2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pioneer Technical Center - Madera and Chowchilla
CDS Code:	20102072030229
LEA Contact Information:	Name: Mr. Scott Ellingson - Principal Position: Mr. Alan Macedo - Program Director Email: sellingson@mcsos.org Phone: amacedo@mcsos.org (559) 662-4640
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	**Amount**
Total LCFF Funds	$3,401,195
LCFF Supplemental & Concentration Grants	$876,158
All Other State Funds	$622,889
All Local Funds	$120,330
All federal funds	$12,185
Total Projected Revenue	$4,156,599

Total Budgeted Expenditures for the 2022-23 School Year	**Amount**
Total Budgeted General Fund Expenditures	$4,034,359
Total Budgeted Expenditures in the LCAP	$2,832,133
Total Budgeted Expenditures for High Needs Students in the LCAP	$877,731
Expenditures not in the LCAP	$1,202,226

Expenditures for High Needs Students in the 2021-22 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,040,220
Actual Expenditures for High Needs Students in LCAP	$1,014,298

Funds for High Needs Students	**Amount**
2022-23 Difference in Projected Funds and Budgeted Expenditures	$1,573
2021-22 Difference in Budgeted and Actual Expenditures	$-25,922

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Total general fund budget is $3,957,101, and of that total $1,124,968 is not included due to general operations of charter such as expenditures include, but not limited to, operational , housekeeping services, building repairs, annual building rental fee, daily expenses of office and classroom supplies and fiscal expenditures. Operations and facilities were not included.
The total actual expenditures for actions and services to increase or improve	The difference in budgeted and actual expenditures was $25,922, which was accounted for in the non-use of Madera Unified School District

services for high needs students in 2021-22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22.	(MUSD) transportation services not being utilized by PTC students and families; the Madera Area Express (MAX) not being available to PTC students and families due to COVID-19 pandemic restrictions. Further, the cost for math professional development was less expensive than the budgeted expense and included a change in funding sources from Supplemental and Concentration funding to Title I, Part A funding. Lastly, a material difference for staff professional development was due to Mental Health First Aid Training being free of charge to PTC staff members given it was provided by Madera County Department of Behavioral Health instead of being a cost item to the PTC budget.

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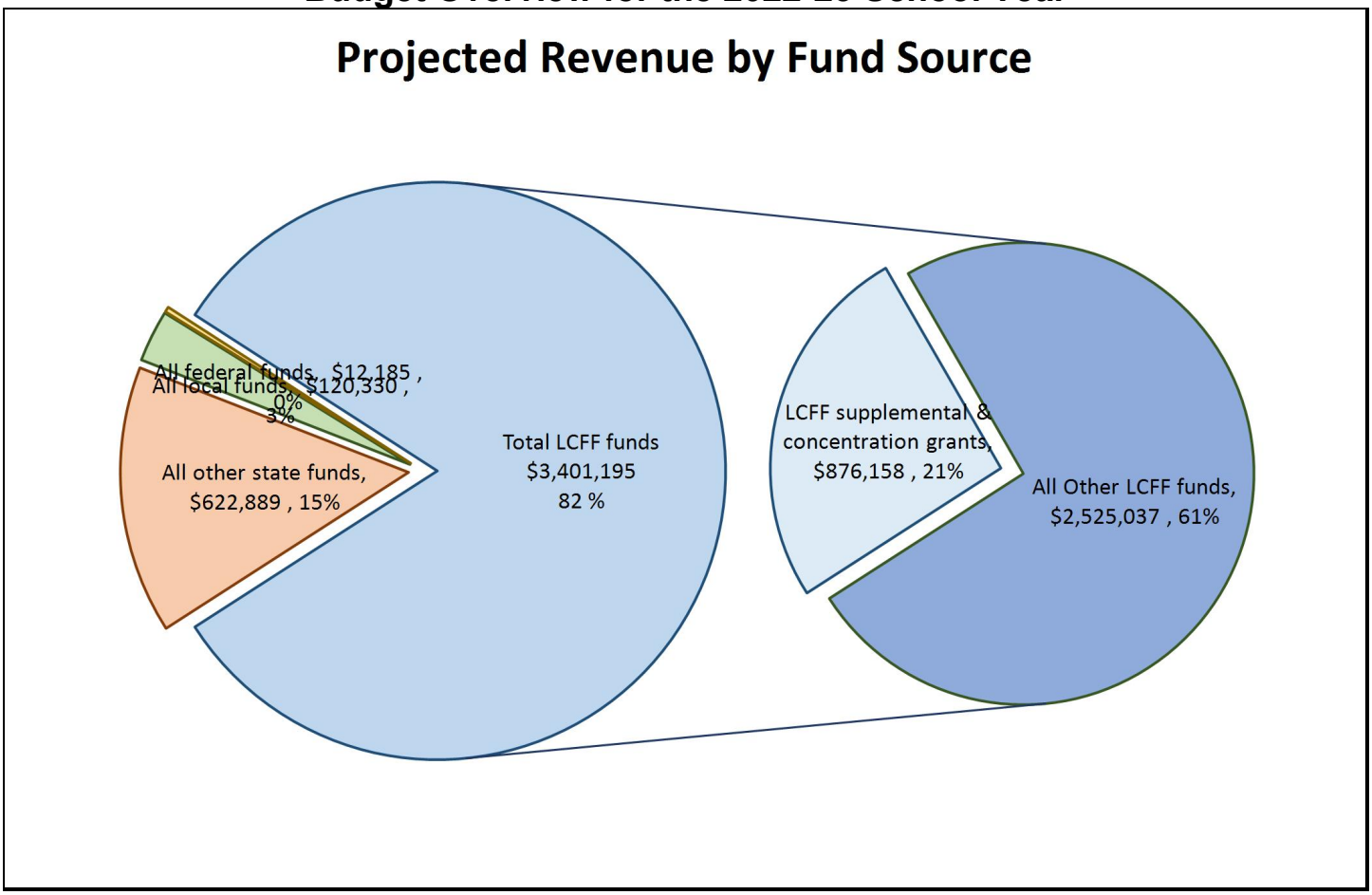
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



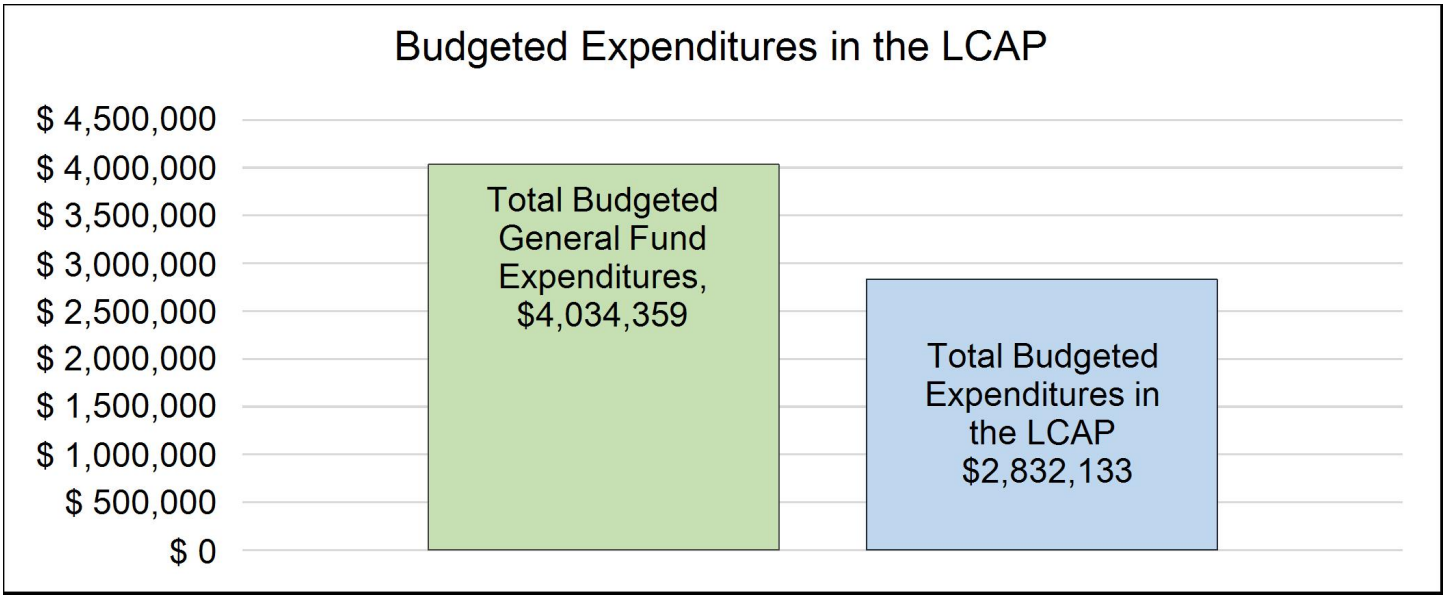
This chart shows the total general purpose revenue Pioneer Technical Center - Madera and Chowchilla expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Technical Center - Madera and Chowchilla is $4,156,599, of which $3,401,195 is Local Control Funding Formula (LCFF), $622,889 is other state funds, $120,330 is local funds, and $12,185 is federal funds. Of the

$3,401,195 in LCFF Funds, $876,158 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pioneer Technical Center - Madera and Chowchilla plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

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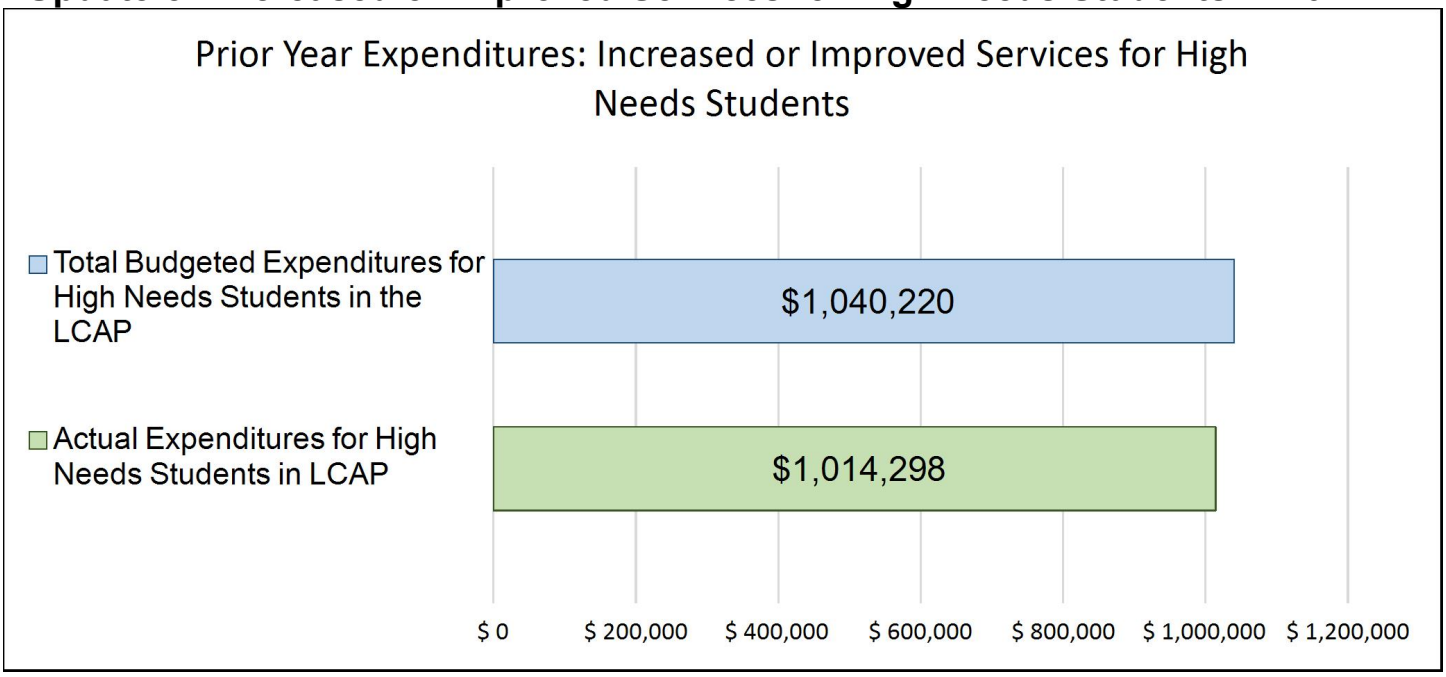
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pioneer Technical Center - Madera and Chowchilla is projecting it will receive $876,158 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Technical Center - Madera and Chowchilla must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Technical Center - Madera and Chowchilla plans to spend $877,731 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Pioneer Technical Center - Madera and Chowchilla budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pioneer Technical Center - Madera and Chowchilla estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Pioneer Technical Center - Madera and Chowchilla's LCAP budgeted $1,040,220 for planned actions to increase or improve services for high needs students. Pioneer Technical Center - Madera and Chowchilla actually spent $1,014,298 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-25,922 had the following impact on Pioneer Technical Center - Madera and Chowchilla's ability to increase or improve services for high needs students:

The difference in budgeted and actual expenditures was $25,922, which was accounted for in the non-use of Madera Unified School District (MUSD) transportation services not being utilized by PTC students and families; the Madera Area Express (MAX) not being available to PTC students and families due to COVID-19 pandemic restrictions. Further, the cost for math professional development was less expensive than the budgeted expense and included a change in funding sources from Supplemental and Concentration funding to Title I, Part A funding. Lastly, a material difference for staff professional development was due to Mental Health First Aid Training being free of charge to PTC staff members given it was provided by Madera County Department of Behavioral Health instead of being a cost item to the PTC budget.

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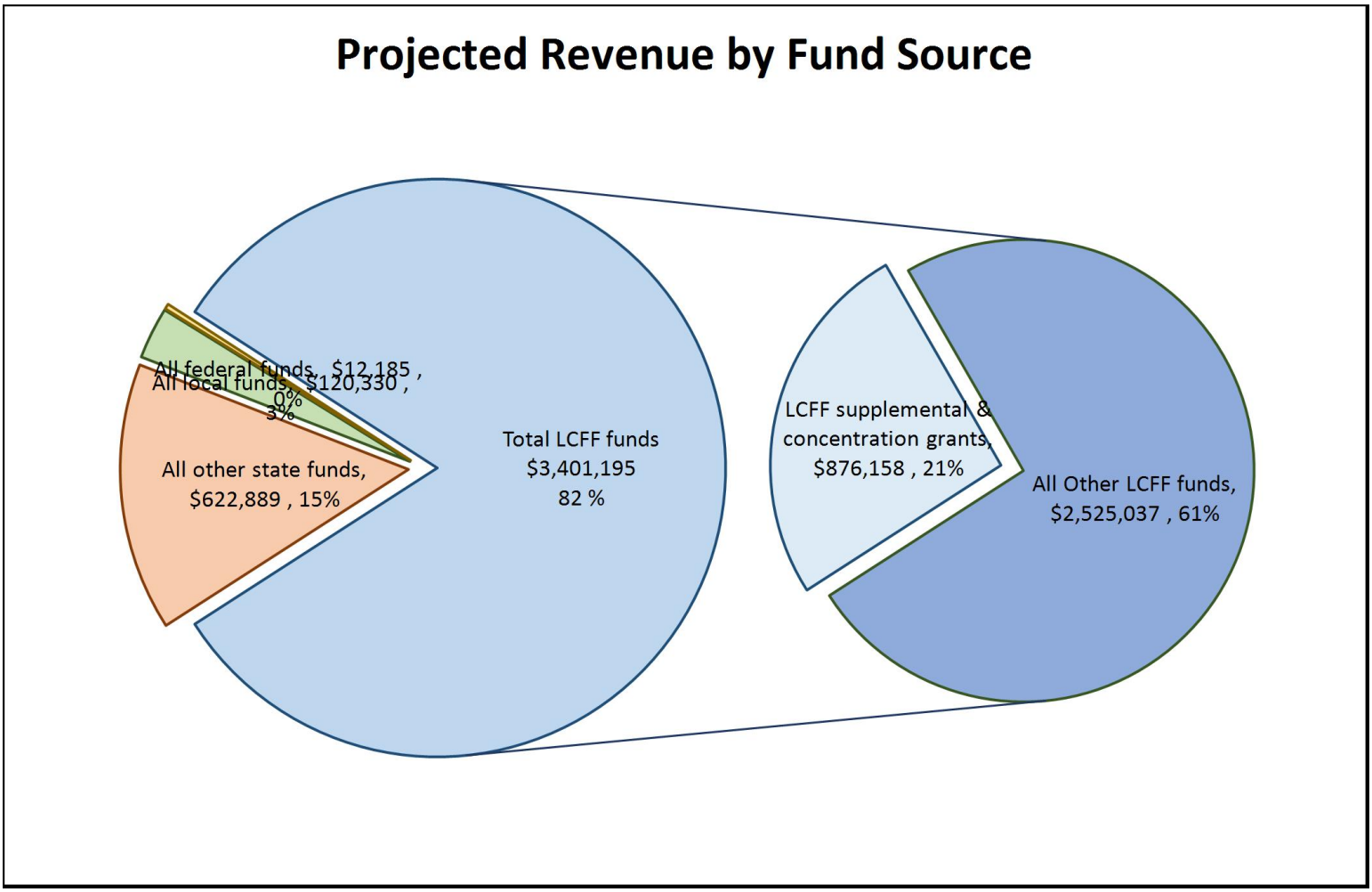

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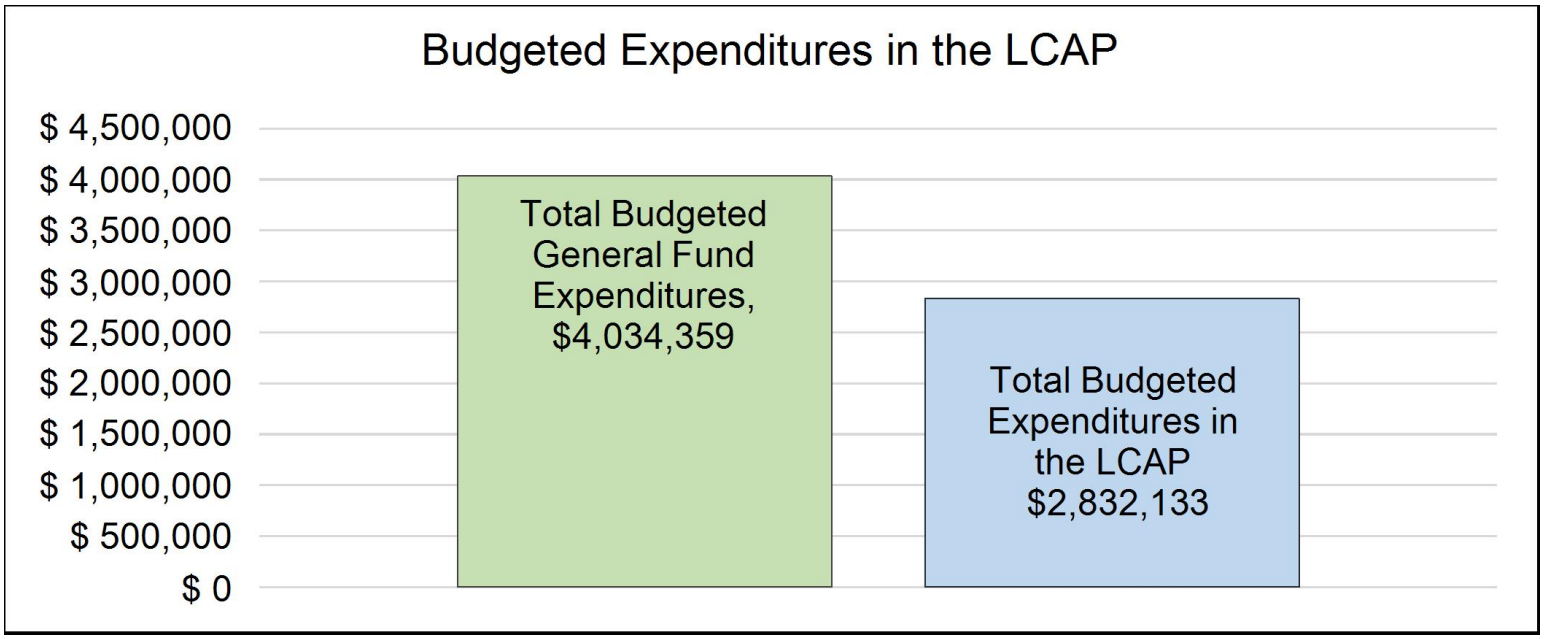

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LCFF Budget Overview for Parents

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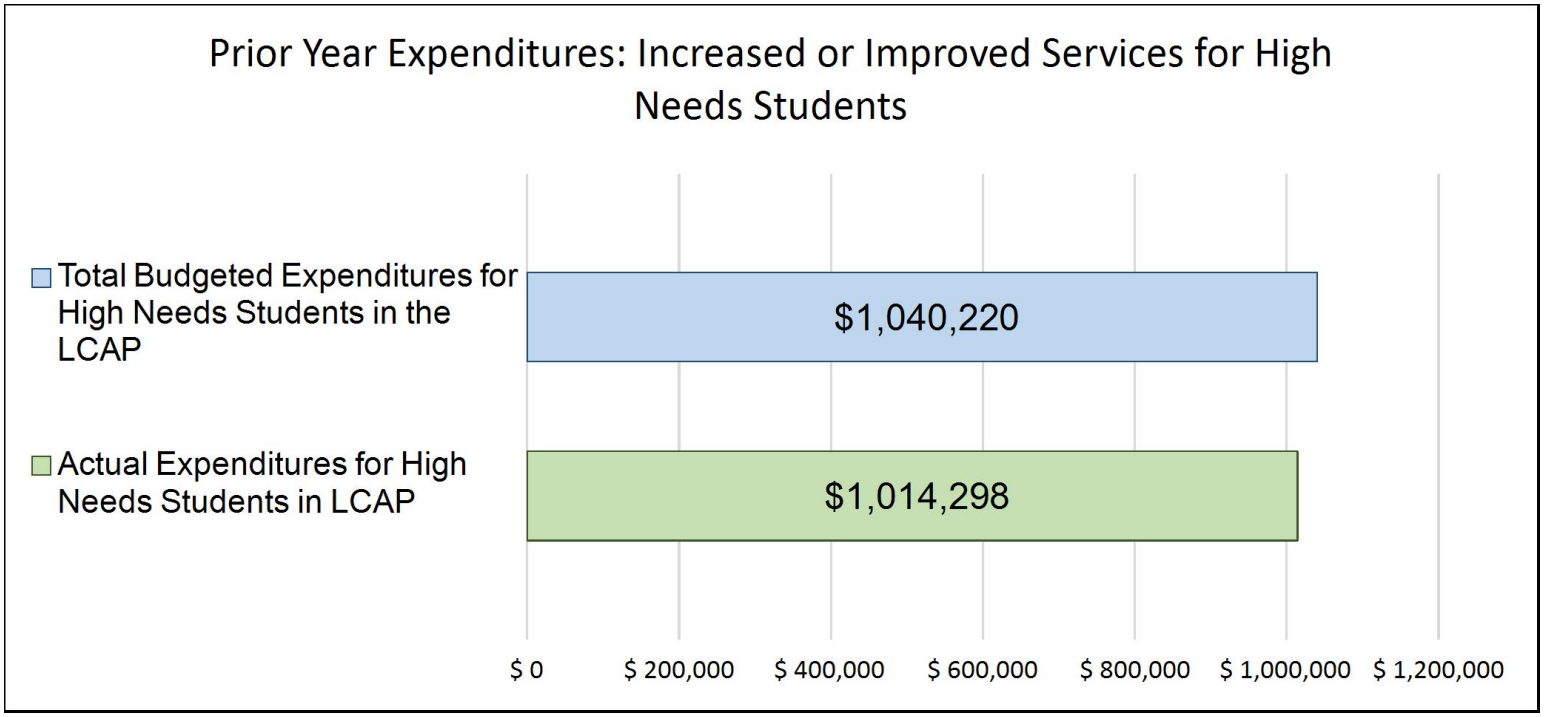

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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Technical Center - Madera and Chowchilla	Mr. Scott Ellingson - Principal Mr. Alan Macedo - Program Director	sellingson@mcsos.org (559) 664-1600 amacedo@mcsos.org

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

For feedback and input, PTC engaged its Educational Partners on the use of funds provided through the Budget Act of 2021 though two scheduled LCAP Zoom meetings held on Tuesday 1/18/22 at 4:30 - 5:30 p.m. and Wednesday 1/26/22 from 5:30 - 7:00 p.m. In addition, PTC sent out an All-CAES Online survey to all parents, students and staff with a target response window of 1/18/22-2/4/22. Finally, the LEA provided a brief presentation at the 3rd quarter CAES School-Site Council (SSC) Meeting, held on 3/17/22. Feedback from parents, via the online survey, did not stipulate specific needs for students in the area of academics.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Because the LEA has an enrollment of students greater than 55% who qualify as either low-income, English learners, and/or Foster Youth, PTC initially planned to use the additional concentration grant add-on funding to increase the number of staff who provide services for the PTC student population. These additional Supplemental and Concentration Grant Funds were intended to hire additional classified support staff; specifically Instructional Assistants (I/A). However, due to the impact from COVID-19 and implementation of AB 130, there has been a significant decrease in enrollment at PTC this year. To provide direct services for low income, English learners, and/or foster youth, PTC utilized these additional Supplemental and Concentration grant funds to fully fund currently employed Instructional Assistants (I/A) for the school year 2021-22. PTC I/As directly directly, all unduplicated students, to address individual ELA and Math subskill weaknesses during the i-Ready Academic Acceleration classes.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

PTC did not receive ESSR III funding.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PTC did not receive ESSER III funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LEA is using fiscal resources received for school year 2021-22 to support students and teachers during the COVID-19 pandemic. The following action plans were aligned to PTC's LCAP to address the needs of its students: The Learning Continuity Plan (LCP), The Safe Return to Schools Plan, and the Elementary Secondary School Emergency Relief (ESSER III) plan. The primary focus of these plans is to mitigate learning loss during the pandemic/distance learning period in 2020-21. Use of additional staff to support students in the acceleration class is a targeted intervention to directly support students; specifically in the areas of ELA and Math. The Safe Return to Schools Plan ensures that students and staff are protected during in-person learning, with a clear set of expectations, guidelines and safety precautions that allow for students to return safely to the classroom. All plans align with PTC's goals of 1) Student Achievement/College and Career Readiness 2) Providing resources and services to improve the social and emotional well--being of each student and to provide a safe learning environment and 3) PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pioneer Technical Center (PTC) is a non-classroom based Independent Study Charter School authorized by the Madera County Board of Education and operated by the Madera County Superintendent of Schools (MCSOS), serving high school students countywide in grades TK through 12. The PTC Madera site is open to students in grades 9-12, while the Chowchilla site serves grades 4-12 grade students. In 2017-2018 school year, students from the Madera County Independent Academy (MCIA) grades 9 through 12, transferred to PTC, allowing students access to Career and Technical Education Programs.

The two PTC sites are located in the cities of Madera and Chowchilla and serve a combined average of 300 students. PTC's population is approximately 17% English Language learners with Spanish being their secondary language. PTC Madera and Chowchilla student population consists of 69.8% Hispanic, 18.2% Caucasian, 2.3% African American, 3.9% of two or more races, 1.16% Native American, 2.3% Asian and 2.34% not reported. The majority of PTC students (90%) are socioeconomically disadvantaged (SED) and qualify for the National Lunch Program. Approximately 5% of PTC students have been identified as special needs, with the vast majority of these students enrolling with existing Individualized Education Programs (IEPs) from other districts.

The PTC program offers a Full Independent Study (FIS) program to serve student needs. Beginning each school year, students and parents/guardians meet with the assigned teacher to review and sign the school master agreement. During the meeting, the teacher/advisor reviews the designated appointment time and day, in addition to the class schedule. Students are required to attend their 1-hour advisory period (ATT) and submit their Daily Engagement Activity Record, also known as the “Green Sheet”, to receive full credit for attendance with work submitted. Students needing additional support in English and Math are enrolled in an Academic Acceleration Class, which addresses subskill weaknesses, based on the outcome of their initial i-Ready diagnostic scores. This allows for the incorporation of instruction in core academic courses, full independent studies, and a choice of an occupational program in one of three Career and Technical Education (CTE) pathways.

The CTE programs in Careers in Education/Child Development, Interior and Exterior Construction, and Welding are a key part of the overall PTC program to engage students in three CTE pathways. The CTE program is aligned to and partners with Fresno County Superintendent of School Regional Occupational Program (ROP). Students are enrolled in academic classes and have a choice of a vocational trade course. Starting with the 2018-2019 school year, students gained more flexibility with class scheduling, thus ensuring they are in a program that allows them to be successful, while providing students with CTE pathways. As many students choose to go to college or an occupation, the primary goal is to prepare all students to be both college and career ready.

Student transiency is a great concern at PTC. Some students attend PTC with the intention of only staying for a short time; either to recover credit or recover from a scholastic setback, then return to their comprehensive high school sites. PTC also serves as a pathway for expelled youth in Madera County. While the majority of PTC students come from Madera Unified School District (MUSD), students from the other 8 school districts in Madera County attend here as well. PTC also serves students currently on probation; which can greatly affect their enrollment, as violating the terms of probation may result in a student becoming incarcerated. A transient student population affects the enrollment and attendance data tremendously, as students can add and drop multiple times per year. As a result, PTC can potentially serve over 400 individual students within a year's time.

