

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

5.5.2

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

| Local Educational Agency (LEA) Name              | Contact Name and Title   | Email and Phone                   |
|--|--|-----------------------------------|
| Pioneer Technical Center - Madera and Chowchilla | Mr. Hugo Sánchez<br>Program Director Career Alternative Education Services | hsanchez@mcsos.org (559) 662-6211 |

## Goal 1

| Goal Description  |
|---|
| All PTC students will graduate and be college and career ready. |

## Expected Annual Measurable Objectives

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|---|---|--|---|---|--|
| 1. Percentage of students completing 20 credits in CTE/ROP courses before graduation. | In school year 2020-21, 20% of PTC students completed a CTE/ROP course before graduation.                   | *24 PTC students completed CTE/ROP courses Fall 2021-22 and TBD% of PTC students completed CTE/ROP courses in the Spring 2022. | 100% of students graduating in school-year 2022-23 completed at least 20 credits of CTE/ROP.        | 100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.                                     | 100% of PTC students will complete 20 credits of CTE/ROP coursework for graduation.        |
| 2. Percentage of SED students who earn credits towards credit recovery.               | According to 2020-21 PowerSchool results, 24.5% of SED students earned more than 30 credits; satisfying the | As of Fall semester 2021, 12.1% of PTC SED students earned more than 30 credits; satisfying the                                | As of the Fall semester 2022, 37.9% of PTC SED students earned more than 30 credits; satisfying the | As of the Fall semester 2023, 60% of 113 SED students earned more than 30 credits; satisfying the minimum credit recovery | 100% of PTC SED students will earn more than 30 credits to exceed the minimum requirement. |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|---|--|--|--|---|---|
|   | minimum credit recovery requirement, during the 2020-21 school year.   | minimum credit recovery requirement.   | minimum credit recovery requirement.   | requirement for the semester.   |   |
| 3. Percentage of EL students making progress towards EL proficiency.                | Based on 2018-19 ELPI data from the CA Dashboard, 45.9% of students made progress towards English Language Proficiency   | Based on 2021-22 ELPI data available in summer of 2022.  | 53.7% of EL students making progress towards English proficiency.<br><br>[2022 CA School Dashboard]  | 52.9% of EL students making progress towards English proficiency.<br><br>[2023 CA School Dashboard]<br><br>58 EL students (100% of ELs at PTC) are currently enrolled in ELD classes.   | 90% of EL students will be making progress towards EL proficiency based on CA Dashboard ELPI score. |
| 4. Number of teacher Professional growth and development opportunities presented.   | All PTC staff received a minimum of 4 days of professional development annually.   | All PTC staff received 4 days of Professional development and weekly Friday training including 11 Math trainings, 2 Social Emotional Learning (SEL) trainings, 2 i-Ready trainings and 1 StudySync (ELA/ELD) training. | 100% of teachers participated in professional development trainings with CAES colleagues from MCI and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning. | 100% of teachers participated in professional development trainings with CAES colleagues from MCI and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, WASC Self-study, Suicide Prevention, and Social-Emotional Learning during Fall 2023 semester. | PTC staff will attend a minimum of 4 Professional Development days annually.                        |
| 5. 11th Grade academic proficiency as measured by the ELA and Math SBAC assessment. | 2020-21 SBAC results in ELA (2517.5) and Math (2448.3) shows PTC 11th grade students' mean scaled scores were 66 points below standard met in ELA and 179.7 points below standard met in Math. | SBAC results to be released in July 2022.  | ELA: 33.4 points below standard.<br>Hispanic: 24.9 points below standard.<br><br>Math: 167.6 points below standard.<br>Hispanic: 174.8 points below standard.<br><br>[2022 CA School Dashboard]  | ELA: 87.1 points below standard.<br>Hispanic: 85.9 points below standard.<br><br>Math: 203.2 points below standard.<br>Hispanic: 192.0 points below standard.<br><br>[2023 CA School Dashboard]   | Annually increase SBAC mean scale score by 25 points in ELA and 60 points in Math.                  |
| 6. Percentage of EL students meeting grade-level proficiency in ELA                 | 1% of EL students scored at grade level in ELA and 0% Math on i-Ready.   | Currently *83 students are enrolled in Designated ELD classed with 74 students assigned ELA  | 3.7% of English Learners are on grade-level as measured by i-Ready assessments.  | Currently 40 students are enrolled in Designated ELD class with 22/23   | Improve by 10% annually toward grade-level proficiency on ELA and                                   |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Mid-Year Outcome Data  | Desired Outcome for 2023-24  |
|---|---|--|--|--|--|
| and Math on the i-Ready assessments.  |   | and/or Math Acceleration Class.                                      |  | assigned ELA/Math Acceleration Class.  | Math i-Ready assessments.  |
