

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Technical Center Madera and Chowchilla	20102072030229	6/17/20	

Purpose and Description

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

Comprehensive Support and Improvement

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

SPSA Highlights - Identify and briefly summarize the key features of this year’s SPSA. The Pioneer Technical Center SPSA 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 PTC students.
2. PTC will provide resources, staff training and services to improve the social and emotional well-being of each student to provide a safe learning environment. PTC 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PTC Madera and Chowchilla communities were all given surveys in English and in Spanish. 35% percent of parents surveys were returned on 5/22/20. Key findings were: 95-96% of parents agreed that school counselors, teachers, and administration were available to meet or make contact, 96% of parents agreed that their child talks with them about his or her school, and 95% of parents agreed that the school is a safe environment for their child. 33% percent of parents reported not having access to a working computer and 25% stated they do not have Internet or WiFi access at home. 33% percent of parents also felt the curriculum was not challenging or rigorous enough for their child.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Scheduled formal observations are conducted by site principal according to teacher contract. Informal observations are conducted on a weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

California State Testing (CAASPP) and ELPAC Testing were cancelled this year by Governor Gavin Newsom due to the COVID - 19 School Closures. Local measures for student achievement include Common Formative Assessments: iReady; which includes initial diagnostics The LAS Links program was also used for our EL population to analyze Reading, Writing, Speaking and Listening skills. These diagnostics and intervention tools were put into place in the 2019-20 school year and will continue into the 2020-21 school year as well.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

LAS Links and iReady are being implemented to provide student information about areas of proficiency and improvement on an individual level. Teachers provide work to help build proficiency in improvement areas shown by student assessments. LAS Links also helps focus intervention for ELD students within the ELD class to help with skills needed for potential reclassification.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff at Pioneer Technical Center received and will continue to receive ongoing professional growth and development in many areas (Tech integration, ELA, Student-Engagement, ELD, etc.) for the 2019-20 school year. For the 2020-21 school year, the focus of PD will be on ELA and ELD instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development correlates directly to the Dashboard results of 2018-19, lack of growth in ELA (18-19% proficient) and the EL non-reclassifications for the past 3 years (2016-19) of EL students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MCSOS contracted two specific Academic Coaches for the 2018-20 school year; Mr. Kirk Delmas for ELD instruction, and Mr. Scott Ellingson for Math / Science and student engagement. Mr. Ellingson was hired as the new Principal at Pioneer Technical Center Madera on March 1st, 2020 as the former Principal, Mr. Alan Macedo, was promoted to Program Director of the Career and Alternative Educational Services division of MCSOS. As Mr. Delmas and Mr. Ellingson are both content specialists, they have changed their roles and the ELA / ELD training services will be taken over by Mrs. Danielle Ross, in ongoing and weekly staff professional growth and development for the year 2020-21.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school year 2020-21 will be divided into weekly (Fridays 7:30 - 8:45 a.m.) grade-level or content level Professional Learning Communities (PLC) for teachers to collaborate and disaggregate data to better inform and drive instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at PTC teach to the CCSS standards using a variety of curriculum. This year, PTC will focus on aligning the supplemental ELA ELD curriculum on the CCSS standards as well. All PD focus has included LCAP, WASC, SPSA and CCSS standards alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PTC is Charter School 9-12 program in Madera and 7- 12 in Chowchilla. Instructional minutes are in alignment with California Education Code minimum for credit recovery and graduation.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PTC is a Charter School 9-12 program in Madera and 7-12 in Chowchilla. Both programs allow for flexibility in students having access to intervention. The current program utilized is iReady; which includes a standards-based intervention program for students with identified subskill weaknesses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on StudySync ELA / ELD roll-out.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at PTC have availability to standards-based instructional materials appropriate to their grade level. Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on ELA / ELD.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction in the Independent Studies Program at PTC. However, there is a Blended / Seat-time (BIS) model that allows students to receive additional support, outside of the Full Independent Studies (FIS) 1-hour appointment schedules that our Independent Studies model operates. Students are allowed and encouraged to stay longer than their scheduled appointments to ensure they receive the additional supports needed to meet standards.

Evidence-based educational practices to raise student achievement

- 1) All Professional Growth and Development is based on student achievement needs / and staff input based on evidenced-based practices.
- 2) All supplemental curriculum is reviewed by the CAES Curriculum committee (formed in 2019-20) for additional curriculum purchases.
- 3) Technology integration has been coupled with ongoing group and individual supports by content specialists.
- 4) Focus on continued student achievement has not been compromised by the COVID-19 closures of 2020.
- 5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are made available with 4-5 annually scheduled Parent trainings presented by CAES Counseling Dept.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Staff and Parents received and responded to surveys given out prior to and during the COVID 19 school closures. Results were received and are included in this SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1) services provided for underperforming students include: Counseling, Teachers, Administrative support, Bilingual Services, ELD, Homeless support, Transportation, Supplies / equipment and software (Odysseyware.)

Fiscal support (EPC)

Fiscal support is provided by the Business Department from the Madera County Superintendent of Schools.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process of creating the SPSA for PTC, strategic needs assessment and stakeholder meetings were scheduled and held during the 2019-20 school year. As the SPSA is an interim place-holder for the LCAP, the goals and actions remained aligned to ensure continuity for each document / action

plan. The process started with meetings, forms and surveys from staff, students and parents. Community participation outside of the SSC meetings, was minimal. Thus, parent perspective and feedback was impossible to gauge at the mid-point of school. At the three CAES SSC meetings conducted, this process was discussed in meetings # 1 (9/12/20) and #2 (11/17/20) and #3 (1/30/20) but were unable to complete the school year with the COVID-19 pandemic, which closed schools on 3/13/20. As a result, the community was provided a survey in the student packets that were sent home during the 4th quarter. The feedback from these parent surveys = 28% for the PTC Madera school site and 50% for the PTC Chowchilla Site, with a 35% return rate overall for the CAES division. This information (see attachments) was invaluable in providing feedback for us to completing this document, without current data / results from SBAC / CAASPP / ELPAC testing 2019-20. Therefore, we were able to continue this process to the best of our ability, considering the current COVID-19 situation. The 2020-21 SPSA was presented and submitted for approval in a virtual CAES ZOOM SSC "Special Meeting #4" - which was held on Wednesday, 6/17/20 and a Special ELAC Zoom Meeting #5, held in Spanish. All SPSAs (MCIA, Endeavor / Voyager and PTC Madera and Chowchilla) were all approved by the CAES SSC meeting in preparation of the MCSOS Board Meeting for Approval in August 2020.