The number of English Learners (EL) has fluctuated over the past few years, and EL students, along with Reclassified Fluent English Proficient (RFEP) students, comprise a significant percentage of the student population. In addition to having designated English Language Development (DELD) classes, teachers integrate ELD standards into their daily lessons, which benefits all students, but are necessary for ELs. For all students to meet the CCSS standards, increased rigor in the classroom is necessary for students to be on grade level. Professional Development has been dedicated to connect ELA and ELD standards to core content areas and Math has been a target focus for this year as well. Finally, as the ELPAC assesses the four language domains in the speaking, listening, writing, and reading and focus on these specific areas has been increased in daily instruction as well.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

There were many successes at PTC for the school year 2021-22. A reflection of these successes is highlighted in the following:

1) Under the MCSOS Safe Return to Schools Plan, students were able to return to a full in-person, Independent Study learning model. Students attended their weekly 1-hour attendance (ATT) meeting with their teacher of record and were provided the schoolwork from subjects they had been previously assigned. As returning to in-person learning was optional to parents in the Spring of 2021, full in-person learning returned in the Fall of 2021.

2) Due to the clear impact of the pandemic on student learning, PTC focused on providing adequate social and emotional learning (SEL) support for its students. The Madera County Superintendent of Schools (MCSOS) along with the Madera County Behavioral Health Department (MCBH) Department, provided multiple professional learning opportunities, focusing on the social-emotional needs for all

students and staff during the 2021-22 school year. These trainings provided the PTC staff with skills necessary to better identify and address the needs of PTC students, by creating a systemic approach to make referrals to a site psychologist and utilize the Student Success Team (SST) process to help develop supports for struggling students. PTC's professional learning has also assisted staff members in understanding signs of fatigue and stress by maintaining positive social-emotional health and awareness for community members as well.

3) Based on 2020-21 SBAC assessment data, PTC students showed growth in the area of ELA, with an overall gain of 5.9% (12.96% to 18.87%) compared to the last reporting year on 2019 CDE results. Math still remains an area of weakness, with 0% scoring proficient, and will be addressed in greater detail in the identified needs area of this LCAP.

4) PTC students continue to be taught by fully credentialed teachers.

5) 100% of all PTC students have access and receive a broad access to resources for credit recovery.

6) 100% of students were provided access to instructional technology including 1:1 Chromebooks and WiFi hotspots. This is an extension of the technology provided during the previous year.

7) PTC has maintained a low teacher to student ratio (1:29 or lower, with a 1:1 Independent Study instructional format.)

8) All instructional materials are CCSS aligned and new Social Studies curriculum is being vetted, purchased and prepared for 2022-23 school year.

9) i-Ready Acceleration classes were provided to all students scoring below grade level on their i-Ready ELA and Math diagnostic results. An Instructional Assistant was provided for each core area of Math and ELA.

10) Academic and SEL counseling remains available to all PTC students.

11) A total of 9 parenting teens, foster youth, and/or homeless students accessed intervention and support services; including social emotional and counseling. 11 referrals were made to the School Psychologist and 12 home visits were made for student wellness follow-ups.

12) PTC students were recognized quarterly in the area of academics, attendance, and citizenship performance in the form of awards certificates.

13) The Facilities Inspection Team (FIT) report for PTC shows all facilities in "Good Repair" for 2021-22.

14) In 2021-22, PTC maintained a suspension rate of .04%; lower than Madera County (.3%) and far below the state average of .2%.

15) 2021-22 LCAP survey responses indicated 86.2% of students feel safe and 92.3% of parents stated their children feel safe on campus.

16) 100% of teachers of PTC staff maintained an updated Parent Contact Log in PowerSchool.

17) In school year 2021-22, PTC hosted 6 Parent Orientation Workshop Nights, an Open House and Student-led/Parent-Teacher conferences.

18) In 2021-22, 18% of parents completed surveys using the ParentSquare digital survey; a 14% increase from the previous year.

19) PTC Madera and Chowchilla Class of 2022 (Fall 2021 and Spring 2022) Total was 99 graduates on the Diploma Track with 1 cert. of completion.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As PTC is in its 2nd full year of instruction during the COVID-19 pandemic, the LEA was able to identify areas of need for the program based on data, feedback and indicators highlighting areas of need.

1) The percentage of PTC students completing CTE courses remains lower than the requirement to graduate (10% in Fall 2021.) Steps taken by the LEA to address this area include the addition of online CTE courses via Edgenuity for the school year 2022-23.

2) The percentage of students recovering credits (24.5%) remains low for PTC students. Steps taken by the LEA to address this area include the addition of the Edgenuity online program for students to recover credits.

3) Based on i-Ready progress results from diagnostic assessment 1 to diagnostic 2, EL students progressing towards ELA proficiency was 8%. Steps taken by the LEA to address this area include all EL students receiving standards-based and rigorous direct instruction in ELA, remaining in Designated ELD classes until redesignation requirements are met and enrollment in Acceleration Class for ELA support.

4) As indicated by 2020-21 SBAC scores, grade-level proficiency in Math remains at 0%, with growth at 9.4% nearly meeting standard. Steps taken by the LEA to address include EL students receiving standards-based and rigorous direct instruction in the Math, taking LAS Links assessments to identify specific subskill needs, attending designated ELD classes and being enrolled in i-Ready Math Acceleration classes for intervention and support.

5) The percentage of EL students scoring proficient in Math/ELA on the i-Ready diagnostic 2 assessment was 8%. Steps taken by the LEA to address this area include EL students receiving standards-based and rigorous direct instruction in ELA and Math, attending the Math and ELA i-Ready Acceleration class to receive support for students 1 or more years below grade level.

6) Based on CALPADs data, Chronic Absenteeism was at 62% for PTC and continues to be an identified need. Steps taken by the LEA to address this area include building positive relationships with the student and family, engaging students in standards-based and rigorous direct instruction in the CORE areas, parent outreach through ParentSquare and connective support with site leadership and counseling.

7) Based on ELPAC testing scores, EL students being reclassified to RFEP remains at zero. Steps taken by the LEA to address this area include all EL students receiving standards-based and rigorous direct instruction in the core areas of ELA and Math, taking the LAS Links assessments to identify specific subskill needs, attending designated ELD classes and being enrolled in i-Ready Acceleration classes for ELA and Math support.

8) Due to COVID-19, PTC provided 0 MAX vouchers or MUSD bus transportation to students in need of transportation to and from school. Steps taken by the LEA to address this area include utilizing the MAX vouchers for students in need as the service resumed as of April 2022.

9) Although students were rewarded with certificates during the 2021-22 school year, due to COVID restrictions, no award assemblies were held to recognize student academics, attendance, and citizenship performance. Steps taken by the LEA to address this area include resuming the assemblies for school year 2022-23 as COVID restrictions for large gatherings are lifted.

10) Due to COVID-19 restrictions, students participating in external learning opportunities, enrichment activities, athletic competitions and educational field were limited to 4 total. Steps taken by the LEA to address this area include resuming the learning-based enrichment field trips for school year 2022-23 as COVID restrictions are lifted.

11) Community partnerships remains at two (Camarena Health and Madera County Behavioral Health.) Steps taken by the LEA to address this area include resuming active participation in the Madera-Area COMPACT to resume in school year 2022-23 with community partnerships and local businesses.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP was informed by the outcomes of the Learning Continuity Plan (LCP), the 2021-22 LCAP Annual Update, and input from each educational partner group (parent, student, and community) at Pioneer Technical Center through the lens of what has been implemented effectively during the return to in-person learning during the COVID-19 pandemic. In spite of the pandemic, Educational Partnership input continued to align with the three main LCAP goals of the 2017-20 LCAP. The pandemic continues to drive several instructional changes that will continue as evidenced through the additional actions added in each of the three goals. Illustrated in the three LCAP goals, PTC will continue to focus and direct efforts in supporting all unduplicated students, especially those who are foster or homeless youth, English Learners, and socio-economically disadvantaged; all of whom represent 90% the PTC student population. These three goals address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of the Common Core State Standards, and 8) Course Access.

Several key features listed in the 2021-22 LCAP include: Social-Emotional training for teachers and students, improved and targeted academic supports in Math and ELA and CTE pathway enrichment and completion.

Goal 1 - All PTC students will graduate and be college and career ready.

Key actions in the LCAP supporting this goal includes CTE pathways, improved academic support, requiring students to complete 20 credits of CTE coursework, and maintaining low student to teacher ratios. Based on Educational Partner feedback, additional CTE pathways will be explored, along with increasing potential pathway offerings within the current in-person, virtual and online CTE courses. Adding additional CTE pathways will increase motivation and access for PTC students. Improved academic support during the 2021-22 school year included the addition of i-Ready Acceleration Classes in the CORE subject areas of ELA and Math. This model will be modified in 2022-23 LCAP based on identified needs from local and state indicators to address subskill weaknesses for the present 90% SED student population. As the COVID-19 restrictions were lifted for the 2021-22 schoolyear, the return from distance learning to the in-person model commenced. As a result, PTC staff prepared themselves to bring students back on site for direct instruction, while optimizing effective learning in a safe and conducive environment. The greatest reflection learned from the year of Distance Learning was students were ready and wanting to come back to school sites. However, from the Educational Partnership feedback received last year, it was clear that effective re-engagement strategies to ensure students had optimal learning opportunities, needed to mitigate learning loss from the prior year. These strategies were used, as directed by AB 130, for PTC teachers to build upon as students returned to campuses. These guidelines included I/S offering requirements, a provision for waivers of the offering requirements, as well as required parent notification, pupil-parent-educator conferences, and additions to board policies and written agreements. To support these changes, a continued focus on ELA and ELD was continued, but with an greater emphasis on professional development (PD) in Mathematics. The PD sessions were planned and conducted throughout the school year to support student learning through improved instructional practices. Finally, keeping the student to teacher ratio low (1:1) was an imperative, for students to receive direct instruction to better meet their individual needs.

Goal 2 - PTC, coupled with effective learning opportunities, will provide resources and services to ensure the social and emotional wellbeing for students and staff, while providing a safe learning environment.

Moving into the 2021-22 school year, PTC had to anticipate addressing both student and staff members, social-emotional needs. As a result, several follow-up SEL professional developments were held, to help identify and support all, and become further aware of resources from the county behavioral health department. PTC can now better direct students and families to these resources as they become available. Access to supports and resources is key to learning and growth for PTC students as the LEA provides for the needs of the "whole child." PTC staff understands if students are not physically and emotionally "safe" then effective learning cannot occur. Finally, as the COVID-19 pandemic has created challenges for educators and students over the past two years, students' social-emotional well-being has remained at the forefront of the professional growth and development calendar for the school year 2021-22.

Goal 3 - PTC will encourage greater educational partner participation and input by developing meaningful community, parent and family relationships.

The emphasis on building and maintaining stronger family and community engagement will continue with local community partnerships, parent-teacher conferences, parent academic and informational workshops, and continued correspondence through ParentSquare. An additional emphasis was placed on building stronger family and community engagement. During the pandemic, COVID-19 provided PTC an opportunity to evaluate and refine its communication protocols with students, parents, and educational partners. These protocols for communication carried over into the new school year in the form of Parent workshops; some of which were conducted this year to help inform parents enrolling their children. Additional parent outreach support occurs during the enrollment process, when counselors review academic evaluation, attendance policies and requirements for graduation. Finally, extended-enrichment opportunities, such as visiting businesses, colleges, historical sites, museums, and community volunteer experiences, have been put on hold until full COVID restrictions are lifted.

The most significant challenge and impact of the COVID-19 pandemic was the approximately 25% reduction in enrollment given the implementation of AB 130 that resulted in school districts offering their own Independent Study programs. As a result of these programs and the reduction in our student population, large budget cuts and staff reductions were inevitable. In total, a revenue deficit of over $1 million dollars precipitated the elimination/layoff of 8 positions in the CAES division including: a Program Director, a site-Principal, 5 teachers and an instructional assistant. The impact of these cuts will most certainly provide challenges for the 2022-23 school year, as each of these roles provides vital services to the Pioneer Technical Center community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - PTC does not receive CSI funds.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A - PTC does not receive CSI funds.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A -PTC does not receive CSI funds.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Gathering Educational Partnership input and feedback is a valuable process in the evaluation and development of the LCAP. Pioneer Technical Center believes this input actively drives this process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members, SELPA and the community, over the course of the year, by conducting multiple opportunities for input and administering surveys and meetings. To maintain optimal access and safety for our community partners, all meetings were held via Zoom. Translation services were provided at each meeting and PTC made all efforts to ensure all voices were heard from our partners including all English Learner, socio-economically disadvantaged, and Foster Youth and Homeless students. In each of the LCAP process input meetings, student achievement data, along with program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, 2 Program Directors, a Principal, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were presented and addressed, the focus on these goals and actions were given highest priority in the writing of the PTC LCAP. To obtain educational partner input in the development and approval of the PTC LCAP, the LEA hosted a series of educational partnership input meetings scheduled as follows:

1/10/22 - All CAES (MCSOS/PTC/MCIA) Staff LCAP Survey sent out by email to support staff, school counselors, instructional assistants, teachers, principals and administrators:
1/18/22-2/5/22 - LCAP Google Survey Window Open - Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.
1/20/22 - MCSOS LCAP Educational Partner Zoom 1 (10:00 – 11:00 a.m.) Attended by Alan Macedo-Program Director, Hugo Sanchez-Program Director, Mrs. Jennifer Clark-ATP Teacher MCSOS, Ms. Bianca Cabello - Business Systems Specialist MCSOS, Mrs. Lori Hamada – MCSOS/Bridges to Leadership Director. Presentation held with student/parent survey results provided.
1/20/22 - MCSOS LCAP Educational Partner Zoom Meeting 2 (1:00 – 2:00 p.m.) – MCSOS/SELPA Attendees: Linda Igoe – Program Director / Bridges to Leadership. Marisa Etheridge – Madera/Mariposa Director of SELPA. Input was, although Special Education does not fall into an unduplicated category, to have Program Director provide students with IEPs to the "students we serve" slide on the presentation, and added "the LCAP team has done a wonderful job!" Linda Igoe's feedback was "Thank you Alan for a very informative presentation and your passion for our students!"
1/25/22 (10:00 – 11:00 a.m. and 1:00 p.m. – 2:00 p.m.) All CAES (MCSOS/MCIA/PTC) Parent Advisory Committee (PAC) LCAP input Zoom Meeting 1 - Attended by Program Directors Hugo Sanchez and Alan Macedo and Endeavor parent, Ms. Melissa Munoz, parent of RM. Input given: Son wants to graduate early and become a motivational speaker to keep others from following the same pathway. Parent asked about graduation credits as she was contacted by FY/H Liaison, Mrs. E. Rodriguez, and AB 2306 via Parent Square.
2/24/22 - LCAP PAC Meeting 2 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended
3/24/22 - LCAP PAC Meeting 3 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended
4/28/22 - LCAP PAC Meeting 4 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended
5/25/22 - LCAP PAC Meeting 5 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended
5/31/22 - CAES SSC Meeting 4 (1:00 p.m. - 2:00 p.m.) PTC LCAP was presented, reviewed and approved by the CAES SSC.
6/14/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for review

6/21/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for approval
https://us02web.zoom.us/j/9308346617?pwd=MW9JOEVtMHBSVDh5WWxST1EyRmlndz09, Meeting ID: 930 834 6617, Passcode: CAES
All CAES (MCSOS/PTC/MCIA) Parent response total =18%
All CAES (MCSOS/PTC/ MCIA) Student responses = 51%

Average of Total Google Survey Responses = 33%

A summary of the feedback provided by specific educational partners.

PTC Educational Partner feedback provided very positive themes from input, surveys and ongoing meetings to drive the LCAP process. Common ideas/themes/trends of the feedback included:

1. Educational partners recognize the value of meaningful instruction and academic supports as paramount to student success. Teachers and school staff are encouraging students for academic success, families believe PTC programs are meeting the needs of English learners, and PTC are preparing students for life beyond high school. Of the results returned, 95.4% of parents strongly agree/agree the school promotes academic success for all students. 92.3% strongly agree/agree that the school is able to meet the needs of its English learners as well as provide information and resources to support student learning at home. Finally, 90.8% of parents strongly strongly agree/agree the school teaches their children the skills they will need to be successful in life and the school has policies in place for teachers to meet and discuss progress and ways to work together to support and improve student achievement. Student feedback provided excellent insight for the LCAP process as 94.3% of students agree/strongly agree their teacher is very knowledgeable in their subject area, 93.6% strongly agree/agree they feel comfortable reading and writing in English, 93.2% strongly agree/agree their teacher encourages them to be successful. 93.1% agree/strongly agree their teachers give them enough time to complete their work and 92.2% of students agree/strongly agree they receive the support they need from their teachers. These responses support the PTC Goal 1 and the importance of Endeavor/Voyager students staying on course to graduate and qualify as prepared to be college and career ready. On the CAES staff LCAP survey, staff indicate the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 76.5% of staff members rated high implementation or full implementation toward CAES programs making progress in providing professional learning for the California academic standards and/or curriculum frameworks in English/Language Arts (ELA), 75.8% rated high or full implementation in making progress toward providing professional learning for the California academic standards and/or curriculum frameworks in Mathematics, and 67.6% rated high or full implementation in making progress toward providing professional learning for the California academic standards and/or curriculum frameworks in English Language Development (ELD) (Aligned to ELA Standards). These educational partners' feedback are very closely aligned with one another and provide validation and guidance in the further development of Goal 1.

2. Educational partners recognize greatly the provided resources and services to improve the social-emotional well-being of each student and provide a safe, well-maintained, and conducive learning environment. Parents recognize and value the relationships between home and school. In the analysis and reflection of the survey data, PTC staff is assured that parents are highly comfortable with the learning environment for their child. The following feedback strongly supports PTC Goal 2: 95.4% of parents strongly agree/agree the school has created a welcoming environment (friendly and helpful) for their child(ren), 95.4% strongly agree/agree their child's school has clean and well-maintained facilities, 92.3% strongly agree/agree their child feels safe at their school and that the school takes parent concerns

seriously. Furthermore, 87.7% of parents strongly agree/agree the staff at their school builds a trusting and respectful relationship, while 86.2% strongly agree/agree the staff at my child's school is interested in their family's culture, language and children's goals. As for students, 94.3% strongly agree/agree their school buildings are clean, 92% strongly agree/agree the staff at my school treats students fairly, 88% strongly agree/agree their school has very clear expectations for student behavior. In addition, 86.2% strongly agree/agree they feel safe at their school, 82.8% strongly agree/agree the staff at my school care about students, and 77.8% strongly agree/agree feel like they are part of their school. On the CAES staff LCAP survey, staff indicated the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 84.5% of staff members rated high or full implementation in making progress toward creating welcoming environments for all families in the community. (Friendly staff members, neat and attractive facilities, etc.), 76.3% rated high or full implementation in making progress toward developing multiple opportunities for school sites to engage in two-way communication between families and instructional staff, and 55.2% rated high or full implementation in making progress toward supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Educational partners recognized greatly the importance of parent involvement in their child's educational process and the need for parent involvement and increased student engagement. Parents and students positively expressed the effective regular two-way communication between home and school, and the need for parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being. Some survey data points that validate this analysis summary include the following: 92.3% strongly agree/agree the school utilizes two-way communication, 86.2% strongly agree/agree the school staff communicates with them on a regular basis, 81.6% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, 81.5% strongly agree/agree the school provides opportunities for input on school policies and programs and seeks input from all represented groups in the community, and 76.9% strongly agree/agree their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate engagement. However, student survey responses provided insightful data on the lack of parent participation with 67.4% of students strongly agree/agree their parents feel welcome at their school, 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis, and 29.7% strongly agree/agree their parents participate in school events. While this data supports the effectiveness of certain aspects of PTC actions, parent engagement is a continuous to area of concern, given parent participation of in-person meetings continues to be low. As a case and point, while PTC parent survey data is powerful, only one in five parents responded. PTC will continue to use ParentSquare as a two-way communication vehicle, continue personal calls to parents, and explore increasing in-person parent engagement opportunities. Parent participation has been a historical problem for PTC programs and although ParentSquare has improved two-way communication between school and parents, live communication will still be needed to continue to improve overall parent participation. On the CAES staff LCAP survey, staff indicated the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 76.3% of staff members rated high or full implementation in making progress toward developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families, 63.2% rated high or full implementation for CAES staff's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making for their child's school, 60.5% rate high or full implementation the CAES staff's progress in providing professional learning and support to instructional staff and principals to improve a school's capacity to partner with families, and 55.2% rated high or full implementation for CAES staff's progress in providing opportunities to have families, instructional staff, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

A summary of feedback provided by specific educational partners (Parent and students) is attached to this LCAP, by percentage MCSOS CAES (Endeavor/Voyager, MCIA, PTC) Responses by PARENTS (18%)

1) Parent Survey Responses = 40% PTC Chowchilla. 30.8% PTC Madera, 29.2% MCIA
2) Ethnicity = 60% Hispanic or Latino, 23% White, non-Hispanic, 7.7% Preferred not to state, 5% two or more races, 4.7% American Indian, or Alaska Native
3) 36.9% = participate in free and reduced meal program, 33.8% = Stated none, and 29.2% weren't sure.
4) 87.7% strongly agree/agree the staff at their school builds a trusting and respectful relationship
5) 95.4% strongly agree/agree the school has created a welcoming environment (friendly and helpful) for their child (ren)
6) 86.2% strongly agree/agree the staff at my child's school is interested in their family's culture, language and children's goals
7) 92.3% strongly agree/agree the school utilizes two-way communication.
8) 92.3% strongly agree/agree the school provides information and resources to support student learning at home
9) 90.8% strongly agree/agree the school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.
10) 83.1% strongly agree/agree the school helps the family understand and exercise their legal rights to advocate for their child
11) 81.6% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, etc.
12) 81.5% strongly agree/agree the school provides opportunities for input on school policies and programs and seeks input from all represented groups in the community
13) 76.9% strongly agree/agree their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design implement and evaluate engagement.
14) 95.4% strongly agree/agree the school promotes academic success for all students.
15) 92.3% strongly agree/agree the school is able to meet the academic needs of English learners.
16) 90.8% strongly agree/agree the school teaches their child skills that are helpful in life
17) 92.3% strongly agree/agree the school takes parent concerns seriously
18) 86.2% strongly agree/agree the school staff communicates with them on a regular basis
19) 92.3% strongly agree/agree their child feels safe at their school
20) 95.4% strongly agree/agree their child's school has clean and well-maintained facilities
21) 92.3% strongly agree/agree their child's teacher (s) are well qualified to teach
22) 75% of parents participated in School Conferences, 32.3% in Open House and 26% in Back to School Night /New parent orientation
23) 40% 0f parents wanted workshops offered in Homework Assistance, 35% in Technology, 32.3% in Healthy Lifestyles 29% in Math Support and 23% in Social/Emotional Supports

CAES Student Survey Responses (51% returned)

1) Student survey responses = 34.9% MCIA, 31.4% PTC Madera. 21.1% PTC Chowchilla, 12.6% Endeavor/Voyager (MCSOS)
2) Grade Level 21.1% - 12th, 11th - 17.1%,10th -15.4%, 9th -12%, 8th - 7.4%, K - 5.7%, 4th - 5.1%, 2nd/6th - 4%, 5th/1st - 2.3%, 3rd - 1.1%

3) Ethnicity = 62.9% Hispanic/Latino, 16.6% White (non-Hispanic) 7.3% America-Indian, 5.9% Two or more races, 7.3% prefer not to answer.
4) Participation in the following programs: 45.7% None, Not sure 29.1%, Designated ELD 17.7%, Free and Reduced 6.3%, Foster Youth 2.3%, Special Education 1.7%
5) 86.2% strongly agree/agree they feel safe at their school
6) 77.8% strongly agree/agree feel like they are part of their school
7) 93.2% strongly agree/agree their teacher encourages them to be successful
8) 93.1% strongly agree/agree their teachers give them enough time to complete their school/homework
9) 65.1% strongly agree/agree they are excited about learning
10) 30.9% strongly agree/agree they would like more help with their school/homework
11) 67.5% strongly agree/agree they are learning life skills at school
12) 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis
13) 29.7% strongly agree/agree their parents participate in school events
14) 94.3% strongly agree/agree their teachers are very knowledgeable in their subject area
15) 91.4% strongly agree/agree their teachers teach them in a way they can understand
16) 56.5% strongly agree/agree they would like to go to a trade/technical school after high school
17) 88% strongly agree/agree their school has very clear expectations for student behavior
18) 82.8% strongly agree/agree the staff at my school care about me
19) 92% strongly agree/agree the staff at my school treats student fairly
20) 94.3% strongly agree/agree their school buildings are clean
21) 67.4% strongly agree/agree their parents feel welcome at their school
22) 74.4% strongly agree/agree they feel happy at their school
23) 92.2% strongly agree/agree they receive the support they need from their teachers
24) 90.3% strongly agree/agree (EL) feel comfortable speaking English in class
25) 93.6% strongly agree/agree feel comfortable reading and/or writing in English
27) 31.4% participate in careers in education, 29.4% child development, 29.4% welding, and 17.6% construction
28) 34.7% not interested in CTE pathways, Interested in 26.3% welding, 20% child development, 18.9% Medical careers, 14.7% Construction/Criminal Justice, 11.6% cosmetology 10.5% culinary arts/hospitality, 7.4% fire-fighting/careers in education, 6.3% digital media/graphic design

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The three goals of the LCAP were created with extensive educational partner input. In 2021-22, educational partner input continues to demonstrate that PTC's efforts are properly focused in the needed areas, and as a result, there is no change to the three goals. The following will continue to remain the focus of this plan: 1. All PTC students will graduate and be college and career ready. 2. PTC will provide resources and services to ensure the social-emotional well being of students and staff while providing a safe learning environment and learning opportunities. 3. PTC will encourage greater educational partnership participation and input by developing meaningful

community, parent and family relationships. Continued aspects of the LCAP influenced by specific educational partner Input (see attached parent and student surveys and overview above):

1) As stated in the previous data, PTC students are still not participating in CTE course offerings at a high percentage currently (25%) either through in-person, ROP courses or online using Odysseyware. This action can be improved upon by greater completion rates of actual or online CTE pathways. Goal 1 - Action 1

2) Professional Development for staff in the areas of Math and with continued support in the area of social-emotional learning. Parents and students reported agreeing with statements that the school promotes success for all students and teachers are well qualified to teach students. Continued Professional Development supports and increases staff confidence and proficiency as they support student learning. Goal 1 - Action 3, 4, 5, 7, 13

3) According to student/parent feedback, 86.2% and 94.3% state that PTC campuses are safe and well maintained and promote a positive learning environment for students. Feedback provided from parent input through accessible two-way communication with decision making by all educational partners. Goal 2 - Action 4, 7, 9; Goal 3 - Action 3.

4) Although there was growth in the digital survey responses from 4% to 18%, parent responses continue to be lower than the 40% goal set. However, increased communication with parents and opportunities for parents has occurred with the CAES wide infusion of the ParentSquare communication portal. Goal 3 - Action 1, 2

New aspects of the LCAP influenced by educational partner input:

1) Maintaining the current 1:1 technology program for student technology access. Prior to the planned reopening of schools in the spring of 2021, a survey was sent out to parents and students asking their technology needs. The difference from the 2020 responses, where 2/3 of all families needed access to a Chromebook, Wi-Fi hotspot, or both, varied from the in-person return response of only 1/3 needing Wi-Fi connectivity. This reduction in need for Wi-Fi, supported the return to in-person technology plan that led to all students maintaining the necessary 1:1 student ratio to device access. This led to Goal 1-Action 12.

2) Based on feedback from the Parent LCAP survey, Social-Emotional Services access and training will be expanded to meet the needs of PTC's staff and socio-economically disadvantaged families. Goal 2-Action 2, 5.

3) Building on feedback from teachers that is reinforced through parent and student data, full mathematics professional development for the 2021-22 school year was implemented and will continue to support student learning and achievement through the planning of PD for the 2022-23 school year. PTC will continue to support student success through data analysis in ELA and Math from local indicators such as i-Ready and LAS Links. Goal 1 - Action 5, 7, 11.