| 7. 11th Grade academic proficiency on SBAC ELA and Math assessments for SED students. | 2020-21 SBAC results in ELA (2509.4) and Math (2441.7) shows PTC SED 11th grade students' mean scaled scores were 73.6 points below standard met in ELA and 186.3 points below standard met in Math.                | SBAC data to be released in July 2022.                               | <p>ELA: 27.5 points below standard.</p> <p>Math: 165.2 points below standard.</p> <p>[2022 CA School Dashboard]</p>  | <p>ELA: 87.1 points below standard.<br/>SED: 86.3 points below standard.</p> <p>Math: 203.2 points below standard.<br/>SED: 204.6 points below standard.</p> <p>[2023 CA School Dashboard]</p>   | Annually increase SBAC mean scale score by 25 points in ELA and 65 points in Math. |
| 8. Percent of students chronically absent.  | At end of 2020-21, 62% of PTC students were chronically absent. 51.7% of SED students were chronically absent. 27.8% of EL students were chronically absent and 66.7% of Homeless students were chronically absent. | Chronic Absenteeism data to be released in July 2022.                | <p>55% of PTC students were chronically absent.</p> <p>55% of SED students were chronically absent.</p> <p>57% of EL students were chronically absent.</p> <p>43% of SWD were chronically absent.</p> <p>Homeless students -- No data reported.</p> <p>Foster Youth -- No data reported.</p> <p>[2022 DataQuest]</p> | By End of Fall 2023:<br>21.37% of all students were chronically absent<br>40.9% = SED students chronically absent<br>27.2% = EL students chronically absent<br>100% = Homeless students chronically absent<br>100% = Foster Youth chronically absent | Reduce Chronic Absenteeism by SED students by 5% annually.                         |
| 9. Percentage of students taught by appropriately credentialed teachers.              | 100% of students will be taught by appropriately credentialed teachers.   | 100% of all PTC teachers are appropriately credentialed.             | 100% of all PTC teachers are appropriately credentialed.   | 100% of all PTC teachers are appropriately credentialed.   | Maintain 100% appropriately credentialed teachers.                                 |
| 10. Percentage of students who have access and receive a broad course of study.       | 100% of PTC students have access and receive a broad course of study.   | 100% of PTC students had access to online curricula via Odysseyware. | 100% of PTC students had access to Edgenuity online curricula  | 100% of PTC students had access to Edgenuity online curricula. Approximately 44 students took 92 courses valued at 372.5 credits during the Fall 2023 semester.  | Maintain 100% of all students receive access to a broad course of study.           |
| 11. Percentage of students who have access to Instructional technology.               | During the 2020-21 school year, 100% of students were provided access to  | 100% of PTC students had access to technology. Currently 213         | 100% of PTC students had access to technology.   | 100% have access to 1:1 Currently 213  | 100% of all students will continue to have access to Instructional Technology.     |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|--|--|---|---|---|---|
|  | Instructional Technology, including 1:1 Chromebooks and WiFi hotspots.   | Chromebooks and 65 Wifi Hotspots have been issued to students in need.  |   | Chromebooks checked out and 65 Wifi Hotspots.   |   |
| 12. Percentage of students graduating.   | 2020-21 Graduation results for PTC students by group:<br><br>78.6% = All students<br>79.0% = SED<br>79.2% = Hispanic | *Mid-year Graduation Rate as of: 12/19/21. includes:<br>SED = 34<br>EL = 6<br>Homeless = 3<br>Foster Youth = 0<br>AB 130 Qualified = 20<br>Adult Student = 18<br>RFEP = 11<br>Probation = 1<br>Parenting Teen = 1 | 2022 Graduation results:<br><br>56.4% = All students<br>56.8% = SED<br>54.2% = Hispanic<br>61.8% = White<br>33.3% = English Learners<br>53.8% = Students with Disabilities<br>52.4% = Homeless students | Mid-year Graduates (12/21/23) include:<br><br>SED = 13<br>EL = 6<br>Homeless = 0<br>Foster Youth = 0<br>AB 130 Qualified = 0<br>Adult Student = 14<br>RFEP = 6<br>Probation = 2<br>Parenting Teen = 0 | Increase graduation rate by 6% annually.  |
| 13. Percentage of teachers trained in Multi-Tiered Systems of Support (MTSS)                                     | MTSS PD to begin in SY 2022-23   | New action for 2022-23 LCAP   | 100% of teachers received training on MTSS.   | All training during second semester of SY 23-24.  | 100% of all teachers trained in MTSS  |
| 14. Reclassification Rate: Percentage of English Learners reclassified as Fluent English Proficient (RFEP)       | New metric for 2022-23   | New metric for 2022-23  | 5.3% of students classified as RFEP.  | As of December 2023, 6 students have been reclassified as RFEP.   | 10% of students classified as RFEP.   |
| 15. Early Assessment Program (EAP): % PUPILS SCORING "Standard Met or Exceeded" on SBAC ELA and Math Assessments | New metric for 2022-23   | New metric for 2022-23  | ELA: Overall: 15.38%<br>SED: 17.54%<br>EL: 0%<br>Hispanic: 15.22%<br><br>Math: Overall: 0%<br><br>[2022 SBAC Data]  | ELA: Overall: 16.46%<br>SED: 16.42%<br>EL: 9.09%<br>Hispanic: 17.74%<br><br>Math: Overall: 0%<br><br>[2023 SBAC Data]   | ELA: Overall: 25%<br>SED: 25%<br>EL: 15%<br>Hispanic: 25%<br><br>Math: Overall: 15%<br><br>[2024 SBAC Data] |

