings, informal "Coffee with the Principal" as well as School Site Council (SSC) and the English Language Advisory Committee (ELAC). Teachers are involved in weekly professional growth and development with their respective Program Directors. Teachers attend Zoom Professional Learning Community (PLC) meetings to review and disaggregate student achievement data, social-emotional training and monitor student progress.

To develop the Expanded Learning Opportunities Grant Plan for Pioneer Technical Center, input, along with data analysis, was provided and reviewed for this process. Input groups included parents, teachers and school staff who were involved in the development of this plan by including them in designated input and feedback meetings. These meetings were scheduled and conducted on the following days: PTC, MCIA and MCSOS (Endeavor/Voyager) met in a Zoom PLC format on Friday, 4/16/21 from 7:30 - 9:00 a.m. During this PLC, the description of the grant was presented, along with the components of the Extended Learning Opportunity Grant (ELOG) by Program Director Alan Macedo. Parent Advisory Committee (PAC) meetings from the three sites (PTC, MCIA and MCSOS - Endeavor / Voyager) were provided the opportunity for input in the development of the plan, on Monday, 4/19/21 from 9:00 - 10:00 a.m., via Zoom link and again on Monday 4/26/21 from 3:00 - 4:00 p.m. The Parent Advisory Committee meetings were invited via Parent Square / Parent outreach program in both

English and Spanish. Additional community input was solicited during a specially scheduled CAES SSC and ELAC meeting; both held on Tuesday 4/20/21, from 1:00 - 2:00 p.m. and 2:00 - 3:00 p.m. respectively.

A description of how students will be identified and the needs of students will be assessed.

Students at Pioneer Technical Center are identified for their needs in many ways. As students enroll into the program, they receive a transcript review and analysis by the CAES counseling department. During this evaluation, it is determined exactly what students need in terms of recovery to get back on track for graduation or, in many cases, get reclassified in accordance with their actual grade level. Students are then placed appropriately into the classes they require to maintain a necessary schedule of courses. For academic assessment, students take an initial diagnostic exam in ELA and Math, using the i-Ready program. This diagnostic test gives teachers essential information on students' current curricular strengths and weaknesses as they enter the program. This information is also essential in placing the student appropriately into necessary interventions that address any subskill weaknesses.

Homeless students are identified, primarily, at enrollment, via an enrollment form, as well as the Residency Questionnaire that all families submit. Additionally, students may also be identified by teachers and other school staff, throughout the year as a student's living situation may change at any time. Once a student is identified as meeting the homeless student criteria, students are input appropriately in Power School and uploaded into CALPADS. Foster Youth are primarily identified through a weekly CALPADS match report generated at the state level between Child Welfare Services and CDE/CALPADS. This report is updated and accessible on a weekly basis through CALPADS. Foster Youth may also be identified at the time of enrollment, on the application as well as through conversation during the orientation (same applies or homeless). CAES uses Foster Focus, an almost statewide, foster youth database. CAES partners with the Department of Social Services (DSS) on this system. DSS conducts a weekly upload of information into Foster Focus. This helps to potentially capture any missed students during the state level match. Because the state match is not 100%, Foster Focus provides another layer to ensure student identification. Also, as students from local districts enroll in CAES programs, district Foster and Homeless Youth liaisons often notify CAES staff as soon as they become aware that they students be coming to PTC. Ongoing communication with district liaisons has proven extremely beneficial as we identify both homeless and foster youth. English Learners (EL) students as well as Students with Disabilities (SWD) are also identified through CALPADS before the student enrolls in programs.

Students identified for further support, based on academic grade-level scores from i-Ready mid-year assessments in both ELA and Math (see attached). Based on results of the i-Ready data in ELA, PTC Madera growth is very minimal with the following results:12% to 16% from test #1 showed a 4% increase for students on grade level, a 2% decrease from 21% to 19% in students 1-year below grade level and a slight decrease from 67% to 64% in students 2+years below grade level. While grade-level growth was small, it was positive given grade-level proficiency increased.

PTC Chowchilla results (see attached) were initially higher at 10% on grade level for the first assessment. However, grade level proficiency dropped to 6% on the second assessment. PTC Chowchilla students scoring 1+ years below grade level increased from 24% to 27% below grade level, but students below grade level proficiency by 2+years, maintained a 67% rate of not passing. These data points conclude that 2/3 of all students are significantly below grade level and are in need of increased instructional time and accelerated intervention.