Goals and Actions

Goal

Goal #	Description
1	All PTC students will graduate and be college and career ready.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partnership consultation and community input, the site identifies this goal and subsequent actions as priorities for the site. Goal 1 is a broad goal focused on improving student achievement across a wide range of metrics listed below. Currently, the students of Pioneer Technical Center have not demonstrated college and career readiness on the California Dashboard, reporting with a 0% percent ready. As PTC continues to increase CTE pathways, it is only 1 of the 8 ways to be college and career ready. To increase the metric on the CDE dashboard for College and Career Readiness, PTC offers 4 potential measures to accomplish this: 1) Complete a CTE pathway, 2) Score "met or exceeds standard" on the Smarter Balanced Summative Assessments (SBAC) in ELA and Mathematics, 3) Complete College Course Credit, or 4) Complete an A-G approved course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 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 minimum credit recovery requirement,	As of Fall semester 2021, 12.1% of PTC SED students earned more than 30 credits; satisfying the minimum credit recovery requirement.			Fewer than 40% of SED students are credit deficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 2020-21 school year.				
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.			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.			PTC staff will attend a minimum of 4 Professional Development days annually.
5. 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.			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	1% of EL students scored at grade level	Currently *83 students are enrolled in Designated ELD			Improve by 10% annually toward grade-level proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in ELA and Math on the i-Ready assessments.	in ELA and 0% Math on i-Ready.	classed with 74 students assigned ELA and/or Math Acceleration Class.			on ELA and Math i-Ready assessments.
7. 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.			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.			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.			Maintain 100% appropriately credentialed teachers.
10. Percentage of students who have	100% of PTC students have access and	100% of PTC students had access to online			Maintain 100% of all students receive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access and receive a broad course of study.	receive a broad course of study.	curricula via Odysseyware.			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 Instructional Technology, including 1:1 Chromebooks and WiFi hotspots.	100% of PTC students had access to technology. Currently 213 Chromebooks and 65 Wifi Hotspots have been issued to students in need.			100% of all students will continue to have access to Instructional Technology.
12. Percentage of students graduating.	2020-21 Graduation results for PTC students by group: 78.6% = All students 79.0% = SED 79.2% = Hispanic	*Mid-year Graduation Rate as of: 12/19/21. includes: SED = 34 EL = 6 Homeless = 3 Foster Youth = 0 AB 130 Qualified = 20 Adult Student = 18 RFEP = 11 Probation = 1 Parenting Teen = 1			Increase graduation rate to 6% annually.
13. Percentage of teachers trained in Multi-Tier Systems of Support (MTSS)	MTSS PD to begin in SY 2022-23	New action for 2022-23 LCAP			100% of all teachers trained in MTSS

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase CTE Course Completion for SED student population.	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.	$247,120.00	No
1.2	Provide Credit Recovery opportunities for SED students	As indicated by 2020-21 PowerSchool data, 24.5% of enrolled SED students at PTC were 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 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. Title I-II	$56,000.00	No
1.3	Reclassify English Learners	PTC has not reclassified any EL students in the last 4 years, and 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	$18,494.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. Title I		
1.4	Provide Instructional Staff Professional Growth and Development	Based on annually low SBAC Math (0% met or exceeds standard) and i-Ready scores (2% 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' 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.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Provide instruction and instructional materials to increase student achievement in ELA and Math.	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.	$1,421,482.00	No
1.6	Reduce student to teacher caseload ratio.	Charter guidelines require student to teacher ratio to remain below the current LEA ratio of 30:1. 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.	$741,869.00	Yes
1.7	Improve SED student achievement in ELA and Math	Based on PTC SED students scoring 18.87% proficiency in ELA and 0% in Math on SBAC, PTC staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. In addition, to support improved student academic performance, i-Ready 2021-22 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 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	$51,590.00	No

Action #	Title	Description	Total Funds	Contributing
		Acceleration teachers will print out all diagnostic summaries and results will be sent home with students for quarter and semester reporting periods. Title I		
1.8	Improve SED student achievement in ELA and Math	This action is a contributing action from 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. Title I	$3,000.00	No
1.9	Retain Highly Effective Teachers	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. Title II	$17,500.00	No
1.10	Improve student opportunities for a broader course of study.	This action was discontinued due to being duplicitous to Goal 1, Action 2.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Provide intervention and instructional support for struggling learners	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.	$47,042.00	Yes
1.12	Provide access to Instructional Technology for all SED students.	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.	$43,120.00	Yes
1.13	Provide Instructional Staff Professional Growth and Development	Professional Development to be offered by MCSOS on a weekly basis. Aside from PD accessed by staff though other professional educational agencies. Ongoing professional development days provided to all staff to support the use of standards aligned curriculum and pedagogy in ELA and ELD.	$0.00	No
1.14	Provide academic and SEL counseling for at-promise students	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	$114,725.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Title I		
1.15	Multi-Tiered Support Systems (MTSS) Professional Development	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) is evident for the 2022-23 school year.	$6,800.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1, action 1 - While the desired goal was 100% of students completing 20 credits in CTE/ROP courses before graduation (currently 19.6%) the challenge in having all SED students complete, fell well short of the intended goal of 100%, as students were not enrolled in CTE courses at their Master Agreement meetings. The success in addressing this need for 2022-23, will be expanding CTE pathways through the usage of in-person and on-line learning, that will ensure all unduplicated students are given multiple opportunities to complete CTE/ROP graduation requirements.

Goal 1, action 2 - The challenge in this action was that only 24.5% of all students are recovering credits. The success for the 2022-23 school year will be all students having more access to online curricula (Edgenuity) to recover credits.

Goal 1, action 3 - PTC's challenge to reclassify EL students, as indicated by ELPI results, have remained at 0 for the past 3 years pending results from 2021-22 ELPAC testing. To meet progress toward reclassification goals, designated ELD classes are taught based on each EL student's ELPAC level and Integrated ELD is taught during CORE EL instruction. The Program Director (bilingual coordinator) along with the academic counselor, will review assessment results and consult with each teacher to track and disaggregate data for student progress.

Success accomplishing this goal includes an ELD specialist who meets with each ELD teacher to discuss effective ELD instructional strategies, data analysis and frequent progress monitoring. i-Ready data from EL students enrolled in ELA Acceleration Classes, along with LAS Links data, will guide also instructional practices and focus on the 4 language domains (listening, speaking, reading and writing) to support EL students to reclassification for RFEP status.

Goal 1, action 4 - Success in this goal was providing instructional staff professional growth (PD) and development. Challenges included COVID-19 restrictions on outside PD.

Goal 1, action 5 - Success in this goal was the provision of instructional materials to all students to increase student achievement and vetting a new Social Studies program. Challenges included replacement of older curriculum.

Goal 1, action 6 - Success in this goal was a low student to teacher ratio with no related challenges.

Goal 1 action 7 - Success include the growth in ELA from 2020-21 SBAC data as well as i-Ready student growth in ELA/Math in Acceleration classes. Challenges continue to be in the area of Mathematics.

Goal 1 action 8 - Success includes support from the i-Ready acceleration class for students below grade level. Challenges continue in the area of Math student achievement.

Goal 1, action 9 - Due to COVID-19 pandemic, PTC teachers were able to attend internally planned Professional Developments (PD) but did not register and attend many external professional developments. When COVID-19 restrictions are fully lifted, registration to attend external PD will continue to be encouraged for all PTC staff.

Goal 1, action 10 - This was not carried out because it was duplicitous to Goal 1, action 2; which was carried out with full implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following explains material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual /or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, action 1 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the increased employment cost for the Instructional Assistant for the School Year 2021-22.

Goal 1, action 2 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the increased cost of replacing books. During the COVID-19 Pandemic, many students have not returned books and have left the area. Reclaiming books from students for the Independent study program continues to be a major challenge.

Goal 1, action 3 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from using CSI funds instead of S&C funds for the purchase of i-Ready formative diagnostic assessments. This purchase was made as a 3-year agreement (2021-22 through 2023-24) with school year 2021-22 being year 1 of this purchase.

Goal 1, action 4 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the funding source used. Instead of S&C funds, Title I Part A funds were used and the expenses (funds) were charged to each respective site.

Goal 1, action 5 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the increased cost due to the reduction to Title I allocation, along with increased cost in employee salary and benefits.

Goal 1, action 7 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the increased employment costs for the two Instructional Assistants hired for the newly created positions. Instead of new hires to the organization, the positions were filled with veteran staff members from other divisions with many years of experience.

Goal 1, action 9 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the limited professional development (PD) opportunities due to the COVID-19 Pandemic. Success includes teachers and staff accessing professional development locally, but did not incur registration, travel, lodging and other costs associated of attending PD in other places due to COVID-19 challenges.

Goal 1, action 10 - A material difference of $34,000 was not spent at it was duplicitous to Goal 1, action 2; where it was spent.

An explanation of how effective the specific actions were in making progress toward the goal.

In an analysis of how each specific action was making progress towards meeting the goal, the following

Goal 1, action 2 - Percentage of SED students who earn all credits toward credit recovery. All SED students at PTC are given the opportunity to recover credits throughout the school year through in person and using online curricula.

Goal 1, action 4 - Although external Professional Growth and Development Days for PTC teachers were limited due to COVID-19 restrictions, Internal professional growth and development for all staff (specifically in the areas of Math (50% of all staff requested by a 2021 survey, the need for content training and 50% requested pedagogy). SEL training has also been provided throughout the year. All staff members attended these training opportunities.

Goal 1, action 5 - Providing instruction and instructional materials to increase student achievement in ELA and Math. All PTC students have access to CCSS aligned textbooks and online curriculum.

Goal 1, action 6 - Low student to teacher ratio. All PTC students work with their ATT teachers in a 1:1 student to teacher ratio. Acceleration, CTE/ROP and ELD classes are all taught in large group settings.

Goal 1, action 7 - Academic Growth in ELA/Math for all SED students. Based on 2020-21 SBAC results, PTC students grew 5.8% (from 13% to 18.8%) in ELA summative assessments, but scored 0% proficiency in Math. 2021-22 i-Ready growth from diagnostic assessment 1 to 2 illustrates PTC students grew in ELA from 3% towards grade level, with 13% at 1-year below grade level; growing 16% from being 2 grade levels, or more, below grade level. PTC students also showed growth in Math from 0% to 1% on grade level and 7% from 0% 1-year below, showing an 8% growth from 2-years below grade level. This growth shows progress toward goal 1, action 7.

Goal 1, action 8 - Acceleration classes in i-Ready were implemented with two teachers and two instructional aides to support SED students close the achievement gap in ELA and Math. PTC students grew in ELA from 3% to grade level and 13% at 1-year below grade level, growing 16% growth from being 2 grade levels, or more, below grade level. PTC students also showed growth in Math from 0% to 1% on grade level and 7% from 0% 1-year below, showing an 8% growth from 2-years below grade level.

Goal 1, action 11 - An Instructional Aide (at PTC Chowchilla) provides additional academic support to all students. Ms. Mendez supports all SED students in ELA and Math for Acceleration Class intervention support.

Goal 1, action 12 - All SED students have access to instructional technology. This is a continuance of 1:1 technology for students (Chromebook and Wifi hotspot connectivity) with MCSOS funding the monthly connectivity fee.

Goal 1, action 13 - Internal professional development was implemented for the 2021-22 school year. All PTC staff were provided Friday PD trainings in the target areas of Math and SEL.

Goal 1, action 14 - Provided academic and SEL counseling. An academic counselor was able to meet with students on a regular basis to assist students with academic and counseling needs such as guidance for college registration.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 - There were no changes to the goal. However, based on reflections made on prior practice, including educational partner feedback, data analysis and current student achievement results, the following changes were made to goal 1 metrics, desired outcomes and actions:

Goal 1, metric 1 - All sections were modified to include "ROP" along with CTE in measuring completion for graduation.

Goal 1, metric 2 - The metric was changed to a percentage of SED students who earn credits for credit recovery. As a result, the baseline was adjusted to 24.5% of SED students earned more than 30 credits, satisfying the minimum credit recovery requirement, during the 2020-21 school year. This change provides actionable data to better support academic needs of SED students.

Goal 1, metric 3 - The outcome was changed to align with ELPI data tracking for consistency in progress monitoring.

Goal 1, metric 4 - The outcome was changed to clarify language in the description of the type of training provided.

Goal 1, metric 5 - The metric was changed to focus on the target of proficiency instead of student growth. The baseline was changed to measure distance to standard. As a result, the desired outcome was modified to also align with the metric of using mean scale scores to measure distance to standard.

Goal 1, metric 6 - The year one outcome was modified to reflect updated enrollment numbers. The desired outcome was modified to align with the metric of using mean scale scores to measure distance to standard.

Goal 1, metric 7 - The metric was changed to focus on student proficiency, not growth. The baseline also changed to reflect 2020-21 SED proficiency data. The year 1 outcome changed from local data to SBAC data indicators to be released in summer of 2022. The desired outcome changed to focus on SBAC academic proficiency instead of growth.

Goal 1, metric 8 - The baseline was updated using 2020-21 chronic absenteeism data. The year 1 outcome data will be updated when data is released during the Summer of 2022.

Goal 1, metric 9 - The year 1 outcome was clarified in greater detail regarding "100% credentialed teachers."

Goal 1, metric 10 - The year 1 outcome was changed by removing outdated textbooks with online curricula.

Goal 1, metric 11 - The year 1 outcome information was changed to provide clarity to "PTC students had access to technology."

Goal 1, metric 12 - The baseline was changed to 2020-21 graduation data. The desired outcome was also changed to focus on all students and remove unduplicated data.

Goal 1, metric 13 - This metric for MTSS was added for the 2022-23 school year.

Goal 1, action 1 - The action was expanded to include the completion of 20 credits in CTE/ROP courses added to description.

Goal 1, action 2 - There will be a programmatic change from the use of Odysseyware to Edgenuity for school year 2022-23.

Goal 1, action 3 - The action was updated from 3 to 4 years of not reclassifying English Proficient students.

Goal 1, action 4 - This action was updated to the number of professional development opportunities/sessions/days provided.

Goal 1, action 7 - This action was updated/modified to include updated to reflect 2021-22 mid-year data.

Goal 1, action 10 - For the school year 2022-23, this action is discontinued because it is duplicitous with goal 1, action 2.

Goal 1, action 15 - This action was added based on input from educational partners, survey results, student academic achievement data and Addition of MTSS action for tiered intervention system for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, Educational Partner consultation, and other collected data, the site identifies this goal and subsequent actions as priorities for the site. Goal 2 is a broad goal focused on improving performance across a wide range of metrics listed below. In order to be an effective learning environment for all students to connect to, each child must feel safe emotionally, physically, and cognitively. As PTC continues to persevere through the COVID-19 pandemic, the future socio-emotional needs of PTC students, is unknown and preparing to meet the those needs, even at a general level, is paramount to the school success. Being prepared to continue to meet these needs, will help create a more conducive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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.			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	19 parenting teens, foster youth, and/or homeless students had access to receive intervention and	11 student referrals to the CAES Psychologist.			Maintain access for all parenting, foster youth, and/or homeless students accessing and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and social-emotional services.	support services, including social emotional and counseling.	1 Suicide Prevention Professional Training to all CAES staff. 2 SEL Trainings provided to staff from CAES Counseling Team			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.			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 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.			PTC will maintain an open pathway for all students to be identified and receive intervention support services listed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Percent of students suspended	In 2020-21, PTC's suspension rate was 0%.	In 2021-22, PTC's suspension rate was .04%			PTC will maintain a lower suspension rate than Madera County.
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.			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%.	Dataquest has not been updated with current percentage as of January 2022.			PTC will reduce the 4-year cohort dropout to under 15%.
9. Percentage 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)			30% of students will participate in external learning opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide student transportation as needed to and from school	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.	$2,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Expand Support Services for Parenting Teens, Foster and Homeless Youth	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.	$358,781.00	No
2.3	Continue Positive Student Recognition Program	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 parents are contacted using ParentSquare as well.	$1,500.00	No
2.4	Maintain School Facilities	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.	$227,000.00	No
2.5	Provide Behavioral Health Intervention and Support Services	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	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.6	Reduce overall suspension rate	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.	$4,000.00	Yes
2.7	Increase number of annual climate survey responses and improve survey results	Of the 2021-22 LCAP parent and student feedback surveys, 18% of parents and 50% of students responded to a Google link survey sent out on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for next year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site 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.	$0.00	No
2.8	Reduce EL, Homeless, and SED student drop out rate	Based on Ed-data.org 2019-20 data, 28.4% of PTC students dropped out of their 4 year cohort. Of those students who dropped out, 50% were EL, 29% SED, and 15.8% were homeless (some student groups overlap). To address dropout rates, PTC will do the following:	$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		
2.9	Maintain a Safe Campus	On the 2021-22 LCAP parent and student feedback surveys, 94.3% of parents stated that their child feels safe on campus and 86.2% of students reported feeling safe on campus. To maintain and improve this percentage, 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.	$0.00	No
2.10	Provide external learning opportunities for students.	External learning opportunities, such as field trips and guest presentations for students have been put on hold during the COVID-19 pandemic. For the school year 2022-23, 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	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2, action 1 - A success in this goal was public transportation was available to PTC students in need, however, the COVID-19 restrictions cancelled the possibility of Madera Area Express (MAX) as a transportation option for PTC students during school year 2021-22.

Goal 2, action 2 - No substantive differences as access was maintained for all parenting, foster youth, and/or homeless students receiving intervention and support services. Success was continued access to these resources.

Goal 2, action 3 - Challenges of this goal, due to COVID-19 restrictions was no assemblies held in person for 1st, 2nd and 3rd quarters. A success was having certificates given to students to recognize student achievement, attendance and school citizenship achievements.

Goal 2, action 4 - Success was facilities were well maintained with positive FIT report. Challenges includes increase in cleaning necessary due to COVID-19.

Goal 2, action 5 - Success was this utilization of behavioral health services. Challenges included increased demand for services and more referrals.

Goal 2, action 6 - Success was suspension rate remained low at 3 total for 2022-23.

Goal 2, action 7 - Success was increase percentage of digital survey results returned via ParentSquare (+14%). Challenges include the low percentage overall of surveys returned (18%).

Goal 2, action 8 - Challenges are in the high percentage of drop outs (28.4%) and the data reporting not being updated since 2021.

Goal 2, action 9 - Success was safe campus results from parents (94.3%) and students (86.2%) as per LCAP survey results.

Goal 2, action 10 - Due to COVID-19 challenge in participation in external enrichment opportunities, including field trips, athletic contests and visitations to colleges and universities, was held to 2 for the school year 2021-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following explains material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual /or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, action 1 - The difference of the budgeted expenditure versus actual expenditure for this action due to the lack of public transportation options in Madera County resulting from COVID-19 Pandemic. Transportation from Madera Unified School District was not an option either.

Goal 2, action 2 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the costs of including the school psychologist in PTC's budget, specifically action 2.

Goal 2, action 4 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the increased costs for maintenance and supplies, including precautionary safety measures required as a result of COVID-19. There were also increased costs for pest control services on campus, increased utility costs, and drainage issues requiring corrective action.

Goal 2, action 5 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from not contracting for services with Madera County Department of Behavioral Health during 2021-22 school year.

Goal 2, action 10 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from the lack of field trips taken due to COVID-19 Pandemic, and the Virtual Reality classroom sets not purchased due to supply chain issues.

An explanation of how effective the specific actions were in making progress toward the goal.

The following actions were deemed effective towards reaching goal 2.

Goal 2, action 2 - This action was deemed effective as student needs continued to be met as evidenced by 11 student referrals to the CAES Psychologist, 1 Suicide Prevention Professional Training and 2 Social Emotional Learning (SEL) Trainings provided to staff by the CAES Counseling Team during school year 2021-22.

Goal 2, action 3 - For the 1st, 2nd and 3rd quarters, certificates were given directly to students to recognize academic achievement, perfect attendance and school citizenship.

Goal 2, action 4 - Students learn best in safe and clean facilities. As indicated in the LCAP Parent Survey (January 2022), 93.4% of Parents and 94.3% of students responded that the PTC facility is neat and well maintained. Students learning in safe, clean, and functional learning environments can focus on learning, not safety. School maintenance personnel inspect the school plant on an annual basis and the site is rated in the "Good Repair" category; which is the highest rating possible.

Goal 2, action 5 - Referrals to school counselor and school psychologist allowed students to receive services and resources to support emotional and psychological well-being. Safe learning environments contribute to increased academic proficiency, increased attendance, and greater connectedness to school. This year, 17 referrals were made for student support including 8 Student Study Team (SST) referrals and 9 school counselor or school psychologist referrals.

Goal 2, action 6 - Percentage of suspensions this year at PTC remained low (.04%) for school year 2021-22; well below the county (0.3%) and state levels (0.2%).

Goal 2, action 7- LCAP Parent and Student Surveys indicated 86.2% of students and 92.4% of parents reported feeling safe and supported by school staff.

Goal 2, action 8 - PTC's dropout rate over a 2-year comparison shows a steady decrease from 28.4% (2019-20) to 19.6% (2020-21).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes to the planned goal. However, there were three changes to metrics from Goal 2.

Goal 2, metric 1 - The transportation to and from school for SED students desired outcome was changed from a percentage to a number (of requested vouchers.)

Goal 2, metric 2 - The parenting teens, foster youth, and/or homeless students metric and desired outcome was changed from measuring a percentage to measuring a number.

Goal 2, metric 6 - The suspension metric was changed from measuring the number of suspensions to measuring using the suspension rate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data, the site identifies this goal and subsequent actions as priorities for the site. Goal 3 is a broad goal focused on improving performance across a wide range of metrics listed below. Opportunities for parents and community to participate and communicate effectively, need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and education so they can participate actively in the PTC community to better promote educational success for their children. PTC will maintain supportive learning environments that assist families in feeling connected to the program, increase participation in advisory committees, and provide other educational partner feedback opportunities to guide PTC through the next 3 years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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.			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 events were held due to COVID-19 pandemic.	6 Parent Orientation Workshop Nights hosted and an Open House were held during School Year 2021-22.			Maintain or increase the number of school events offered to parents and students to attend.
3. Increase the percentage of parent	In 2020-21, 31% of parents returned	In 2021-22, 18% of parents completed			Increase the percentage of parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and community input/participation.	surveys in paper format and 4% in digital format.	surveys in digital format			and community responses to over 50%.
4. Increase community partnerships.	PTC currently has 2 community partners.	Camarena Heath and Madera County Behavioral Health are two community partners.			Increase the number of community partners and connect them with families and students.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Parent Communication frequency	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 by15%." 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 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.	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Title I		
3.2	Increase Parent Involvement and Attendance in School Functions	PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including 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 parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and disseminate the data from those surveys.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Increase Educational Partner Input and Participation	As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. The 2021-22 survey results produced an 18% survey response, an increase of14% from the previous year. In past years, paper surveys were very slow in being returned and were not sealed for confidentiality. As a result, to increase effectiveness, a digital google link was sent out to all families via ParentSquare. With a 2-week window, 18% of parents responded and 50% of students, totaling 31%; only 4% less than 2020-21 results and and definite increase in the transition to a digital format. 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 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.	$0.00	No
3.4	Develop greater Community Outreach opportunities	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.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (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. 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 after COVID restrictions are lifted.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the analysis of how this goal was carried out from the previous year, all goals were carried out with fidelity. There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures. Successes and challenges are as follows:

Goal 3, action 1 - Success included 100% teacher use of ParentSquare for communication.

Goal 3, action 2 - A challenge with COVID-19, limited the number of events held for parents and students, but a success was an increase of parent orientation nights to 6 for school year 2021-22.

Goal 3, action 3 - A success was maintaining a PTC/CAES School Site Council. A challenge this year was parent participation in ELAC and PAC.

Goal 3, action 4 - A success was maintaining a community partnership with Camarena Health and Madera County Department of Behavioral Health. A challenge is to increase community partnerships for next year.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3, action 1 - This action proved highly effective as teachers were required to maintain daily Powerschool call log entries.

Goal 3, action 2 - Despite COVID-19, the number of events held for parents increased to 6 for school year 2021-22.

Goal 3, action 3 - PTC demonstrated a 14% growth in digital parent surveys submitted via ParentSquare during school year 2021-22.

Goal 3, action 4 - PTC has maintained a community partnership with Camarena Health and Madera County Department of Behavioral Health, but hopes to increase community partnerships next year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 - There were no changes to the planned goal.

Goal 3, metric 1 - The focus of this metric was changed to being teacher-driven; not the number of contacts made. The baseline was changed to reflect this new measurement.

Goal 3, metric 2 - There was increased clarity in the number of events offered. The baseline was changed to reflect that no events were held due to COVID-19 restrictions for school year 2021-22.

Goal 3, metric 3 - The baseline was changed to reflect the percentage of digital to paper survey returned with the year 1 outcome reflecting the 14% increase in digital/online surveys returned.

Goal 3, metric 4 - The baseline was changed to specify the two current partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
876,158	110,738

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.25%	0.16%	$3,121.75	36.42%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions included in the LCAP marked as contributing to the increased or improved services requirement for Foster Youth, English learners, and Socio-economically disadvantaged students are being provided on a site wide basis and are consistent with 5 CCR Section 15496(b). As described in the LCAP instructions, PTC has ensured funds are principally directed toward Unduplicated Pupils and are effective in meeting their needs as addressed within the goals and actions of this plan. Using the calculation tool provided by the state, Pioneer Technical Center will receive $876,158 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF).

In determining the need for increased services for PTC's Unduplicated Pupils (Socio-economically disadvantaged, English learners, Foster youth), PTC staff examined valuable data for objective indicators of academic risk. 2020-21 CAASPP assessment results indicated although there was a growth 5.9% (12.96% to 18.87%) in ELA from the last CAASPP assessment in 2018-19, PTC students scoring at grade level remains lower than the state average at 18.6%. In Math, PTC students have grown closer to making grade level, but remain at 0% proficient to being at grade level. Input from educational partners was also a significant consideration in determining students needs, actions, and effectiveness. Indicators for unduplicated student groups are monitored and reported both internally and to all educational partners in order to ensure the focus and determination of effectiveness remains centered on positive student outcomes.

2021-22 ELA i-Ready Diagnostic 2 data showed that 84% of PTC students are at least two grade levels behind their current grade level and 12% were at least one grade level below with only 4% at grade level. 2021-22 Mathematics i-Ready Diagnostic 2 data showed that 91% of PTC students are at least two grade levels. 6% one grade level below, with only 3% on grade level. These scores, coupled with 90% of all PTC students being unduplicated, shows a clear need for continued targeted academic support due to the high percentage of students being significantly below grade level in Mathematics and reading skills.

PTC staff also referenced the available research on learning loss, which indicated that "Preliminary COVID-19 slide estimates suggest students returning in Spring of 2021 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020).

The details of the required justifications for how PTC is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. Contributing titles are below:

Goal 1, Action 1 - To increase the CTE completion rate for PTC students, 90% of whom are SED, students are required to complete 20 credits of a CTE course or pathway. Students will have access to a variety of in-person and online CTE courses, along with the support from an Instructional Assistant (I/A), smaller student to staff ratios to help monitor student progress in CTE courses. In a policy brief from D.W. Schanzenbach (2014), the author states that "Smaller class sizes are particularly effective at raising achievement levels of low income and minority children. With PTC's high concentration of SED (low income) and 84% of students being minority students, this will help students progress and achieve in CTE course completion. On the CTE Fact Sheet for School Leaders, "CTE increases engagement in school by involving students as decision makers and being 'owners of their education' and leads to higher high school graduation rates." Based on this information, combined with the current rate of completion being approximately 20%, PTC will continue to support students by requiring CTE experiences within their time enrolled and the percentage of students completing a CTE course will increase to 80% or greater by the 2023-24 school year, increasing 20% each school year. This action supports Goal 1 by providing students an educational experience that will prepare them for their years beyond high school. This action is similar to the action from the 2017-2020 LCAP, as was carried over, based on feedback and connection to research. The new action focuses on and will be measured by the completion rate for PTC's large SED population in conjunction to graduation rates.

Goal 1, Action 4 - To meet the diverse learning needs of PTC students and the deficiencies they currently possess, as based on current i-Ready results (see data on attached files) and zero percent of students at or exceeding standard in Mathematics on the California Dashboard, an increased and continuing professional development focus has been provided to all staff in the content area of Mathematics. In the White publication, Raising Student Achievement Through Professional Development from Generation Ready, effective professional development is: 1) Planned over time, sustained, rigorous and embedded within the context of the school; 2) Uses data to directly link to the

school goals; 3) Is evidence-based and data driven both to guide improvement and measure impact; and 4) Is differentiated and ensures an intensive focus on the teaching learning relationship. Keeping in mind that 90% of PTC students are SED, a practice of continued and responsive professional development provided by Fresno County Superintendent of Schools content specialists in curriculum and instruction and site leaders will inform and address the needs of PTC's greatest population. This focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. Growth and achievement will be measured through local assessments like i-Ready (measured by number of students below grade level) and on CAASPP data collected on the California School Dashboard (measured by growth toward standard).

Goal 1, Action 6 - PTC staff will ensure credentialed teachers are available to keep the student to teacher ratio below the LEA average of 30:1. Reducing student to teacher ratio, as sited above, benefits the 90% SED and 84% under-represented student populations. These lower ratios provide opportunities for teachers to build stronger connections with students, help provide insights into their learning needs and motivation, and be more instructionally agile and responsive based on formative and summative assessment results. In Hattie's work, Visible Learning, he sites an effect size of 0.52 for student-teacher connections and relationships. Smaller class sizes allow for greater connections and relationships lead to increased achievement and graduation rates. This helps support Goal 1 through increasing the graduation rate and student preparedness for beyond high school. To measure this, CTE completion rates will increase by 20% each year; ELA and Mathematics CAASPP distance from standard will decrease by 30 and 50 points, respectively, each year; and data collected on student LCAP surveys will show growth in questions pertaining to teacher's belief of student student success, learning skills that will help students later in life, and that teachers and adults care about students.

Goal 1, Action 7 - Currently, the SED student population for PTC has no students meeting or exceeding standards on the state assessment in either ELA or Mathematics. While this has been a metric in the prior LCAP, this action is specifically written to address the achievement needs of PTC students. To address this issue, PTC will take a multi-faceted approach to meeting the diverse needs of this student group. Instruction and professional development will be data driven by evidence from local indicators in conjunction with formative and summative assessments, including i-Ready data. This data will be used to provide access for students to Acceleration Classes in ELA and Mathematics to improve student skills and practices in a structured and prescriptive manner through the i-Ready platform, to support academic achievement and improvement on state summative assessments. As is stated above in reference to PD, evidence and data both guide improvement and measure impact. Both of those criteria are met in this manner. A teacher will be assigned to teach the Acceleration Class and manage the data and practices based on the data from i-Ready. Progress will be measured through local indicator i-Ready data and CAASPP ELA and Mathematics data as students should move closer to standard at rate of 25 and 60 points, respectively, each year.

Goal 1, Action 12 - Based on local survey data of parents and students at PTC during the spring of 2021, two out of three PTC parents stated they needed a laptop, WiFi hotspot, or both for their child. PTC used COVID-19 relief funds to bridge the gap for SED students and the need for access to technology and internet. In a Pew Research article, it is noted that SED students tend to rely on phone use due to a lack of access computer and home broadband. With the continued movement to online curriculum and supports, the need for increased

technological access (Chromebooks and WiFi hotspots) for students is necessary to help bridge the digital divide they may experience. Without this access, students rely on phone communication and do not have access to visual or integrated opportunities. To address this, PTC continues to provides any student in need with a Chromebook and Wifi Hotspot for internet access, maintaining the 1:1 device ratio. This allows for increased instructional effectiveness by providing access to digital curriculum, growth opportunities for digital citizenship, and use of online formative and summative assessments. This impact can be measured as part of SED student group data is gathered in growth of 6% yearly in graduation rate, 20% growth year in CTE course completion, and growth on the CAASPP ELA and Mathematics assessments as mentioned above.