Resource Inequities

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

Based on the feedback provided from stakeholders, potential resource inequities include the following:

- 1) Access to Social / Emotional Support (School Psychologist is at 3 sites)
- 2) Access to Internet / technology at home (as shared by parent survey results)
- 3) Sharing of iReady Diagnostic / Assessment results / data with families (survey indicator)
- 4) Increase in rigor / relevance and challenging assignment (providing supplemental curriculum)
- 5) More College and Career Readiness (Emphasis past graduation from high school)
- 6) Adding potentially new Career and Technical pathways for students (Survey results)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.61%	1.12%	0.86%	1	4	3
African American	2.45%	1.96%	2.02%	4	7	7
Asian	%	0.84%	1.44%		3	5
Filipino	%	%	0.29%			1
Hispanic/Latino	79.14%	73.18%	65.99%	129	262	229
Pacific Islander	%	%	0%			0
White	13.50%	11.17%	16.14%	22	40	56
Multiple/No Response	3.07%	9.78%	1.73%	5	35	40
Total Enrollment				163	358	347

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5	2	1	
Grade 6	1	5	
Grade 7	1		5
Grade 8	8	3	3
Grade 9	9	30	97
Grade 10	32	59	103
Grade 11	38	102	95
Grade 12	72	158	44
Total Enrollment	163	358	347

Conclusions based on this data:

1. We serve a diverse population that is primarily Hispanic.
2. Shifts in grade level density connects to the credit grade level re-designation that took place in the summer of 2019 for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	36	67	62	22.1%	18.7%	17.9%
Fluent English Proficient (FEP)	41	141	130	25.2%	39.4%	37.5%
Reclassified Fluent English Proficient (RFEP)	3	0	0	5.9%	0.0%	0.0%

Conclusions based on this data:

1. We have not reclassified any students over the past two years. Covid-19 cut the 19-20 school year short and right in the middle of ELPAC testing.
2. Over 54% of our students grew up in a home where English is not their first language.
3. All 55 EL Students took 3 of the 4 ELPAC exams this year (with the exception of the Speaking portion) prior to the COVID-19 close down on 3/13/20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6		*	7		*	7		*	7			100
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	12	*	*	11	*	*	11	*		91.7	
Grade 11	63	52	104	58	49	96	58	49	96	92.1	94.2	92.3
All	81	73	116	76	69	108	76	69	108	93.8	94.5	93.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2412.	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	2470.	2441.	2486.	1.72	0.00	0.00	5.17	6.12	13.54	29.31	20.41	33.33	63.79	73.47	53.13
All Grades	N/A	N/A	N/A	1.32	0.00	0.00	6.58	4.35	12.96	31.58	21.74	30.56	60.53	73.91	56.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	3.45	2.04	3.13	39.66	34.69	42.71	56.90	63.27	54.17
All Grades	3.95	1.45	3.70	39.47	28.99	38.89	56.58	69.57	57.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	9.09	*	*	90.91	*
Grade 11	1.72	0.00	1.04	18.97	20.41	40.63	79.31	79.59	58.33
All Grades	1.32	0.00	0.93	25.00	18.84	40.74	73.68	81.16	58.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	45.45	*	*	54.55	*
Grade 11	1.72	0.00	5.21	63.79	51.02	60.42	34.48	48.98	34.38
All Grades	1.32	0.00	4.63	61.84	46.38	57.41	36.84	53.62	37.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	27.27	*	*	72.73	*
Grade 11	1.72	0.00	2.08	39.66	26.53	45.83	58.62	73.47	52.08
All Grades	2.63	0.00	2.78	43.42	26.09	43.52	53.95	73.91	53.70

Conclusions based on this data:

1. Over 90% of eligible students did take the CAASPP assessment

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6		*	7		*	7		*	7			100
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	12	*	*	11	*	*	11	*		91.7	
Grade 11	63	52	105	58	49	96	58	49	96	92.1	94.2	91.4
All	81	73	117	75	69	108	75	69	108	92.6	94.5	92.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2398.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	2410.	2396.	2430.	0.00	0.00	0.00	0.00	0.00	0.00	1.72	4.08	10.42	98.28	95.92	89.58
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	5.33	4.35	11.11	94.67	95.65	88.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	0.00	0.00	0.00	0.00	2.04	2.08	100.0	97.96	97.92
All Grades	0.00	0.00	0.00	2.67	2.90	1.85	97.33	97.10	98.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	0.00	0.00	0.00	15.52	12.24	37.50	84.48	87.76	62.50
All Grades	0.00	0.00	0.00	21.33	11.59	35.19	78.67	88.41	64.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	0.00	0.00	0.00	31.03	26.53	28.13	68.97	73.47	71.88
All Grades	0.00	0.00	0.00	33.33	26.09	27.78	66.67	73.91	72.22

Conclusions based on this data:

1. For the past three years, no student tested at Above Standard
2. 98% if students test below standard on Concepts and Skills.
3. There was an almost 10% drop in below standard Overall between 2016 and 2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
Grade 9	*	1531.9	*	1534.7	*	1528.5	*	20
Grade 10	*	1546.2	*	1545.8	*	1546.1	*	18
Grade 11	*	1561.6	*	1562.4	*	1560.2	*	17
Grade 12	1540.4	1553.9	1537.7	1563.3	1542.8	1543.8	18	17
All Grades							34	74

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.00		30.00	*	55.00	*	10.00	*	20
10		11.11	*	44.44	*	38.89		5.56	*	18
11		5.88	*	47.06	*	29.41	*	17.65	*	17
12	*	5.88	*	52.94	*	29.41		11.76	18	17
All Grades	*	6.76	47.06	41.89	38.24	39.19	*	12.16	34	74

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		15.00		60.00	*	15.00		10.00	*	20
10		27.78	*	50.00		16.67		5.56	*	18
11	*	17.65	*	64.71	*	0.00		17.65	*	17
12	*	17.65	*	64.71		17.65		0.00	18	17
All Grades	*	18.92	52.94	59.46	*	12.16		9.46	34	74

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9										
10										
11										
12										
All Grades										

9		0.00		5.00		60.00	*	35.00	*	20
10		0.00		22.22	*	44.44	*	33.33	*	18
11		0.00		29.41	*	47.06	*	23.53	*	17
12		0.00	*	23.53	*	47.06	*	29.41	18	17
All Grades		0.00	*	18.92	47.06	50.00	38.24	31.08	34	74

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		0.00	*	80.00	*	20.00	*	*	20
10		5.56	*	77.78		16.67	*	*	18
11	*	5.88	*	52.94	*	41.18	*	*	17
12	*	0.00	*	70.59	*	29.41	18	17	
All Grades	*	2.70	61.76	70.27	*	27.03	34	74	

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		70.00	*	25.00		5.00	*	*	20
10	*	83.33	*	11.11		5.56	*	*	18
11	*	82.35	*	11.76		5.88	*	*	17
12	*	88.24	*	11.76		0.00	18	17	
All Grades	50.00	78.38	50.00	17.57		4.05	34	74	

Reading Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		5.00		40.00	*	55.00	*	*	20
10		5.56		50.00	*	44.44	*	*	18
11		5.88	*	47.06	*	47.06	*	*	17
12		5.88	*	47.06	*	47.06	18	17	
All Grades		5.41	38.24	44.59	61.76	50.00	34	74	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	90.00		10.00	*	20
10		5.56	*	88.89		5.56	*	18
11		0.00	*	94.12	*	5.88	*	17
12		0.00	94.44	82.35	*	17.65	18	17
All Grades		1.35	91.18	87.84	*	10.81	34	74

Conclusions based on this data:

1. Amount of testing for re-designation has increased.
2. Students excelled in the Speaking Domain.
3. No student reached level 4 in the Written Domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
358	93.0	18.7	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	18.7
Foster Youth	2	0.6
Homeless	13	3.6
Socioeconomically Disadvantaged	333	93.0
Students with Disabilities	16	4.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.0
American Indian	4	1.1
Asian	3	0.8
Hispanic	262	73.2
Two or More Races	7	2.0
White	40	11.2







Conclusions based on this data:

1. We serve a primarily Hispanic population with over 73% of students identifying as Hispanic.
2. 93% of all students are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
College/Career  Red		

Conclusions based on this data:

1. This and next year, College and Career indicators show the necessity to grow in this area.
2. Due to Progressive Discipline Interventions (Conflict Resolution, Restorative Justice practices and Time to Teach strategies) suspension rates dropped dramatically from the previous year (Red = 45) to Blue (22 and 17 this year) with more focus on keeping students in school by building positive relationships.
3. Graduation rates have improved greatly from Red to Green.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>94.5 points below standard</p> <p>Increased Significantly ++47.1 points 74</p>	<p>English Learners</p> <p>No Performance Color</p> <p>149.6 points below standard</p> <p>19</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>98.5 points below standard</p> <p>Increased Significantly ++43.5 points 71</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 86.9 points below standard Increased Significantly ++57.2 points 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
160.8 points below standard 16	Less than 11 Students - Data Not Displayed for Privacy 3	81.3 points below standard Increased Significantly ++80.7 points 29

Conclusions based on this data:

1. Significant increases in scores for Hispanic students, Socioeconomically Disadvantaged students, and English Only students.
2. Overall and in counted student groups, students are still significantly below standard.
3. The CDE Dashboard needle moved one band from Red to Yellow in 2018-19.