Specific to Math, PTC Madera showed very little on-grade level growth from assessment #1 to #2 with a 1% gain form 7% to 8%. Students testing 1+year below grade level dropped 7% from 13% to 6%, but added that difference to the 2+years below grade level students from 80%

to 86%. PTC Chowchilla showed a 2% growth in both on-grade level, 7% to 9%, and 1+year below grade level from 9% to 6%, in 2+years below grade level with a reduction of students being 2+years below grade from 90% to 81%. This gain is noteworthy, given the first 6 months of instruction was distance learning. However, these 86% and 81% levels are very high percentages of students 2+years below grade level in Math, and illustrates the need for accelerated interventions to close the Mathematics achievement gap for PTC students.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

PTC staff members communicate with students for their independent studies appointments on a weekly basis. Teachers also consult with parents on specific concerns regarding attendance and grades, as needed. When PTC staff identify students in need of academic support, credit recovery or social-emotional support, staff members will convey concerns to parents and guardians, along with potential supports through the PTC program. Families may also be informed of the opportunities for supplemental instruction and support via Parent Square, phone calls and mailers home.

A description of the LEA's plan to provide supplemental instruction and support.

PTC will plan to provide supplemental instruction and support though Extended / expanded learning time, Social-Emotional Support Opportunities for students, trainings for certificated and classified staff and possibly include an extended Odysseyware Program for credit recovery. For supplemental instruction and support though extended / expanded learning time, additional supplemental instructional days for staff; both certificated and classified, and students will be considered prior to the start of the 2021-2022 school year. The objectives for this additional time are assessing current student academic levels and needs, providing additional support and instruction, as well as formulating plans for individual students to address their needs. Staff would engage in professional development and training on various instructional strategies, including engaging students and families in addressing students' social-emotional health and academic needs. In addition to this teacher training and professional development, optional Saturday trainings may be offered to both certificated and classified staff. Training topics may include engagement strategies and student social-emotional and academic needs. PTC may also provide additional services for students to address student learning loss in the core areas of ELA and Math. Additional student supports may include contracting with outside Mental Health and Wellness agencies to provide behavioral and social-emotional support.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	$187,939.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$10,000.00	
Integrated student supports to address other barriers to learning	$10,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	$6,186.00	
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$30,000	
Total Funds to implement the Strategies	$244,125	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, but not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions

may be based on needs that have been identified after the school site has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

PTC Madera – ELA #1	PTC Madera – ELA #2	Growth
1 – 12%	1 – 16%	**+4%**
2 - 21%	2 – 19%	**-2%**
3 – 67%	3 – 64%	**-3%**
PTC Chowchilla – ELA #1	PTC Chowchilla – ELA #2	Growth
1-10%	1- 6%	**-4%**
2– 24%	2 - 27%	**+3%**
3 – 67%	3 – 67%	**0%**
MCIA – ELA #1	MCIA – ELA #2	Growth
1 – 12%	1 – 28%	**+ 16%**
2 – 35%	2 – 26%	**-9%**
3 – 54%	3 – 46%	**-8%**
PTC Madera - Math #1	PTC Madera – Math #2	Growth
1 – 7%	1 – 8%	**+1%**
2 – 13%	2 -6%	**-7%**
3 – 80%	3 – 86%	**+6%**
PTC Chowchilla – Math #1	PTC Chowchilla #2	Growth
1 – 7%	1 – 9%	**+ 2%**
2 – 3%	2 – 9%	**+ 6%**
3 – 90%	3 – 81%	**-9%**
MCIA – Math #1	MCIA Math #2	Growth
1-8%	1-16%	**+8%**
2- 26%	2-32%	**+6%**
3 – 66%	3-53%	**-13%**

Diagnostic Results

i-Ready

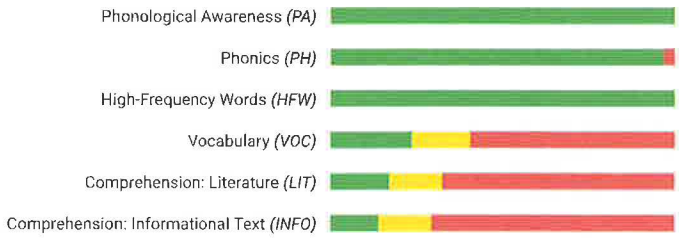
School	PTC - MADERA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **123/295**

Overall Placement

- **At Risk for Tier 3** 67%
- **Tier 2** 21%
- **Tier 1** 12%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 9	10%	31%	60	42/109
Grade 10	14%	16%	70	37/91
Grade 11	14%	14%	72	36/69
Grade 12	13%	25%	63	8/26