Goal 2, Action 1 - PTC is an independent study charter school that meets with students for individual one hour appointments once a week. Attendance for the student is based on attending this appointment each week, along with completion of homework between appointments. For PTC's SED student population, regular and consistent transportation can be a challenge. To help meet the needs of attending on a regular basis, PTC continues working with families to provide necessary transportation through vouchers for local public transportation, Madera Area Express (MAX). This action is measured through attendance numbers used throughout the year for Madera public transportation. This is a carryover action item from the prior LCAP because PTC families need this support. 8-12 students did use these services prior to the COVID-19 pandemic. As attendance is down by 25% from the previous year and access to transportation was stopped for the majority of the year due to the pandemic, this resulted in a greater need for PTC students. The action item helps support Goal 2 for SED students by providing what may not be available to students, which is safe transportation to school.

Goal 2, Action 5 - During the COVID-19 pandemic shut down, schools relied exclusively on distance learning. When schools re-opened in the Spring 2021, initially, only 30% of PTC students returned to in-person. Upon full reopening in Fall 2021 to full in-person instruction, many elements of education had changed and social-emotional well being of students was greatly impacted. In a 2020 survey done by Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of feeling anxiety and depression disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The beginning of the 2021-22 school year was an uncertainty regarding the the social-emotional well being of students who arrived in the Fall. To address this, PTC continued to consult with local county behavioral health department to provide professional development for staff to help identify students under duress. This will help staff make informed notifications to the school psychologist for support and resources. Mental health is a focus, but related concerns are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues will continue to be addressed. PTC continues its partnership with Madera County Behavioral Health services at their site until the number of students in need are great enough to potentially work with students on the PTC site. This action supports reducing student dropout rates by helping meet a variety of needs that directly relates to the focus of Goal 2 by ensuring opportunities to provide for the social-emotional needs of PTC students and staff. This action will be measured by the number of students receiving support, or that were directed toward services provided outside of MCSOS.

Goal 2, Action 10 - PTC staff will provide external learning opportunities for students to build a foundation upon for closing learning gaps by providing common experiences. In a study led by James Banks, SED students lack the same enrichment experiences as their middle and

upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With 90% of PTC students classified as SED, these opportunities are vital in addressing learning gaps. PTC staff will provide several external learning opportunities that include in person and virtual trips; bringing in guest presenters on a variety of topics; provide experiences in career exploration, SEL, and college experiences. The metric for this action item will be the percentage of students participating in external learning opportunities through school. The participation rate will increase by 5% a year for this plan. Based on educational partnership feedback and the research provided above, this carryover action item from the prior LCAP is focused on the continuing needs of PTC's SED students to increase their collective experiences. With the COVID-19 pandemic postponing the external learning opportunities, this action was not immediately effective since few opportunities were provided. These future opportunities are key in supporting Goal 2 and the need to teach the whole child when restrictions are lifted and enrichment activities resume.

Goal 3, Action 4 - PTC staff strives to provide positive community interactions for students and staff, which is a particular challenge in the current COVID-19 world. In an AACU article from Christine M. Cress (2012), graduation rates increase and greater learning takes place when "thoughtfully and purposefully designed civic engagement activities" are available to students. Gent (2007) has argued that "civic engagement is one way to ensure that no student is left behind." PTC will provide opportunities for community engagement through business and CTE partnerships, community events, and look for others. Staff will be part of community partnerships which include local colleges and businesses, the Madera County Compact, and local youth guidance groups (Juvenile Justice Coalition, Commercially Sexually Exploited Children meetings, etc.). Currently, PTC has community partnerships with Madera County Compact and the Juvenile Probation Department. Rekindling these partnerships or creating new ones each year is the metric to measure this action. By expanding community partnerships, Goal 3 will be directly addressed and build meaningful relationships with the surrounding community.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of the unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified needs. All actions were developed using a careful analysis of data and input from educational partners. These contributing actions are principally directed toward the unduplicated student population to help Pioneer Technical Center be effective in meeting the identified LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is directed toward the unduplicated student population and effective in helping close equity and performance gaps, and meet the goals of PTC. The LEA incorporated the language required by 5 CCR Section 15496 into the description of each specific actions language because each response is unique and specific to each contributing action in this plan. PTC's intention in doing this is to increase transparency to educational partners when reading this plan so they can better understand the rationale behind each unique site-wide action. These actions and services are being performed on a schoolwide basis in order to increased their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Pioneer Technical Center (PTC) provides a basic instructional program designed to provide learning opportunities for all students. However, PTC's budget of $3,401,195 in LCFF base funding constrains the services PTC is able to provide. After examining the needs of our unduplicated students, PTC uses its LCFF Supplemental and Concentration (S/C) funds of $876,158 and other resources to provide the additional actions and services as described above. For example, in order to promote increased attendance, decreased chronic absenteeism, lower suspension rates, increase graduation rates, and improve academic outcomes for our high-needs students, PTC used Supplemental and Concentration funds to hire two Instructional Assistants; increase time for a school counselor; provide weekly staff professional development for ELA, Math and SEL; as well as increasing access to an Academic counselor. This resource will allow provide foster youth, English learners, and low-income students with more frequent academic counseling, social-emotional support and access to services.

All increased/improved services are LEA-Wide initiatives aimed at increasing success for all students, by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided, or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the Supplemental and Concentration funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the students not included in the unduplicated student groups. The percentage of all increased/improved services for high-needs students is equal to or exceeds the 36.25% noted at the top of this section. If the entire S/C amount is budgeted for contributing services, include that amount as part of the narrative. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, PTC has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

In determining the need for increased services for PTC's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), PTC examined valuable data for objective indicators of academic risk. CAASPP Assessments given in the Spring of 2021 indicated that PTC's unduplicated students were performing at rates far below the state level. In addition, the most recent local data from i-Ready for English Language Arts and mathematics was used, along with educational partner feedback and input. These criteria were the primary consideration in determining students' needs, actions for effective instruction for unduplicated student groups. These ongoing achievement and results are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The 2021-2022 school year was met with a reduction in student enrollment due to neighboring districts opening their own Independent Study programs per requirements of AB 130. This reduction equaled approximately 25% of the normal student population prior to the COVID-19 Pandemic. Because of this loss of students, and consequently, loss of funding necessary for continued program operation, the Madera County Superintendent of Schools conducted a reduction in force for the Pioneer Technical Center staffing which would affect school staffing for the 2022-2023 school year. This reduction in force included four Full Time Equivalent (FTE) teachers. Because of the additional 15% of concentration funding for 2022-2023, one teacher FTE layoff will be rescinded and the teacher employed for the 2022-2023 school year at a cost of $110,000. The additional 15% allocation is slightly greater than this cost. This action directly supports Goal 1, Action 6, as this this teacher will provide direct services to SED students, an unduplicated group larger than 55% (88% actually) at Pioneer Technical Center. The addition of this teaching position will maintain a lower student to teacher ratio below the LEA wide 30:1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	PTC
Staff-to-student ratio of certificated staff providing direct services to students	N/A	PTC

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non personnel
Totals	$2,832,133.00	$190,238.00	$102,283.00	$283,569.00	$3,408,223.00	$3,048,903.00	$359,320.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase CTE Course Completion for SED student population.	All	$225,120.00	$22,000.00			$247,120.00
1	1.2	Provide Credit Recovery opportunities for SED students	All		$9,000.00		$47,000.00	$56,000.00
1	1.3	Reclassify English Learners	All				$18,494.00	$18,494.00
1	1.4	Provide Instructional Staff Professional Growth and Development	English Learners Low Income	$7,000.00				$7,000.00
1	1.5	Provide instruction and instructional materials to increase student achievement in ELA and Math.	All	$1,421,482.00				$1,421,482.00
1	1.6	Reduce student to teacher caseload ratio.	Low Income	$741,869.00				$741,869.00
1	1.7	Improve SED student achievement in ELA and Math	All				$51,590.00	$51,590.00
1	1.8	Improve SED student achievement in ELA and Math	All	$3,000.00				$3,000.00
1	1.9	Retain Highly Effective Teachers	All	$5,000.00			$12,500.00	$17,500.00
1	1.10	Improve student opportunities for a broader course of study.	All					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Provide intervention and instructional support for struggling learners	English Learners Foster Youth Low Income	$47,042.00				$47,042.00
1	1.12	Provide access to Instructional Technology for all SED students.	Low Income	$43,120.00				$43,120.00
1	1.13	Provide Instructional Staff Professional Growth and Development	All					$0.00
1	1.14	Provide academic and SEL counseling for at-promise students	All				$114,725.00	$114,725.00
1	1.15	Multi-Tiered Support Systems (MTSS) Professional Development	All	$6,800.00				$6,800.00
2	2.1	Provide student transportation as needed to and from school	Low Income	$2,400.00				$2,400.00
2	2.2	Expand Support Services for Parenting Teens, Foster and Homeless Youth	All	$58,000.00	$159,238.00	$102,283.00	$39,260.00	$358,781.00
2	2.3	Continue Positive Student Recognition Program	All	$1,500.00				$1,500.00
2	2.4	Maintain School Facilities	All	$227,000.00				$227,000.00
2	2.5	Provide Behavioral Health Intervention and Support Services	Low Income	$5,000.00				$5,000.00
2	2.6	Reduce overall suspension rate	Low Income	$4,000.00				$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Increase number of annual climate survey responses and improve survey results	All					$0.00
2	2.8	Reduce EL, Homeless, and SED student drop out rate	English Learners Foster Youth Low Income	$1,800.00				$1,800.00
2	2.9	Maintain a Safe Campus	All					$0.00
2	2.10	Provide external learning opportunities for students.	Low Income	$25,000.00				$25,000.00
3	3.1	Increase Parent Communication frequency	All	$6,500.00				$6,500.00
3	3.2	Increase Parent Involvement and Attendance in School Functions	All					$0.00
3	3.3	Increase Educational Partner Input and Participation	All					$0.00
3	3.4	Develop greater Community Outreach opportunities	English Learners Foster Youth Low Income	$500.00				$500.00

2022-23 Contributing Actions Table

LEA-wide Total:	$47,042.00
Limited Total:	$0.00
Schoolwide Total:	$830,689.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Provide Instructional Staff Professional Growth and Development	Yes	Schoolwide	English Learners Low Income	All Schools	$7,000.00	
1	1.6	Reduce student to teacher caseload ratio.	Yes	Schoolwide	Low Income	All Schools		
1	1.11	Provide intervention and instructional support for struggling learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.12	Provide access to Instructional Technology for all SED students.	Yes	Schoolwide	Low Income	All Schools		
2	2.1	Provide student transportation as needed to and from school	Yes	Schoolwide	Low Income	All Schools		
2	2.5	Provide Behavioral Health Intervention and Support Services	Yes	Schoolwide	Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2		Reduce overall suspension rate	Yes	Schoolwide	Low Income	All Schools	$4,000.00	
2		Reduce EL, Homeless, and SED student drop out rate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2		Provide external learning opportunities for students.	Yes	Schoolwide	Low Income	All Schools		
3		Develop greater Community Outreach opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,804,764.00	$4,068,083.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increase CTE Course Completion for SED student population.	Yes	$223,996.00	$248,324.00
1	**1.2**	Provide Credit Recovery opportunities for SED students	No	$39,000.00	$48,610.00
1	**1.3**	Reclassify English Learners	No	$25,000.00	$0.00
1	**1.4**	Provide Instructional Staff Professional Growth and Development	No	$16,920.00	$7,960.00
1	**1.5**	Provide instruction and instructional materials to increase student achievement in ELA and Math.	No	$1,898,904.00	$2,130,158.00
1	**1.6**	Reduce student to teacher caseload ratio.	Yes	$690,357.00	$692,660.00
1	**1.7**	Improve SED student achievement in ELA and Math	Yes	$41,694.00	$78,858.00
1	**1.8**	Improve SED student achievement in ELA and Math	No	$3,000.00	$1,710.00
1	**1.9**	Retain Highly Effective Teachers	No	$17,500.00	$5,142.00
1	**1.10**	Improve student opportunities for a broader course of study.	No	$34,000.00	$35,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Provide intervention and instructional support for struggling learners	No	$20,847.00	$24,821.00
1	1.12	Provide access to Instructional Technology for all SED students.	Yes	$43,120.00	$38,120.00
1	1.13	Provide Instructional Staff Professional Growth and Development	No	$0.00	$0.00
1	1.14	Provide academic and SEL counseling for at-promise students	No	$133,657.00	$138,596.00
2	2.1	Provide student transportation as needed to and from school	Yes	$11,400.00	$0.00
2	2.2	Expand Support Services for Parenting Teens, Foster and Homeless Youth	No	$328,216.00	$371,361.00
2	2.3	Continue Positive Student Recognition Program	No	$1,500.00	$700.00
2	2.4	Maintain School Facilities	No	$147,171.00	$178,701.00
2	2.5	Provide Behavioral Health Intervention and Support Services	Yes	$25,000.00	$0.00
2	2.6	Reduce overall suspension rate	No	$8,500.00	$3,645.00
2	2.7	Increase number of annual climate survey responses and improve survey results	No	$65,182.00	$59,998.00
2	2.8	Reduce EL, Homeless, and SED student drop out rate	No	$1,800.00	$300.00
2	2.9	Maintain a Safe Campus	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.10**	Provide external learning opportunities for students.	Yes	$25,000.00	$0.00
3	**3.1**	Increase Parent Communication frequency	No	$2,500.00	$2,919.00
3	**3.2**	Increase Parent Involvement and Attendance in School Functions	No	$0.00	$0.00
3	**3.3**	Increase Stakeholder Input and Participation	No	$0.00	$0.00
3	**3.4**	Develop greater Community Outreach opportunities	Yes	$500.00	$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$733,547	$1,040,220.00	$1,014,298.00	$25,922.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase CTE Course Completion for SED student population.	Yes	$203,149.00	$227,875		
1	1.6	Reduce student to teacher caseload ratio.	Yes	$690,357.00	$692,660		
1	1.7	Improve SED student achievement in ELA and Math	Yes	$41,694.00	$78,858		
1	1.12	Provide access to Instructional Technology for all SED students.	Yes	$43,120.00	$14,905		
2	2.1	Provide student transportation as needed to and from school	Yes	$11,400.00	0		
2	2.5	Provide Behavioral Health Intervention and Support Services	Yes	$25,000.00	0		
2	2.10	Provide external learning opportunities for students.	Yes	$25,000.00	0		
3	3.4	Develop greater Community Outreach opportunities	Yes	$500.00	0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,892,485	$733,547	15	53.76%	$1,014,298.00	0.00%	53.60%	$3,121.75	0.16%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

CAES Parent LCAP Survey 2022

Questions Responses 65 Settings

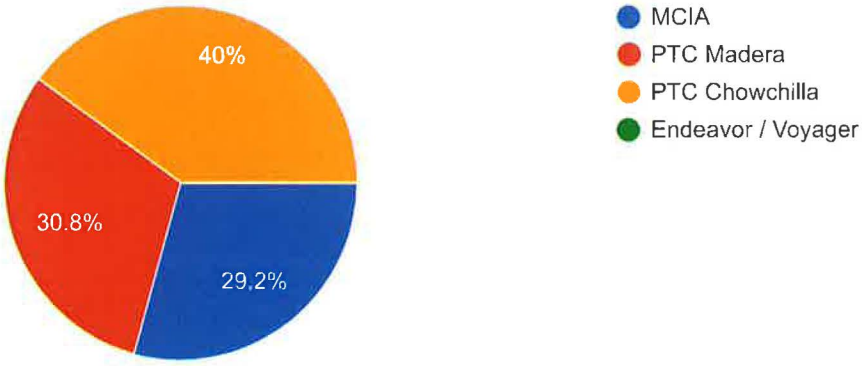
65 responses

Accepting responses

Summary Question Individual

1. My Child attends the following school:

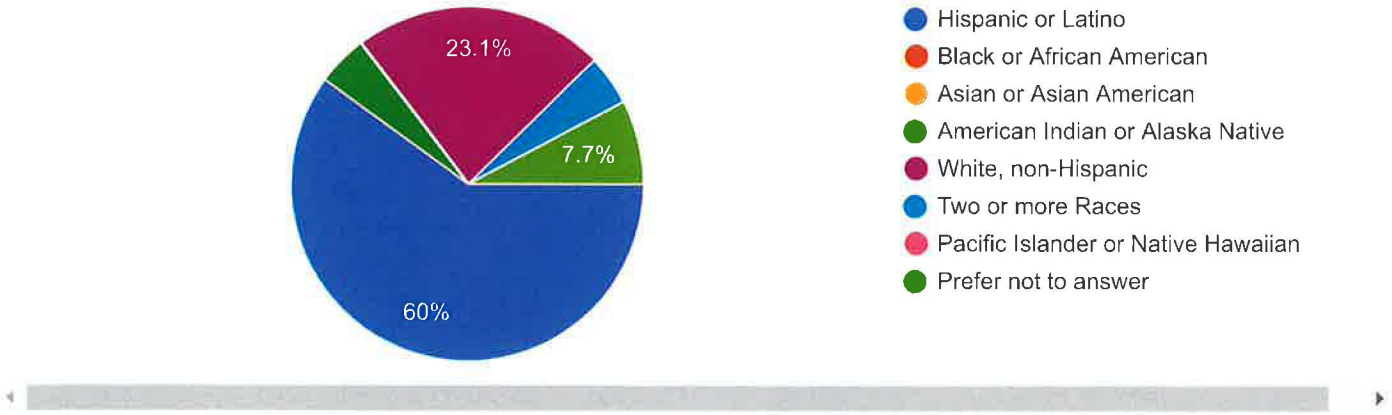
65 responses



Demographics

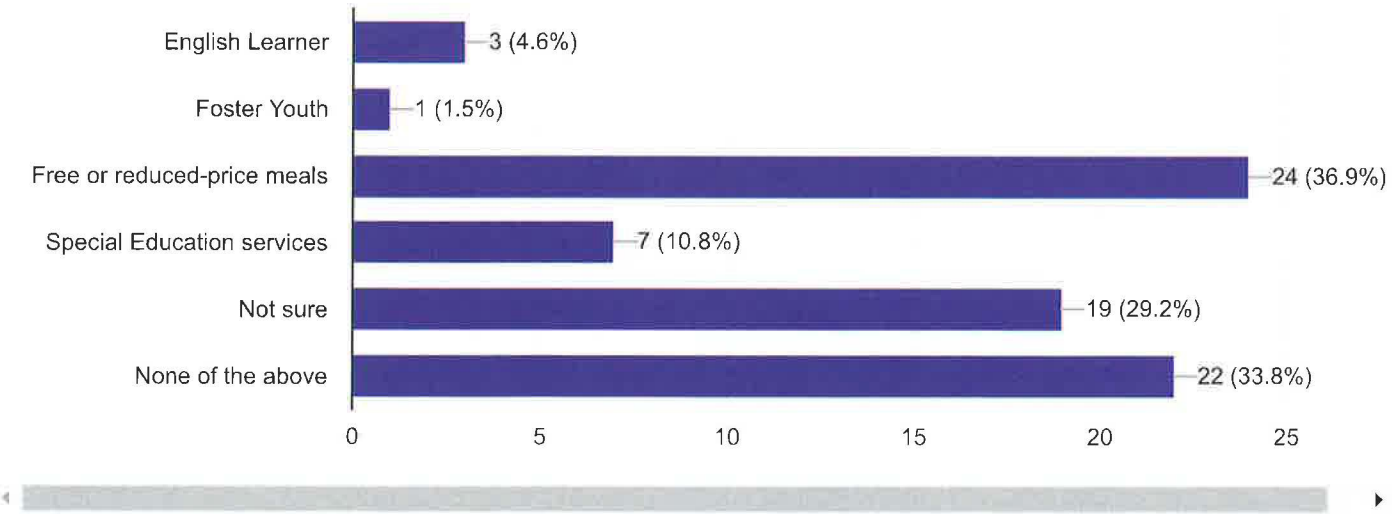
2. I identify most closely with the following:

65 responses



3. My child or children at this school participate in the following programs:

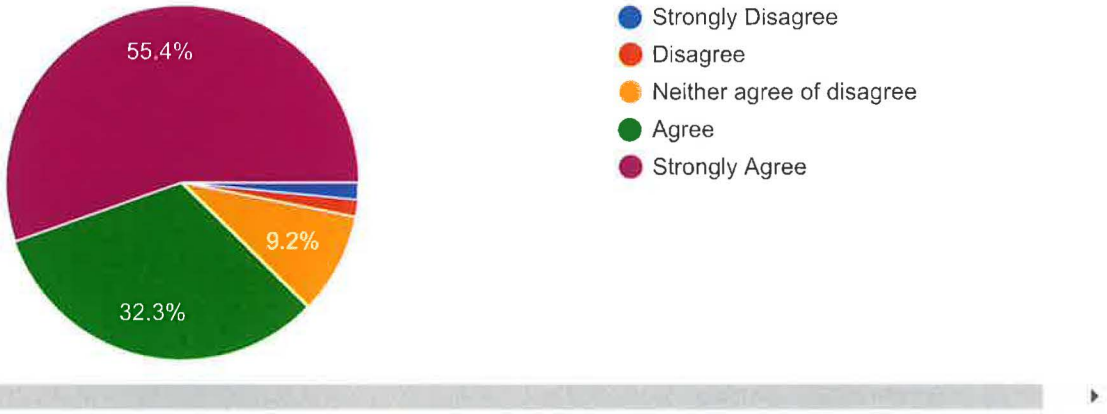
65 responses



Parent and Family Engagement

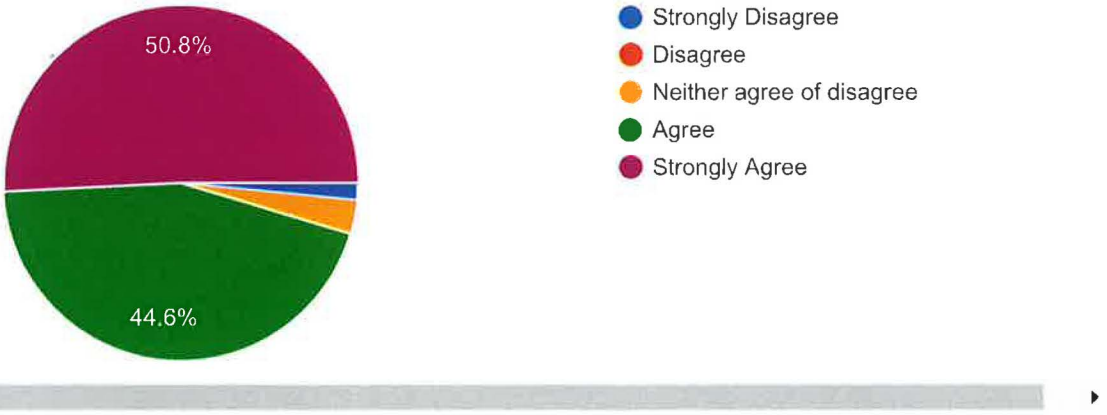
4. The staff (Program Director, Principal, teachers, and classified staff) at my child's school builds a trusting and respectful relationship with my family.

65 responses



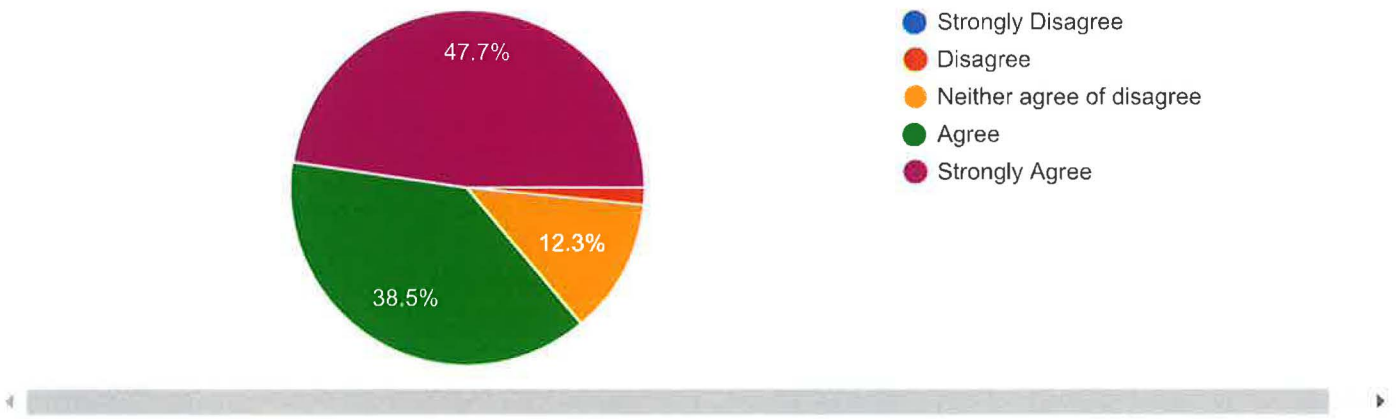
5. My child's school has created a welcoming environment (friendly and helpful) for my family.

65 responses



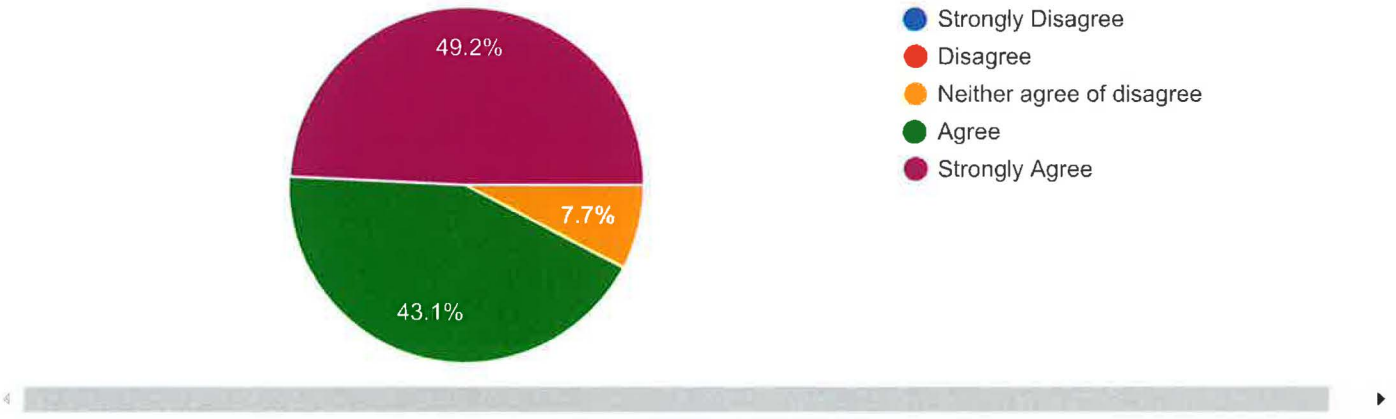
6. The staff at my child's school is interested in our family's culture, language and goals for my child(ren).

65 responses



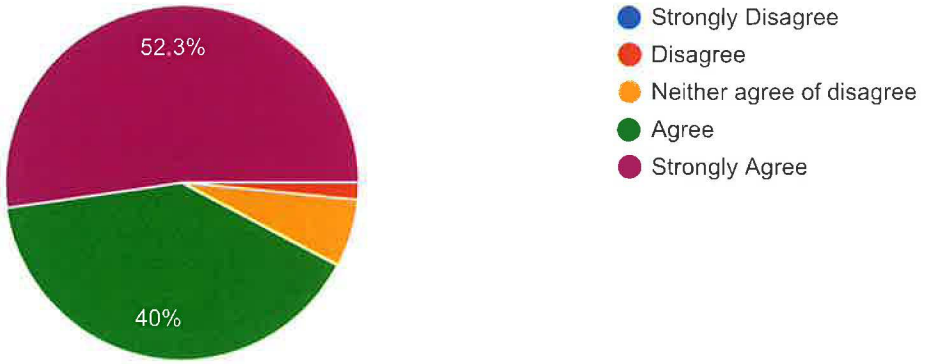
7. My child's school utilizes accessible two-way communication between families and educators.

65 responses



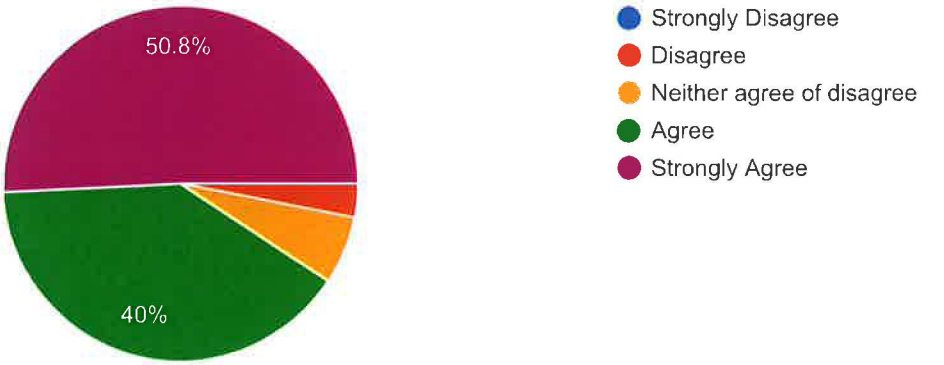
8. My child's school provides information and resources to support student learning in the home.

65 responses



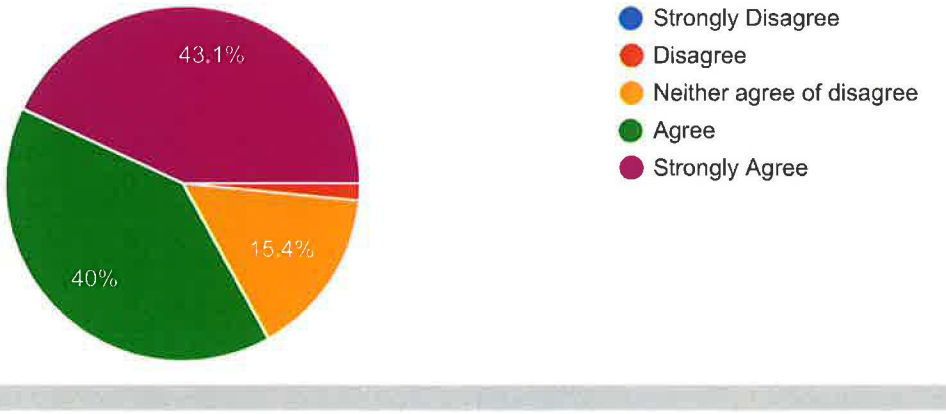
9. My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.