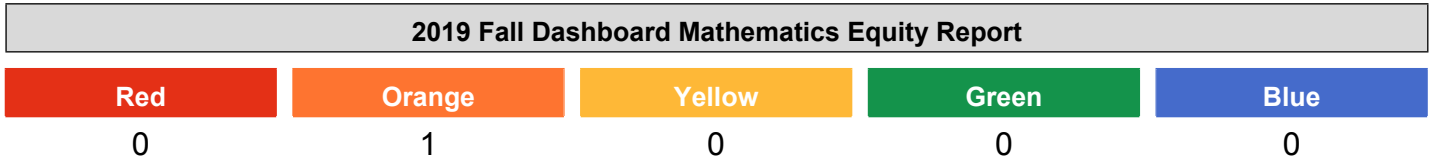
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 199.7 points below standard Increased Significantly ++25.7 points 73	<p>English Learners</p>  No Performance Color 248.5 points below standard 19	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Orange 203.5 points below standard Increased Significantly ++20.5 points 70	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 204.7 points below standard Increased Significantly ++30.1 points 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
257.8 points below standard 16	Less than 11 Students - Data Not Displayed for Privacy 3	169.7 points below standard Increased Significantly ++56.8 points 29

Conclusions based on this data:

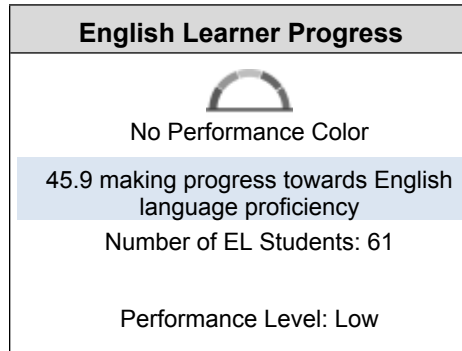
1. Gains were made in several student groups, including Socio-Economically Disadvantaged (SED) and English Only (EO).
2. Students remain more than 170 points below standard across all student groups, and 199.7 points below standard overall.
3. The CDE Dashboard needle moved one band from Red to Orange.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	14	0	28

Conclusions based on this data:

- 45.6 percent of students are were making progress toward proficiency.

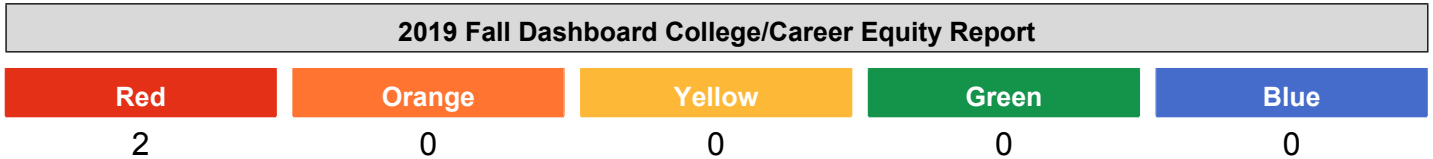
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Red 0 Maintained -1.5 95	<p>English Learners</p>  No Performance Color 0 Maintained 0 19	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Red 0 Maintained -1.6 89	<p>Students with Disabilities</p>  No Performance Color 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 0 Maintained 0 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	1.5 Prepared	0 Prepared
Approaching Prepared	13.4 Approaching Prepared	7.4 Approaching Prepared
Not Prepared	85.1 Not Prepared	92.6 Not Prepared

Conclusions based on this data:

- Progress was lost in 2019 compared to 2018 on Preparedness for College, dropping 7%, leaving 92.6% not prepared.

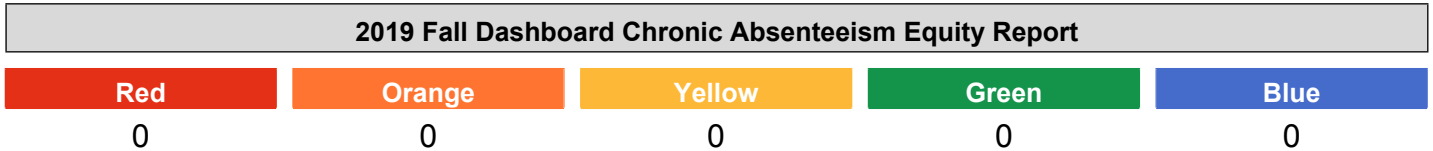
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>15.4</p> <p>13</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>16.7</p> <p>12</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Due to a more rigorous Attendance / SARB process implementation, PTC reduced the number of students who were chronically absent.
2. 85% of chronically absent students are from the prominent student groups.

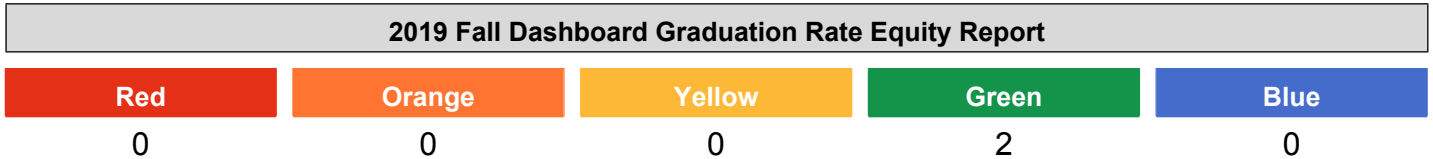
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>77.9</p> <p>Increased +22.7</p> <p>95</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>73.7</p> <p>Increased +43.7</p> <p>19</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>77.5</p> <p>Increased +25.2</p> <p>89</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 81.3 Increased +32.3 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
55.2	77.9

Conclusions based on this data:

- Hispanic students increased graduation rate by 32.3% in 2019.
- Overall graduation percentage increased 22.7% from 2018 to 2019.
- The CDE Dashboard indicator increased significantly from Red to Green from 2018 to 2019.