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Diagnostic Results

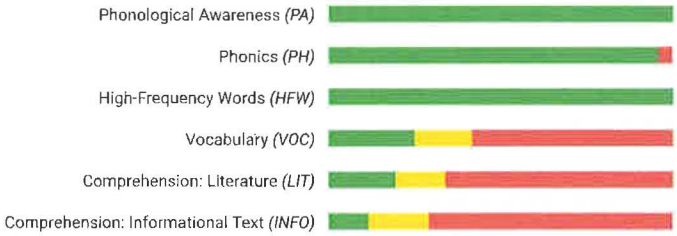
School	PTC - MADERA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **165/295**

Overall Placement

- **At Risk for Tier 3** 64%
- **Tier 2** 19%
- **Tier 1** 16%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 9	16%	22%	62	50/109
Grade 10	13%	18%	69	61/91
Grade 11	24%	24%	52	42/69
Grade 12	8%	92		12/26

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Diagnostic Results

i-Ready

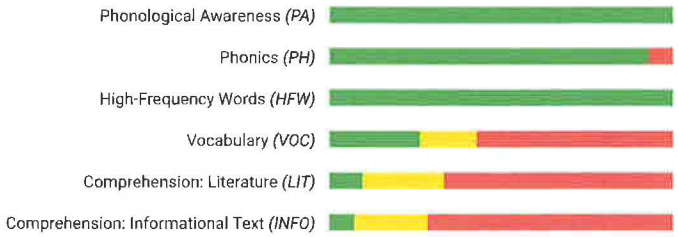
School	PTC - CHOWCHILLA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **42/62**

Overall Placement

- **At Risk for Tier 3** 67%
- **Tier 2** 24%
- **Tier 1** 10%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 7	100%	1/3
Grade 8	67%	6/6
Grade 9	18% 9%	11/20
Grade 10	9% 27%	11/16
Grade 11	9%	11/14
Grade 12	50%	2/3

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Diagnostic Results

i-Ready

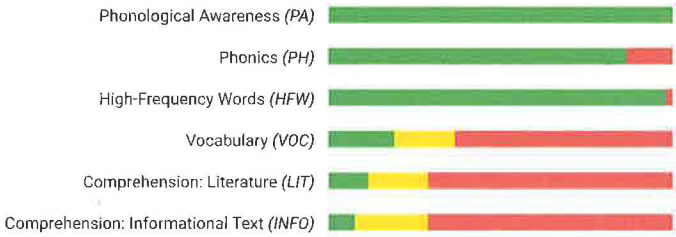
School	PTC - CHOWCHILLA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **52/62**

Overall Placement

- **At Risk for Tier 3** 67%
- **Tier 2** 27%
- **Tier 1** 6%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 7	50%	2/3 50
Grade 8	17% 33%	6/6 50
Grade 9	19%	16/20 81
Grade 10	14% 36%	14/16 50
Grade 11	27%	11/14 73
Grade 12		3/3 100

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Diagnostic Results

i-Ready

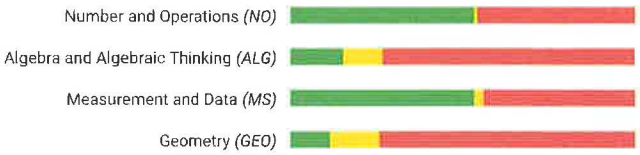
School	PTC - MADERA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **105/295**

Overall Placement

- **At Risk for Tier 3** 80%
- **Tier 2** 13%
- **Tier 1** 7%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 9	11%	14%	74	35/109
Grade 10	8%	19%	72	36/91
Grade 11	4%		96	27/69
Grade 12		14%	86	7/26

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Diagnostic Results

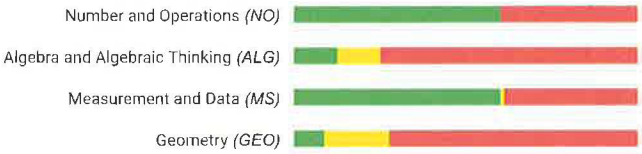
School	PTC - MADERA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **158/295**

Overall Placement

- **At Risk for Tier 3** 86%
- **Tier 2** 6%
- **Tier 1** 8%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 9	10% 6% 84	50/109
Grade 10	10% 8% 82	60/91
Grade 11	5% 95	37/69
Grade 12	9% 91	11/26

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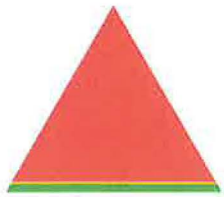
Diagnostic Results

i-Ready

School	PTC - CHOWCHILLA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

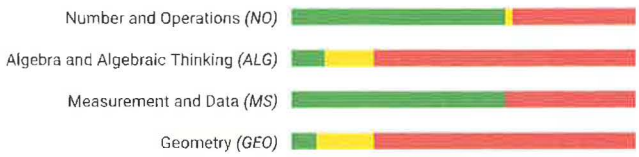
Students Assessed/Total: **42/62**

Overall Placement



- **At Risk for Tier 3** 90%
- **Tier 2** 2%
- **Tier 1** 7%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 7		1/3 100
Grade 8	17%	6/6 83
Grade 9	9% 9%	11/20 82
Grade 10	9%	11/16 91
Grade 11		11/14 100
Grade 12		2/3 100