65 responses



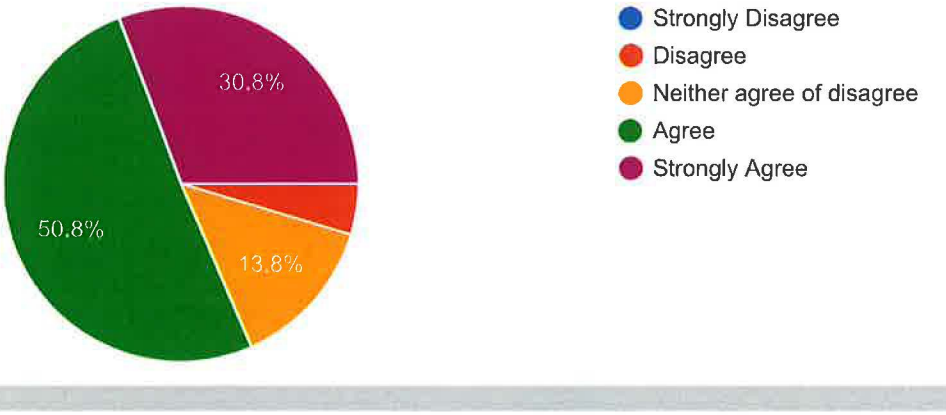
10. My child's school helps my family understand and exercise our legal rights and advocate for my child.

65 responses



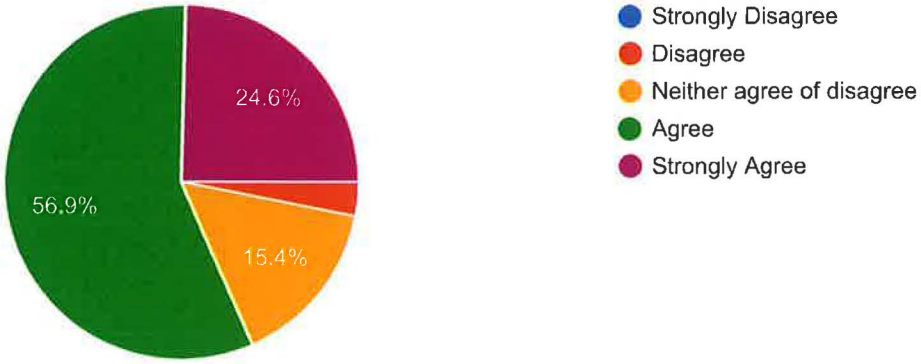
11. My child's school supports and builds the capacity of family members to participate in advisory groups like School Site Council (SSC) English Learner Advisory Committee (ELAC) and the decision-making process.

65 responses



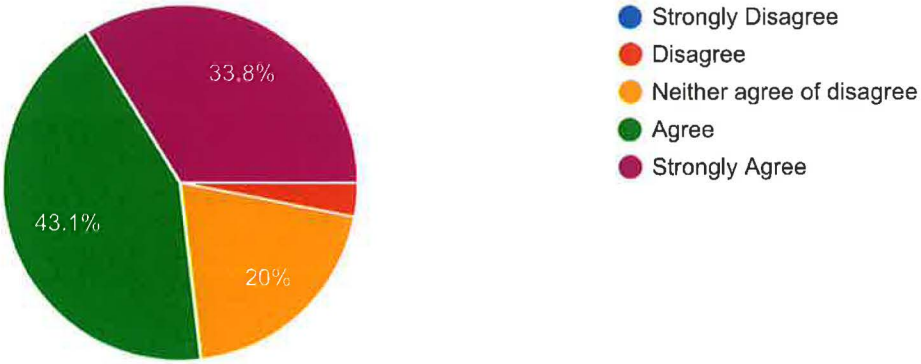
12. My child's school provides opportunities for my input on school policies and programs, and seeks input from all represented groups of our school community.

65 responses



13. My child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

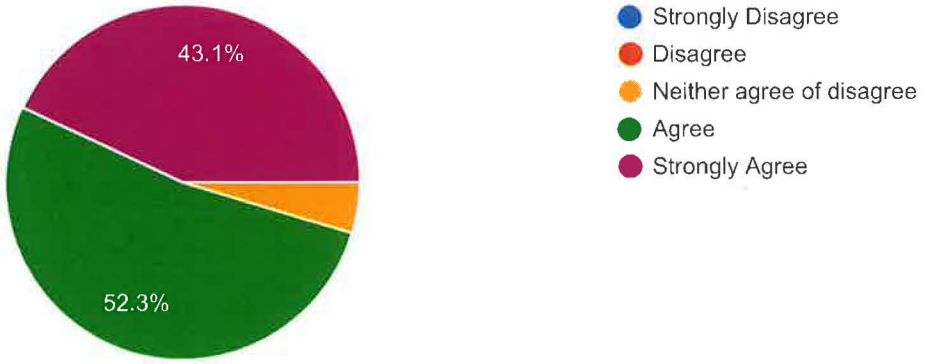
65 responses



School Climate

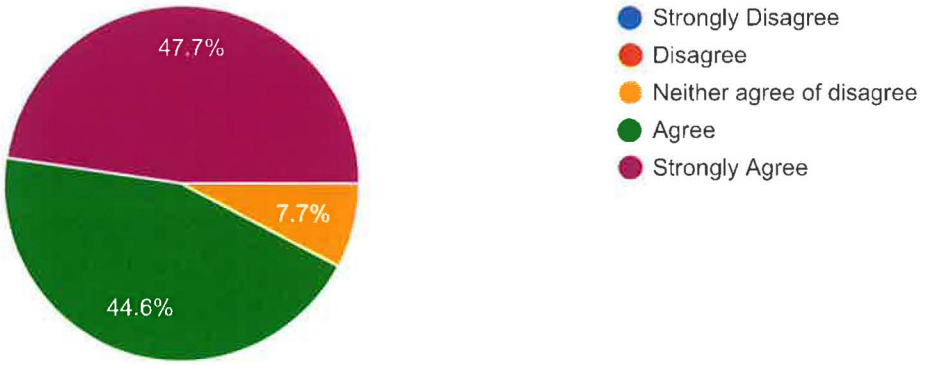
14. My child's school promotes academic success for all students.

65 responses



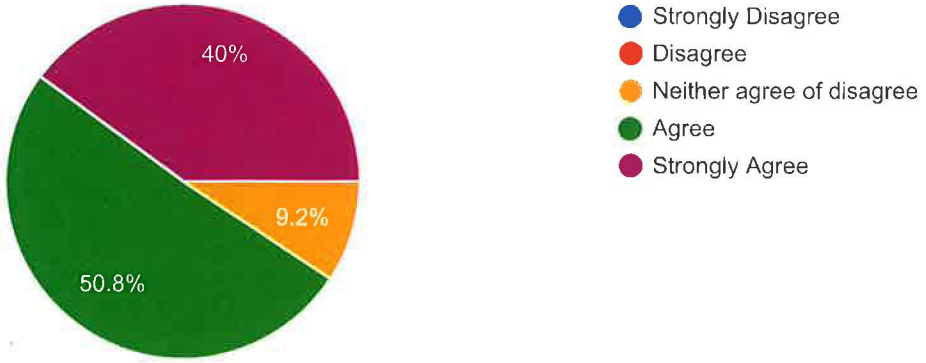
15. The teachers at my child's school are able to meet the academic needs of English Learners.

65 responses



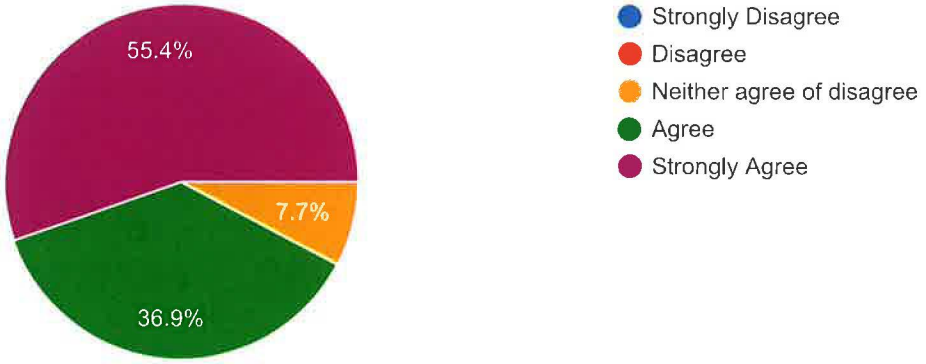
16. At my child's school, my child learns skills that are helpful in life.

65 responses



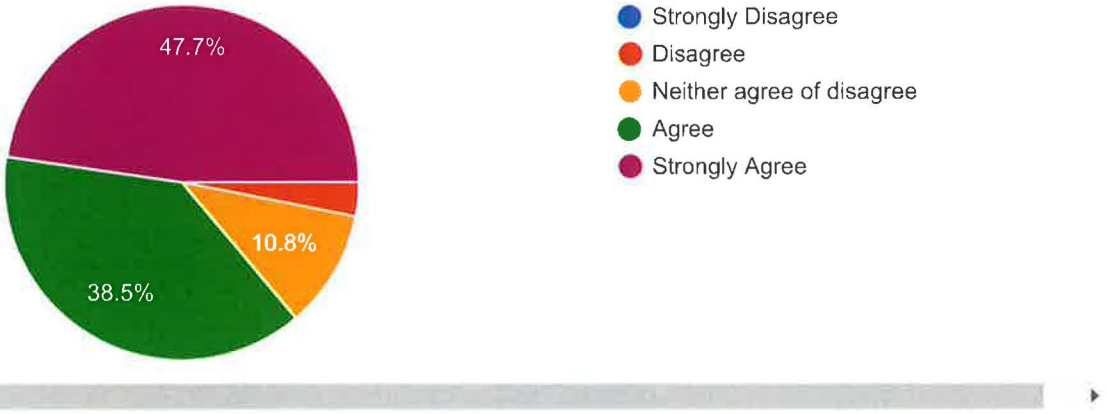
17. My child's school staff take parent concerns seriously.

65 responses



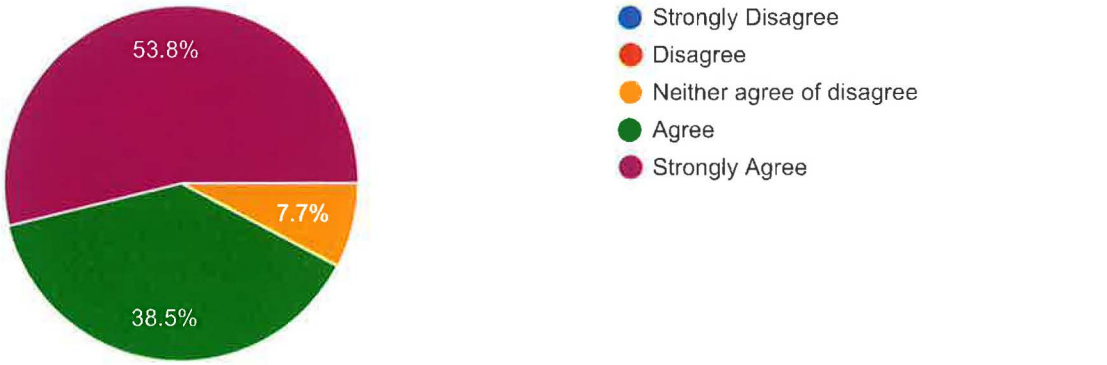
18. My child's school staff (Program Director, Principal, Teachers, Instructional Aides) communicates with me on a regular basis.

65 responses



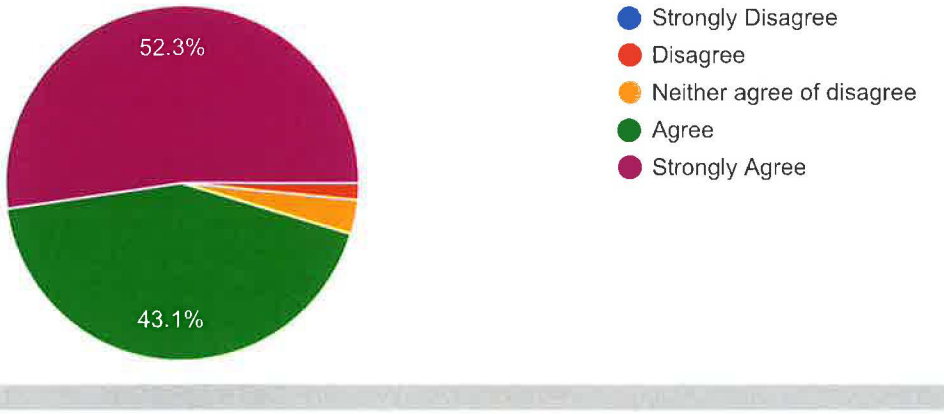
19. My child(ren) feels safe at this school.

65 responses



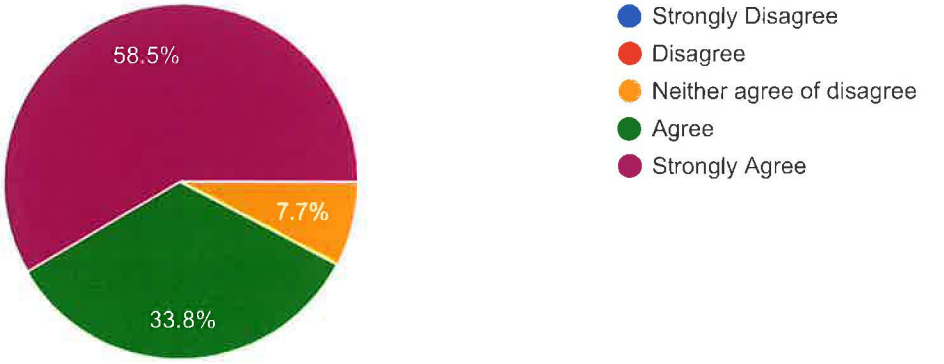
20. My child's school has clean and well-maintained facilities.

65 responses



21. Teachers at my child's school are well qualified to teach.

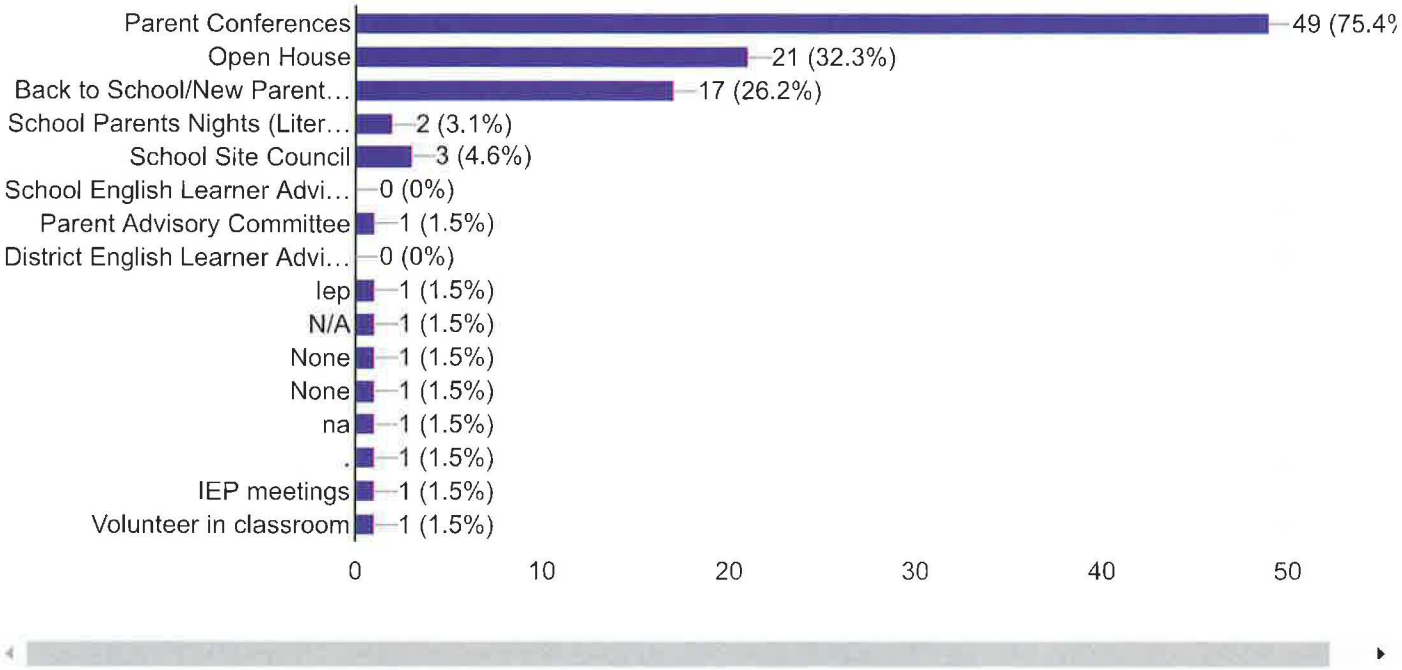
65 responses



Participation in School and District Activities

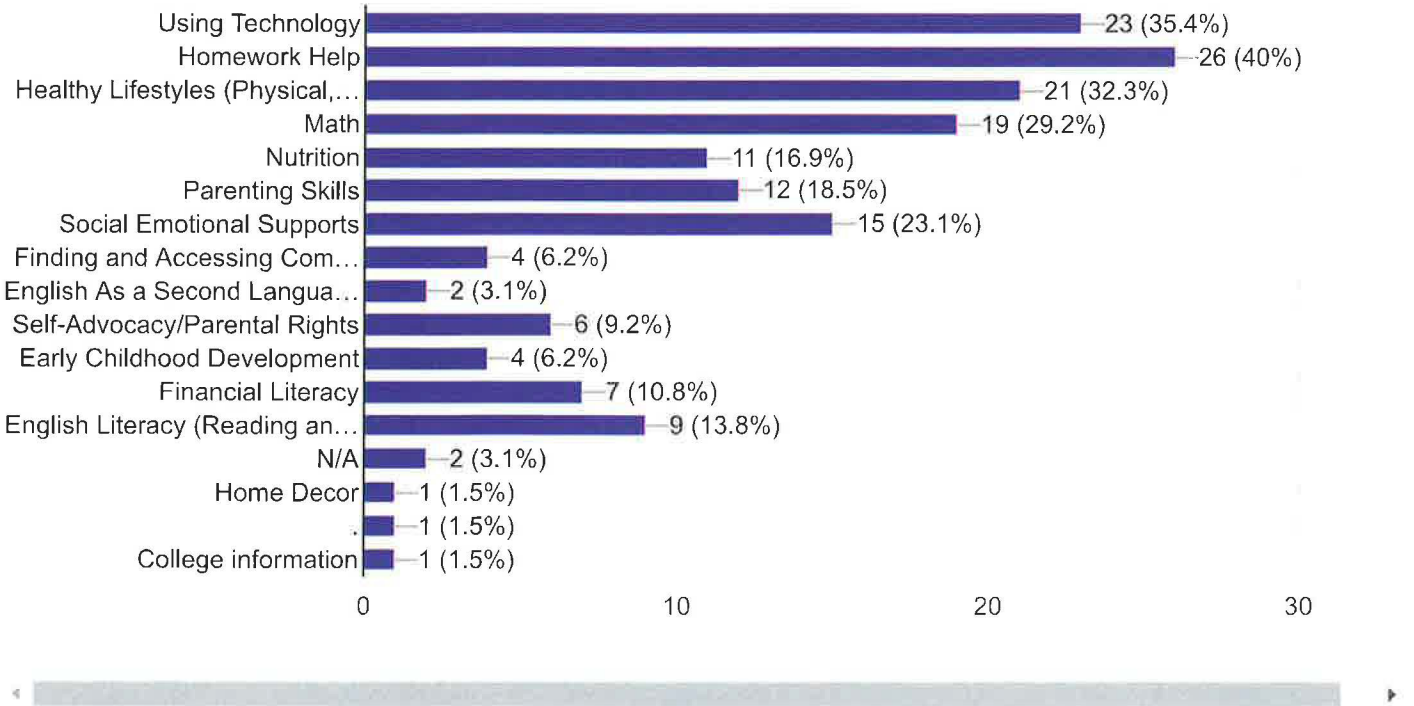
22. In the past three years, I have participated in the following school or district events. (Check all that apply.)

65 responses



23. I would like to see parent workshops offered in the following topics. (Check all that apply.)

65 responses



Please add any additional comments about your child's program. Thank you for your time!

65 responses

N/A

None

Thank you

Great program

Thank you

.

The school supports the needs of students .

Good teacher help

Thank you for the support of my child and not givving up on her.

Please add any additional comments about your child's program. Thank you for your time!

N/A
None
Thank you
Great program
Thank you
The school supports the needs of students .
Good teacher help
Thank you for the support of my child and not givving up on her.
Great Job PTC Staff!!!! You were all helpful when my son started and you continue to be. I give his teachers and staff credit for the change I've seen in the last year. My son use to be quite never said too much was always distracted and had no desire to lean at his last school. In the last year he's Learned how to weld. He scored his first seasonal job as a sales associate. He enjoys meeting with his teachers and is no longer distracted. I could be happier with the progress he's made. Thank you!!
Thanks for your help!
Everything is good!
Thanks
Great teacher!
To practice more on what the students need help on like reading.
Thanks for supporting my child
Thank You got Everything ❤
No tengo preguntas , gracias , soy la mama de Evelyn jinez
Mrs. G has been an amazing teacher to my son. We were lucky to have her all four years. We will miss her when he graduates.
Thank You for ur time
My child has only been in this program for a few months so far we have no concerns
It's my daughters first year here. We haven't had an opportunity to get to know PTC as much
My sons grades have gone up and his bad behavior has declined he is doing very well and I thank PTC for there hard work and dedication
n
This school has been the best for my daughter all around.
Mikayla teacher is awesome she has help mikayla alot and I am so proud of mikayla
thank you
My son likes attending this kind of school enviroment.
Overall I love ptc Chowchilla. We need more teachers like Neely and Gilstrap, they truly connect with the children !
Been here all 4 years of high school. MCIA for 4 years
Speech teacher isnt helping. Jwramyas only seen her 5 times if that this yr.
I'm very happy w my sons school

Love the program
He loves the school he loves the staff and everyone there very respectful and great
Thank you for all you support
No comments
It's a great program
Her teacher is amazing, thanks for all the hard work!
We are very happy & grateful to have the teacher we have.. Mrs Neely is amazing! The Staff has been very welcoming & helpful..
This school has been so awesome to my son especially his teacher. He's been on a wonderful path and that's thanks to how his teacher teaches. Thanks
Great program
All staff at PTC are excellent and available when needed and care for all their students.
I happy with it
No
Awesome school , love it great teachers and staff , always kind and responsible
Nothing
I like that my daughter understands her assignments with her teacher very clearly.
I'm satisfied with the way the school treats my child .

CAES Student LCAP Survey 2022

Questions Responses 175 Settings

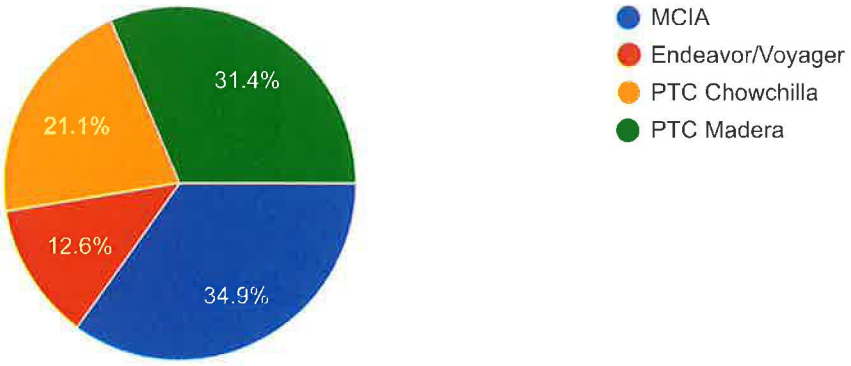
175 responses

Accepting responses

Summary Question Individual

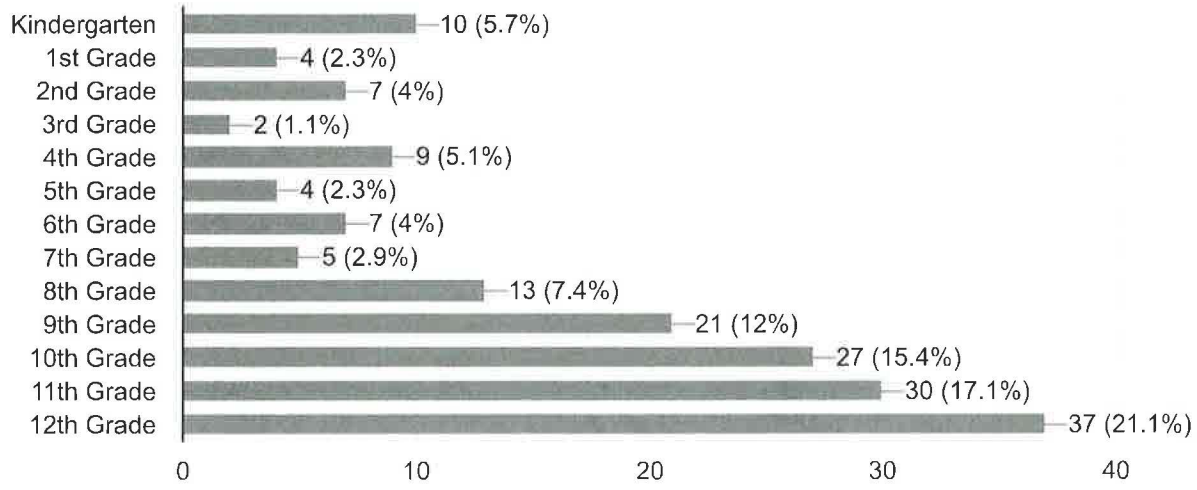
1. The school I attend is:

175 responses



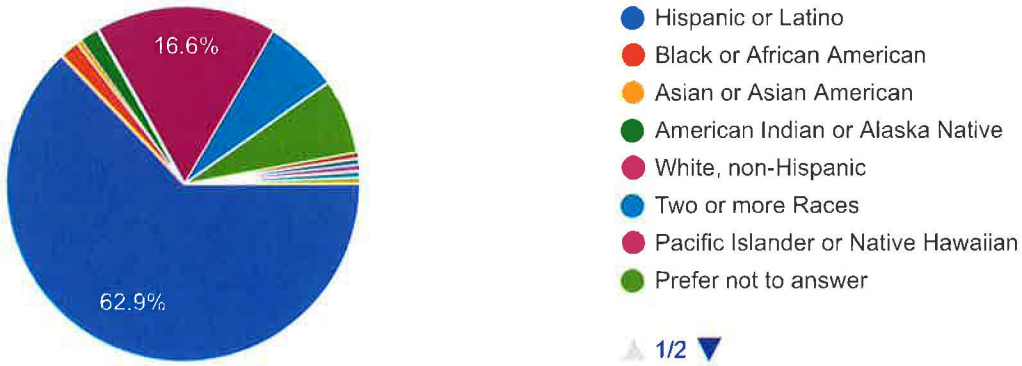
2. My grade level is:

175 responses



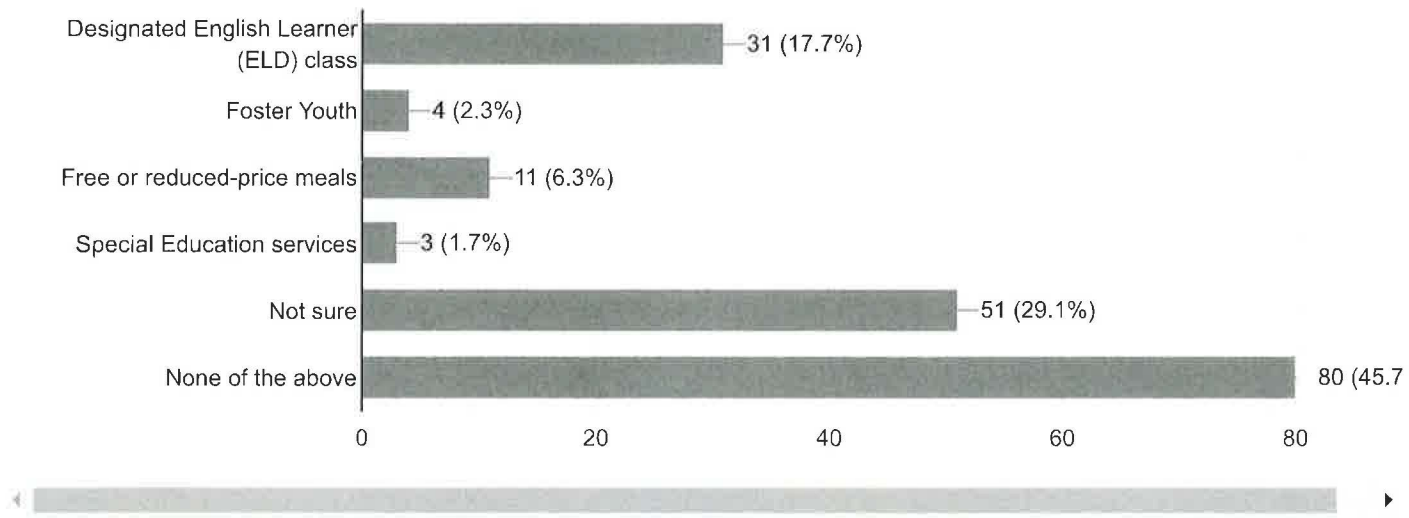
3. I identify most closely with the following:

175 responses



4. I participate in the following programs (Choose all that apply):

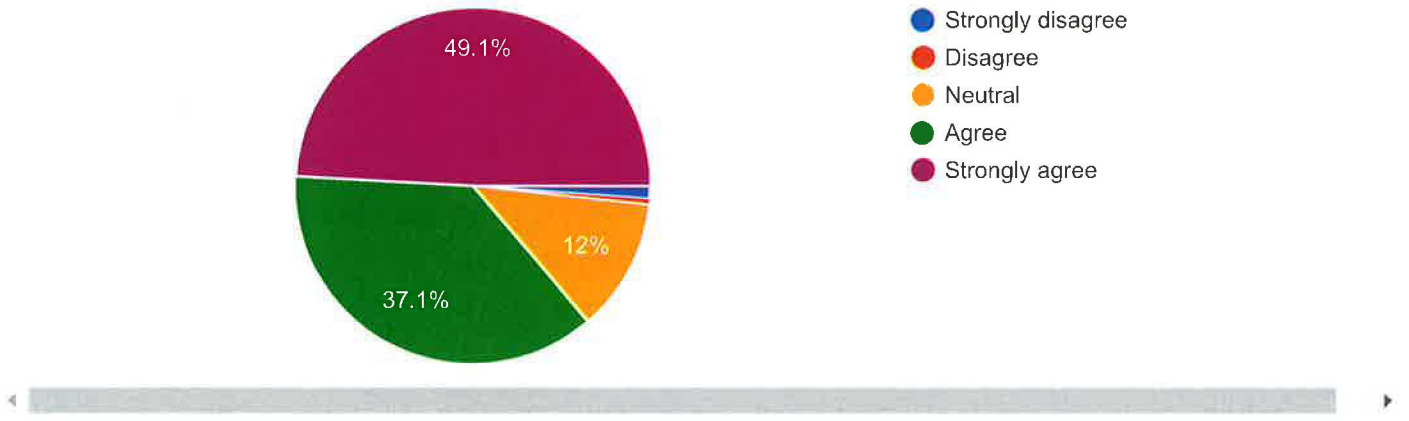
175 responses



School Safety and Connectedness

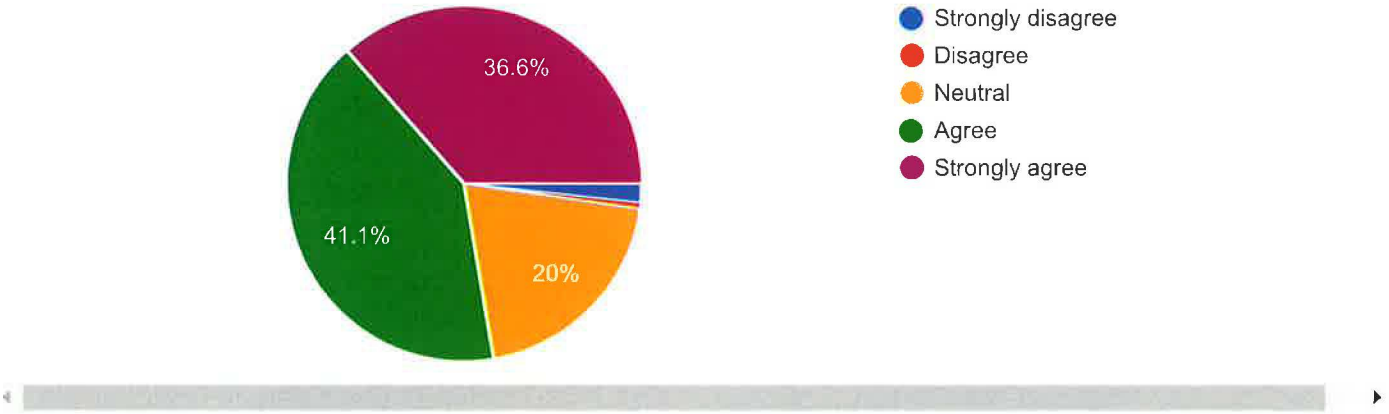
5. I feel safe at my school.

