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

5.4

BOARD OF EDUCATION ACTION ITEM

June 12, 2018

Topic:
Public hearing for the Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

Background:
The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Pioneer Technical Center (PTC) will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members. The public hearing is one step in this process in the development and implementation of the LCAP.

Financial Impact:
See attached LCAP budget pages

Resource:
James Sargent
Chief Career Technical and
Alternative Education Services Officer

Recommendation:
No action required at this time.

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Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pioneer Technical Center	Brett Salinas	bsalinas@mcsos.org
	Principal	559-662-4636

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pioneer Technical Center (PTC) is a unique charter school, authorized by Madera County Office of Education, and serves high school students in grades 9 through 12. The school, located in the city of Madera, has maintained its accreditation by the Western Association of Schools and Colleges since its first year of operation. A second site opened in August 2014 in the city of Chowchilla and currently has an enrollment of 70 students. The student body at PTC and PTC Chowchilla consists of seat-time, blended learning model, and independent study. This approach allows for the incorporation of instruction in core academic courses and a choice of an occupational program in one of two career strands. Career Technical Education programs in Child Development and Construction Trades are a key part of the program to engage students.

PTC and PTC Chowchilla serve a high-risk student population traditionally enrolled in programs provided by Madera County Superintendent of Schools. While the program is open to all students, the target population consists of educationally disadvantaged students, many of whom are behind in credits, not progressing academically on a traditional campus, have dropped out of school or are not expected to graduate with their class. We graduate approximately 98% of the students who enter PTC, with many being 5th year seniors. Attendance is the key to success; prior to enrolling at PTC, these students would go to school about 50% of the time. PTC's attendance is approximately 84%.

PTC opened its doors in 2002 with 24 students and currently enrolls 170 students, approximately 36% of whom are English Learners with Spanish being their first language. Based on the 2016-2017 data, the

student body is 90% Hispanic, 5% White, and 5% African American and Native American. The majority of the families are in the “low socio-economic” subgroup, as 95% of our families qualify for the National Lunch Program. Approximately 9% of PTC students have identified special needs. The vast majority of these students enter the program with existing Individual Education Plans (IEPs) from other districts. Service delivery models include one on one instruction, small group, and whole classroom instruction utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented to benefit all student groups, including those specifically identified in this document.

During the 2014-2015 school year, PTC had their 3-year WASC review as a follow up to the 6-year accreditation. PTC received outstanding feedback on their progress and continued action plan from the WASC review. PTC was the recipient of the California Schools Board Association Golden Bell Award for Invigorating High School. PTC continues to focus on diverse students who have not succeeded elsewhere. Many of our graduates have gone on to college, vocational schools, and are working in relevant careers.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Pioneer Technical Center LCAP focuses on three major goals:

1. PTC students will achieve higher levels of learning to prepare them to be college and career ready. A focus will be on professional development for staff, support to EL students and a review of curriculum to address the needs of the MCIA students.
2. PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment. MCIA will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.
3. PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

As an alternative school, Pioneer Technical Center does not receive scores on the California Dashboard, however, school wide CAASPP scores are used to monitor the academic performance of

students.

Overall ELA scores at level 2 (nearly met standards) improved from 37% to 39%. While this is low in comparison to comprehensive schools PTC scores in ELA were comparable to alternative schools in the region that served similar populations. In ELA, the 2017 PTC scores in level 2 and level 3 were in the top half of all comparison schools (5 out of 11). In Math, the level 2 scores were in the top half of comparison schools (4 out of 11). PTC will make improving scores in ELA and Math a focus through a new blended model of instruction at the Madera campus (Goal 1 Action)

A second area of progress was increased progress toward the reclassification of EL students. Although no students were reclassified this year, there were four students reclassified the prior year. Not having an additional assessment to meet the state criteria for reclassification has been major reason for not reclassifying EL students. This has resulted in our researching an alternative assessment that is used by similar schools to support the needs of our EL students and anticipate having it in place for the 2018-2019 school year. Pioneer Technical Center still has many long term English Learners (LTELs), who have previously demonstrated proficient language abilities on the CELDT, and if they demonstrate the same proficiency on the English Language Proficiency Assessments (ELPAC) for California will qualify with for reclassification, using the new assessment. There was also progress in increasing the number of professional development opportunities focused on strategies and standards for EL students.

A third area of progress was PTC continued to maintain its high graduation rate for students. Many of whom came to PTC behind on credits.

Lastly, PTC offered a strong career technical education pathway in building trades with participation in manufacturing day, solar panel installation, career skills competitions, career tech expo, apprenticeship day, and job placement. Meanwhile, students in Child Development and Careers in Education pathways gained valuable work experience in classrooms in elementary schools in Madera.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While PTC does not receive CASSPP scores on the dashboard, the staff did review individual state testing scores and identified the need for improvement on core academic performance.
Overall the ELA scores at level 3 (met standards) dropped from 14% in 2016 to 8% in 2017. English Leaners dropped in level 2 (nearly met standards) from 17% in 2016 to 7.14% in 2017. In Math the scores for all students scoring at level 2 dropped from 10% in 2016 to 6% in 2017. No PTC students met standards in Math in either 2016 or 2017. These are areas of the greatest need. To address this in 2018-19 PTC will adopt a new blended learning model to address core academic needs and better individualize the instruction and intervention Goal 1: Action 8

In order to increase reclassification of EL students, there is a need to continue to improve services,

rewrite the EL Master Plan, and implement an additional assessment that will meet the criteria for reclassification in conjunction with the ELPAC. To address this PTC will implement assessment Goal 1: Action 2

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is an achievement gap between the students at PTC and the county averages for academic performance.