**Actions & Measuring and Reporting Results**

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)                           | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.1                | <p><b>Increase CTE Course Completion for SED student population.</b><br/>90% of PTC students are identified as Socio-Economically Disadvantaged (SED) and 0% of those students have met the College and Career Readiness indicator on the 2019 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning, will ensure that unduplicated students are given the opportunity to complete CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support the SED students in CTE/ROP, an additional Instructional Assistant (I/A) is in place to specifically ensure improved support learning opportunities for SED students.</p> | No           | Fully Implemented    | All staff positions have been filled since beginning of year and staff members support student learning every day. All graduates must fulfill CTE graduation requirements of 20 credits. | 62 students earned 431.5 CTE credits during Fall 2023                                | \$247,120.00         | \$127,471             |
| 1.2                | <p><b>Provide Credit Recovery opportunities for SED students</b><br/>A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill the graduation requirement, CAES teachers and counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning course. This will require academic</p>   | No           | Fully Implemented    | PTC students use Edgenuity platform as needed to earn high school credits toward graduation including.   | 44 students took 92 courses and earned 372.5 credits toward graduation requirements. | \$56,000.00          | \$56,000              |

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|--------------------|--|--------------|----------------------|--|---|----------------------|-----------------------|
|                    | <p>counselors to update credit evaluations on a regular basis after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support in access and use of the Edgenuity platform.</p> <p>Title I-II</p>  |              |                      |  |   |                      |                       |
| 1.3                | <p><b>Reclassify English Learners</b><br/>To support EL students in achieving English Language reclassification, PTC staff will use LAS Links and i-Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in the speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. Currently, no students have been reclassified in the last 4 school years. MCSOS ELA/ELD Program</p> | No           | Fully Implemented    | MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success. | The Program Director provides direct support to 5 ELD teachers. | \$17,055.00          | \$8,945               |

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|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
|                    | <p>Director will continue to work with teachers to incorporate research-based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>Title I</p>  |              |                      |   |  |                      |                       |
| 1.4                | <p><b>Provide Instructional Staff Professional Growth and Development</b><br/>Based on annually low SBAC Math (0% met or exceeds standard) and i-Ready scores (3.7% at grade level) for SED and EL students, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers'</p> | Yes          | Fully Implemented    | All PTC teachers receive instructional support from a Math expert from Fresno County Superintendent of Schools by way of monthly training in a whole group setting. As of January 19, 2024, the PTC staff has received 2 training sessions with 6 more planned for the second semester. Separate to this: Instructional Assistants have received specialized training from math expert during 4 separate days of math training. | Professional development calendar                          | \$6,450.00           | \$0                   |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
|                    | instructional practices and close the achievement gap for SED students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.  |              |                      |  |  |                      |                       |
| 1.5                | <p><b>Provide instruction and instructional materials to increase student achievement in ELA and Math.</b></p> <p>To increase student performance in ELA and Mathematics, PTC staff will provide instruction and be provided instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.</p> | No           | Fully Implemented    | Instructional staff members provide services to students at PTC. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Supplies and instructional materials purchased to support the mission of the school. | Teachers and supplies                                      | \$815,845.00         | \$548,301             |
| 1.6                | <p><b>Reduce student to teacher caseload ratio.</b></p> <p>Charter guidelines require student to teacher ratio to remain below the current LEA ratio of 30:1.</p>   | Yes          | Fully Implemented    | Five teachers have been employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1.   | Current student to teacher ratio is 29:1.                  | \$689,651.00         | \$354,257             |



| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)                        | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
|                    | Unduplicated student groups learn and perform at the highest levels when class sizes are lower. To address this need, PTC will reduce the teacher caseloads by reorganizing the current PTC structure, allowing more time spent with students and providing a more accurate benchmark to measure student success.  |              |                      | Currently, PTC services students at a ratio of 29:1.  |   |                      |                       |
| 1.7                | <p><b>Improve SED student achievement in ELA and Math</b></p> <p>PTC SED students scored 27.5 points below standard in ELA and 165.2 points below in Math on the SBAC. To support SED students' academic growth as measured by SBAC ELA and Math assessments, PTC staff will provide instruction and instructional materials. In addition, to support improved student academic performance, i-Ready 2023-24 school year data will be disaggregated. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. 1 teacher will be assigned to the Academic Acceleration Classes to manage student education plans, report progress to administration and I/S teachers, to plan targeted small group instruction and support of students assigned to the Academic</p> | No           | Fully Implemented    | One teacher provides direct student support to address student skill deficiencies to students below grade level as measured by I-Ready in the core areas of Reading and Mathematics. This teacher requires an Instructional Assistant who provides additional intensive support for all students including progress monitoring for prescriptive lessons for MyPath. | Instructional Assistant provides support to approximately 125 students each week. | \$52,852.00          | \$30,576              |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | <p>Acceleration Classes. Students assigned to these classes will be designated by being 1 or more grade years below grade level as measured by the i-Ready diagnostic assessment. Academic Acceleration teachers will print out all diagnostic summaries and results will be sent home with students for quarter and semester reporting periods.</p> <p>Title I</p>   |              |                         |  |  |                         |                          |
| 1.8                | <p><b>Improve SED student achievement in ELA and Math</b><br/>This action is an accompanying action to Action 1.7. 1 teacher will be assigned and 1 instructional assistant (I/A) will assist low-performing students with additional instruction in small group settings to help mitigate learning loss. Their support will be principally directed to unduplicated pupils in grades 6-12. Additional instructional materials will be purchased to support classroom instruction, as needed. Instructional assistants will provide individual or small group accelerated interventions.</p> <p>Title I</p> | No           | Fully Implemented       | Materials and supplies are purchased to support every academic acceleration student. | Instructional materials for students                                   | \$3,000.00              | \$2,567                  |