175 responses



6. I feel like I am a part of my school.

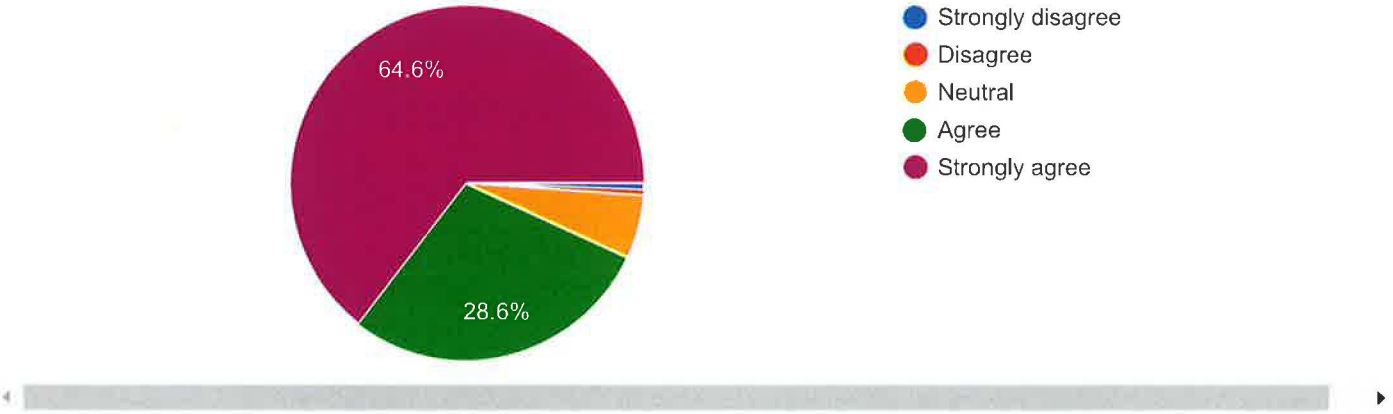
175 responses



Support for Learning

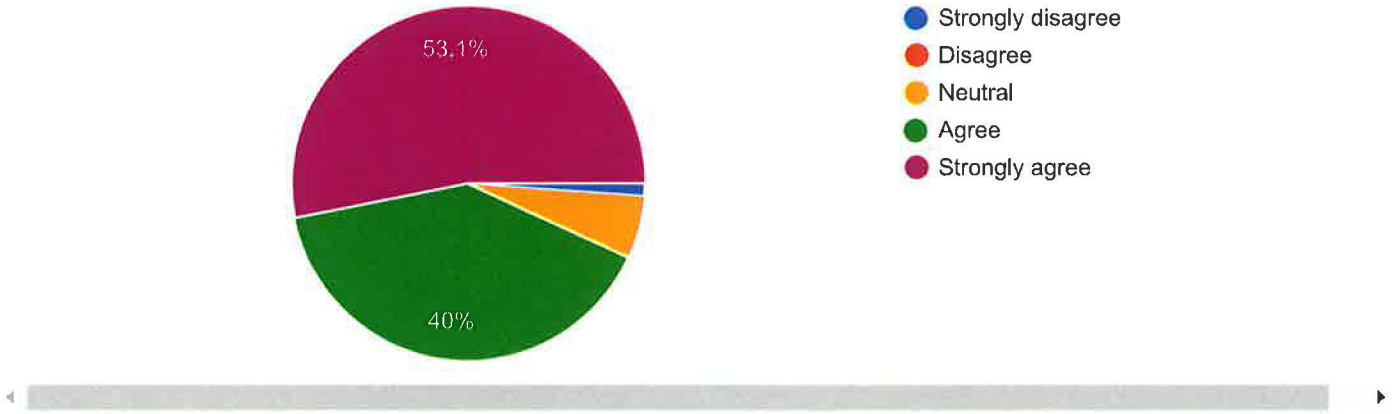
7. My teacher(s) encourage me to be successful.

175 responses



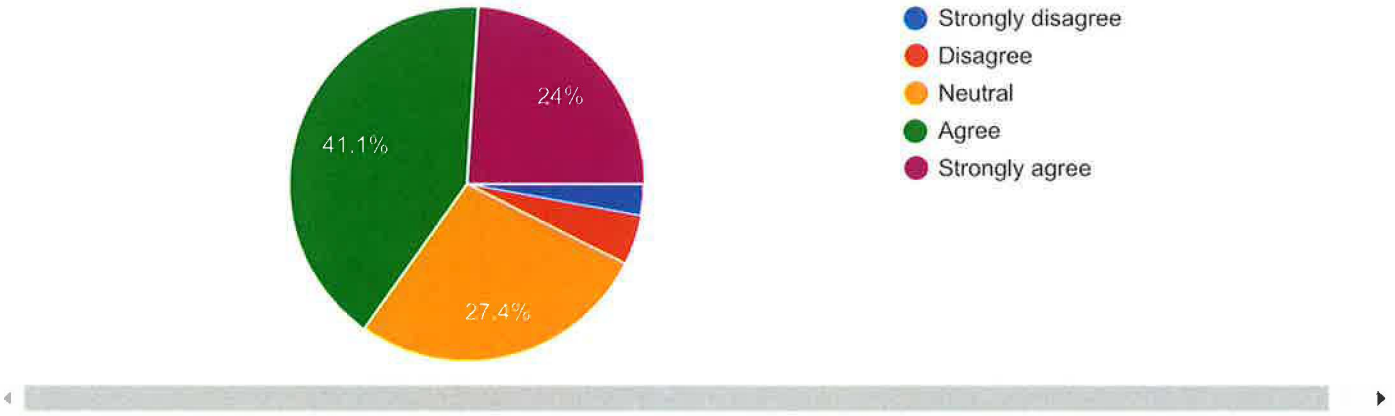
8. My teachers give me enough time to finish my schoolwork/homework.

175 responses



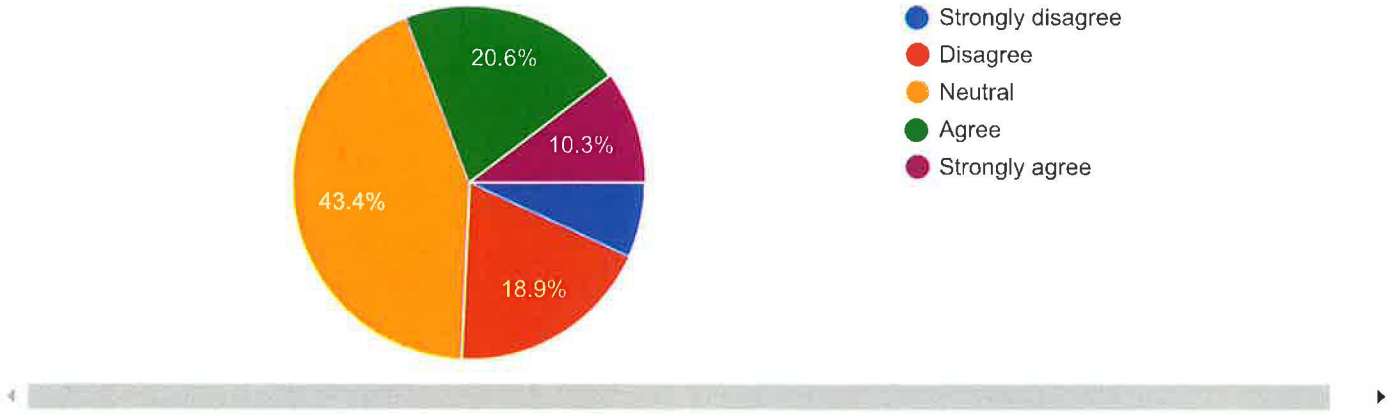
9. I am excited to learn.

175 responses



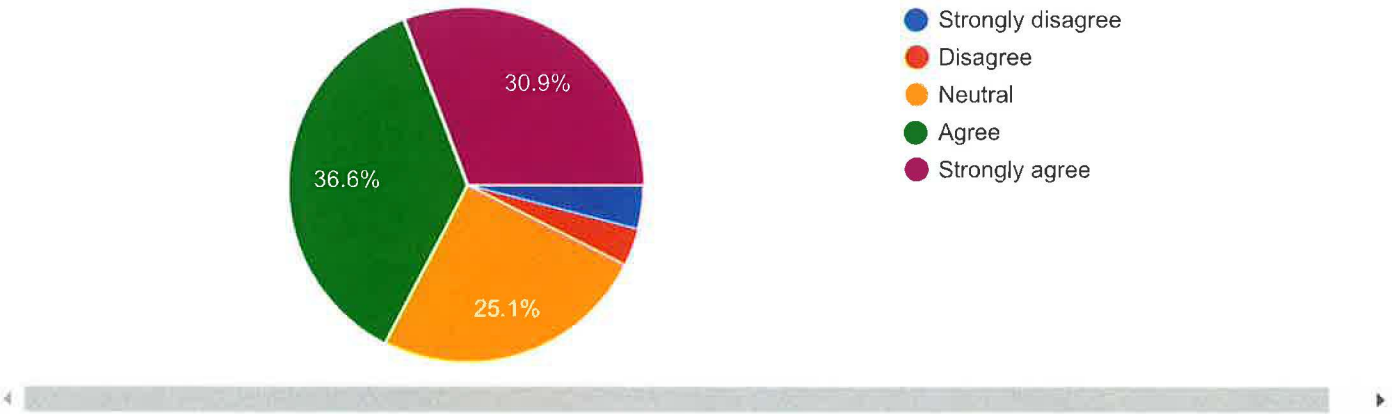
10. I would like more help with my schoolwork/homework.

175 responses



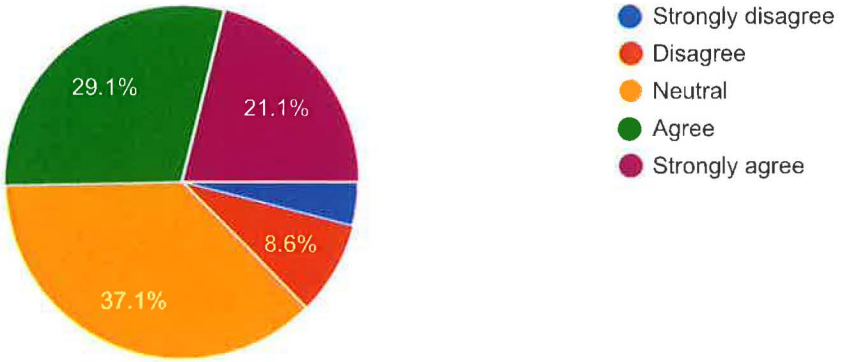
11. At my school, I learn skills that help me in life.

175 responses



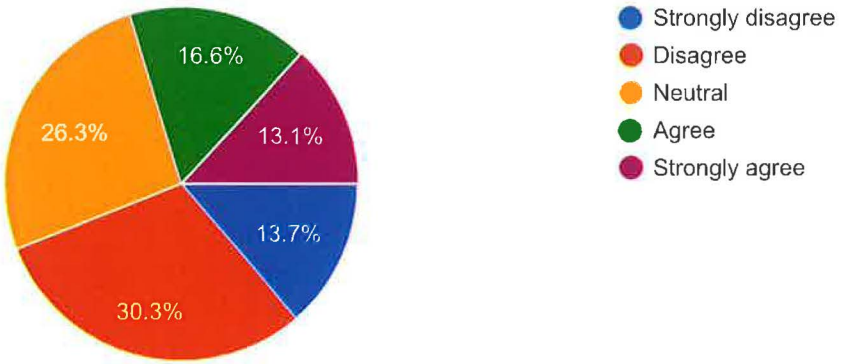
12. My teacher(s) talk to my parents/guardian on a regular basis.

175 responses



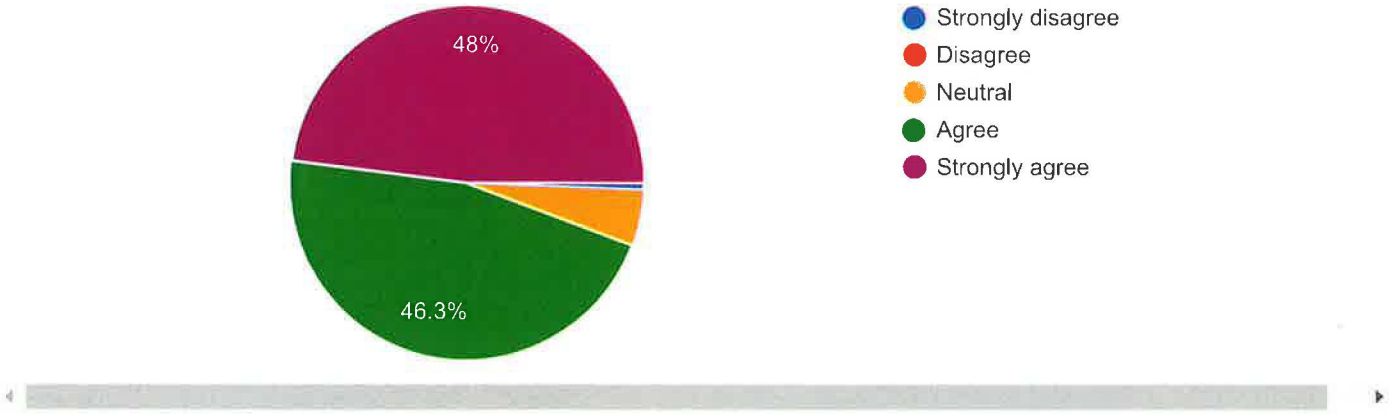
13. My parents participate in school events.

175 responses



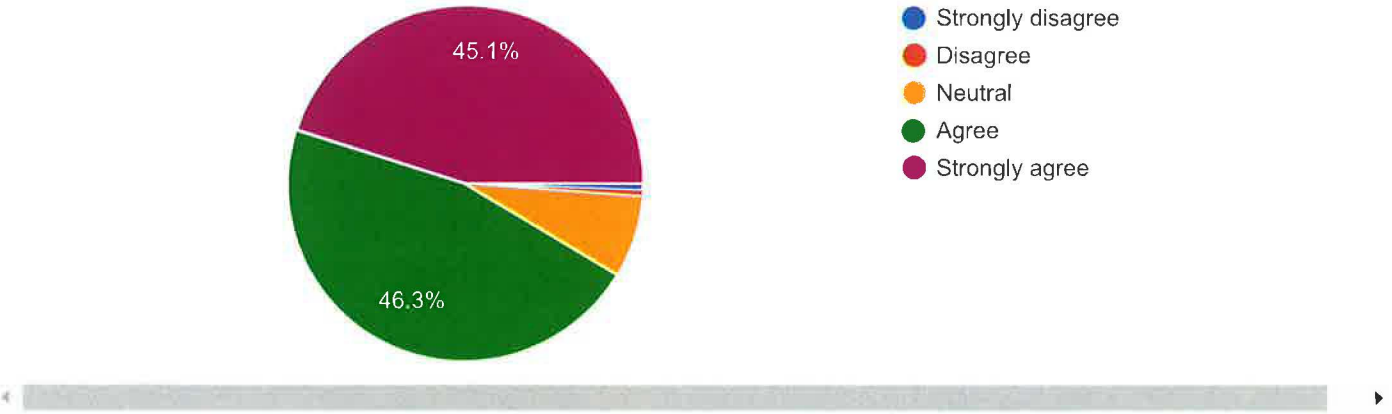
14. My teachers are very knowledgeable in the subject areas they teach.

175 responses



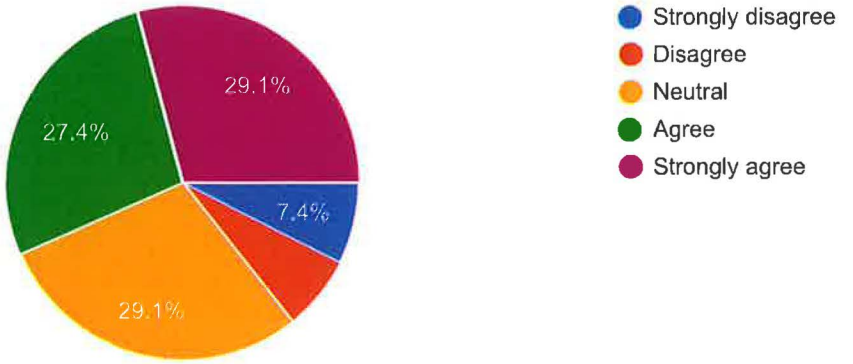
15. My teacher(s) teaches me in ways that I understand.

175 responses



16. I plan on attending college or some other school (trade school, technical school) after high school.

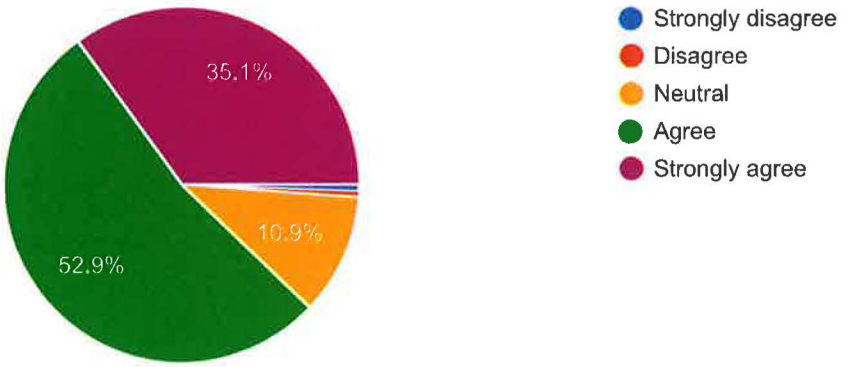
175 responses



School Climate

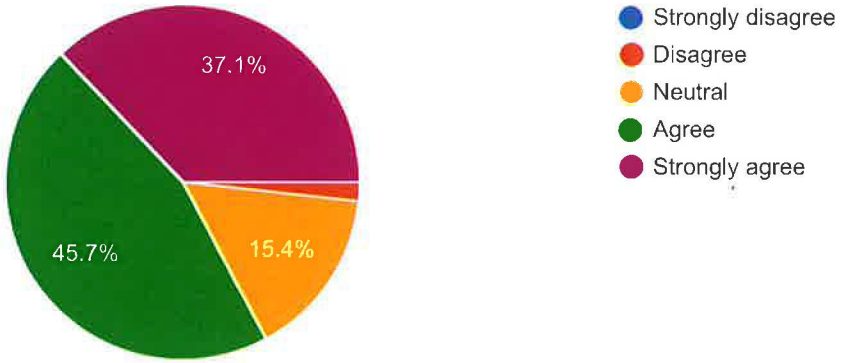
17. My school has clear expectations for student behavior.

174 responses



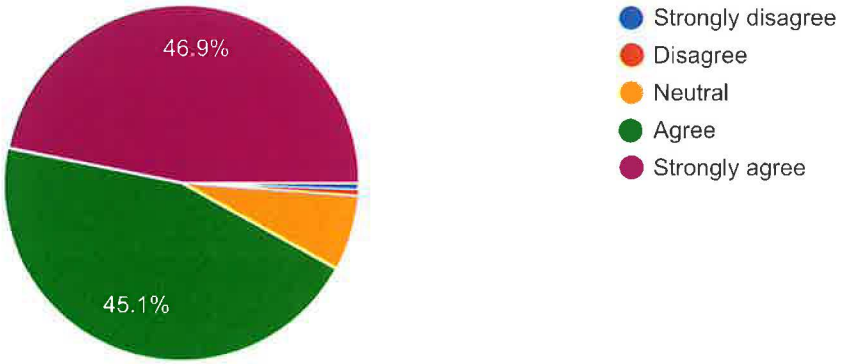
18. The staff at my school care about me.

175 responses



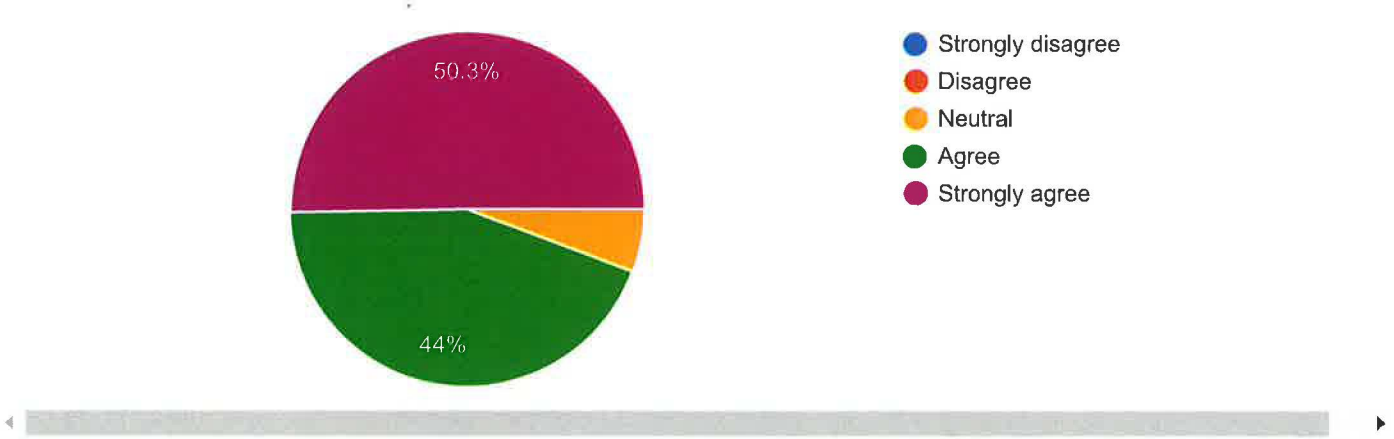
19. The staff at my school treat students fairly.

175 responses



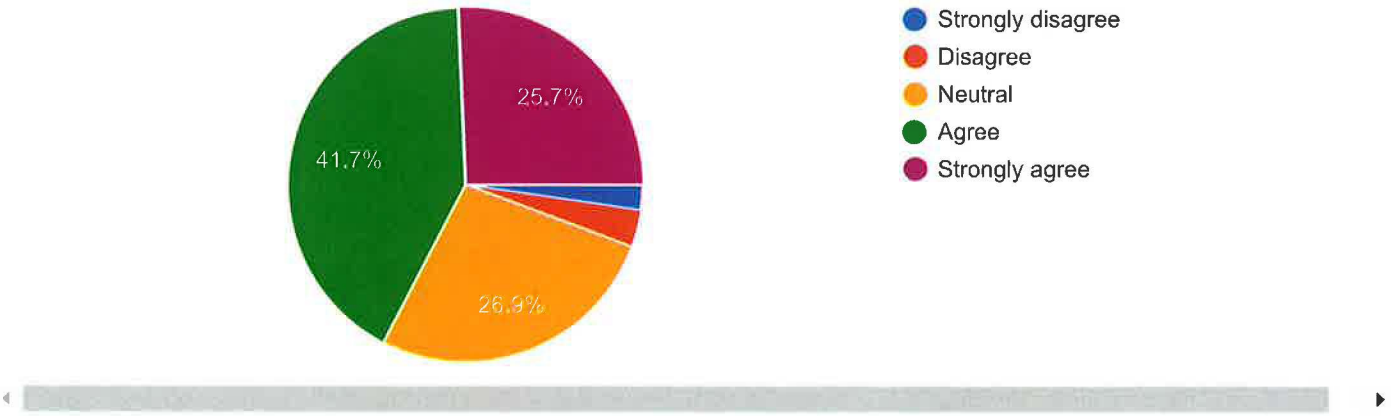
20. My classroom and school buildings are clean.

175 responses



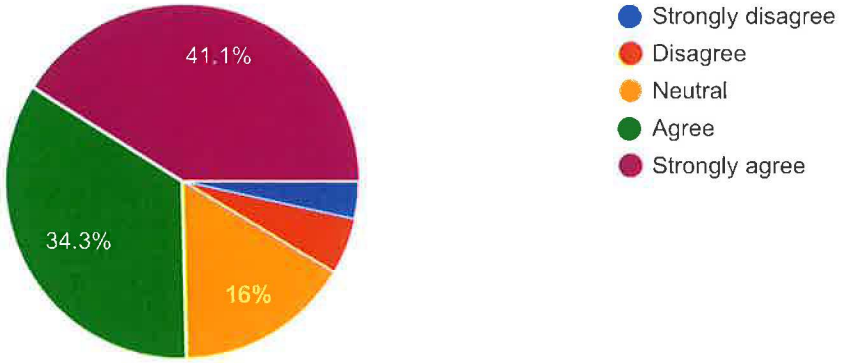
21. My parents feel welcome to participate at my school.

175 responses



22. I am happy to be at my school.

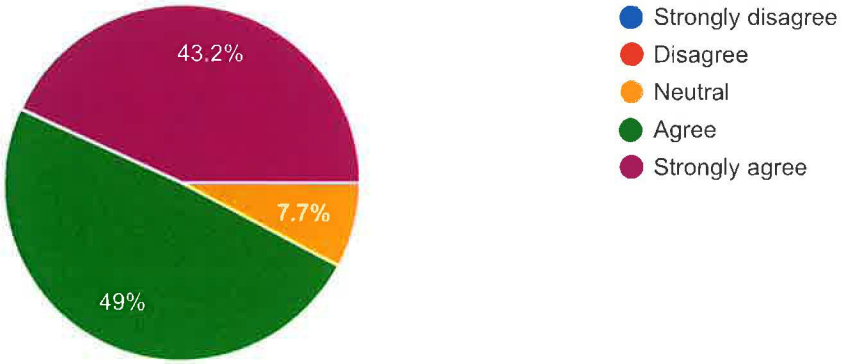
175 responses



English Learner Programs

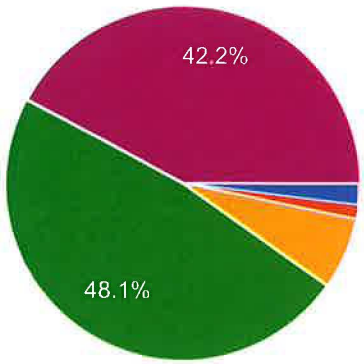
23. I receive the support I need from my teachers.