There are also gaps between several of the groups of students. The EL students at PTC scored lower than other similar groups of students. To address this a teacher was placed on special assignment to focus on curriculum, testing, and other identified needs Goal 1: Action 2

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

PTC is committed to providing a personal educational experience and a smaller learning environment with a low teacher to student ratio. Academic supports will also include opportunities for independent study and credit recovery to help students who are behind on credits to graduate. PTC provides individual academic advising and students have access to an academic counselor with a very low counselor to student case load. Students at PTC also have options to take online classes, credit recovery, and/or summer school in order to earn additional credits towards graduation.

PTC has been dependent on the services provided by the designated teacher on special assignment to provide assistance in meeting the needs of English Learners, but will greatly benefit from the EL coordinator that was recently hired. PTC also accessed training and support services from ELA, EL, and Math consultants from Madera County Superintendent of Schools to address additional needs in the 2017-18 school year.

A strong support program exists for foster youth, which includes a designated PPS counselor who provides academic counseling and oversees workshops, career exploration, transportation, and child care options, as well as being a liaison with public health services.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$859,633

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$442,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Not all Charter Fund expenditures are included in the LCAP, such as Fiscal Services, oversight fees, STRS On-Behalf, Contracted Services, Administrative Services and the majority of Facility related expenses. These expenses make up the difference of $417,100

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$361,985

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: PTC students will achieve higher levels of learning to prepare them to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Metrics/Indicators: The majority of 11th and 12th graders at PTC will successfully complete a CTE course. 80% of 11th and 12th graders will complete a CTE course	85% percent of 11th and 12th graders were enrolled in a CTE course and 72% percent completed a CTE course. Factors, such as chronic absenteeism, incarceration, and failing grades, negatively impacted the percentage of students that completed a CTE course. In addition, one CTE course, Criminal Justice, was offered only during the first semester, since the teacher found employment elsewhere and the position was not filled.
Metrics/Indicators: Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate. Establish baseline through graduation rate.	Online courses and textbooks were used by students to recover 52.5 credits through credit recovery. In addition, several students earned additional credits by enrolling in an additional course after school.
Metrics/Indicators: We will increase the number of EL students reclassified. To reclassify 20% of eligible EL students	Since we do not have CELDT scores for the current year, we did not reclassify any EL students. We administered the English Language Proficiency Assessments for California in the spring, and need the results to be able to reclassify students. The EL Master Plan needs to be updated to include additional assessments required by CDE to reclassify students.
Metrics/Indicators: All teachers will continue to access professional development through PTC, MCOE, or other school agencies. Maintain the number of teachers accessing professional development	All teachers received 4 days of professional development in the areas of common core, English Language Development, and effective teaching strategies. Most teachers accessed professional development in CTE and content areas.

Expected	Actual
Metrics/Indicators: Increase student performance on the CAASPP ELA assessment. Increase the number of students achieving a score of standard met or higher by 2%	In 2015-16, 14 percent of students met standard and 37% nearly met standard. In 2016-17, only 8 percent met standard and 39% nearly met standard. As a result there was a decline in percent of students meeting standard and a small increase in students nearly meeting standard
Metrics/Indicators: Increase student performance on the CAASPP Math assessment. Increase the number of students achieving a score of standard met or higher by 2%	In 2015-16, zero percent of students met standard, and 10 percent nearly met standard. In 2016-17, zero percent of students met standard and 6 percent nearly met standard. As a result there was no increase in students meeting standard and a small decline in students nearly meeting standard.
Metrics/Indicators: Increase student performance on the CAASPP ELA and Math assessment for EL students. Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	In 2015-16, no EL students "met" standard and 17 percent of students "nearly met" standard in ELA, while no students "met" of "nearly met" standard in math. In 2016-17, no students "met" standard and 7 percent "nearly met" standard in ELA. In math, the results were the same as the previous year.
Metrics/Indicators: All students will receive standards based instruction and instructional materials. Maintain the number of students receiving standards based instruction and instructional materials	All curriculum is standards based, and additional resources are aligned with standards.