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Diagnostic Results

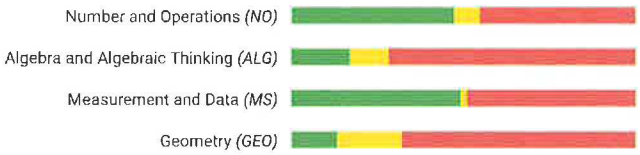
School	PTC - CHOWCHILLA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **53/62**

Overall Placement

- **At Risk for Tier 3** 81%
- **Tier 2** 9%
- **Tier 1** 9%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 7	50%	2/3 50
Grade 8	17% 17%	6/6 67
Grade 9	13% 13%	16/20 75
Grade 10	13% 7%	15/16 80
Grade 11		11/14 100
Grade 12		3/3 100

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Expanded Learning Opportunities Grant Plan

8.5.2

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy (MCIA)	Hugo Sanchez Program Director, Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Madera County Independent Academy (MCIA) has many avenues on how to communicate effectively with students, parents and Madera County community to receive valuable input and feedback that helps in guiding the program. MCIA utilizes in-person meetings and Zoom lessons to reach out to provide instruction and support the students. Parents are given frequent opportunities to provide input and feedback through the Parent Square application, Parent Advisory Committee (PAC) meetings, informal "Coffee with the Principal" as well as School Site Council (SSC) and the English Language Advisory Committee (ELAC). Teachers are involved in weekly professional growth and development with their respective Program Directors. Teachers attend Zoom Professional Learning Community (PLC) meetings to review and disaggregate student achievement data, social-emotional training and monitor student progress.

Parents, teachers and school staff were involved in the development of the Extended Learning Opportunity Grant (ELOG) plan by including these stakeholders in designated input / feedback meetings scheduled on the following days: School Sites - MCIA, PTC and MCSOS (Endeavor / Voyager) met in a PLC Zoom format on Friday, 4/16/21 from 7:30 - 9:00 a.m. During this PLC, the description of the ELOG grant was presented by Program Director, Alan Macedo, along with the components of the grant. Parent Advisory Committees (PAC) from each of the three sites, MCIA, PTC and MCSOS (Endeavor / Voyager) were invited to the opportunity for input and development of the plan on Zoom meetings held Monday, 4/19/21 from 9:00 - 10:00 a.m. All CAES Parents were notified of the PAC meetings via Parent Square communication application in English and Spanish. Additional site input was conducted during specially scheduled CAES SSC and ELAC meetings, held Tuesday 4/20/21, from 1:00 - 2:00 p.m. and 2:00 - 3:00 p.m. respectively.

A description of how students will be identified and the needs of students will be assessed.

Students at MCIA are identified for their needs in many ways. For academic assessment, students take an initial diagnostic exam in ELA and Math, using the i-Ready program. This diagnostic test gives teachers essential information on students' current curricular strengths and weaknesses as they enter our program. This information is also critical in placing the student appropriately into necessary interventions that address any subskill weaknesses. In addition, student records are reviewed to determine necessary supports and accommodations. Students are then assigned to a teacher by grade level.

Homeless students will be identified, primarily, at enrollment, via an enrollment form, as well as the residency questionnaire that all families submit. Additionally, students may also be identified by teachers and other school staff, throughout the year as a student's living situation may change at any time. Once a student is identified as meeting the homeless criteria, student data is entered appropriately in Power School and uploaded into CALPADS. Foster Youth are primarily identified through a weekly CALPADS match report generated at the state level between Child Welfare Services and CDE/CALPADS. This report is updated and accessible on a weekly basis through CALPADS. Foster Youth may also be identified at the time of enrollment, on the application as well as through conversation during the orientation (the same is true for homeless youth). In Madera County, we also use Foster Focus; a near statewide foster youth database. CAES partners with the Department of Social Services (DSS) on this system. DSS then conducts a weekly upload of information into Foster Focus. This helps to potentially capture any missed students during the state level match. Because the state match is not 100%, Foster Focus provides another layer to ensure identification. Also, as students from local districts enroll in our program, Madera County Foster and Homeless Youth liaisons often notify MCIA staff as soon as possible. Ongoing communication with district liaisons has proven extremely beneficial as we identify both homeless and foster youth. English Learners (EL) students as well as Students with Disabilities (SWD) are also identified through CALPADS before the student enrolls in our programs.