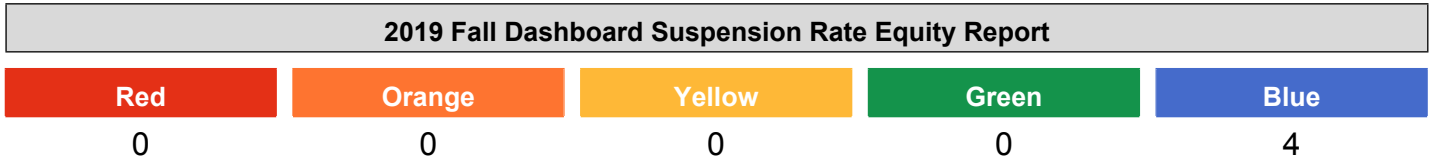
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0 Declined Significantly -11.6 588	<p>English Learners</p>  Blue 0 Declined -22 110	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10
<p>Homeless</p>  No Performance Color 0 Declined -9.1 20	<p>Socioeconomically Disadvantaged</p>  Blue 0 Declined Significantly -11.4 532	<p>Students with Disabilities</p>  No Performance Color 0 Declined -19 30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> 13	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">7</div>	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">6</div>	
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined Significantly -14.1 413	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -3.6 78		 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -2.3 71

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.6	0

Conclusions based on this data:

1. The most significant drop in suspension rates was in English Learners, declining by 22%.
2. Overall suspension percentage declined significantly, 11.6% for all student groups and moved the Dashboard indicator from Red to Blue from 2018 to 2019.
3. Students with Disabilities declined 19% from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

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

Goal 1

PTC students will succeed at high levels of success and prepare them to be college and career ready.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE courses will be offered to PTC students	Welding, Construction, and Child Development are offered as seat time CTE classes. Odysseyware is used to augment CTE offerings in other areas, such as Public Safety.	CTE Courses will be offered to students through Odysseyware and seat time
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	29 students completed credits in several areas to recover credits during the 2019-20 school year.	Maintain or increase the number of students recovering credits
Increase the number of reclassified EL students upon the completion of an alternative assessment	95% of EL Students completed 75% of the ELPAC testing before closing school for Covid-19. ELD classes were fortified during the school year, more scheduling options offered, and testing schedules were planned and supported throughout open period.	Continued implementation of EL reclassification process
All teachers will continue to access professional development through internal and external agencies	100% of teachers receive professional development annually	Maintain the number of teachers accessing professional development

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student performance on the CAASPP ELA assessment	2019 CAASPP Dashboard scores	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP Math assessment	2019 CAASPP Dashboard Scores	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP ELA and Math assessment for EL students	2019 CAASPP Scores and iReady scores.	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math
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
All students 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
Use of iReady Diagnostics and LAS Links for EL progress tracking.	All students were iReady assessed and LAS Links was used for all EL students. Data was used to drive instructional practices and support for all students.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC offers CTE program with relevant pathways in Welding, Construction and Child Development and elective courses that help prepare students with career and life skills. The new CTE building was completed in 2019-20 and CTE programs; including the new Welding course, moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding career pathways.

Executive Director, CAES
 Program Director
 Principal
 Teachers
 Facilities Manager
 MCSOS Business Department

1. Meetings with planning committee
2. Data from Parent Survey results
3. Communicate with facilities manager on a regular basis
4. Continue to offer courses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

375,524

LCFF - Base

Salaries Benefits & Supplies (Inc. in 1.6)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

PTC provides support for all EL students. Professional development in best practice was provided to all staff from 2018-20. LAS Links was implemented in 2019-20 to gauge students' proficiency and assist in increasing the reclassification of students. The EL Master Plan was developed and additional support was provided by a Program Director and an ELD consultant with MCSOS.

Executive Director, CAES

Program Director

Principal

Teachers

School Academic Counselors

MCSOS ELD Consultant

Assistant Superintendent Educational Services

1. Continue to provide professional development during the school year
2. Convene EL team meetings
3. Review other EL test assessments
4. Review student ELPAC results
5. Letters and student/parent meetings (re-classification)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

91,800	LCFF and Title I Salaries & Benefits, Services
28,000	LCFF - Supplemental and Concentration Salaries & Benefits, Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC developed weekly teams Professional Learning Communities (PLCs) to analyze data and make recommendations to drive instruction. Teachers continue to have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curricula and standardized tests.

Program Director
Principal
Teacher on Special Assignment (Curriculum & Assessment)
Teachers
School Academic Counselors
MCSOS Educational Services Division

1. Continue providing professional development during the school year
2. Curriculum team meetings
3. Review student CAASPP results
4. Letters and student/parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,400	LCFF - Base Salaries & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC provides opportunities for professional development for all staff. Scheduled meeting 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 students and staff. Teachers will also be encouraged to seek other 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.

Executive Director, CAES
 Program Director
 Principal
 Teachers on Special Assignment
 Teachers
 MCSOS Educational Services Division

1. Weekly late starts on Friday.
2. Communicate relevant professional development opportunities to teachers
3. Professional development was provided three times during the school year
4. Attend outside professional development training/conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
52,800	LCFF - Base Salaries & Benefits
40,000	LCFF - Base Salaries & Benefits
4928.00	Title II Part A: Improving Teacher Quality

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A curriculum committee was formed and continues to review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. To meet this need, the curriculum committee met during the 2019-2020 school year to discuss, review, and select new ELA supplemental curriculum that supports both ELA and ELD standards based instruction. The chosen supplemental curriculum is Study Sync and PD and coaching will be provided for all teachers. WASC findings and Parent Survey results indicated a

need for this to be addressed. PTC Leadership will ensure all students are provided with needed technology resources to maximize learning.

Executive Director, CAES
 Program Director
 Principal
 Teachers
 MCSOS Educational Services Division
 MCSOS IT Department

1. Professional development will continue being provided during the school year
2. Attend potential outside/virtual professional development training/conferences
3. Individual student logins provided by MCSOS
4. Student continue increased implementation of Chromebooks and Odysseyware

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,800	LCFF - Base Salaries & Benefits, Services
20,000	LCFF - Base Salaries & Benefits, Services
72,500	Comprehensive Support and Improvement (CSI) Supplemental Curriculum
20,000	Comprehensive Support and Improvement (CSI) Professional Development for Supplemental Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue providing academic supports to students to assist them in preparation of graduation and college and career readiness. Supports will include academic counseling services, tutoring, credit recovery and career technical education.

Executive Director, CAES
 Program Director
 Principal

Teachers
School Academic Counselor

1. Gather student's transcripts from previous school
2. Review and create a student credit evaluation and upload to SharePoint
3. Meeting with student and parent to review credits/graduation progress
4. Grade level academic information meetings with students/parents
5. Registration to Go (RtG) meetings with local community college

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

108,700

Source(s)

LCFF - Supplemental and Concentration

Supplies & Benefits

44,600

LCFF - Base

Supplies & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will continue to recruit and retain credentialed teachers & maintain low student ratios

Executive Director, CAES
Program Director
Principal
MCSOS Human Resources

1. Determine need for position
2. Advertise open position
3. Select and interview several candidates
4. Choose best candidate
5. Check references
6. Offer the position
7. Support new employee

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
805,500	LCFF - Supplemental and Concentration Salaries and Benefits
805,500	LCFF - Base Salaries and Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

New CTE building led to increased ROP and CTE enrollment, primarily the addition of Welding. Continued teachers support of best practices and focused on EL students through PD and schedule changes to meet those needs. We saw increased EL engagement and progress, but did not get to reclassify due to Covid-19 and not completing ELPAC testing. We did see slight improvements in ELA and Mathematics, but still remain well below state averages and will continue to be a focus of PD and instructional support through coaching.

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

Based off WASC visitation and Parent Survey, the curriculum committee chose to supplement the current ELA curriculum with Study Sync starting in the 2020-2021 school year. We have increased the number of days of ELA/ELD curricular and instructional support on site for the 2020-2021 school year.