Expected	Actual
Metrics/Indicators: All student will be taught by appropriately credentialed teachers. Maintain the number of students being taught by appropriately credentialed teachers	All teachers employed are appropriately credentialed.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will offer a CTE program with relevant pathways in Criminal Justice, Construction and Child Development and elective courses that help prepare students with career and life skills. A new CTE building will be completed in 2017-18 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career	PTC offered Career Technical Education courses in Criminal Justice, Child Development, Careers in Education and Construction Technology. Although Criminal Justice was offered in the fall semester it was not offered in the second semester as there was no instructor. Child Development maintained a network with two local elementary schools to provide authentic work	1.1 $198,700 LCFF Base Salaries & Benefits (Inc in 1.6)	1.1 $196,123 LCFF Base Salaries & Benefits ($166407 Inc in 1.7)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
pathways.	experiences in a classroom setting. Construction Technology continued its partnership with GRID Alternative to provide real world work experience in solar instillation. They also participated in the ROP Careers Skills Challenge, apprenticeship day, manufacturing day, as well as working in the shop three days every week. Our CTE programs continued to provide work experience opportunities to all eligible students in the areas of Construction Technology and Child Development; provide learning expeditions and guest speakers to explore potential career paths, and collaborate with community agencies to provide opportunities for students to engage in career/tech.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will provide support for EL students. Professional development in best practices will be provided to all staff. An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students. A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	Professional development in English Language Development was provided to all teachers. MCSOS recently hired a program director who will oversee the creation and update of the existing EL Master Plan, however much of that work will continue into 2018-19. PTC staff researched various assessments and explored assessments utilized by surrounding districts to include in the criteria for reclassifying students.	1.2 $21,847 LCFF Sup & Con Salaries & Benefits Services	1.2 $28,000 LCFF Sup & Con Salaries & Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	Restrictions imposed by instructional minutes did not allow all teachers time as anticipated to meet to collaborate. A small group of teachers worked with a teacher on special assignment to analyze data. Data highlighted the need focus on culture and increase instructional supports for English Learners.	1.3 $13,200 LCFF Base Salaries & Benefits	1.3 $5,401 LCFF Base Salaries & Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students	All teachers received 4 days of professional development in the areas of common core, English Language Development, and effective teaching strategies. Most teachers accessed professional development in CTE and content areas. During the first semester, there were not opportunities to meet, as instructional minutes did not allow for reduced days. Three inservice days and a reduced day were used to provide professional development to all teachers.	1.4 $30,458 $8,749 LCFF Base Salaries & Benefits Services	1.4 $30,458 $8,749 LCFF Base Salaries & Benefits Services

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Administration and staff will review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning.	MCSOS continued to purchase, upgrade, replace technology to provide access to 21st century and career technical skills. Teachers were provided with technical support and coaching to ensure appropriate use of technology to maximize instructional opportunities and academic achievement.	1.5 $7100 $20000 LCFF Base Salaries & Benefits Supplies	1.5 $5,233 $14,871 LCFF Base Salaries & Benefits Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.	Counseling staff met regularly with students to ensure progress toward graduation. Presentations to parents by academic counselors provided updates on students' progress and keep them informed of opportunities and deadlines. In addition, counseling staff worked closely with the local community college to facilitate orientation and registration process.	1.6 $119,600 LCFF Sup & Conc (83,700) LCFF Base (35,900) Supplies & Benefits	1.6 $77,132 LCFF Sup & Conc (51,469) LCFF Base (25,663) Supplies & Benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will continue to recruit and retain credentialed teachers & maintain low student ratios.	PTC is staffed to meet the needs of students in small classes. The teacher to student ratio is 1:13.	1.7 $1,110,100 LCFF Sup & Conc (538,600) LCFF Base (571,500)	1.7 $812,869 LCFF Sup & Conc (394,408) LCFF Base (418,461)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pioneer Technical Center students were provided an academic program that addressed needs in Career Technical Education and College and Career readiness. The Career Technical Education seat-time program included classes in Child Development, Criminal Justice, and Building Trades. In addition, Career Technical Education courses were offered through the use of Odysseyware (on-line curriculum). The core curriculum classes were based on Common Core curriculum and included the use of technology through Chromebooks and/or iPads in the classroom. With the new language proficiency assessment (ELPAC) staff received training and shared increased language demands with all staff to ensure that language supports were incorporated daily and across curriculum. A designated teacher on special assignment along with staff from MCSOS collaborated with administration to provide professional development on technology, teaching strategies, Common Core Standards, and EL Strategies to the staff throughout the school year. Tutoring was offered through out the day as needed in ELA and Math and credit recovery options were offered for students who were behind in credits. Student success was supported with academic counseling, college visits, athletic competitions and other extended learning opportunities. Multiple programs were offered to support foster youth and homeless students through a designated foster youth counselor and in collaboration with behavioral health services. Additionally, staff was encouraged and supported to access professional development to improve their teaching strategies and methods.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although no students were reclassified this year, there were four students reclassified the prior year. Not having an additional assessment to meet the state criteria for reclassification was the major reason for not reclassifying EL students. This has resulted in researching an alternative assessment that is used by similar schools to support the needs of our EL students and anticipate having it in place for the 2018-2019 school year.
As an alternative education school, PTC is not measured by the State Indicators on the California School Dashboard. However, the California Academic Assessment (CAASPP) results demonstrated a need for academic improvement in the core areas. In ELA 17% of students scored proficient and in math, no students scored at the proficient level, while only 6% scored nearly proficient.
Overall, the PTC graduation rates remained stable. PTC also used multiple strategies to increase the percentage of seat time for students. The CTE

students participated in manufacturing day activities, apprenticeship day, Career Tech Expo, and a collaboration with GRID for installation of solar panels,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures compared to Budgeted Expenditures are anticipated to be lower than budgeted. This is primarily due to staffing changes and adjustment to the new campus and student enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2017-18 PTC moved to a new facility that provided an improved learning environment. During the year, ground broke for the new Career Technology Education building, which will house the PTC CTE programs in 2018-19. Goal 1: Action 1

Due to declining enrollment and loss of teacher the Criminal Justice CTE class was only offered for one semester

After evaluation of academic outcomes and instructional practices the PTC program will transition to a blended independent study program in 2018-19. Goal 1: Action 8

Based on enrollment and outcomes for independent study CTE needs, all independent study students will be housed at PTC and have access to CTE pathways

Goal 2

Goal 2: PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: PTC will provide transportation to students who qualify for MUSD bussing or local public transportation. Maintain or increase the number of students that are provided transportation.	MCSOS contracted with the local school district to provide bus transportation to all eligible students. In addition, tickets for public transportation will be provided to students as needed.