Students will also be identified for the Extended Learning Opportunity Grant (ELOG) based on their academic performance from their i-Ready assessments in ELA and Math (see attachments). Based on the comparative data results of MCIA students from i-Ready diagnostics #1 to #2, administered in August 2020 and January 2021, data in ELA indicates MCIA students continue to struggle in the areas of Vocabulary, Comprehension, Literature and Comprehension of Informational Text. However, MCIA students (with 57/64 = 89%) tested on the second assessment, showed a 16% gain from 12% on exam #1 to 28% on exam #2 for students performing on grade level. Further, a reduction of Level 2, students (1+year below grade level) from 35% to 26%; illustrating a 9% reduction in this tier. Finally, MCIA students showed a reduction of 8% from 54% to 46% of all students 2+years below grade level. In Math, MCIA students showed an 8% growth on grade level from 8% to 16%, a 6% growth from 26% to 32% in students 1-year below grade level and a 13% gain in students closing the 2+years below grade level gap, from 66% to 53%. As this growth shows significant gains of 46% in ELA and 53% of MCIA students in Math remaining 2+ years below grade level. Therefore, it must be a recognized that adequate, direct intervention and learning acceleration must be implemented to close the achievement gap for the remainder of students not performing at grade level.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

MCIA staff members communicate with students for individual independent studies appointments on a weekly basis. Teachers also consult with parents specific to concerns with attendance and grades, on a regular basis. When MCIA staff identifies students in need of academic or social-emotional support, they will convey concerns to parents and guardians, along with potential supports through the MCIA program.

Families may also be informed via Parent Square, of the opportunities for supplemental instruction and support, as well as individual phone calls and mailers home.

A description of the LEA's plan to provide supplemental instruction and support.

MCIA will plan to provide supplemental instruction and support though extended / expanded learning time, social-emotional support opportunities for students and additional trainings for certificated and classified staff. Additional supplemental instructional days for staff, both certificated and classified, and students will be considered, possibly prior to the start of the 2021-2022 school year. The priority for additional time is to assess current student levels and needs, provide additional support and instruction as well as formulate plans for individual students to address student needs. Staff may engage in professional development and training on various instructional strategies, including engaging students and families in addressing students' social-emotional health and academic needs. In addition to this teacher training and professional development, optional Saturday trainings may be offered to both certificated and classified staff. Training topics may include engagement strategies and student social-emotional and academic needs. MCIA may also provide additional services for students to address student learning loss in various areas as ELA and Math. Additional supports may include contracting with outside Mental Health and Wellness agencies to provide behavioral and social-emotional support.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	$28,833.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	$6,843.00	
Integrated student supports to address other barriers to learning	$2,500.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
Additional academic services for students	0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$8,750.00	
Total Funds to implement the Strategies	$46,926.00	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As Elementary and Secondary School Emergency Relief Funds (ESSER) are federal categorical funds, they will be used to supplement, but not supplant, the activities being funded by the ELO grant. These uses may be for activities not covered by the ELO Plan, or to provide additional services not included, but complementary to the Plan, such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions may be based on needs that have been identified after the school site has begun implementation of its expanded learning program activities and has monitored and evaluated those activities using students' progress data.

PTC Madera – ELA #1	PTC Madera – ELA #2	Growth
1 – 12%	1 – 16%	**+4%**
2 - 21%	2 – 19%	**-2%**
3 – 67%	3 – 64%	**-3%**
PTC Chowchilla – ELA #1	PTC Chowchilla – ELA #2	Growth
1-10%	1- 6%	**-4%**
2– 24%	2 - 27%	**+3%**
3 – 67%	3 – 67%	**0%**
MCIA – ELA #1	MCIA – ELA #2	Growth
1 – 12%	1 – 28%	**+ 16%**
2 – 35%	2 – 26%	**-9%**
3 – 54%	3 – 46%	**-8%**
PTC Madera - Math #1	PTC Madera – Math #2	Growth
1 – 7%	1 – 8%	**+1%**
2 – 13%	2 -6%	**-7%**
3 – 80%	3 – 86%	**+6%**
PTC Chowchilla – Math #1	PTC Chowchilla #2	Growth
1 – 7%	1 – 9%	**+ 2%**
2 – 3%	2 – 9%	**+ 6%**
3 – 90%	3 – 81%	**-9%**
MCIA – Math #1	MCIA Math #2	Growth
1-8%	1-16%	**+8%**
2- 26%	2-32%	**+6%**
3 – 66%	3-53%	**-13%**