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|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.9                | <p><b>Retain Highly Effective Teachers</b><br/>PTC will provide high quality professional development from various content providers to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. PTC will also offer competitive salaries to increase teacher retention.</p> <p>Title II</p> | No           | Fully Implemented    | Pioneer Technical Center instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teacher have participated in weekly training for WASC, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. | Professional development calendar                          | \$12,500.00          | \$0                   |
| 1.10               | <p><b>Improve student opportunities for a broader course of study.</b><br/>This action was discontinued due to being duplicative of Goal 1, Action 2.</p>  | No           | Not Implementing     | Action discontinued  | Action discontinued  | \$0.00               | \$0                   |
| 1.11               | <p><b>Provide intervention and instructional support for struggling learners</b><br/>Students identified as needing additional academic supports beyond the parameters of the Independent Study appointment are provided additional support from a PTC Chowchilla Instructional Assistant.</p>   | Yes          | Fully Implemented    | Additional academic support is provided to struggling learners by an Instructional Assistant at PTC Chowchilla for 7.5 hours per day.  | Staff  | \$42,411.00          | \$19,739              |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| 1.12               | <p><b>Provide access to Instructional Technology for all SED students.</b><br/>As 90% of PTC students are SED and previous survey results have shown that SED students do not have access to reliable personal technology at home. PTC will improve the use and access of technology by continuing providing and maintaining a 1:1 student-device ratio. PTC devices (Chromebooks and hotspots) are checked out annually by families and returned at the end of the school year. Student learning is enhanced using Chromebook technology by including, but not limited to the following: access to curriculum, training in digital citizenship, access to all formative and summative online assessments. PTC will increase instructional effectiveness by identifying online training, coaching, new hardware, or other resources teachers may need to support student learning and effective interventions.</p> | Yes          | Fully Implemented       | <p>SED Students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices. 40 Chromebooks have been replaced during this school year.</p> | Instructional Technology   | \$28,245.00             | \$3,936                  |
| 1.13               | <p><b>Provide Instructional Staff Professional Growth and Development</b><br/>Professional Development to be offered by MCSOS on a weekly basis. Aside from PD accessed by staff through other professional educational agencies. Ongoing professional development days provided to all staff to support the</p>   | No           | Fully Implemented       | <p>Pioneer Technical Center instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self Study,</p>                           | Professional development calendar                                      | \$0.00                  | \$0                      |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
|                    | use of standards aligned curriculum and pedagogy in ELA and ELD.   |              |                      | Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. IAs have also participated in all of the aforementioned and additionally trained with FCSS in an IA Math cohort designed to improve their instructional support practices.               |  |                      |                       |
| 1.14               | <p><b>Provide academic and SEL counseling for at-promise students</b></p> <p>Academic counseling for new and existing students, SED, transitioning students from Juvenile Hall to PTC, and other at-promise students. The academic counselor provides the following, but limited to: Career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in PTC Student Success Teams (SST) Family information nights, probation updates on student progress, student activities for graduates, communication with Junior Colleges for Registration-to-Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student class placement.</p> | No           | Fully Implemented    | A Counseling Support Specialist provides daily support to two school counselors in direct support to students and families. This position serves as a liaison with feeder districts, provides state testing support for teachers and administration, Reg-To-Go support for counselors, etc. | Staff  | \$92,063.00          | \$48,032              |

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|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
|                    | Title I  |              |                       |  |  |                      |                       |
| 1.15               | <p><b>Multi-Tiered Support Systems (MTSS) Professional Development</b></p> <p>Based on reflections of prior practice including educational partner feedback, current student achievement data analysis in academics, SEL and College and Career Readiness indicators, this new metric/action was added for the schoolyear 2022-23. After a needs assessment demonstrated low attendance rates in Powerschool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), the need for instructional staff trained in Multi-Tier Support Systems (MTSS) continues to be evident for the 2023-24 school year.</p> | No           | Partially Implemented | PTC staff has an MTSS team in which several employees participate to help direct the school's evolution toward becoming an MTSS school. Two staff members participated in an MTSS Professional Development conference during July 2023. These members will help guide further staff development for MTSS program growth during the 2nd semester. | Staff attending conference during summer 2023              | \$6,800.00           | \$3,685               |

## Goal 2

### Goal Description

PTC will provide resources and services to ensure the social and emotional wellbeing of students and staff, while providing a safe learning environment and learning opportunities.