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

Increased implementation of ELA/ELD curriculum support from the County Office for the coming year for academic coaching support in both areas for entire staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being and Positive Campus Culture

LEA/LCAP Goal

PTC will provide resources and services to support social and emotional well-being of each student to provide a safe learning environment.

Goal 2

PTC will provide resources and services to support social and emotional well-being of each student to provide a safe learning environment.

Identified Need

Increased student success through rigor and relevance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	All students who need transportation.	Maintain or increase the number of students who 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	100% of parenting teens, foster youth and/or homeless students received counseling services
PTC (PRIDE) assemblies and rallies throughout the year.	Four PRIDE assemblies will be conducted	Maintain or increase the number PRIDE assemblies and rallies
Annual Facilities Inspection and repairs conducted on regular basis.	Facilities Inspection Tool (FIT); Score = Good Repair	Good repair
Number of suspensions to be reduced.	Reduction in actual suspensions from 55 to 22 from 2018-2020, which is a 60% reduction.	Decrease the number of students suspended for BIS and FIS programs by .5 %
PTC will reduce the number of students chronically absent students.	Chronic Absenteeism was 15.4% for the 2018-19 school year.	Reduce the number of students who are identified as chronic absenteeism by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC will to continue to conduct an annual climate survey for community feedback.	Annual Survey	Exceed 35% return of surveys.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Based on Covid-19 restrictions, students were not able to attend field trips for 4th quarter in 2020. In 2020-21, teachers will attempt to seek out meaningful enrichment learning opportunities in compliance with CDC regulations. Additionally, students will continue to benefit from opportunities through CTE course specific opportunities. School athletics will continue to be an incentive-based option for student participation.

Program Director
Principal
Teachers
School Academic Counselor

Past experiences include:

1. Field trips to Sacramento State Capitol
2. Field trips to Madera Center Community College and Fresno State University
3. "Making the Grade" Grizzlies Game
4. Sports Leagues and Tournaments in Clovis and Madera
5. Field Trip to Discovery Kingdom for Educational Days
6. Field trips to Career Tech Expo and Manufacturing day
7. GRID Solar installations
8. Apprenticeship Day
9. Participation in the Fresno CTE/ROP Career Skills Challenge
10. Field Trips to State and National Parks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,300	LCFF - Supplemental and Concentration Services and supplies

15,000	Foster Youth 5000-5999: Services And Other Operating Expenditures
20,847	Other CTE Grant FCOE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Qualifying Students

Strategy/Activity

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.

Program Director
Principal
Front Office Staff
Madera Unified Transportation Department
School Academic Counselor

1. Student/parent meetings to determine need
2. MAX/Dial-A-Ride tickets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,000	LCFF - Base Services
3,000	LCFF - Supplemental and Concentration Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Foster Youth, Parenting Students, Homeless

Strategy/Activity

PTC will continue providing support services for to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the MCSOS Foster Youth Coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students emotional and academic well - being.

Program Director
Principal
Front Office Staff
Teachers
School Academic Counselors
School Psychologist
Foster Youth Coordinator
Student Service Liaison

1. Team meetings
2. Student/parent meetings to determine need
3. Referral forms completed to see counselor/psychologist
4. Pregnant Parenting Teen Conference (PPT)
5. MAX/Dial-A-Ride tickets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
74,500	LCFF - Base Salaries & Benefits Supplies
75,000	Title I Part A: Allocation Salaries & Benefits Supplies
4,500	LCFF - Supplemental and Concentration Salaries & Benefits Supplies
6,600	LCFF - Supplemental and Concentration Inc. in 1.6 Salaries & Benefits Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will continue coordinating with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services

Program Director

Principal

Front Office Staff

School Psychologist

Teachers

School Academic Counselor

1. Referral form completed to see counselor/psychologist/behavioral health
2. Student/parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,200

Source(s)

LCFF - Base

*(Inc. in 2.3)
Salaries & Benefits

79,000

LCFF - Supplemental and Concentration

(Inc. in 1.6)
Salaries & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will conduct a minimum of 4 PRIDE boosters/assemblies throughout the year to commend students for academics, behavior, attendance and athletics. Parents, students, and staff are invited to the awards ceremony.

Executive Director, CAES

Program Director

Principal
Teachers
Front Office Staff
School Academic Counselor
Parents

1. Pancake Breakfast
2. Root beer Floats
3. Ice Cream Sundaes
4. Open House/Back to School Night
5. 4 PRIDE events (one per quarter)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800

Source(s)

LCFF - Base

Service and Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will provide and maintain safe, clean, and quality learning/working facilities for students and staff.

Program Director
Principal
Teachers
Front Office Staff
MCSOS Maintenance Staff

1. Maintenance requests forms
2. Daily school site maintenance
3. CDC Covid-19 guidelines

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

54,700	LCFF - Base Salaries & Benefits
0	LCFF - Supplemental and Concentration Salaries & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will provide supervision and oversight that creates a safe and secure learning environment for students.

Executive Director, CAES
 Program Director
 Principal
 Teachers

1. Morning Duty
2. Break Duty
3. Lunch Duty
4. Event Supervision
5. Athletic Supervision

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
41,200	LCFF - Base Salaries & Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The overall effectiveness of the strategies and activities planned was significantly positive. School Culture and climate have been a target focus both this and last year, resulting in a significant decrease in behavioral referrals, suspensions, and absenteeism. In addition, attendance rates showed gains on a weekly basis and school climate assessment results were overwhelmingly positive in the areas of campus safety, support from teachers, counselors and Leadership with expectations on both of the PTC campuses remaining high.

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

Goals were able to be accomplished with slight budget adjustments this year.

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

Changes will include higher % of goals to accomplish and greater focus on academic achievement and CTE involvement for the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

PTC will encourage greater stakeholder participation and input by developing meaningful relationships with both PTC Communities (Madera / Chowchilla)

Goal 3

PTC will encourage greater stakeholder participation and input by developing meaningful relationships with both PTC Communities (Madera / Chowchilla)

Identified Need

Increased parent participation and involvement in school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers and staff will maintain a call log for communication with parents / families.	Weekly logs with monthly collection.	Maintain or increase number of positive parent contacts
Parents will be invited to attend more school events by Connect Ed and personal phone calls home.	One event fall semester - Back to School Day/Open House One event spring semester - Parent Appreciation Day	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding student achievement, academics, or positive behavior.	Ongoing monitoring	Maintain or increase the number of positive parent phone calls

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through Connect-Ed, personal phone calls, an updated and maintained website, home visits, and quarterly progress reports and semester report cards.

Program Director
Principal
Teachers
Front Office Staff
School Academic Counselors
Students/Parents
MCSOS Technology

1. Quarterly progress reports and semester report cards
2. Connect-Ed messages
3. Personal phone calls
4. Student/parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,300

Source(s)

LCFF - Base

Salaries & Benefits (Inc. in 1.6)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent education and training will be offered via open house, parent informational nights (College Information Night, CAES 101, Human Trafficking Prevention/Dangers of Social Media, Social Emotional Learning Presentation), and ongoing family events.

Program Director
Principal
Teachers
Front Office Staff
School Academic Counselor

1. Determine parental need and interest in parent education and other activities
2. Research availability of training/event providers
3. Schedule events

4. Advertise events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,400	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services
6,000	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services
3,000	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.