Diagnostic Results

i-Ready

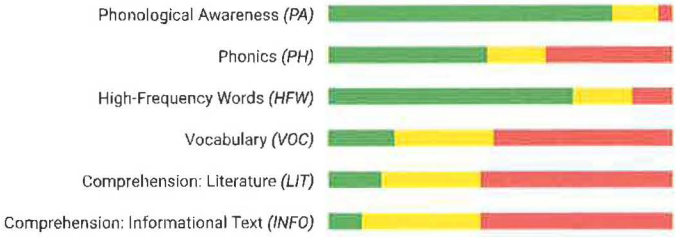
School	MCIA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **52/64**

Overall Placement

- **At Risk for Tier 3** 54%
- **Tier 2** 35%
- **Tier 1** 12%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		5/5 100
Grade 1	17%	6/8 83
Grade 2	50%	2/2 50
Grade 3		4/6 100
Grade 4	50%	4/6 50
Grade 5	17% 50%	6/6 33
Grade 6	20%	5/6 80
Grade 7	38%	8/10 63

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Diagnostic Results

i-Ready

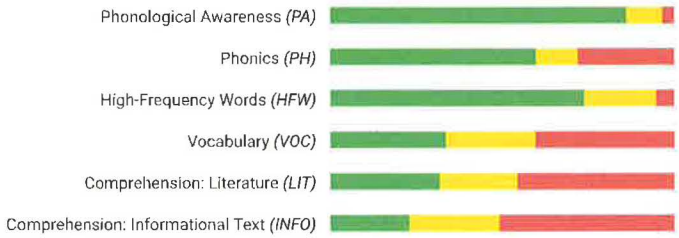
School	MCIA
Subject	Reading
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **57/64**

Overall Placement

- **At Risk for Tier 3** 46%
- **Tier 2** 26%
- **Tier 1** 28%

Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade K	40%		60	5/5
Grade 1	43%		57	7/8
Grade 2	50%		50	2/2
Grade 3	50%	17%	33	6/6
Grade 4	50%		50	6/6
Grade 5	33%	33%	33	6/6
Grade 6	20%		80	5/6
Grade 7	25%	13%	63	8/10

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Diagnostic Results

i-Ready

School	MCIA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #1
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **50/64**

Overall Placement

- **At Risk for Tier 3** 66%
- **Tier 2** 26%
- **Tier 1** 8%

Placement By Domain

Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	20%	5/5 80
Grade 1	33%	6/8 67
Grade 2	50%	2/2 50
Grade 3	25%	4/6 75
Grade 4	33%	3/6 67
Grade 5	40%	5/6 60
Grade 6		5/6 100
Grade 7	13%	8/10 88

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Diagnostic Results

i-Ready

School	MCIA
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **57/64**

Overall Placement

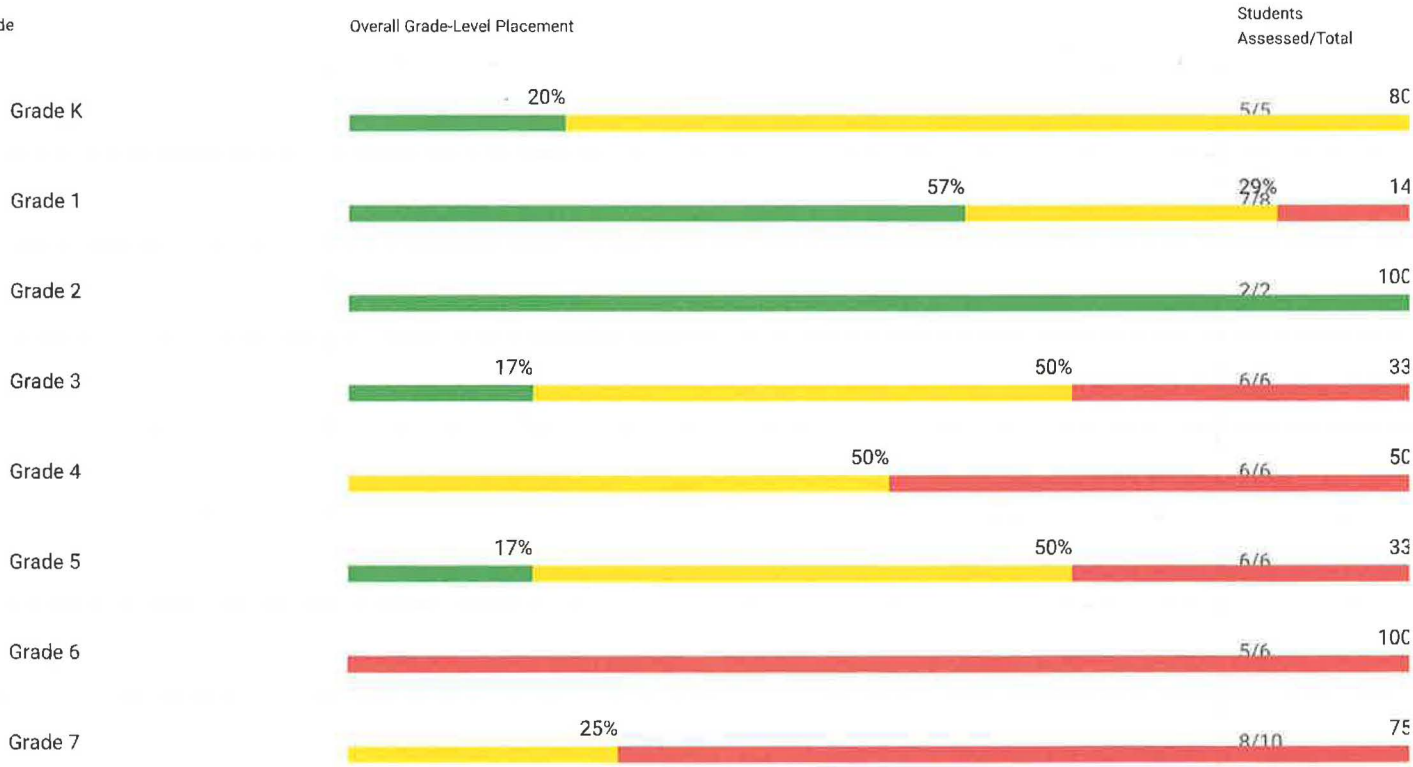
- **At Risk for Tier 3** 53%
- **Tier 2** 32%
- **Tier 1** 16%