Expected	Actual
Metrics/Indicators: All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services. Maintain 100% of students receiving counseling services	All students were provided counseling services. The school psychologist met with pregnant and parenting teens to ensure the academic and emotional needs of the parent and child are being addressed. Referrals to appropriate agencies were made and child care services/expenses were provided. Through the services provided by the Foster/Homeless Liaison, qualified students will receive counseling and efforts were made to meet the needs of the students.
Metrics/Indicators: PTC will conduct 4 Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year. Maintain or increase the number of PBIS boosters and/or assemblies	PTC conducted 4 PBIS boosters/ assemblies during the school year.
Metrics/Indicators: Update and maintain the annual facilities inspection and repairs. Good Repair	Facilities inspection report was completed with necessary repairs, and report is maintained by MCSOS. The overall rating of the Facilities Inspections Tool is 98, "Good Repair."
Metrics/Indicators: PTC will reduce the total number of suspensions in the seat-time and blended programs. Decrease the number of students suspended out of the seat-time and blended programs by .5%	Since PTC is the school for expelled students, behavioral issues are a big concern. Suspension rates for 2016-17 were 7% for the seat time program, while blended program maintained their low suspension rate. The seat-time percentage for the seat time program decreased by 3.6%, going from 83.7% to 80.1%.

Expected	Actual
Metrics/Indicators: PTC will reduce the number of students who are identified as chronic absenteeism Establish Baseline	DataQuest first released data in 2016-17 and PTC has a 56 percent chronic absenteeism rate.
Metrics/Indicators: PTC will conduct an annual climate survey to meet local indicator Meet local indicator	PTC conducted a parent and student surveys and met state and local indicators posted on the dashboard.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation.	There were many opportunities for students to learn beyond the classroom, including athletic events. Through the career technical education classes, students gained hands-on experiences in real world settings. Field trips to local community colleges and universities provided students with alternatives to entering the workforce after graduation. These extended learning opportunities had a positive effect on students and staff.	2.1 $10,000 LCFF Sup & Con Services & Supplies	2.1 $3,628 LCFF Sup & Con Services & Supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school. Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.	MCSOS contracted with the local school district to provide bus transportation to all eligible students. In addition, tickets for public transportation were provided to students as needed.	2.2 $14,000 LCFF Base ($12,000) LCFF Sup & Con ($2000) Services	2.2 $5,640 LCFF Base ($4,834) LCFF Sup & Con ($806) Services

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students' emotional well-being.	The school psychologist met with pregnant and parenting teens to ensure the academic and emotional needs of the parent and child were being addressed. Referrals to appropriate agencies were made and child care services/expenses were provided. Through the services provided by the Foster/Homeless Liaison, qualified students will received counseling and efforts were made to meet the needs of the students. Established working relationships with the public health department support providers allowed for pregnant and parenting teens to receive services beyond the scope of the school setting. In addition, an office was provided for health department personnel to meet with students as needed.	2.3 $21,000 $500 LCFF Base ($17,200) LCFF Sup & Conc ($4200) ($3400 inc in 1.6) Salaries & Benefits Supplies	2.3 $17,518 $0 LCFF Base ($15,028) LCFF Sup & Conc ($2489) ($2489 inc in 1.6) Salaries & Benefits Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.	PTC coordinated with behavioral health, drug and alcohol counseling, and school psychologist to provide counseling services to students in need. The probation department provided needed referrals to students.	2.4 $74,700 LCFF Base ($17,200) (Inc in 2.3) LCFF Sup & Con ($57,500) (Inc in 1.6) Salaries & Benefits	2.4 $53,050 LCFF Base ($12,152) (Inc in 2.3) LCFF Sup & Con ($40,898) (Inc in 1.6) Salaries & Benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will conduct a minimum of 4 PBIS boosters/assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents will be invited to see their child get recognized.	PTC conducted 4 PBIS boosters/ assemblies during the school year. Students were recognized for attendance, behavior, academic achievement, participation in extra-curricular activities and work in CTE opportunities.	2.5 $7500 LCFF Base Services & Supplies	2.5 $3,718 LCFF Base Services & Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will provide and maintain a safe, clean, and quality learning facility for students and staff.	MCSOS facilities manager completed an inspection report and completed any needed repairs. A copy of the report is on file and the findings on the report are "Good Repair" (98).	2.6 $50,100 LCFF Base ($25,800) LCFF Sup & Con ($24,300) Salaries & Benefits	2.6 $33,950 LCFF Base ($17,477) LCFF Sup & Con ($16,473) Salaries & Benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC staff will provide supervision and oversight that creates a safe and secure learning environment for students.	The small student to teacher ratio of 13 to 1, allowed for staff to be aware of potential issues between students. Staff was visible during passing time, break, lunch, before and after school.	2.7 $40,200 LCFF Base Salaries & Benefits	2.7 $40.200 LCFF Base (Inc in 1.7) Salaries & Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The staff at PTC provided many programs to promote a committed, caring, and connected environment for students. Services for homeless and foster youth are provided in numerous areas, under the direction of administration, a school counselor (PPS) who also serves as the county liaison for foster youth students and regional activities. PTC has a trained counseling staff, with a full counselor committed to PTC for three days a week and a designated school counselor for foster youth students.