## Expected Annual Measurable Objectives

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24  |
|---|--|---|---|---|--|
| 1. Number of times transportation is provided to school and/or returning home for SED students.                           | Due to COVID-19, In 2020-21, PTC provided 0 MAX vouchers or MUSD bus transportation to students in need of transportation to and from school.                  | Madera Area Express (MAX) for students is currently free of charge for students being transported from designated bus stop to bus stop. MUSD bus transportation to PTC has not resumed its service. | 0 students requested transportation to attend school or return home from school.  | MAXX passes are currently free of charge for students being transported from designated stop to stop. MUSD bus transportation to PTC has not resumed. | All students or families in need are provided transportation or vouchers/tickets for local public transportation.                    |
| 2. The number of parenting teens, foster youth and/or homeless students receiving academic and social-emotional services. | 19 parenting teens, foster youth, and/or homeless students had access to receive intervention and support services, including social emotional and counseling. | 11 student referrals to the CAES Psychologist. 1 Suicide Prevention Professional Training to all CAES staff. 2 SEL Trainings provided to staff from CAES Counseling Team                            | 13 parenting teens, 6 foster youth, and 31 homeless students accessed intervention and support services;                            | 28 student referrals to the Psychologist. 1 Suicide Prevention Professional Training.   | Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services. |
| 3. The number of student recognition assemblies conducted throughout the year.  | PTC staff conducted 4 assemblies to recognize students' academics, attendance, and citizenship performance.  | Students recognized at quarter and semester in the form of certificates for academic achievement, PTC PRIDE, and good attendance. But, due to COVID-19, quarterly assemblies have not resumed.      | 5 student recognition ceremonies in 2022-23, including two graduations and quarterly student recognitions.                          | Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance.   | PTC will maintain or increase the number of student recognition assemblies throughout the school year.                               |
| 4. Facilities Inspection Tool (FIT) score.  | The October 2020 Facilities Inspection Tool (FIT) Score shows the PTC facilities in "Good Repair."   | The FIT report for PTC showed facilities in "Good Repair" for 2021-22.  | The FIT report for PTC showed facilities in "Exemplary" for 2022-23.  | The FIT report (October 2023) for PTC showed facilities in good repair.   | The FIT will show PTC evaluated to be in "Good Repair" annually.   |
| 5. Number of students that access support services.   | To be established in the Fall of 2021.   | To date, 11 referrals have been made to the School Psychologist and 12 home visits necessary for student wellness follow-ups.   | 41 referrals made to the School Psychologist for social-emotional support of students; home visits made for student wellness checks | To date: 11 referrals to the School Psychologist and 6 home visits necessary for student wellness follow-ups.   | PTC will maintain an open pathway for all students to be identified and receive intervention support services listed.                |
| 6. Percent of students suspended  | In 2020-21, PTC's suspension rate was 0%.  | In 2021-22, PTC's suspension rate was .04%  | 0%<br>[2022 CA School Dashboard]  | There have been 3 suspensions at PTC this year.   | PTC will maintain a lower suspension rate than Madera County.  |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data  | Desired Outcome for 2023-24   |
|---|--|---|---|--|---|
| 7. Percentage of students that feel safe on campus.   | 2020-21 LCAP survey has 86% of students reported feeling safe on site.   | The 2021-22 LCAP Student surveys state 86.2% (+.02%) of students feel safe on their campus and parents state 92.3% of their children feel safe on their campus.     | The 2022-23 LCAP Student surveys state 89.5% of students feel safe on their campus and 89.4% of parents state of their children feel safe on their campus.                                      | *TBD. The 2023-24 LCAP Student Survey will be given in January 2024.   | Per annual LCAP survey, 95% of students will state they feel safe at school.                      |
| 8. Dropout rate for all PTC students.   | 2019-20 dropout data from ed-data.org reports the 4-year cohort dropout rate for PTC at 28.4%.   | 19.6%<br>[2020-21 DataQuest Four-Year Adjusted Cohort Outcome]  | 29.2%<br>[2021-2022 DataQuest Four-Year Adjusted Cohort Outcome]  | Dataquest has not been updated with current %.   | PTC will reduce the 4-year cohort dropout to under 15%.   |
| 9. Number of students participating in external learning opportunities, enrichment activities, athletic competitions and educational field trips. | In school year 2019-20, 15% of students participated in extended learning opportunities, which included field trips and sporting events. | Due to COVID-19 restrictions, 4% of PTC students participated in external learning opportunities (athletics with 8 students and 5 students to the Madera Food Bank) | 92 students participated in external learning opportunities including sporting events, CTE Field Trips, and college visits. In addition, several students participated in community classrooms. | 2 team competitions in athletics (8 students), 2 CTE trips to MCIA for student support during school functions, and 1 community service trip to Madera Food Bank (5 students.) | Increase number of students participating in external learning opportunities from the prior year. |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 2.1                | <b>Provide student transportation as needed to and from school</b><br>As 90% of PTC students are Socioeconomically Disadvantaged (SED) PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events. | Yes          | Planned              | Because this service has become free of charge, no passes have been handed out as of January 2024. | Zero requests for passes                                   | \$1,000.00           | \$0                   |
| 2.2                | <b>Expand Support Services for Parenting Teens, Foster and Homeless Youth</b>   | No           | Fully Implemented    | A school counselor serves as the Foster Youth Liaison for Madera                                   | PTC participated in a Parenting Teen                       | \$347,101.00         | \$188,555             |



| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts)  | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|---|-------------------------|--------------------------|
|                    | <p>Based upon the increased SEL needs of students who are parents themselves and other at-promise youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least 3 times per year by mental health professionals, including the school psychologist.</p> |              |                         | <p>County, a school psychologist provides mental health screenings and services to students, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools.</p> | <p>Conference, Foster and Homeless activities have included 3 field trips, 4 parent conferences/training sessions, student support including online tutoring, and school psychologist support days for students. Also, staff have participated in two professional development trainings for mental health and McKinney-Vento legal training.</p> |                         |                          |
| 2.3                | <p><b>Continue Positive Student Recognition Program</b><br/>PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and</p>  | No           | Fully Implemented       | PTC students have been recognized monthly by PTC staff for academic, citizenship successes.   | Monthly awards  | \$1,500.00              | \$834                    |

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
|                    | parents are contacted using ParentSquare as well.   |              |                      |  |  |                      |                       |
| 2.4                | <b>Maintain School Facilities</b><br>PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.   | No           | Fully Implemented    | Both PTC campuses (Madera and Chowchilla) are maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year using the Maintenance Support Ticket System.  | FIT Inspections October 2023                               | \$227,000.00         | \$130,630             |
| 2.5                | <b>Provide Behavioral Health Intervention and Support Services</b><br>PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention. | Yes          | Fully Implemented    | The contracted school psychologist time allocated currently meets the needs of PTC. In addition to this position, Madera County Superintendent of Schools partners with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families or PTC. | 11 Psychologist referrals, 6 home visits                   | \$5,000.00           |                       |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts)   | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    |   |              |                         |   |  |                         |                          |
| 2.6                | <p><b>Reduce overall suspension rate</b><br/>PTC will reduce the overall suspension rate by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.</p> | Yes          | Fully Implemented       | Parent communication is a cornerstone to the PTC program as all staff and parents have access to this tool. Home/School communication is easily handled down to the individual family level. Also, PTC and PTCC use school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools. | School staff and families routinely use Parent Square as a means to maintain two-way communication in the preferred home language of the family. | \$4,000.00              | \$218                    |
| 2.7                | <p><b>Increase number of annual climate survey responses and improve survey results</b><br/>A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site</p>  | No           | Fully Implemented       | Students, parents, and staff members are provided links to complete LCAP surveys to inform the development of the next LCAP. These links are sent out during the winter to educational partners for feedback. Additional partner feedback is solicited through School Site Council and ELAC,  | Parent, student, and staff LCAP surveys Spring 2024  | \$0.00                  | \$0                      |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    | <p>Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent-teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.</p> <p>Percentages of students feeling safe at school and feeling connected to school will be reported to the Board and the community as part of the annual Local Indicators Report presented each June.</p> |              |                         | <p>of which there have been two meetings of each during the fall semester. Additionally, staff members had Gang Culture Awareness training hosted by the Madera Police Department during this first semester.</p>   |  |                         |                          |
| 2.8                | <p><b>Reduce EL, Homeless, and SED student drop out rate</b><br/>To address dropout rates, PTC will do the following: Administrators and Academic Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff</p>   | Yes          | Fully Implemented       | <p>Addressing the student dropout rate is highly important in ensuring students have access to completing their high school requirements. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly</p> | School flyers, report cards  | \$1,800.00              | \$375                    |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration and academic counselor will maintain a priority list of students to monitor for intervention.   |              |                         | important in keeping families informed of progress. School/program information is translated to keep Spanish speaking families informed of all offerings.  |  |                         |                          |
| 2.9                | <p><b>Maintain a Safe Campus</b><br/>PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.</p> | No           | Fully Implemented       | Maintaining a safe campus is paramount to student achievement. PTC staff members are part of a Safety Team and plans are created with their input and feedback about safe practices for school. During the fall semester 2023, Gang Culture Awareness training was provided to entire staff. | Staff, safety plan, professional development                           | \$0.00                  | \$0                      |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 2.10               | <p><b>Provide external learning opportunities for students.</b><br/>For the school year 2023-24, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.</p> | Yes          | Fully Implemented    | PTC students have participated in athletic competitions (2 in the fall), as well as 2 CTE trips also during the fall. Several trips are planned for the spring semester for students in the areas of academics, CTE, and athletics. | Student participation, trips                               | \$7,500.00           | \$525                 |

### Goal 3

#### Goal Description

PTC will encourage greater educational partnership and input by developing meaningful community, parent and family relationships.