Placement By Domain

Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9



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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools	Jessica Drake Executive Director of Student Programs & Services	jdrake@mcsos.org (559)662-4669

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Gould Educational Center services students from the nine different school districts and three Charter Schools 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.

Throughout the 2020-2021 school year, Madera County Superintendent of Schools (MCSOS) has engaged various stakeholders to discuss providing instructional support and intervention.

During the course of distance learning parents played an integral part of their child's education. Throughout the school closures due to the COVID-19 pandemic communication with families has increased greatly. The students served by MCSOS require high levels of support as they have accessed distance learning. Many teachers met weekly with parents and students to discuss student needs and progress. Each student also had a distance learning plan which was revisited with families periodically to address student needs and progress. In addition to the frequent informal meetings, each student has an annual IEP meeting in which the team comes together to review present levels, past and future goals as well as the services needed to address those goals. As appropriate students also attend their IEP as a vital member of the team. MCSOS also held multiple School Site Counsel meetings to discuss both COIVD and non-COVID related topics.

Program Directors or Administrator meetings are held at least monthly and others are scheduled as needed. Program Directors schedule regular meetings with their instructional staff regularly throughout the year as well. MCSOS has also meet with their collective bargaining units, both classified and certificated, multiple times throughout the 2020-2021 school year.

The Expanded Learning Opportunities Grant Plan was approved by the Madera County Board of Education on May 11, 2021.

A description of how students will be identified and the needs of students will be assessed.

All of the students that MCSOS serves are students with disabilities. MCSOS will also identify students who are low-income students, English learners, foster youth and homeless students based on enrollment and school records, demographic data, and staff or family input. MCSOS will identify students who have been disengaged during the COVID-19 school closure, students who may be at risk of abuse, neglect, or exploitation, student who are below grade level, including but not limited to those who are credit-deficient students, high school students at risk of not graduating, and student who may need additional social-emotional support upon returning to in-person instruction or any other students identified by certificated staff. The student identified will be given priority to receive the expanded learning programs. Program Directors or Administrators will work with their certificated staff to identified the needs of students in their various programs.

As mentioned previously, parents play a vital role in their child's IEP which outlines the present levels of student, their current and future goals as well as the services needed for the student to receive educational benefit. As partners in the educational process, parents provide additional information about their child during annual and triennial meetings. As students return to in-person learning IEP teams will be meeting to develop a student plan to address any loss of skills or lack of progress cause by the COVID-19 school closure.