The school has bus services for transportation in an agreement with Madera Unified school district and tickets for local public transportation to make sure students have safe access to and from school. School staff work closely with Madera County Juvenile Probation department to collaborate with support for students on probation. In addition, the staff offer many extended learning opportunities to engage students in school; activities include field trips, athletic events, regional workshops, and college visits.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The educational program was supported by a safe and clean school environment. The campus has outstanding classrooms, including new science and math classrooms. All classes and grounds were kept in good repair. All classrooms were equipped with projectors and internet and computer access for al students.

The number of teens that are pregnant or parenting at PTC is less than previous years, and consequently had only 4 students attend the Pregnant and Parenting Teen Conference, and some of the students in the leadership class assisted the organizers in carrying out various tasks. In addition, students in the leadership class volunteered to help at the prom held by the Special Education Services. Students from the ROP Construction class also supported the preparation for this prom by making some of the props and decorations that were used. Leadership students also demonstrated

responsibility and leadership qualities in taking the lead with the schoolwide recycling effort, planning and organizing PBIS booster events, and presenting information on Human Trafficking to all PTC students. PTC has 31 students on probation, and regularly works with probation officers to maintain effective communication and address concerns of probation youth that negatively affect their learning. In Chowchilla, staff utilizes their weekly resource day to support student learning needs. This protected time ensures that schoolwide efforts are implemented and modified as necessary to increase student performance and foster strong relationships among staff and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures compared to Budgeted Expenditures are anticipated to be lower than originally budgeted. This change is mainly due to staffing changes, unfilled positions, and adjustment to the new campus and student population.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based upon the needs of the program the Construction CTE program will move to new facility in 2019

Goal 3

Goal 3: PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Teachers and staff will maintain a call log for communication with parents/families. Create a call log and implement school-wide with all staff	A call log was created but not implemented or maintained by all teachers.
Metrics/Indicators: Parents will be invited to attend more school events by mailers and personal phone calls home. Maintain or increase the number of school events for parents to attend	Parents were informed of events through multiple methods. Number of events was increased.

Expected	Actual
Metrics/Indicators: Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains. Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Although teachers and staff made positive phone calls home, a call log was not maintained. Teachers regularly called home to share positive behaviors, academic achievements, and at times to discuss behaviors that were concerning and negatively affected learning and performance of the students. In order to reduce student absences, staff called daily and early to follow up on students that were absent during first period. Many parents expressed gratitude for these phone calls, as they were unaware that their child was absent that day.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through personal phone calls home, an updated and maintained website, home visits, and regular progress reports and semester report cards.	Parents of regular and special education students were kept informed on student progress in home language. There were daily phone calls made to parents regarding attendance. The MCSOS website along with the PTC website were recently updated and are now ADA compliant. Progress reports were sent out every 6 weeks as well as semester report cards.Teachers regularly provide students with a print out of their grades and missing assignments and bilingual services were available at meetings, including all IEPs	3.1 $50,700 LCFF Base Salaries & Benefits (Inc in 1.6)	3.1 $25,664 LCFF Base Salaries & Benefits (Inc in 1.6)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Parent education and engagement will be accomplished with seminars, open house, and ongoing family events.	Parent engagement activities were aimed at increasing parent involvement for the families of unduplicated students. PTC held an open house to provide parents opportunities to tour the campus and interact with their student's teachers. The counseling department provided workshops to help parents understand graduation requirements, and provide information about opportunities for students after high school, including vocational choices and post -secondary education.. In order to increase parent and family participation, Blackboard Connect was used to ensure all families were called and aware of the various events at school. Mailers were used in conjunction with the phone calls for a variety of events.	3.2 $14,800 $5,000 $2,000 LCFF Base Salaries & Benefits (Inc in 1.6) Supplies Services	3.2 $14,800 $2,344 $875 LCFF Base Salaries & Benefits (Inc in 1.6) Supplies Services

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.	PTC conducted a schoolwide parent survey and provided many opportunities for parents to participate. Before the survey was available, a mailer was sent home to inform the parents of the survey and provide options for completing and submitting the survey.In order to ensure maximum participation, surveys were sent home, a link to the survey was provided, and the surveys were also available in Spanish. If parents elected to access the survey online, school staff and computers were available to facilitate the completion of the survey. The school site council allowed and encouraged parent participation. Parents were invited to attend open house, School Site Counsel meetings, School board Meetings, student enrollment, IEP, 504, and SST meetings. In addition, parents were invited to informational meetings conducted by academic	3.3 $2900 LCFF Base Salaries & Benefits (Inc in 1.6)	3.3 $2104 LCFF Base Salaries & Benefits (Inc in 1.6)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	counseling. Bilingual service was available at all meetings.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Communication with parents was provided to parents of all students, including Special Education students and English Learners. PTC provided many ways of communication with parents, including daily calls, use of website and sending of progress reports and information about academic performance.

PTC held an open house, the counseling department provided workshops to help parents understand graduation requirements, and provide information about opportunities for students after high school, including vocational choices and post -secondary education.