Program Director
Principal
Teachers
Front Office Staff
Parents

1. Determine input needed
2. Translate into Spanish
3. Develop surveys; invite parents to committee meetings
4. Distribute and collect surveys
5. Tabulate survey results

6. Share survey results with stakeholders

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,800

Source(s)

LCFF - Base

Salaries & Benefits (Inc. in 1.6)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The overall implementation of strategies showed gains for the 2019-2020 school year. Based on survey results and sign-in sheets, there was a great number of parent participation (70 to 92 at PTC Back-to-School / Open House) and the Parent Appreciation / Pancake Breakfast Day, held in December of 2019.

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

There were no major differences / changes between the intended implementation and / or the budgeted expenditures to implement the strategies/activities to meet the articulated goals listed above.

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

Focus change will be to update and maintain the PTC website on a more frequent basis to inform better our community in both English and Spanish.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$184,500
Total Federal Funds Provided to the School from the LEA for CSI	\$154,900
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,965,199.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$92,500.00
Title I Part A: Allocation	\$75,000.00
Title II Part A: Improving Teacher Quality	\$4,928.00

Subtotal of additional federal funds included for this school: \$172,428.00

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

State or Local Programs	Allocation (\$)
Foster Youth	\$15,000.00
LCFF - Base	\$1,619,524.00
LCFF - Supplemental and Concentration	\$1,045,600.00
LCFF and Title I	\$91,800.00
Other	\$20,847.00

Subtotal of state or local funds included for this school: \$2,792,771.00

Total of federal, state, and/or local funds for this school: \$2,965,199.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	92,500.00
Foster Youth	15,000.00
LCFF - Base	1,619,524.00
LCFF - Supplemental and Concentration	1,045,600.00
LCFF and Title I	91,800.00
Other	20,847.00
Title I Part A: Allocation	75,000.00
Title II Part A: Improving Teacher Quality	4,928.00

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	92,500.00
5000-5999: Services And Other Operating Expenditures	Foster Youth	15,000.00
	LCFF - Base	1,619,524.00
	LCFF - Supplemental and Concentration	1,045,600.00
	LCFF and Title I	91,800.00

	Other	20,847.00
	Title I Part A: Allocation	75,000.00
	Title II Part A: Improving Teacher Quality	4,928.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,493,052.00
Goal 2	421,647.00
Goal 3	50,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Scott Ellingson School Principal

Cheryl Clawson, Betty Kline, Donna Gilstrap, Corry Perez Classroom Teachers

Maya Falcon Other School Staff

Rebecca Douglas, Jamie Snow, Yolanda Lopez, Maribel Lopez Parent or Community Members

Alexia Romero, Emiliano Calderon Osiris Rodriguez Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Carmen Chavez via proxy

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 17, 2020.

Attested:

Scott Ellingson

Principal, Scott Ellingson on 6-17-20

Rebecca Douglas via Zoom

SSC Chairperson, Rebecca Douglas on 6-17-20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

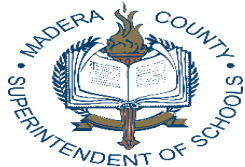
For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



CAES LCAP Student Feedback (2019-20)

School of choice – What do you like about your school?

The Teachers teach better and it's easier to understand. Plus, it makes life easier and less stressful. That's why I LOVE my school!
Most schools are boring. I am always learning something new at my school.
All the teachers here are AWESOME and help you with your homework!
I have the best teacher ever! I
Independent study helps to promote independent thinking and self-reliance; which prepares us for the real world!
I do my work at my own pace.
When you are a student here at PTC, you get the chance for a 1-on-1 learning experience from your teacher.
The teachers here are nice and helpful.
Everyone is respectful because I'm only here one hour.
The teachers don't give up on us and the help us with our future!
I only come once a week. I'll be guaranteed to graduate from here if I do my work. I don't gotta come every day like a regular school.
Because the teachers are great and they put in the effort in helping you.
I only come once a week.
You get more help from a 1-on-1 teacher.
All the teachers are very nice and are always willing to help. All students are nice and keep to themselves. I like that I can work at my own pace.
My teacher helps me to make sure I'm on the right track to graduate and give me the work I need.
The teachers here are very nice.
The staff is friendly and helpful
The teachers are nice and it has a lot of interesting stuff!
I just get to come once or twice a week to get the necessary work I need to finish and graduate.
I like going to school to learn.
The teachers are really nice.
It helps me learn. It helps me with what I need and is easier than public school. It is helpful and I learn because I do not feel anxious like I do in public school.
Everyone is very friendly when they see you.
I like my teachers and staff.
I love my school because it has peace and quiet.
My teacher pushed me to finish everything and coming to this school was the best decision I had ever made because the teachers and staff are very caring and friendly
I only come here for an hour and the amount of homework is good.
All of the teachers are nice and will help with anything I need, and it's always quiet, which helps because it helps me focus.
I get the help I need.
The staff and teachers here are very loving.
The teachers help me with a lot of homework.

Everyone on the staff is cool
It has less school hours.
Everyone on the staff is cool. The Principal and the staff ain't really picky on us!
The staff is great and is lots of fun
Everyone shows respect
Because of some of the teachers and the sports!
I come for the credits
For my education
It's not as boring as being at home.
Because I am always talking to the staff.
School is school.
The teachers
I like school
The staff here are so nice.
It gets you somewhere in life and I can get anywhere I want to go!
I get to play sports
It makes me a better person and is good for me
The teachers are super nice and there's a lot of electives available for me. For example, there's a lot of programs and electives that can help me in the future.
The teacher makes my homework and make one hour so much easier.
I love learning Biology
I can attend once a week instead of 7 days a week.
I can work
It has good teachers and classmates
My school takes its time to make sure every student can catch up
Better than staying home!
I can be technical and weld stuff!
I like school because some teachers are cool
I choose to be here and not at home
I love school so much because you can talk a lot.
I helps my education and builds up my voice.
The association with everybody
All the teachers and staff are really nice to me and everyone.
I ain't around so many people!
Ms. Marianna is cool and the food is good!
It gives me somewhere to be.....
Because I learn.
It is good for me because it makes me a better person.
It's small and most of the people are friendly and nice.
I love Construction!
I love the one-on-one with the teachers, it really helps my grades over all and it makes me a better person and more intelligent!
The teachers are patient with you and they help you with better ways of understanding the subject much better.
There is food.
It makes me a better person!
I love my teachers

My education because education is a mandatory check
I have to get out of the house for a few hours!
The teachers here are very nice and respectful
I love my teacher and always like going on field trips. My teacher always finds a way to help me if I need it. I LOVE learning!
It is close to my house.
PTC gives me the opportunity to balance my school and work. My teachers are great
Most of the staff are kind and helpful.
I like welding!
I like my school because I like the hours and I don't have to spend 8 hours in school!
The teachers are cool and the school offers good schooling.
I can work within my time
I like the construction class.
The people here are great and have manners. Plus I have a great teacher (Mr. Shockley) who has helped me through a lot!
A very good school with very great teachers.
I love my school because the teachers here are amazing. They work with you and are very caring. I mostly like the school because of one teacher mostly, Mr. Shockley. He is hands down the best teacher I have ever had. He is great at what he does and can always make you laugh, even if you are upset. He is a good person to talk to and is not judgemental. I love the Math class here. It's fun and interesting how we will learn it next. The Math is better than most teachers can explain it!
The teachers I have
I like the school because it gives me one-on-one time with the teacher and a I gain a better understanding of things and then having to be afraid of asking questions.
I need my credits
I only have to come once a week, because I live an hour away.
I love the schedule
Of how nice the teachers are
Mrs. Green works here
I matured here. I thought I was going to struggle but Mr. Shockley helped me out. If it wasn't for him pushing me to be better, I wouldn't be where I'm at. I really improved as a student, and a person. People say this school is not as much as a regular high school, but to me, it's the best! Thanks Mr. Shockley for being supportive.
The staff is polite and treats the students with respect.
I feel safe.
It get the opportunity to take a welding class.
This helps students graduate and gives kids a chance.
They are very helpful and nice and kind to improve and achieve my goals
It helps me get the credits I need. A very helpful school as well. It focuses on all the students and it gives you everything that is necessary to help you out.
The teachers at PTC are very helpful and understanding. Also, they show they enjoy their work with kindness, generosity and BIG SMILE!
The teachers are very helpful and are really patient towards their students. I focus better in an I/S school than a district school.
I get the help I need.
It's going to be the reason I get my diploma and get through life....
It has Ping-pong.