### Expected Annual Measurable Objectives

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Mid-Year Outcome Data   | Desired Outcome for 2023-24   |
|---|--|---|---|---|---|
| 1. Percentage of teachers and staff maintaining a contact log in PowerSchool. | For schoolyear 2020-21 100% teachers and staff maintained a contact log in PowerSchool for each student. | For schoolyear 2021-22. 100% of teachers and staff maintained a contact log in PowerSchool. | For schoolyear 2022-23, 100% of teachers and staff maintained a contact log in PowerSchool. | For schoolyear 2023-24, 100% of teachers and staff maintain a contact log in PowerSchool. | Teachers and staff will log 100% of student/parent contacts on a weekly basis in PowerSchool. |
| 2. Number of school events offered to Parent/family members                   | During 2020-21 schoolyear, no school   | 6 Parent Orientation Workshop Nights hosted and an Open House were                          | 7 school events offered to parents/ family members  | 3 events through December 2023.   | Maintain or increase the number of school events  |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Mid-Year Outcome Data  | Desired Outcome for 2023-24  |
|--|---|--|---|--|--|
|  | events were held due to COVID-19 pandemic.  | held during School Year 2021-22.   | during school year 2022-23.   |  | offered to parents and students to attend.   |
| 3. Increase the number of parent and/or community members providing input or participating | In 2020-21, 31% of parents returned surveys in paper format and 4% in digital format. | In 2021-22, 18% of parents completed surveys in digital format                 | In 2022-23, 100 parents completed the surveys in digital form. Four participated in the Community Appreciation Day.       | Parents complete enrollment surveys at the beginning of the year and LCAP surveys will go out to students and families February 2024.  | Increase the number of parent and community responses from the prior year.             |
| 4. Increase community partnerships   | PTC currently has 2 community partners.   | Camarena Heath and Madera County Behavioral Health are two community partners. | Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation are community partners. | PIQE has become a new educational partner for PTC as well as existing partnerships with Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation. | Increase the number of community partners and connect them with families and students. |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.1                | <b>Increase Parent Communication frequency</b><br>Based on research the Harvard Graduate School of Education written by Kraft and Dougherty, "teacher-family communication increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by 15%." With 72% of the SED student population being credit deficient, 17% of the students are EL learners, and 29.7% of students be redesignated fluent English proficient (RFEP) with languages other than English being spoken at home, there is a need for increased teacher-parent communication. PTC | No           | Fully Implemented    | PTC staff uses complete translations on all programmatic documents shared with parents and guardians. PTC staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages. | DTS educational documents                                  | \$6,500.00           | \$0                   |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | <p>administration, counseling, and teaching staff will provide effective communication with parents of regular, EL, and Special Education students in home language regarding school administration, activities, student progress and attendance. Communication will occur through personal phone calls, home visits, the Parent Square application/website, an updated and maintained school website, and quarterly progress reports and semester report cards; with all communication provided in primary languages translated by support staff where necessary. Bilingual translation provided by counseling and support staff will be available for all parent meetings including: IEPs, SSTs, #504 and Parent/Teacher/Student conferences.</p> <p>Direct daily communication from administrative, counseling, teaching and support staff will be recorded in PowerSchool to maintain a accurate record of communication with students and families.</p> <p>Title I</p> |              |                         |  |  |                         |                          |
| 3.2                | <p><b>Increase Parent Involvement and Attendance in School Functions</b><br/>PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including</p>   | No           | Fully Implemented       | PTC staff have utilized Parent-Teacher Conferences for the fall semester. PTC school counselor has held numerous college, financial aid, and | Parent-Teacher conferences, DTS  | \$0.00                  | \$0                      |



| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    | <p>college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following: Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being an EL student and RFEP (30% of enrollment) students. Printed flyers in both English and Spanish will be distributed on site. Two CAES counselors will use parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i-Ready data analysis, academic progress, attendance updates, and general academic planning. Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. ParentSquare will be used to survey and poll all</p> |              |                         | <p>graduation meetings with parents and families and will continue to do so during the spring semester.</p> |  |                         |                          |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    | parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and disseminate the data from those surveys.   |              |                         |   |  |                         |                          |
| 3.3                | <p><b>Increase Educational Partner Input and Participation</b></p> <p>As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare. PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The Principal/Program Director and</p> | No           | Fully Implemented       | PTC Staff has developed parent and student surveys for LCAP input and will send to families in February 2024. Also, throughout school year 23-24, all families enrolling with PTC take an enrollment survey which provides instant programmatic feedback and generates parent volunteers for school committees. | SSC/ELAC meeting minutes, survey results                               | \$500.00                | \$312                    |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | <p>teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. Currently 98% of parents are able to be contacted through the website. PTC administration and program directors will set poll parameters and the program director will disaggregate and disseminate the data from those polls.</p> |              |                         |  |  |                         |                          |
| 3.4                | <p><b>Develop greater Community Outreach opportunities</b><br/>           Since 90% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students.</p> <p>PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children (CSEC) meetings, and quarterly Juvenile Justice Coalition</p>          | Yes          | Fully Implemented       | <p>School administrators participate in Madera County COMPACT, FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory committee members to discuss current trends and needs of preparing students for career opportunities after graduation.</p> | <p>CTE meetings, student competitions, Juvenile Justice Meetings</p>   | \$500.00                | \$0                      |