PTC conducted a school wide parent survey and provided many opportunities for parents to participate, including making it available in Spanish. The school site council allowed opportunity for parent participation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Improving the communication with and involvement of parents of unduplicated pupils was a priority for PTC. Parent participation in climate survey was high and communication with parents helped to increase student attendance.
Although parent participation remains a challenge, MCIA did see increase in parent activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures compared to Budgeted Expenditures are anticipated to be lower than originally budgeted. This change is mainly due to staffing changes, unfilled positions, and adjustment to the new campus and student population.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process for the 2018-19 LCAP occurred throughout the 2017-18 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration.
Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2017-18 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services Division (CAES).
Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:
1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives were held. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent input. A MCSOS staff stakeholder meeting was held May 31, 2018.
2. Parents and students were given a survey during the Fall semester to provide input on school climate and student services.
3. Parents were provided opportunities for input at each site's Open House Events and Parent Appreciation events
4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met for one hour each week throughout the year. PTC staff meetings were held on minimum days on November 13, December 4, January 22, February 5, March 5, April 2 and April 30. Meetings for staff in the Cadet Academy and Juvenile Hall were held on reduced days.

5. School Site Council Meetings were held at all sites and Site Plans were approved.
6. CAES counseling staff met twice a month with staff of the Madera Unified Alterative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at risk students.
7. CASES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.
8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.
9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools on July 11 and September 12, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Correctional Camp on November 14, the approval of the California Dashboard local indicator parent and student survey results on November 14, the presentation of student performance State data (CAASPP, absenteeism, suspensions and expulsions) on December 12, the approval of the Student Accountability Report Cards (SARC) on January 9, the renewal of the Madera County Independent Academy Charter on March 13, and the presentation of the triennial Countywide Plan for Expelled Youth on April 10.
10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement
11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
12. Student Leadership organizations at Pioneer Technical Center and Madera County Independent Academy provided input to school administration.
13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.
14. The MCIA and PTC WASC review process was coordinated with LCAP development and provided staff opportunity for input in preparation for visits.

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A Public Hearing for MCSOS's LCAP and budget was an agenda item for MCSOS's Board of Education meeting on June 12, 2018. Notice of the Public Hearing was published in the Madera Tribune. Any necessary revisions to the PTC draft LCAP will be made based upon public comment, parent input, or board of education response. Final adoption of the LCAP is scheduled for June 27, 2018, at the MCSOS Board of Education Meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2018-19 LCAP:
• There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. A high level of interest in CTE programs was expressed by students attending MCIA. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post-secondary opportunities. Increased CTE opportunities will be available for Independent Study students.
• Students have shown a high level of interest in seat time elective classes as part of their independent study program and more electives will be added.
• Parents have expressed strong support for the additional time independent students can spend at school working on their school work. CAES will be developing additional computer learning stations for students to use on campus.
• Professional development has been conducted on state standards. However, there continues to be a need for training in the area of strategies for EL students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.
• Additional time for teacher collaboration and coaching is needed. Common reduced days and staff meetings will be identified for these purposes. More training on use of project based learning was identified as an area of focus.
• Meaningful parent involvement continues to be an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Additional processes will be adopted to enhance positive relationships between parents and the school.
• Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current with the ever-changing world of technology.
• Feedback from WASC visiting committee indicated need to continue to develop the use of the online program for students.
• New curriculum and additional library resources are needed for instruction at juvenile hall and cadet academy
• Blended learning program support was a positive element of PTC Chowchilla and will be expanded to the PTC Madera program to provide a more flexible learning environment for students.
• Homeless youth are in need of basic necessities such as clothes, hygiene products, and access to local public transportation.
• Academic gaps in ELA and Math need to be a priority

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Goal 1: PTC students will achieve higher levels of learning to prepare them to be college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

Increased achievement in all content areas; credit recovery towards graduation and focused intervention strategies for low performing students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

The majority of 11th and 12th graders at PTC will successfully complete a CTE course.	11th and 12th graders enrolled at the start of the school year	80% of 11th and 12th graders will complete a CTE course	80% of 11th and 12th graders will complete a CTE course	80% of 11th and 12th graders will complete a CTE course
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	To be established	Establish baseline through graduation rate	Baseline for graduation will be based on new DASS (alternative schools) State graduation cohort of 1 year, unlike the 4 year cohort for comprehensive schools. 20018-19 will be a baseline year for PTC.	Increase 1 year graduation rate
We will increase the number of EL students reclassified.	4 students	To reclassify 20% of eligible EL students	To reclassify 20% of eligible EL students	To reclassify 20% of eligible EL students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will continue to access professional development through PTC, MCOE, or other school agencies.	100% of teachers receive professional development annually	Maintain the number of teachers accessing professional development	100%	100%
Increase student performance on the CAASPP ELA assessment.	2016 ELA CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of met standards to 15%	Increase the percent of students achieving a score of met standards to 15%
Increase student performance on the CAASPP Math assessment.	2016 CAASP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of met standards to 5%	Increase the percent of students achieving a score of met standards to 15%
Increase student performance on the CAASPP ELA and Math assessment for EL students.	2016 CAASP Scores	Increase the number of EL students achieving a score of standard met or higher by 2% for ELA and Math	Increase the percent of EL students achieving a score of met standards to 15% in ELA and 5% in Math	Increase the percent of EL students achieving a score of met standards to 15% in ELA and 5% in Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will receive standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials	Maintain the number of students receiving standards based instruction and instructional materials	100%	100%
All student will be taught by appropriately credentialed teachers.	100% of students are taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	100%	100%
Access to a broad course of study	Access for 100% of students	N/A	100%	100%
Broad course of study	100% of students will receive broad course of study	N/A	100%	100%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will offer a CTE program with relevant pathways in Criminal Justice, Construction and Child Development and elective courses that help prepare students with career and life skills. A new CTE building will be	PTC will offer a CTE program with relevant pathways in Construction and Child Development that help prepare students with career and life skills. A new CTE building will be completed in 2018-19 and CTE programs	Unchanged -Budget Update Only

completed in 2017-18 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways.	will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses will be offered through Odysseyware