In addition to measuring student progress and or lack of progress with regard to IEP team developed goals, MCSOS uses the Student Annual Needs Determination Inventory (SANDI) to assess many of the students in the moderate/severe special day classes. The SANDI is and assessment that has been specifically designed to assess students with intellectual disabilities. Using the SANDI teachers are able to identify areas of strength and need, which are aligned to the current state standards and supports the development

of IEP goals and objectives. During the 2020-2021 school year teachers attended additional SANDI training to enhance their knowledge of the assessment so they are better able to utilize the program in assessing the needs of their students. For the students MCSOS serves who do not have significant cognitive delays, MCSOS plans to utilizing many different measures to assess student learning loss and regression. To assess academic learning loss, MCSOS will utilize an online curriculum, such as I-Ready and Reading A to Z, which have embedded assessments that produce reports for learning levels and instructional levels and scale the learning bands based on the students independent and instructional levels. Some classes will also use a simplified ACES, Adverse Childhood Experiences, screening to flag any larger traumatic events that may require more intensive counseling services and interventions.

Classrooms will also be collecting anecdotal data specific to student needs. Observational data is especially helpful when a student a behavioral concern. If the student elopes from class, data is taken on what time of date the elopement occurs and what the class was doing when the student eloped from class. The observational data also allows staff to see where students are challenged; especially in the area of social/emotional regulation. This data is then analyzed and the IEP team looks for trends and possibly works with the behavior specialist on how to address this issue with the student.

MCSOS provides services to student with an emotional disturbance and social-emotional supports are built into the foundation of the program. Classroom teachers work closely with school psychologists and counselors to assess and meet the needs of their students. The need for social-emotional support as students return to campus is a priority for MCSOS, recently Second Step curriculum has been purchased to provide additional tools to teachers as they try to meet the growing needs of their students. MCSOS also plans to provide additional teacher training to support the use of the new Second Step materials.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

As mentioned above all of the students served by MCSOS under the Gould Educational Center CDS code are identified as students with a disability and IEP teams will be discussing student progress during the COVID-19 school closure and the impact it has had on the student. IEP teams will also be discussing an individualized plan to address any learning loss or lack of progress. Students identified as low-income students, English learners, foster youth and homeless students, disengaged during the COVID-19 school closure and student who may need additional social-emotional support. The student identified will be given priority to participate in the various expanded learning opportunity programs being offered. MCSOS communicates with families on a regular basis and has worked diligently to maintain open and frequent communication through out the COVID-19 school closure. Communication will continue via phone calls, emails, traditional mailings, and if need home visits. MCSOS also has plans to begin the implementation of Parent Square organization wide in the very near future.

A description of the LEA’s plan to provide supplemental instruction and support.

The supplemental instruction and support will be prioritized for students who have been identified as low-income students, English learners, foster youth and homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged during the COVID-19 school closure, students who are below grade level, credit-deficient student, high school students at risk of not

graduating, and student who may need additional social-emotional support. MCSOS will continue to offer an extended school year for students as mandated in a students IEP at the conclusion of the 2020-2021 school year. The expanded learning opportunities plan will include, but may not be limited to the follow instruction and support strategies. Again, the students MCSOS serves are students with moderate to severe disabilities and the supplemental instruction and support will need to be individualized to meet the student's unique needs and circumstances.

Additional supplemental instructional days for staff, both certificated and classified, and students would be considered. Possibly prior to the start of the traditional 2021-2022 school year students will return to school for half days. The priority for this additional time is to assess current student levels and needs, provide additional support and instruction as well as formulate plans for individual students to address specific needs and goals outlined in the students' IEP. In the afternoons staff would engage in professional development and training on various strategies, including engaging students and families in addressing students' social-emotional health and academic needs.

In addition to the half days for teacher training and professional development, optional Saturday trainings may be offered to both certificated and classified staff. Training topics may include a variety of topics including strategies to engage students and families in addressing students' social-emotional and academic needs. Trainings may vary between the various programs offered by MCSOS.

MCSOS also has plans to contract with temporary itinerant Student Support Specialists to provide additional services for students above and beyond what it written into their IEP to address student learning loss in various areas such as language delay support and both gross and fine motor support. Additional temporary itinerant Student Support Specialists may be contracted with to provide integrated student support to address other barriers such as behavioral concerns and social-emotional supports to identified students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[$ 257,706.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[$ 0.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[$ 175,000.00]	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[$ 165,000.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[$ 95,000.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[$ 692,706.00.00]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Other federal Elementary and Secondary School Emergency Relief Funds (ESSER) will be used to supplement, and not supplant, the activities outlined in the Expanded Learning Opportunities Grant Plan. They may be used to provided additional services or supports not listed in the ELO Plan. These additional services and supports would compliment those in the ELO Plan and provide additional support to students and staff. MCSOS will continue to monitor and evaluate the implementation of the ELO Plan and its impact on student progress and make adjustments as needed and appropriate. ESSER funds may be used to fund expanded activities or adjustments as appropriate.