155 responses



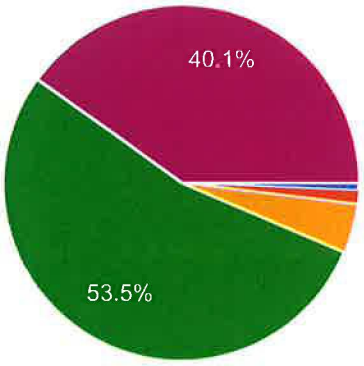
24. I feel comfortable talking in English in my classes.

154 responses



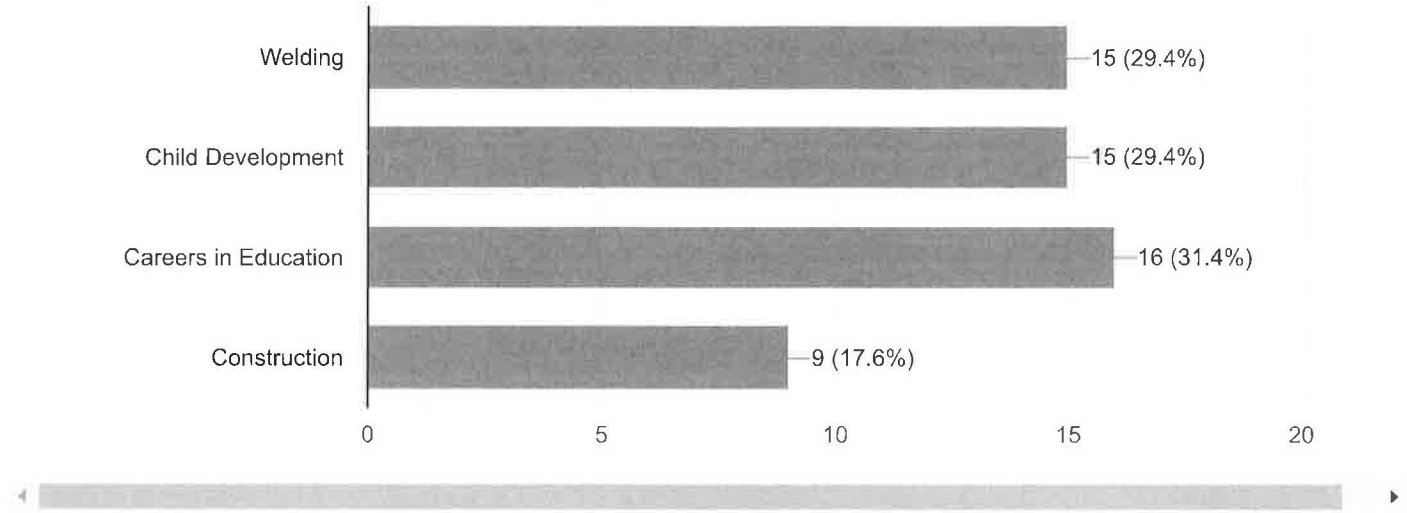
25. I feel comfortable reading and/or writing in English.

157 responses



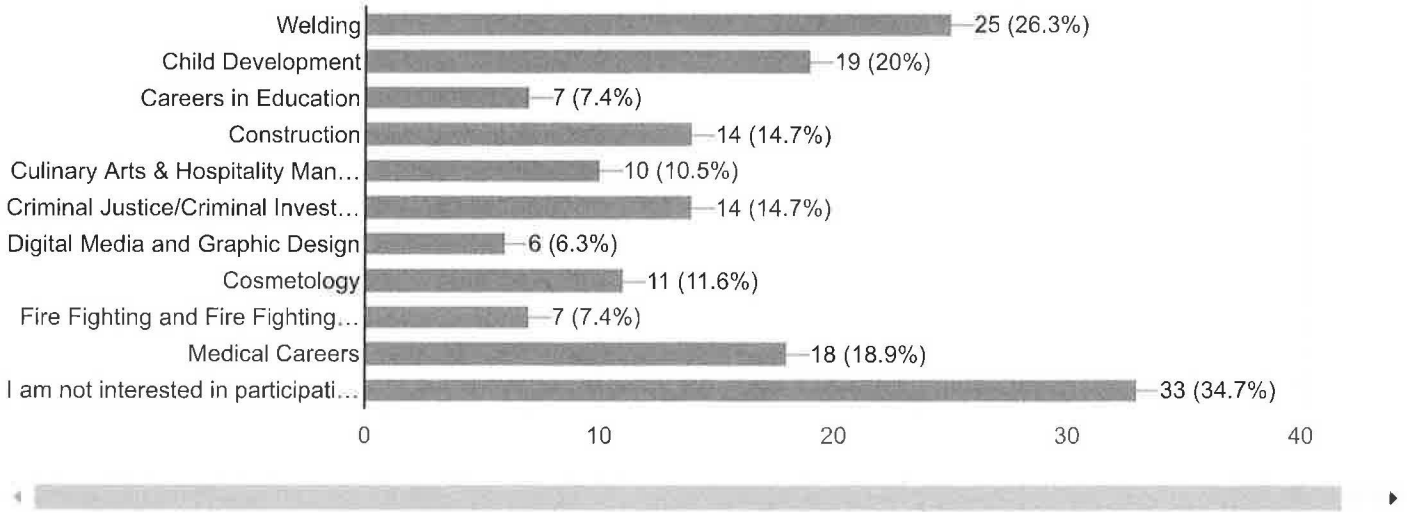
27. I participate in the following Career Technical Education (CTE) Courses at my school:

51 responses



28. I would like to participate in the following Career Technical Education (CTE) Courses at my school:

95 responses



Thank you for taking time to complete this survey. Please share any additional comments that will help you be more successful in school. 53 responses

.
None
N/A
having responsibility and doing all my work.
no
pizza party
My teacher is nice and she is the best teacher ever.
I like school and I like my teacher
I like math and I like my teacher because she helps me a lot!
My teacher is nice.
It's crazy that I'm already a junior going on senior.
good
I like my teacher.
Pay more attention
My teacher is nice and when I get something wrong she explains it to me again in a way I understand.
Everything is great so far.
clup needed
I like my teacher Mrs. Rodriguez, and I love my friends in class. I like Zoom class because it's fun and I learn my sight words and math.
Maybe we can have just a little more time in class.
To get Straight A's
I like school and I like Mrs. Rodriguez.
Mrs. Rodriguez is nice and not mean. She is funny. I like my school because I do good and I get to go to the classroom store. I see my friends on the computer.
I think if we don't wake up for zoom everyday it would be better because we can get more sleep, which is going to help us do our homework.
yes
finish my school work, passing and get all my credits and graduate.
I love school and I love my teacher, Mrs. Rodriguez.

I like coming to school because I have friends and I get to come with my cousin. I like the school lunches and my teacher Mrs. Rodriguez is the best.
I would like to see classes offered with real job skills at my school.
anything
basketball because there basketball court and no use it.tech design .
I would like to see the school have a mechanics as an elective.
MCIA is a fun school that gives the right education.
I am really glad to be in this school, I feel really successful and look forward to my future education in this school and in college. Something I think might help me is to be more aware of the programs the school offers such as scholarships, referrals, and so on. Overall, I am really satisfied. Thank-you!
Need to do my work
I like Mrs. Rodriguez and my rainbow classroom.
The other students are pretty quiet and chill too.
studying will help me me more successful in school
no comment
thank you
<3
kindness and time
The school and its staff are amazing especially mrs.black and mr.shockley
yeeee
none.
I will succeed in my classes this semester and graduate by June.
Less work😂
I will graduate thanks to my teachers.
I like this school.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Pioneer Technical Center

CDS Code: 20-10207-2030229 | County: Madera | District: Madera County Superintendent of Schools

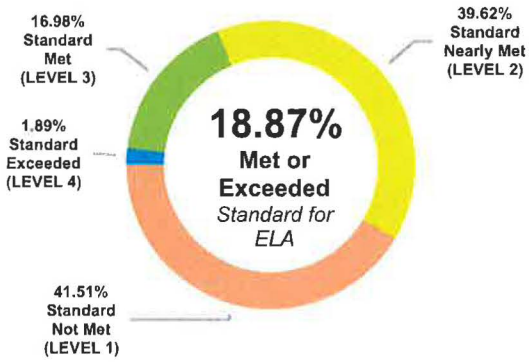
Report Options

Year: 2020–21 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools | Selections Applied | Clear S

PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results

ELA

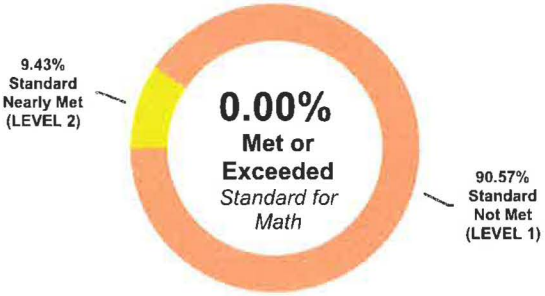
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



Standard Met (LEVEL 3) is 0.00%
Standard Exceeded (LEVEL 4) is 0.00%

VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE

Add this entity to comparison anc other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON

Search for a school to compare il to the district and state.

CHANGE OVER TIME

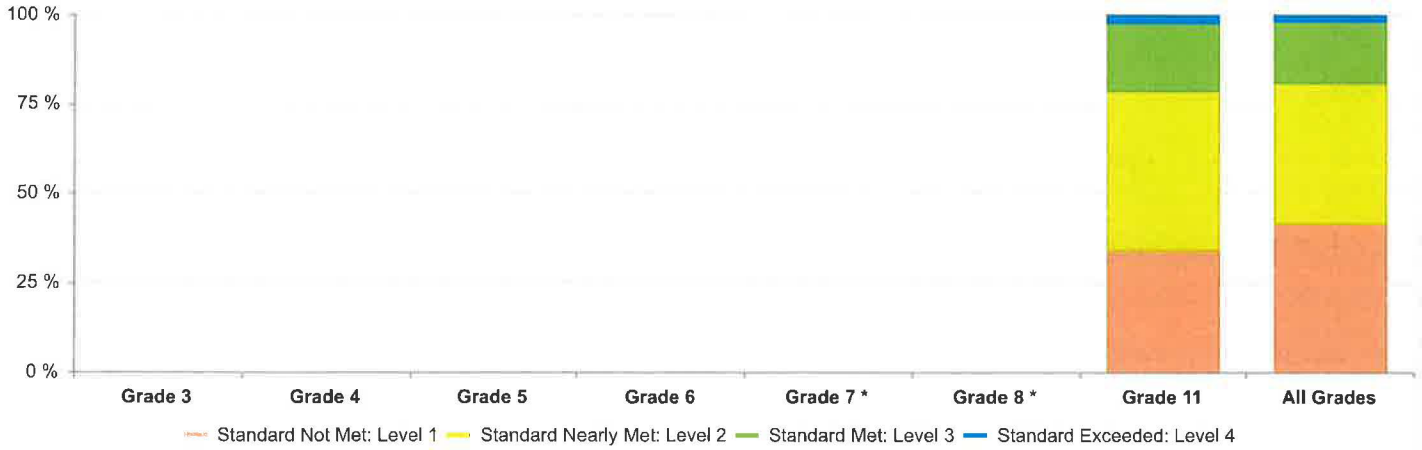
View how a group/cohort of stude progressed.

PERFORMANCE TREND REPO

View the performance of two diffe student groups within a single gra time.

RESEARCH FILES

Get files for complex analyses ar customized reporting.



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	N/A	N/A	N/A	N/A	*	6	88	97
Number of Students Tested	N/A	N/A	N/A	N/A	*	4	47	53
Number of Students With Scores	N/A	N/A	N/A	N/A	*	4	47	53
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2517.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	*	*	2.13 %	1.89 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	*	*	19.15 %	16.98 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	*	*	44.68 %	39.62 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	*	*	34.04 %	41.51 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	6.38 %	5.66 %
Near Standard	N/A	N/A	N/A	N/A	*	*	68.09 %	62.26 %
Below Standard	N/A	N/A	N/A	N/A	*	*	25.53 %	32.08 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	*	*	46.81 %	45.28 %
Below Standard	N/A	N/A	N/A	N/A	*	*	53.19 %	54.72 %

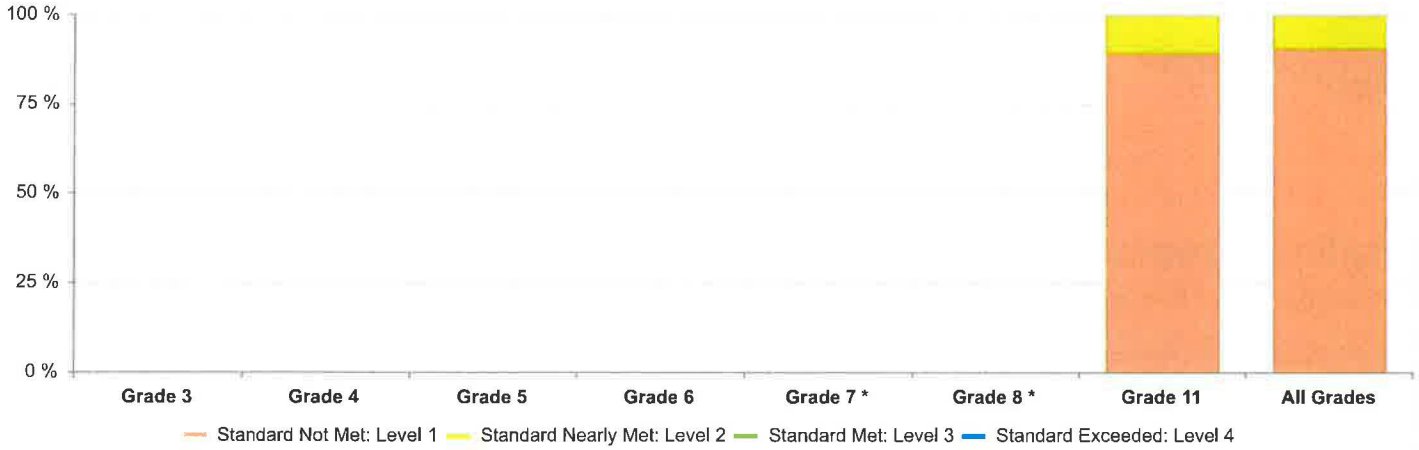
LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	8.51 %	7.55 %
Near Standard	N/A	N/A	N/A	N/A	*	*	78.72 %	75.47 %
Below Standard	N/A	N/A	N/A	N/A	*	*	12.77 %	16.98 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	4.26 %	3.77 %
Near Standard	N/A	N/A	N/A	N/A	*	*	82.98 %	81.13 %
Below Standard	N/A	N/A	N/A	N/A	*	*	12.77 %	15.09 %

English Language Arts/Literacy Area Achievement Level Descriptors



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"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	N/A	N/A	N/A	N/A	*	6	88	97
Number of Students Tested	N/A	N/A	N/A	N/A	*	4	47	53
Number of Students With Scores	N/A	N/A	N/A	N/A	*	4	47	53
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2448.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	*	*	10.64 %	9.43 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	*	*	89.36 %	90.57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	*	*	12.77 %	11.32 %
Below Standard	N/A	N/A	N/A	N/A	*	*	87.23 %	88.68 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	*	*	65.96 %	64.15 %
Below Standard	N/A	N/A	N/A	N/A	*	*	34.04 %	35.85 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	*	*	59.57 %	56.60 %
Below Standard	N/A	N/A	N/A	N/A	*	*	40.43 %	43.40 %

Mathematics Area Achievement Level Descriptors

Pioneer Technical Center Madera and Chowchilla i-Ready Diagnostic #1 & #2 Data comparison 2020-21

PTCM ELA – Diagnostic #1	PTCM ELA – Diagnostic #2	Growth (+/-)
12% - On grade level 21% - 1 year below 67% - 2 or more years below	16% - On grade level 19% - 1 year below 64% - 2 or more years below	+4% = On grade level -2% = 1 year below -3% = 2 or more years below
PTCC ELA – Diagnostic #1	PTCC ELA – Diagnostic #2	Growth (+/-)
10% - On grade level 24% - 1 year below 67% - 2 or more years below	6% - On grade level 27% - 1 year below 67% - 2 or more years below	-4% = On grade level +3% - 1 year below 67% - 2 or more years below
PTCM Math – Diagnostic #1	PTCM Math -Diagnostic #2	Growth (+/-)
7% - On grade level 13% - 1 year below 80% - 2 or more years below	8% - On grade level 6% - 1 year below 86% - 2 or more years below	+1% = On grade level -7% = 1 year below +6% = 2 or more years below
PTCC Math - Diagnostic #1	PTCC Math - Diagnostic #2	Growth (+/-)
7% - On grade level 2% - 1 year below 90% - 2 or more years below	9% - On grade level 9% - 1 year below 81% - 2 or more years below	+2% = On grade level +7% = 1 year below -9% = 2 or more years below

Pioneer Technical Center Madera and Chowchilla i-Ready Diagnostic #1 & #2 Data comparison 2021-22

PTCM ELA – Diagnostic #1	PTCM ELA – Diagnostic #2	Growth (+/-)
9% - On grade level 10% - 1 year below 81% - 2 or more years below	10% - On grade level 20% - 1 year below 64% - 2 or more years below	+1% = On grade level +10% = 1 year below -17% = 2 or more years below
PTCC ELA – Diagnostic #1	PTCC ELA – Diagnostic #2	Growth (+/-)
10% - On grade level 3% - 1 year below 87% - 2 or more years below	3% - On grade level 15% - 1 year below 82% - 2 or more years below	-7% = On grade level +12% - 1 year below -5% - 2 or more years below
PTCM Math – Diagnostic #1	PTCM Math -Diagnostic #2	Growth (+/-)
1% - On grade level 3% - 1 year below 97% - 2 or more years below	2% - On grade level 6% - 1 year below 91% - 2 or more years below	+1% = On grade level +3% 1 year below -6% = 2 or more years below
PTCC Math - Diagnostic #1	PTCC Math - Diagnostic #2	Growth (+/-)
3% - On grade level 5% - 1 year below 92% - 2 or more years below	3% - On grade level 0% - 1 year below 97% - 2 or more years below	3% = (same) On grade level -5% = 1 year below +5% = 2 or more years below

CAES Parent LCAP Survey 2022

Questions Responses 65 Settings

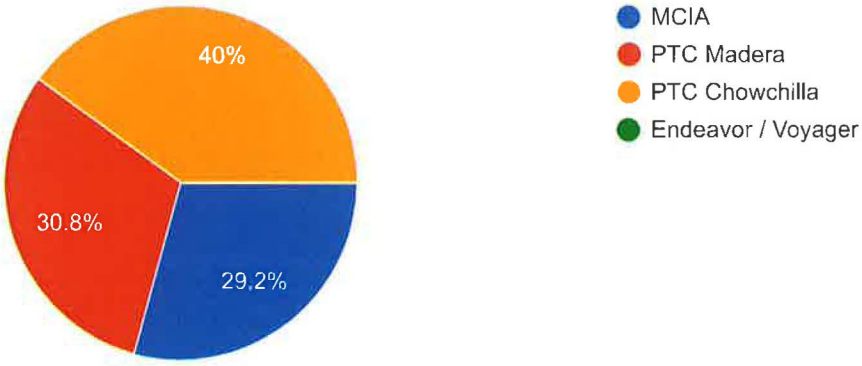
65 responses

Accepting responses

Summary Question Individual

1. My Child attends the following school:

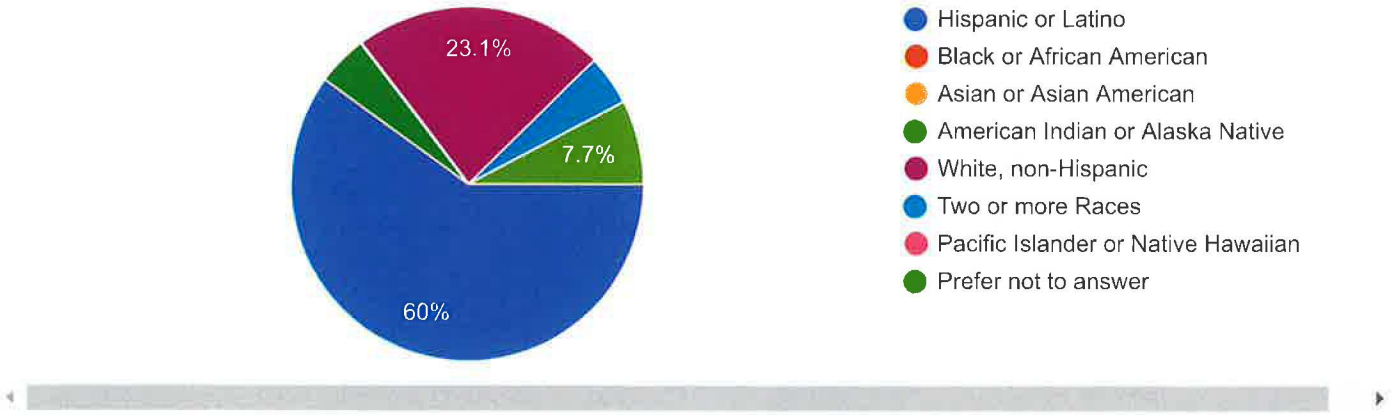
65 responses



Demographics

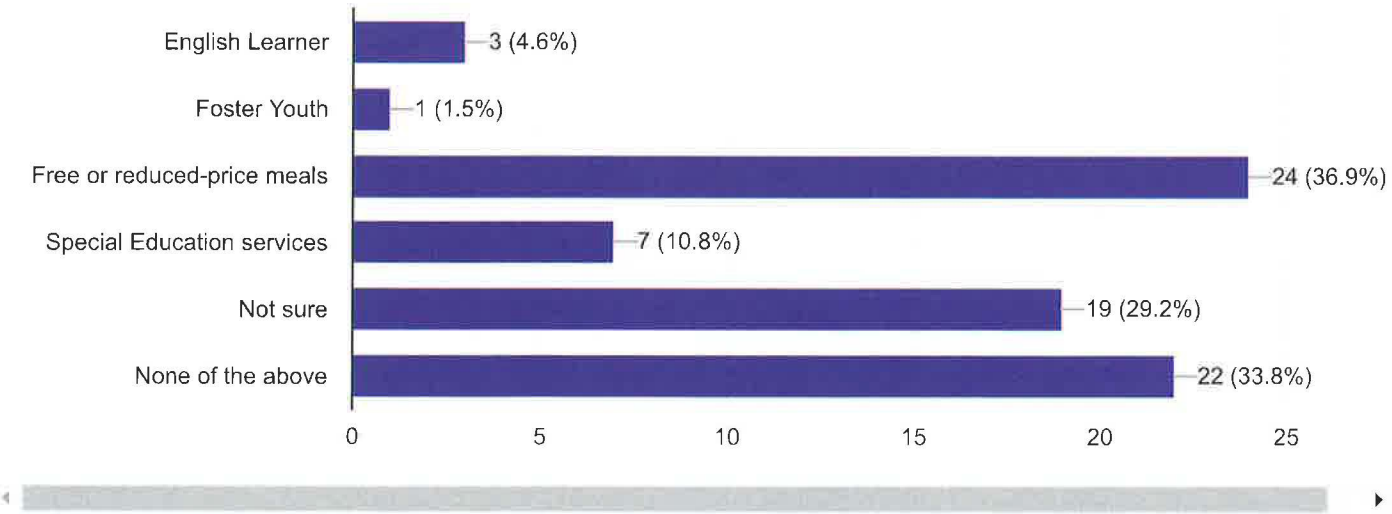
2. I identify most closely with the following:

65 responses



3. My child or children at this school participate in the following programs:

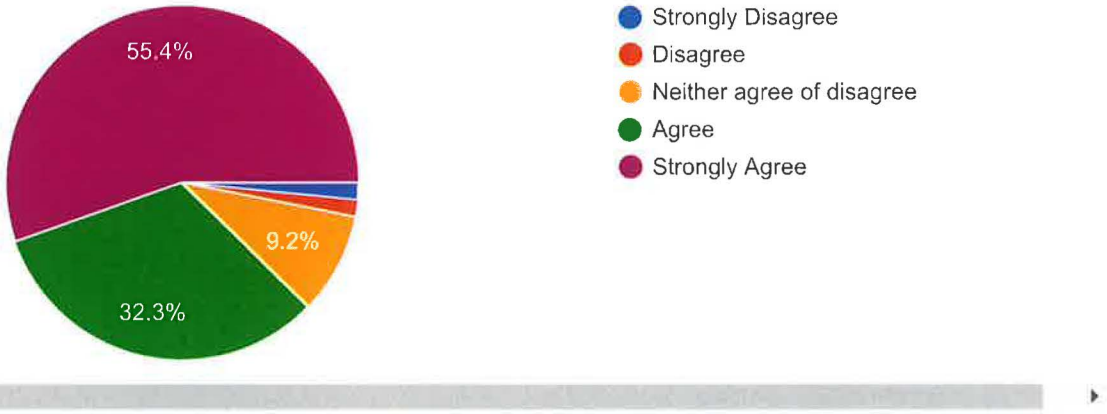
65 responses



Parent and Family Engagement

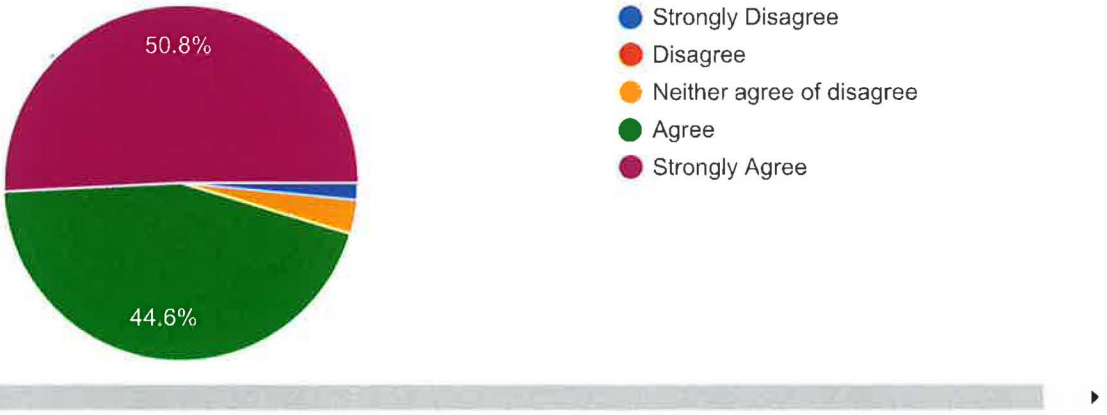
4. The staff (Program Director, Principal, teachers, and classified staff) at my child's school builds a trusting and respectful relationship with my family.

65 responses



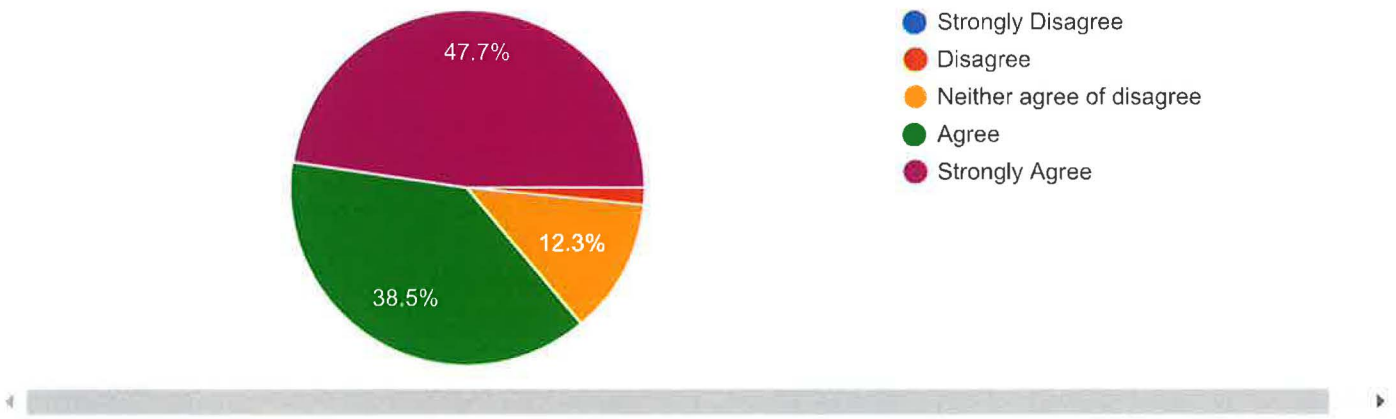
5. My child's school has created a welcoming environment (friendly and helpful) for my family.

65 responses



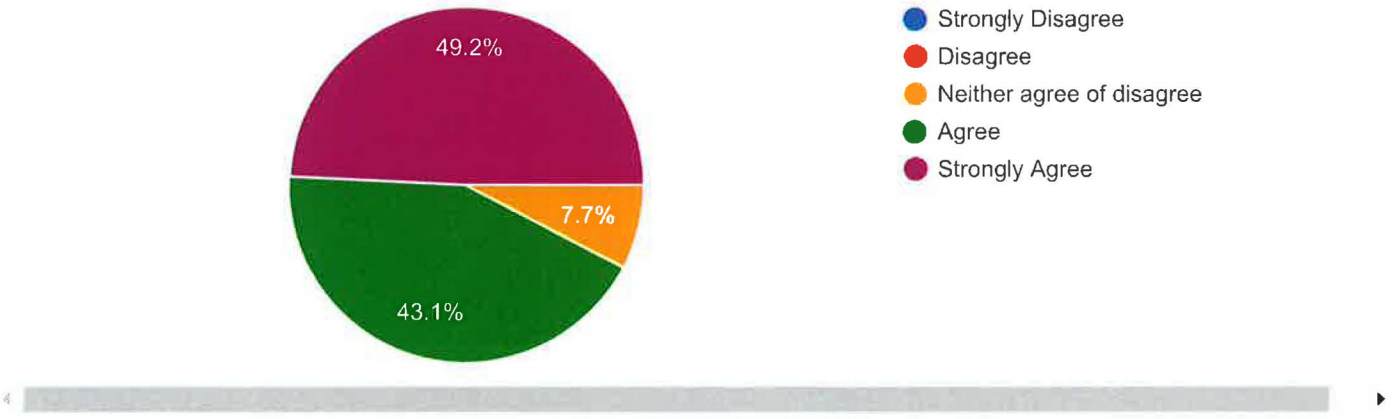
6. The staff at my child's school is interested in our family's culture, language and goals for my child(ren).