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $198,700	1.1 $180,900	1.1 $185,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits ($158,100 Inc in 1.6)	Salaries & Benefits ($161,900 Inc in 1.6)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will provide support for EL students. Professional development in best practices will be provided to all staff. An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students. A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	PTC will provide targeted support for EL students. Professional development in best practices will be provided to all staff A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	Unchanged - Budget Update Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1.2 $57,900 $28,000	1.2 $63,200 $28,600	1.2 $64,700 $29,300
Source	LCFF Sup & Con	LCFF S&C ($16,300) Title I ($46,900) LCFF S&C	LCFF S&C ($16,700) Title I ($48,000) LCFF S&C
Budget Reference	Salaries & Benefits Services	Salaries & Benefits Services	Salaries & Benefits Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	PTC will develop teams of teachers and administrators in PLC format to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.3 $13,200	1.3 $15,400	1.3 $15,800
Source	LCFF Base	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.	PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.4 $26,800 $26,200	1.4 $52,800 $20,500 $63,600	1.4 $54,100 $21,000
Source	LCFF Base	LCFF Base LCFF Base College Readiness Grant	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries & Benefits Services	Salaries & Benefits Services Salaries & Benefits	Salaries & Benefits Services

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administration and staff will review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning.	Administration and staff will review and provide updated standards aligned curriculum to ensure that it promotes higher levels of learning including a-g offerings, and teachers are providing engaging rigorous lessons that incorporate the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning. Special focus will be on development of blended independent study program in core areas with project based learning.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.5 $7100 $20000	1.5 $7800 $20000	1.5 $8000 $20500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	Salaries & Benefits Supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services,	Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services,	Unchanged -Budget update only

tutoring, credit recovery, career technical education, and summer school programs.	tutoring, credit recovery, career technical education, and summer school programs and academic support classes in EL and Math for independent study students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.6 $119,600	1.6 $153,300	1.6 $157,100
Source	LCFF Sup & Conc (83,700) LCFF Base (35,900)	LCFF Sup & Conc (138,300) LCFF Base (15,000)	LCFF Sup & Conc (141,700) LCFF Base (15,400)
Budget Reference	Supplies & Benefits	Salaries & Benefits	Salaries & Benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will continue to recruit and retain credentialed teachers & maintain low student ratios.	PTC will continue to recruit and retain credentialed teachers & maintain low student ratios	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.7 $1,110,100	1.7 $1,819,800	

Year	2017-18	2018-19	2019-20
Source	LCFF Sup & Conc (538,600) LCFF Base (571,500)	LCFF Sup & Conc (438,800) LCFF Base (1381000)	
Budget Reference	Salaries & Benefits	Salaries & Benefits	

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
New in 18-19	PTC will provide a blended learning independent study option for students that provides support in the four core content subjects four days a week.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	1.8 $1,819,800	1.8 $1,863,400
Source	N/A	LCFF-Base $438,800 (Inc in 1.7) LCFF-S&C $1,381,000 (Inc in 1.7)	LCFF-Base $449,300 (Inc in 1.7) LCFF-S&C $1,414,100 (Inc in 1.7)
Budget Reference	N/A	Salaries & Benefits	Salaries & Benefits

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
New in 18-19	PTC will provide classroom based elective classes for independent study students in key areas such as financial literacy, leadership, art, music and other elective areas to provide a broad curriculum and teach valuable life, college preparatory and career skills.	Unchanged - Budget Update Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	1.9 $182,000	1.9 $186,400
Source	N/A	LCFF-Base $43,900 (Inc in 1.7) LCFF-S&C $138,100 (Inc in 1.7)	LCFF-Base $45,000 (Inc in 1.7) LCFF-S&C $141,400 (Inc in 1.7)
Budget Reference	N/A	Salaries & Benefits	Salaries & Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Goal 2: PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Identified Need:

Increase student engagement

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	All students that need transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.
All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.	100% of parenting teens, foster youth and/or homeless students received counseling services	Maintain 100% of students receiving counseling services	Maintain 100% of students receiving counseling services	Maintain 100% of students receiving counseling services
PTC will conduct 4 Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year.	4 PBIS assemblies were conducted	Maintain or increase the number of PBIS boosters and/or assemblies	Maintain or increase the number of PBIS boosters and/or assemblies	Maintain or increase the number of PBIS boosters and/or assemblies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Update and maintain the annual facilities inspection and repairs.	Facilities Inspection Tool (FIT); Score = Good Repair	Good Repair	Good Repair	Good Repair
PTC will reduce the total number of suspensions in the seat-time and blended programs.	6% of students were suspended out of the seat-time and blended programs	Decrease the number of students suspended out of the seat-time and blended programs by .5%	Suspension rate under 6%	Suspension rate under 6%
PTC will reduce the number of students who are identified as chronic absenteeism	Establish baseline	Establish baseline	Baseline 55.9% Reduce Chronic absenteeism to under 50%	Reduce Chronic absenteeism to under 50%
PTC will conduct an annual climate survey to meet local indicator	Conduct survey	Meet local indicator	Maintain the level of students who feel safe at school	Maintain the level of students who feel safe at school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	79% PTC Chowchilla 82.9% PTC Madera	N/A	Increase seat time to 85%	Increase seat time to 85%
Drop out rate	19%	N/A	Under 15%	Under 15%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation.	Unchanged Budget update only	Unchanged Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $10,000	2.1 $10,300	2.1 $10,500
Source	LCFF Sup & Con	LCFF Sup & Con	LCFF Sup & Con
Budget Reference	Services & Supplies	Services & Supplies	Services & Supplies