It is really laid back and the teachers and staff are really nice and good.
The energy here is welcoming!
It helps out even though I don't like coming all the way over here!
I like PTC because it is easy hours and I can complete my work at home.
I can talk about cars!
The teachers are very nice and helpful. I like the support I get at this school!
It has definitely helped me refocus on my education and the pace I need, along with the teachers having a good understanding of what I needed.
The teachers help you and push you to do your best!
I can do the work at my own speed and I don't feel rushed!
The teachers helped me get to where I am today and never gave up on me.
I like the flexible hours that the school provides.
I can pace myself at my own speed.
I have enough time to finish my work
Because of the teachers and the sports!
All of the field trips that I can go on and that I am part of Leadership, which makes our school better and more fun.
I came to school because I needed to talk to Ms. Torres and just came to class. I also come to get my credits and my education.
It gives me something to do...
It's going to help me to graduate
I tolerate school and I am almost done!
To graduate
I get to talk to my friends about my life at home....
The teachers teach very well.
Because Mrs. A is here.
I want my education and the teachers are the best and teach good.
So I can graduate.
I get a good education and learn. If I need help, Ms. Perez helps me.
This is going to get me through life. Getting my diploma will help me further myself in life and a diploma will get me a good job!
I only come three days a week.
I like welding and construction.
I like coming to school.....

**Madera County Superintendent of Schools
Career and Alternative Educational Services Parent Survey**



PTC Madera (83 / Enrolled 291) = 28% surveys returned

(Spanish Speaking = 18 (22%) English = 65 (78%))

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A
1) I understand requirements for graduation from this school.	44	30	8	0	0	1
2) The Teacher provides sufficient feedback on my child's achievements.	45	33	2	3	0	0
3) Parents have sufficient opportunities to understand the learning process at my child's school.	37	39	7	0	0	0
4) I feel valued as a parent / guardian at my child's school.	45	32	3	3	0	0
5) My child feels respected and valued at his / her school.	40	36	4	3	0	0
6) Teachers have high expectations for my child.	43	32	6	2	0	0
7) The school is a safe environment for my child.	39	41	2	1	0	0
8) My child's school site is clean and well-maintained.	40	35	6	2	0	0
9) I am encouraged to participate at my child's school.	35	32	14	2	0	0
10) My child's teacher is available to meet or contact us.	45	34	3	0	1	0
11) School Counselors are available to meet / contact us.	40	40	2	0	0	1
12) School Office staff are friendly and supportive for us.	37	40	3	1	2	0
13) School Administration is available to meet with us.	41	36	5	1	0	0
14) My teachers share my child's i-Ready results with me.	30	26	18	8	1	0
15) My child is developing college and career readiness skills.	32	30	13	6	2	0
16) My child is guided towards employment after graduation.	29	31	12	6	5	0
17) I receive clear and timely info regarding my child's academics.	39	34	6	3	1	0
18) I know how many credits my child needs to graduate.	37	36	7	3	1	0
19) The assignment my child receives are challenging and rigorous.	30	26	19	6	2	0
20) I am able to support my child academically at home.	42	38	3	0	0	0
21) I am satisfied with the parent involvement at school.	30	35	18	0	0	0
22) I would like to be more involved at my child's school.	29	34	15	5	0	0
23) I am satisfied how I receive information from school.	39	37	5	2	0	0
24) I am satisfied with how many times I receive grades.	38	39	4	2	0	0
25) I would like my child to graduate from this school / program.	29	35	16	1	2	0
26) I enjoy participating in your school-held functions.	27	32	21	1	2	0
27) My child talks to me about his / her school.	39	41	3	0	0	0
28) I feel my child is prepared for college or a career after graduating from this program.	31	28	18	4	2	0
29) My child has access to a functioning computer at home.	28	27	0	15	12	1
30) We have internet / Wifi access at home.	32	30	0	14	6	1
31) My child's school supports his social / emotional needs.	35	29	14	2	3	0
32) My child benefits by attending more than 1 hour weekly	38	31	12	1	1	0
33) I want my child to attend college / university after graduation.	41	31	10	1	0	0
34) I want my child to go into a working career after graduation.	37	33	8	1	3	1
35) What other CTE Pathways should be offered? *Medical Profession (x2) Nursing Pathway / CNA (X2) *Cosmetology School *Veteranarian School *Culinary Arts *Driver's Education *Robotics	28	27	25	0	2	1

PTC Spring 2020 Parent Survey (by %) (83 / 291 = 28%)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A
1) I understand requirements for graduation from this school.	53%	36%	9%	0%	0%	2%
2) The Teacher provides sufficient feedback on my child's achievements.	54%	39%	2%	3%	0%	0%
3) Parents have sufficient opportunities to understand the learning process at my child's school.	44%	46%	10%	0%	0%	0%
4) I feel valued as a parent / guardian at my child's school.	54%	38%	4%	4%	0%	0%
5) My child feels respected and valued at his / her school.	58%	32%	6%	4%	0%	0%
6) Teachers have high expectations for my child.	52%	38%	7%	3%	0%	0%
7) The school is a safe environment for my child.	47%	48%	3%	2%	0%	0%
8) My child's school site is clean and well-maintained.	48%	42%	7%	3%	0%	0%
9) I am encouraged to participate at my child's school.	42%	38%	17%	3%	0%	0%
10) My child's teacher is available to meet or contact us.	53%	41%	4%	0%	2%	0%
11) School Counselors are available to meet / contact us.	48%	48%	2%	0%	0%	2%
12) School Office staff are friendly and supportive for us.	47%	45%	4%	2%	2%	0%
13) School Administration is available to meet with us.	49%	43%	6%	2%	0%	0%
14) My teachers share my child's i-Ready results with me.	36%	31%	21%	10%	2%	0%
15) My child is developing college and career readiness skills.	38%	36%	16%	7%	3%	0%
16) My child is guided towards employment after graduation.	35%	37%	15%	7%	6%	0%
17) I receive clear and timely info regarding my child's academics.	47%	41%	6%	4%	2%	0%
18) I know how many credits my child needs to graduate.	44%	43%	8%	3%	2%	0%
19) The assignment my child receives are challenging and rigorous.	36%	31%	23%	7%	2%	0%
20) I am able to support my child academically at home.	50%	46%	4%	0%	0%	0%
21) I am satisfied with the parent involvement at school.	36%	42%	22%	0%	0%	0%
22) I would like to be more involved at my child's school.	35%	41%	18%	6%	0%	0%
23) I am satisfied how I receive information from school.	47%	45%	6%	2%	0%	0%
24) I am satisfied with how many times I receive grades.	46%	47%	5%	2%	0%	0%
25) I would like my child to graduate from this school / program.	35%	42%	19%	2%	2%	0%
26) I enjoy participating in your school-held functions.	33%	39%	25%	2%	2%	0%
27) My child talks to me about his / her school.	47%	49%	4%	0%	0%	0%
28) I feel my child is prepared for college or a career after graduating from this program.	36%	38%	19%	5%	2%	0%
29) My child has access to a functioning computer at home.	35%	31%	0%	18%	14%	2%
30) We have internet / Wifi access at home.	39%	36%	0%	17%	8%	2%
31) My child's school supports his social / emotional needs.	42%	35%	17%	2%	4%	0%
32) My child benefits by attending more than 1 hour weekly	46%	36%	14%	2%	2%	0%
33) I want my child to attend college / university after graduation.	49%	37%	12%	2%	0%	0%
34) I want my child to go into a working career after graduation.	45%	38%	9%	2%	4%	2%
35) What other CTE Pathways should be offered? *Medical Profession (x2) *Nursing Pathway / CNA (x2) *Cosmetology School *Veterinarian School *Culinary Arts *Driver's Education *Robotics	34%	33%	29%	0%	2%	2%