| Goal #<br>Action # | Action Title and<br>Description   | Contributing | Implementation<br>Level | Mid-year Outcome Data  | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
|                    | <p>(JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities.</p> <p>To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future.</p> |              |                         | PTC staff also partner with DSS for potential job placement of students. |  |                         |                          |

## Goal 4

### Goal Description

By June 30, 2024, Pioneer Technical Center will increase the graduation rate by 10%.

### Expected Annual Measurable Objectives

| Metric          | Baseline   | Year 1 Outcome          | Year 2 Outcome          | Mid-Year Outcome Data  | Desired Outcome for 2023-24                             |
|-----------------|--|-------------------------|-------------------------|--|---|
| Graduation Rate | 56.4% graduation rate according to the 2022 CA School Dashboard. | New Metric for 2023-24. | New Metric for 2023-24. | December 2023 had 21 graduates as members of the graduating class of 2024. | 66.5% graduation rate according to CA School Dashboard. |

### Actions & Measuring and Reporting Results

| Goal #<br>Action # | Action Title and Description  | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts)   | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 4.1                | <p><b>Increased Support for EL Students</b></p> <p>Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.</p> |              | Fully Implemented    | Beginning August 2023, Instructional Assistant provides 10 hours of instructional support for English Learner students in Designated ELD classes.                                       | Master schedule for instruction                              | \$16,000.00          | \$7489                |
| 4.2                | <p><b>Increased Parent Education</b></p> <p>As a result of parent feedback via school enrollment and LCAP surveys for SY 2022-23, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical</p>  |              | Fully Implemented    | During Fall 2023, PTC staff partnered with PIQE (Parent Institute for Quality Education) to host an online series of 6 classes for parents to learn how to better support their child's | 46 parents participated and 28 parents completed the course. | \$15,000.00          | \$0                   |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data  | Other Data/Evidence (qualitative, quantitative, artifacts)       | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
|                    | Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will partner with a Parent Education Organization to empower parents to better assist their children.  |              |                      | social, emotional, and academic needs as students.   |  |                      |                       |
| 4.3                | <p><b>Increase school connectedness for all students</b><br/>Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.</p>     |              | Fully Implemented    | PTC staff have held on-campus events at school to help students feel connected to staff and teachers. Field trips and/or other incentives are planned for the second semester. | Perfect Attendance, Academic Achievement, and Citizenship awards | \$20,000.00          | \$627                 |
| 4.4                | <p><b>Increase curriculum access for English Learners and low performing students</b><br/>Classroom sets of computers will be purchased for both the ELD and Academic Acceleration Classrooms for all students to ensure access to digital curriculum and seat time instruction.</p> |              | Fully Implemented    | Classroom Chromebooks were purchased for both ELD classes and Academic Acceleration classes as a means to assisting students with learning in classrooms.                      | 60 units, and 2 carts purchased                                  | \$22,000.00          | \$41,373              |
| 4.5                | <p><b>Edgenuity Licenses</b><br/>Additional Edgenuity licenses will be purchased to provide low performing students access to A-G</p>  |              | Planned              | As of January 2024, need not yet presented with students.  | Zero new licenses  | \$26,000.00          | \$0                   |

| Goal #<br>Action # | Action Title and Description   | Contributing | Implementation Level | Mid-year Outcome Data   | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
|                    | and CTE approved courses that will meet graduation requirements  |              |                      |   |  |                      |                       |
| 4.6                | <b>Academic Tutoring for Low Performing Students</b><br>PTC will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.   |              | Planned              | As of January 2024, Principal seeking appropriate vendor for PTC students.                            | None   | \$50,000.00          | \$0                   |
| 4.7                | <b>Supplemental Curriculum for English Learners</b><br>PTC uses StudySync as the curriculum for English Language Arts, and the StudySync Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level 1 and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency. |              | Planned              | Principal and teacher working with Program Director, ELA/ELD for appropriate supplemental curriculum. | None   | \$16,090.00          | \$0                   |

| Goal #<br>Action # | Action Title and<br>Description  | Contributing | Implementation<br>Level | Mid-year Outcome Data   | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
|                    |  |              |                         |   |  |                         |                          |
| 4.8                | <p><b>Monitor Plan Effectiveness</b><br/>PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to "implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.</p> |              | Fully Implemented       | As of January 2024, Executive Director and Program Director meet monthly or more to monitor program effectiveness for PTC staff and students. | Monthly meetings   | \$1,000.00              |                          |