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school.	Unchanged - Budget update only	Unchanged - Budget update only

Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.2 $14,000	2.2 $24,200	2.2 $24,800
Source	LCFF Base ($12,000) LCFF Sup & Con ($2000)	LCFF Base ($24,000) LCFF Sup & Con ($200)	LCFF Base ($24,600) LCFF Sup & Con ($200)
Budget Reference	Services	Services	Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students' emotional well-being.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	2.3 $21,000 $500	2.3 $74,000 $500	2.3 $75,800 $500
Source	LCFF Base ($17,200) LCFF Sup & Conc ($4200) ($3400 inc in 1.6)	LCFF Base ($13,600) LCFF Sup & Conc ($60,400) ($7700 inc in 1.6)	LCFF Base ($13,900) LCFF Sup & Conc ($61,900) ($7900 inc in 1.6)
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	Salaries & Benefits Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.	Unchanged - Budget change only	Unchanged - Budget change only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.4 $74,700	2.4 $124,600	2.4 $127,600
Source	LCFF Base ($17,200) (Inc in 2.3) LCFF Sup & Con ($57,500) (Inc in 1.6)	LCFF Base ($13,600) (Inc in 2.3) LCFF Sup & Con ($111,000) (Inc in 1.6)	LCFF Base ($13,900) (Inc in 2.3) LCFF Sup & Con ($113,700) (Inc in 1.6)

Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

PTC will conduct a minimum of 4 PBIS boosters/assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents will be invited to see their child get recognized.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.5 $7500	2.5 $4800	2.5 $4900
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Services & Supplies	Services & Supplies	Services & Supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will provide and maintain a safe, clean, and quality learning facility for students and staff.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.6 $50,100	2.6 $54,900	2.6 $56,200

Source	LCFF Base ($25,800) LCFF Sup & Con ($24,300)	LCFF Base ($13,200) LCFF Sup & Con ($41,700)	LCFF Base ($13,500) LCFF Sup & Con ($42,700)
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
PTC staff will provide supervision and oversight that creates a safe and secure learning environment for students.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	2.7 $40,200	2.7 $11,900	2.7 $12,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Goal 3: PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Identified Need:

Increase parent engagement

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Teachers and staff will maintain a call log for communication with parents/families	Establish baseline	Create a call log and implement school-wide with all staff	100% of teachers will maintain call log	100% of teachers will maintain call log
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event in Fall Semester One event in Spring Semester	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Establish baseline	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through personal phone calls home, an updated and	PTC will provide effective communication with parents of regular and Special Education students in home language regarding school administration, activities, student progress and attendance. This	Unchanged - Budget update only

maintained website, home visits, and regular progress reports and semester report cards.	communication will occur through personal phone calls home, an updated and maintained website, home visits, and regular progress reports and semester report cards. Bilingual services for parent meetings, including IEPs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.1 $50,700	3.1 $20,300	3.1 $20,800
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent education and engagement will be accomplished with seminars, open house, and ongoing family events.	The unduplicated student population has some of the lowest rates of parent involvement To address these needs PTC will provide seminars and workshops, open house, and ongoing family events to increase opportunities for engagement.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	3.2 $14,800 $5,000 $2,000	3.2 $5,300 $4,000 $2,000	3.2 $5,400 $4,100 $2,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6) Supplies Services	Salaries & Benefits (Inc in 1.6) Supplies Services	Salaries & Benefits (Inc in 1.6) Supplies Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.	PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including the Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.3 $2900	3.3 $3400	3.3 $3500
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Imporve Services
$399,326	32.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Eighty-one percent of students at the Pioneer Technical center (PTC) qualify for Free and Reduced-Priced Meals. English Learners constitute 29 % of our population. The total percentage of Unduplicated Pupils is 81%.
Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.
Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.
We believe that segregating the students based on services is not in the best interest of our neediest students.

We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will

receive as a result of the LCAP will far exceed the required percentage.

Actions that will improve services to students:
• The use of research-based, engaging, and culturally-responsive instructional practices.
• PTC will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.
• Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
• Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
• Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

Actions that will increase services for students:
• An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students.
• Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
• Additional academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.
• Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
• School athletics will continue to be an incentive based option for student participation.
• Supplemental services to pregnant, parenting, homeless, and foster youth students.
• Additional resources will contribute to students' emotional well-being.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Imporve Services

$896,662	25.90%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Ninety-five percent of students at the Pioneer Technical center (PTC) qualify for Free and Reduced-Priced Meals. English Learners constitute 36 % of the population. The total percentage of Unduplicated Pupils is 81%.
Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.
Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.
We believe that segregating the students based on services is not in the best interest of our neediest students.

We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will receive as a result of the LCAP will far exceed the required percentage.

Actions that will improve services to students:
• The use of research-based, engaging, and culturally-responsive instructional practices.
• PTC will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.
• Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
• Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
• Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

Actions that will increase services for students:
• An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students.
• Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
• Additional academic counseling services, tutoring, credit recovery, career technical education, and summer school programs for seniors.
• Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
• School athletics will continue to be an incentive based option for student participation.
• Supplemental services to pregnant, parenting, homeless, and foster youth students.
• Additional resources will contribute to students' emotional well-being.