**Madera County Superintendent of Schools
Career and Alternative Educational Services Parent Survey**



PTC Chowchilla Surveys by % (Returned = 26 / 52 Enrolled) = 50%

(English = 26 Spanish = 0)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1) I understand the requirements for graduation from this school.	36%	56%	8%	0%	0%
2) The Teacher provides sufficient feedback on my child's achievements.	54%	42%	0%	0%	4%
3) Parents have sufficient opportunities to understand the learning process at my child's school.	46%	46%	4%	0%	4%
4) I feel valued as a parent / guardian at my child's school.	50%	46%	0%	0%	4%
5) My child feels respected and valued at his / her school.	65%	31%	4%	0%	0%
6) Teachers have high expectations for my child.	62%	38%	0%	0%	0%
7) The school is a safe environment for my child.	63%	29%	8%	0%	0%
8) My child's school site is clean and well-maintained.	58%	34%	4%	4%	0%
9) I am encouraged to participate at my child's school.	46%	31%	19%	4%	0%
10) My child's teacher is available to meet or contact us.	65%	31%	0%	4%	0%
11) School Counselors are available to meet / contact us.	35%	50%	15%	0%	0%
12) School Office staff are friendly and supportive for us.	40%	44%	12%	4%	0%
13) School Administration is available to meet with us.	33%	44%	19%	4%	0%
14) My teachers share my child's iReady results with me.	46%	35%	15%	4%	0%
15) My child is developing their college and career readiness skills.	31%	46%	15%	8%	0%
16) My child is guided towards employment after graduation.	23%	38%	31%	8%	0%
17) I receive clear and timely info regarding my child's academics.	57%	35%	4%	4%	0%
18) I know how many credits my child needs to graduate.	36%	41%	15%	8%	0%
19) The assignment my child receives are challenging and rigorous.	12%	54%	15%	19%	0%
20) I am able to support my child academically at home.	38%	42%	12%	4%	4%
21) I am satisfied with the parent involvement at school.	38%	38%	16%	4%	4%
22) I would like to be more involved at my child's school.	4%	46%	46%	4%	0%
23) I am satisfied how I receive information from school.	46%	46%	8%	0%	0%
24) I am satisfied with how many times I receive grades.	38%	54%	8%	0%	0%
25) I would like my child to graduate from this school / program.	54%	34%	12%	0%	0%
26) I enjoy participating in your school-held functions.	35%	35%	22%	4%	4%
27) My child talks to me about his / her school.	42%	42%	8%	4%	4%
28) I feel my child is prepared for college or a career after graduating from this program.	31%	35%	26%	8%	0%
29) My child has access to a functioning computer at home.	42%	38%	0%	16%	4%
30) We have internet / Wifi access at home.	54%	38%	0%	4%	4%
31) My child's school supports his social / emotional needs.	54%	26%	16%	4%	0%
32) My child benefits by attending more than 1 hour weekly	42%	38%	20%	0%	0%
33) I want my child to attend college / university after graduation.	62%	38%	0%	0%	0%
34) I want my child to go into a working career after graduation.	23%	54%	23%	0%	0%
35) What Career and Technical pathways would you like to see?	23%	31%	46%	0%	0%
<ul style="list-style-type: none"> • Auto Mechanics • Welding • Trait? 					

**Madera County Superintendent of Schools
Career and Alternative Educational Services Parent Survey**



PTC Chowchilla: Returned = 26 Enrollment = 52 = 50%
(English = 26 Spanish = 0)

Question: Please check one box (x)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1) I understand the requirements for graduation from this school.	9	15	2	0	0
2) The Teacher provides sufficient feedback on my child's achievements.	14	11	0	0	1
3) Parents have sufficient opportunities to understand the learning process at my child's school.	12	12	1	0	1
4) I feel valued as a parent / guardian at my child's school.	13	12	0	0	1
5) My child feels respected and valued at his / her school.	17	8	1	0	0
6) Teachers have high expectations for my child.	16	10	0	0	0
7) The school is a safe environment for my child.	17	7	2	0	0
8) My child's school site is clean and well-maintained.	15	9	1	1	0
9) I am encouraged to participate at my child's school.	12	8	5	1	0
10) My child's teacher is available to meet or contact us.	17	8	0	1	0
11) School Counselors are available to meet / contact us.	9	13	4	0	0
12) School Office staff are friendly and supportive for us.	11	12	3	1	0
13) School Administration is available to meet with us.	9	12	5	1	0
14) My teachers share my child's i-Ready results with me.	12	9	4	1	0
15) My child is developing their college and career readiness skills.	7	12	4	2	0
16) My child is guided towards employment after graduation.	6	10	8	2	0
17) I receive clear and timely info regarding my child's academics.	15	19	1	1	0
18) I know how many credits my child needs to graduate.	10	11	4	2	0
19) The assignment my child receives are challenging and rigorous.	3	14	4	5	0
20) I am able to support my child academically at home.	10	11	3	1	1
21) I am satisfied with the parent involvement at school.	8	10	4	0	1
22) I would like to be more involved at my child's school.	2	13	13	1	0
23) I am satisfied how I receive information from school.	11	12	2	0	0
24) I am satisfied with how many times I receive grades.	10	14	2	0	0
25) I would like my child to graduate from this school / program.	14	9	3	0	0
26) I enjoy participating in your school-held functions.	9	9	6	1	1
27) My child talks to me about his / her school.	11	11	2	1	1
28) I feel my child is prepared for college or a career after graduating from this program.	8	9	7	2	0
29) My child has access to a functioning computer at home.	11	10	0	4	1
30) We have internet / Wifi access at home.	14	10	0	1	1
31) My child's school supports his social / emotional needs.	14	7	4	1	0
32) My child benefits by attending more than 1 hour weekly	11	10	5	0	0
33) I want my child to attend college / university after graduation.	16	10	0	0	0
34) I want my child to go into a working career after graduation.	6	14	6	0	0
35) I would like to see other Career and Technical Pathways offered What would they be?	6	8	12	0	0