65 responses



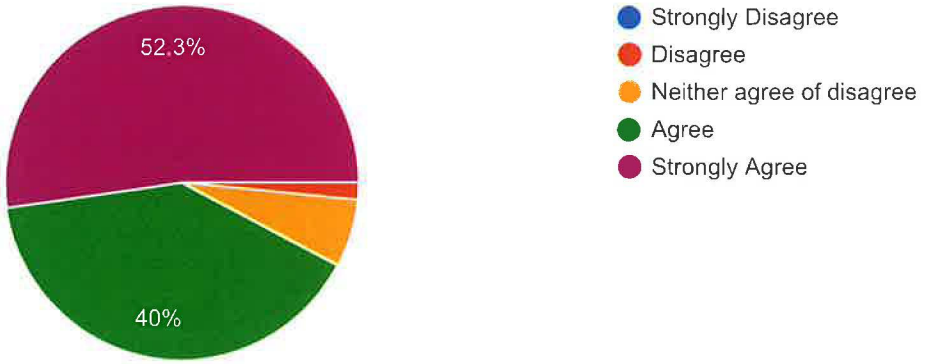
7. My child's school utilizes accessible two-way communication between families and educators.

65 responses



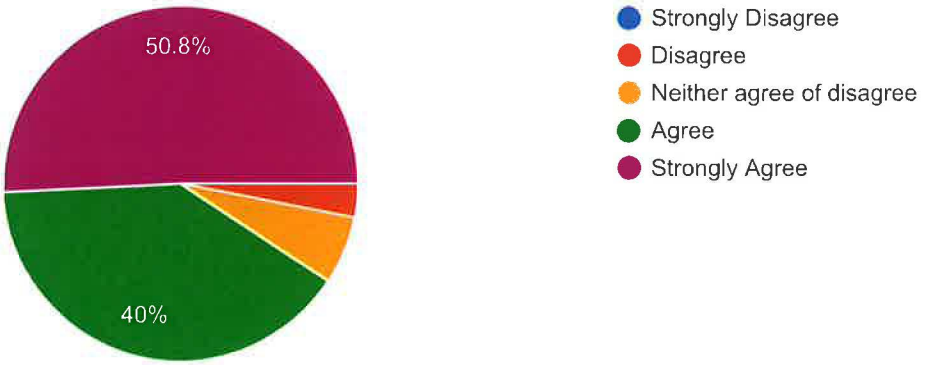
8. My child's school provides information and resources to support student learning in the home.

65 responses



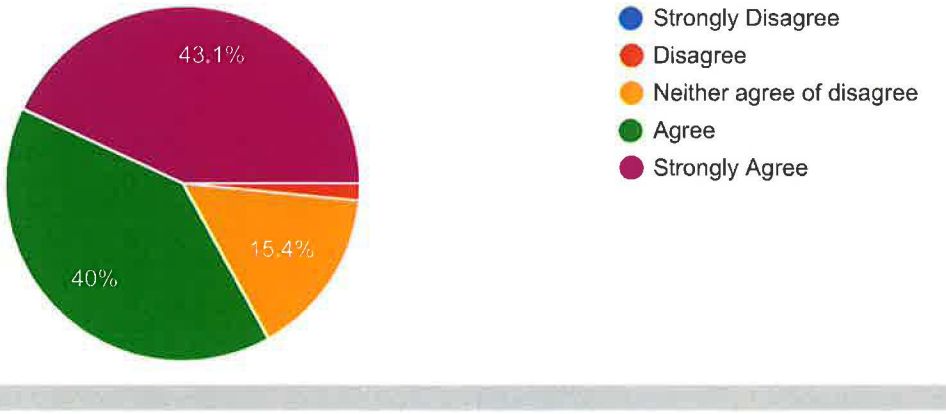
9. My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.

65 responses



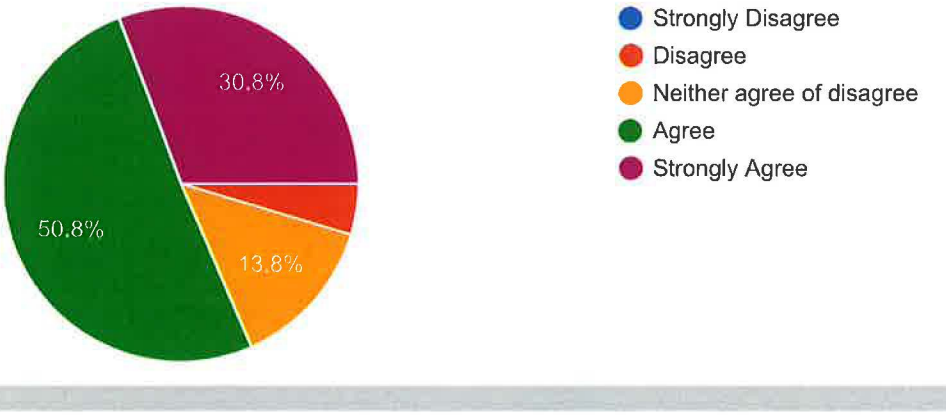
10. My child's school helps my family understand and exercise our legal rights and advocate for my child.

65 responses



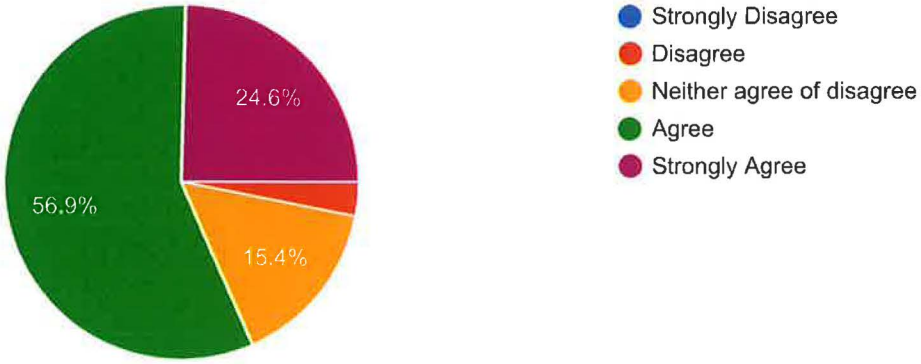
11. My child's school supports and builds the capacity of family members to participate in advisory groups like School Site Council (SSC) English Learner Advisory Committee (ELAC) and the decision-making process.

65 responses



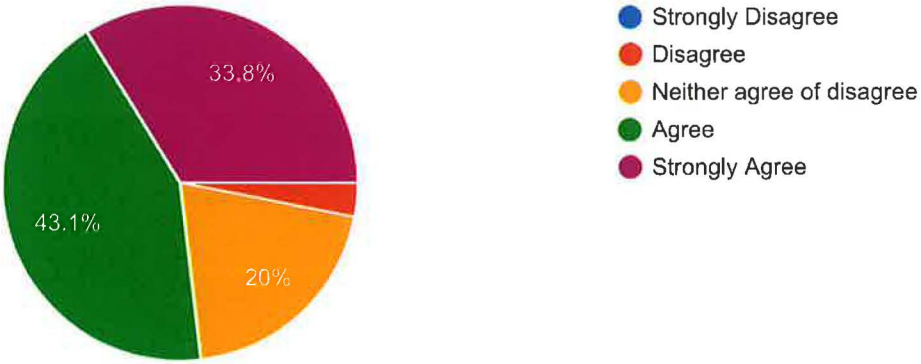
12. My child's school provides opportunities for my input on school policies and programs, and seeks input from all represented groups of our school community.

65 responses



13. My child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

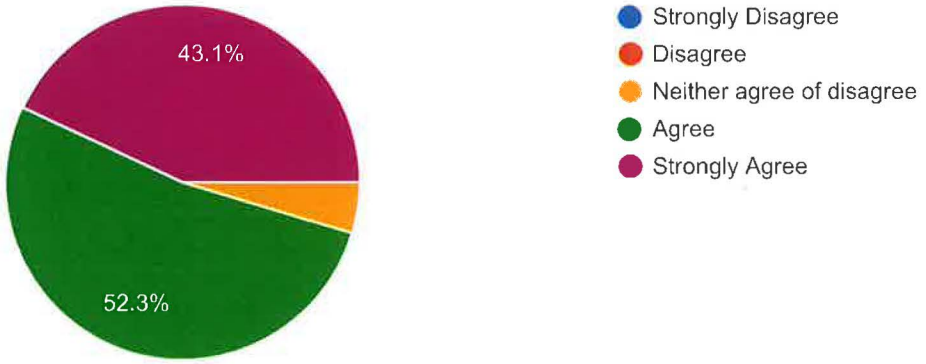
65 responses



School Climate

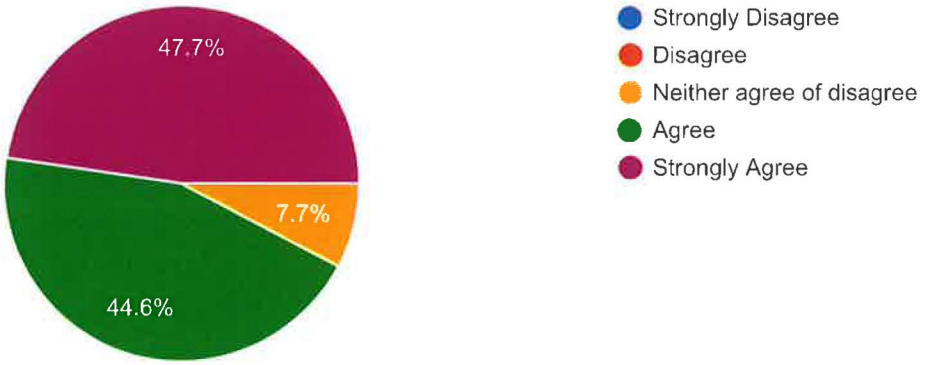
14. My child's school promotes academic success for all students.

65 responses



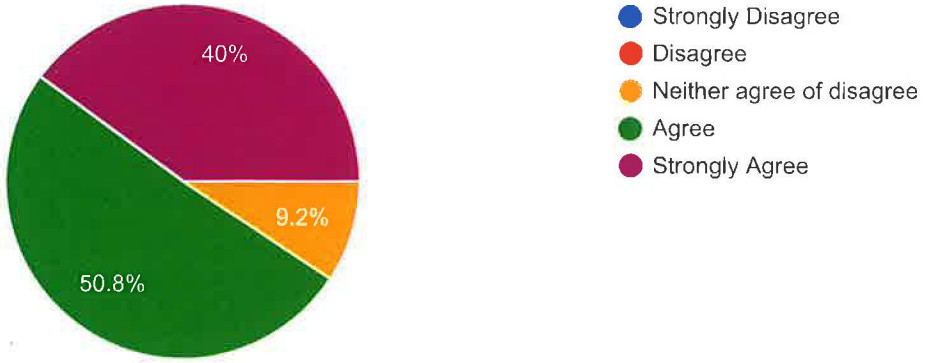
15. The teachers at my child's school are able to meet the academic needs of English Learners.

65 responses



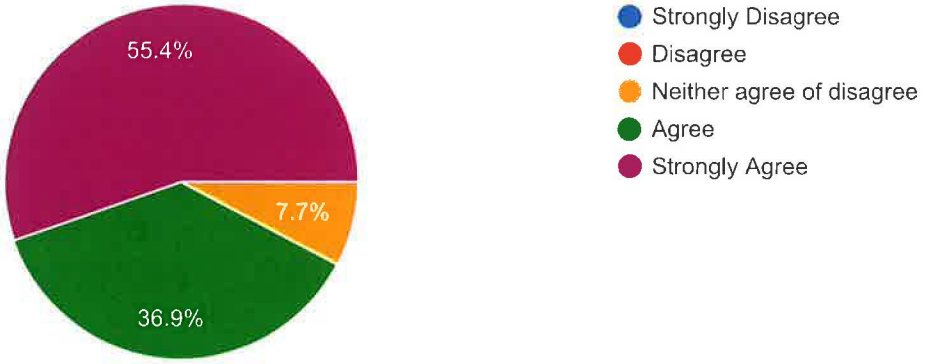
16. At my child's school, my child learns skills that are helpful in life.

65 responses



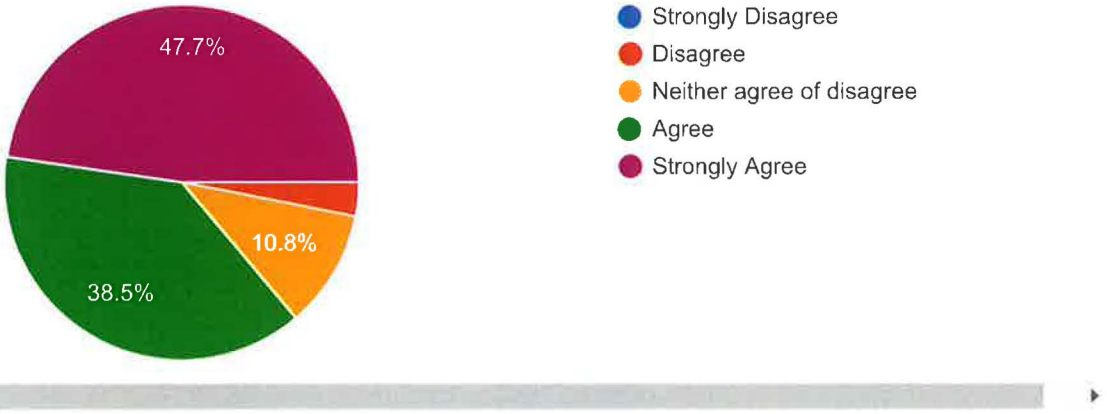
17. My child's school staff take parent concerns seriously.

65 responses



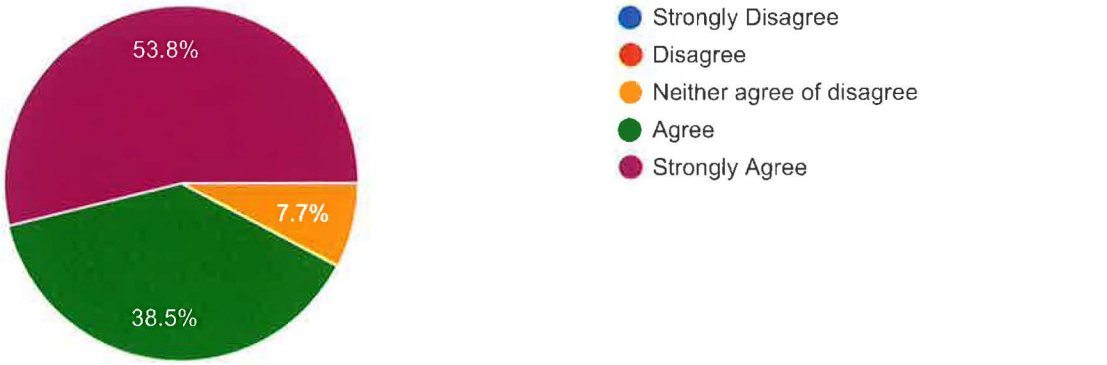
18. My child's school staff (Program Director, Principal, Teachers, Instructional Aides) communicates with me on a regular basis.

65 responses



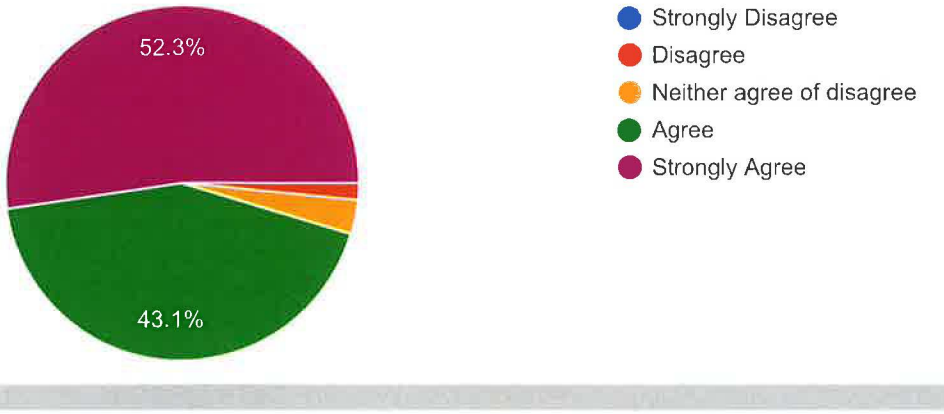
19. My child(ren) feels safe at this school.

65 responses



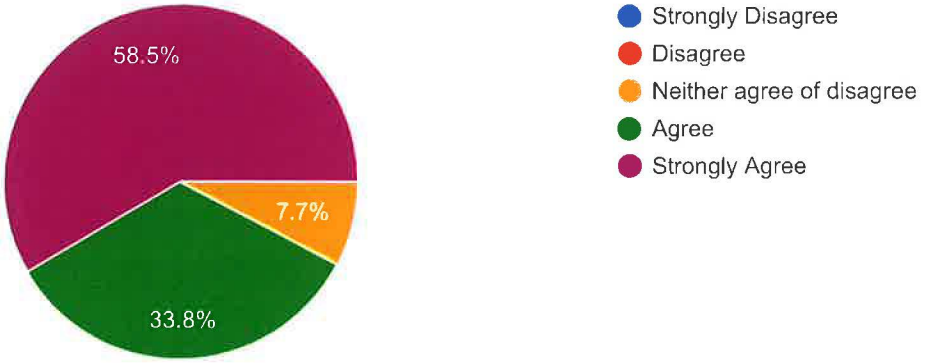
20. My child's school has clean and well-maintained facilities.

65 responses



21. Teachers at my child's school are well qualified to teach.

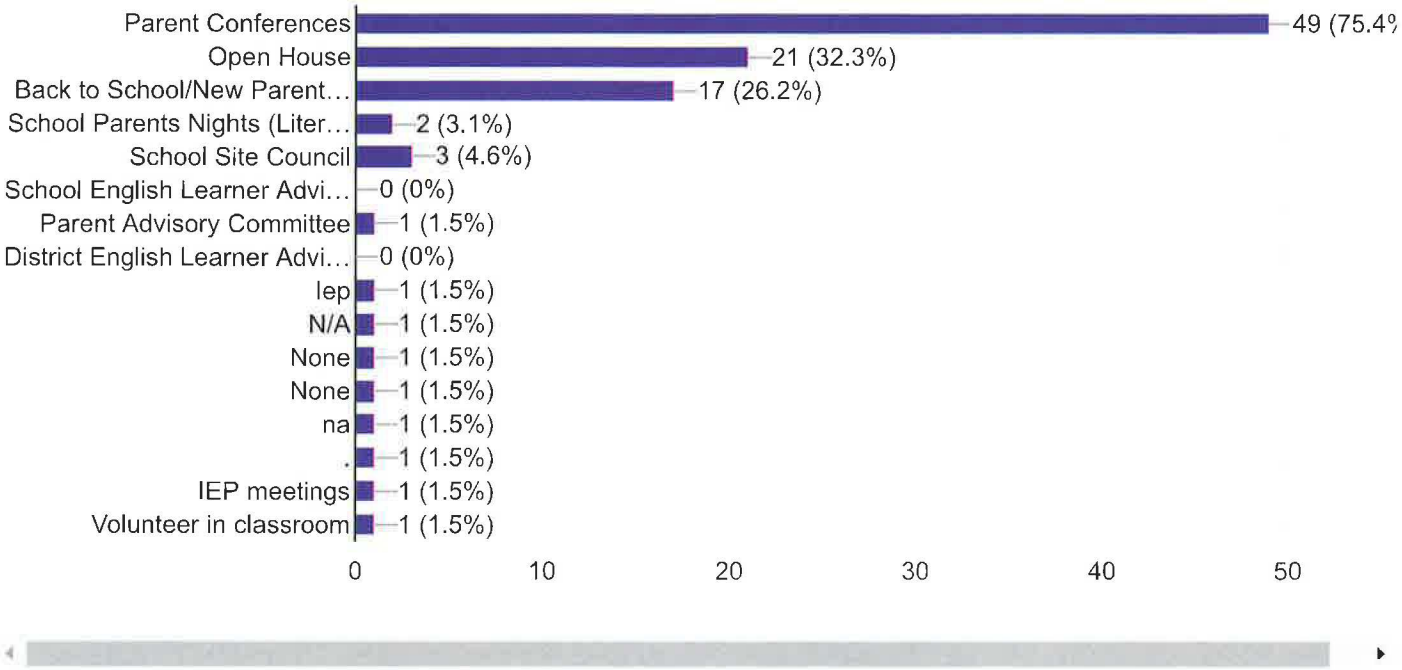
65 responses



Participation in School and District Activities

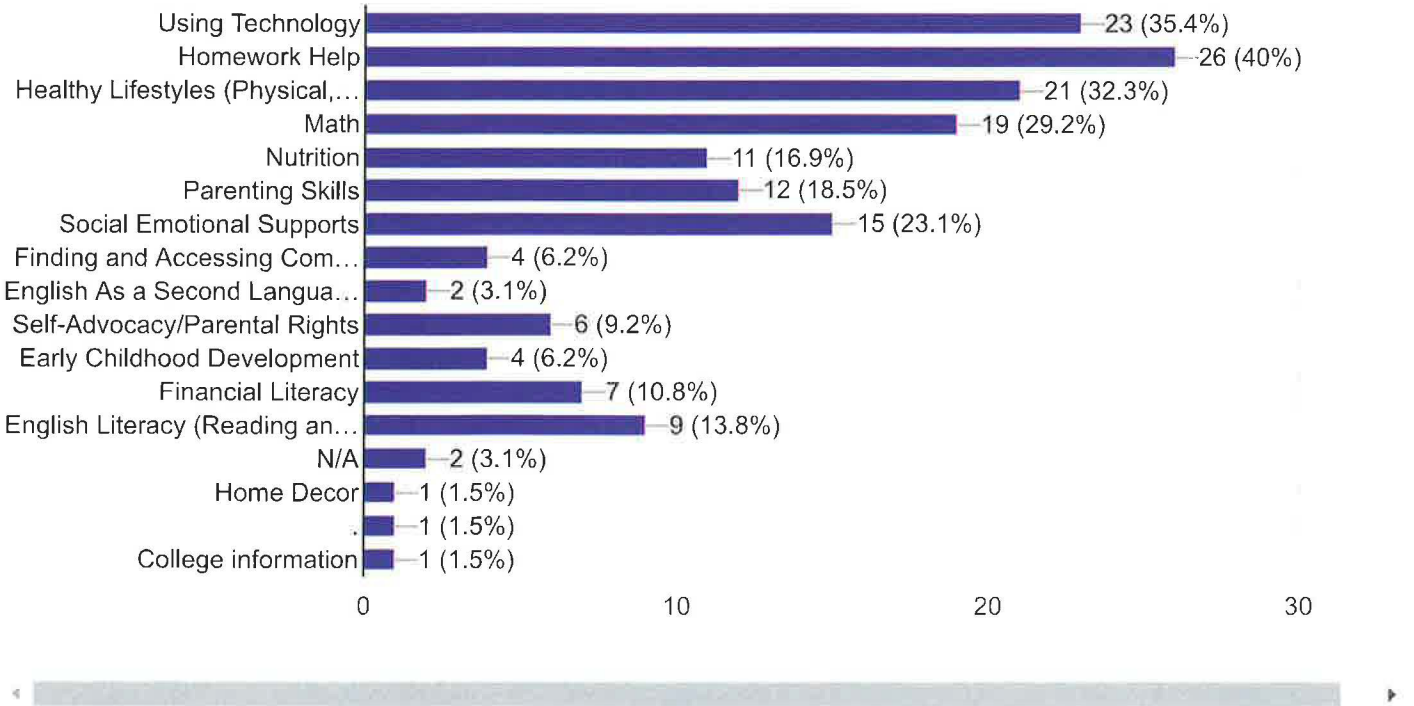
22. In the past three years, I have participated in the following school or district events. (Check all that apply.)

65 responses



23. I would like to see parent workshops offered in the following topics. (Check all that apply.)

65 responses



Please add any additional comments about your child's program. Thank you for your time!

65 responses

N/A

None

Thank you

Great program

Thank you

.

The school supports the needs of students .

Good teacher help

Thank you for the support of my child and not givving up on her.

Please add any additional comments about your child's program. Thank you for your time!

N/A
None
Thank you
Great program
Thank you
The school supports the needs of students .
Good teacher help
Thank you for the support of my child and not givving up on her.
Great Job PTC Staff!!!! You were all helpful when my son started and you continue to be. I give his teachers and staff credit for the change I've seen in the last year. My son use to be quite never said too much was always distracted and had no desire to lean at his last school. In the last year he's Learned how to weld. He scored his first seasonal job as a sales associate. He enjoys meeting with his teachers and is no longer distracted. I could be happier with the progress he's made. Thank you!!
Thanks for your help!
Everything is good!
Thanks
Great teacher!
To practice more on what the students need help on like reading.
Thanks for supporting my child
Thank You got Everything ❤
No tengo preguntas , gracias , soy la mama de Evelyn jinez
Mrs. G has been an amazing teacher to my son. We were lucky to have her all four years. We will miss her when he graduates.
Thank You for ur time
My child has only been in this program for a few months so far we have no concerns
It's my daughters first year here. We haven't had an opportunity to get to know PTC as much
My sons grades have gone up and his bad behavior has declined he is doing very well and I thank PTC for there hard work and dedication
n
This school has been the best for my daughter all around.
Mikayla teacher is awesome she has help mikayla alot and I am so proud of mikayla
thank you
My son likes attending this kind of school enviroment.
Overall I love ptc Chowchilla. We need more teachers like Neely and Gilstrap, they truly connect with the children !
Been here all 4 years of high school. MCIA for 4 years
Speech teacher isnt helping. Jwramyas only seen her 5 times if that this yr.
I'm very happy w my sons school

Love the program
He loves the school he loves the staff and everyone there very respectful and great
Thank you for all you support
No comments
It's a great program
Her teacher is amazing, thanks for all the hard work!
We are very happy & grateful to have the teacher we have.. Mrs Neely is amazing! The Staff has been very welcoming & helpful..
This school has been so awesome to my son especially his teacher. He's been on a wonderful path and that's thanks to how his teacher teaches. Thanks
Great program
All staff at PTC are excellent and available when needed and care for all their students.
I happy with it
No
Awesome school , love it great teachers and staff , always kind and responsible
Nothing
I like that my daughter understands her assignments with her teacher very clearly.
I'm satisfied with the way the school treats my child .

CAES Student LCAP Survey 2022

Questions Responses 175 Settings

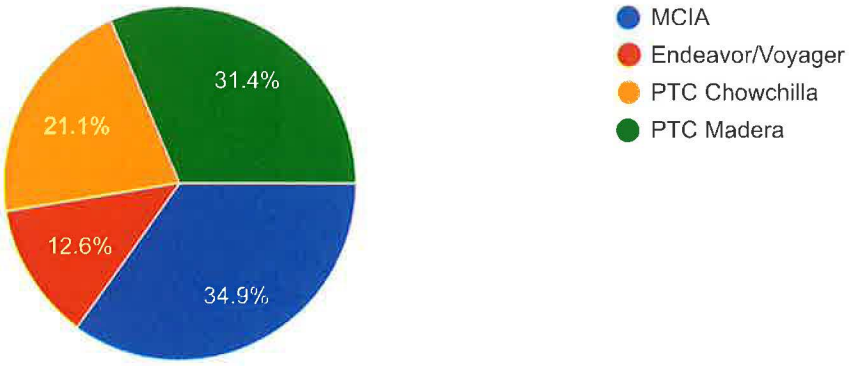
175 responses

Accepting responses

Summary Question Individual

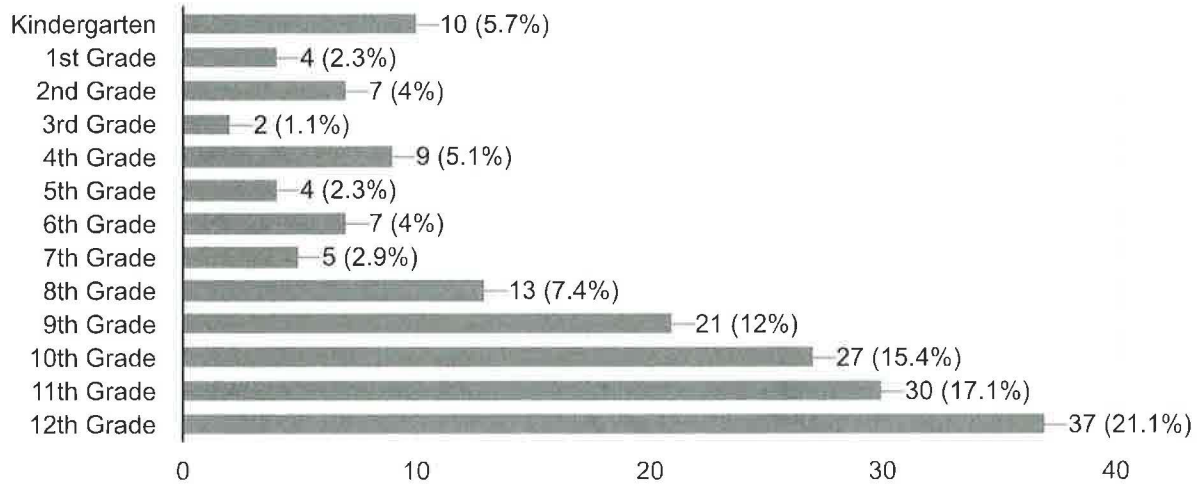
1. The school I attend is:

175 responses



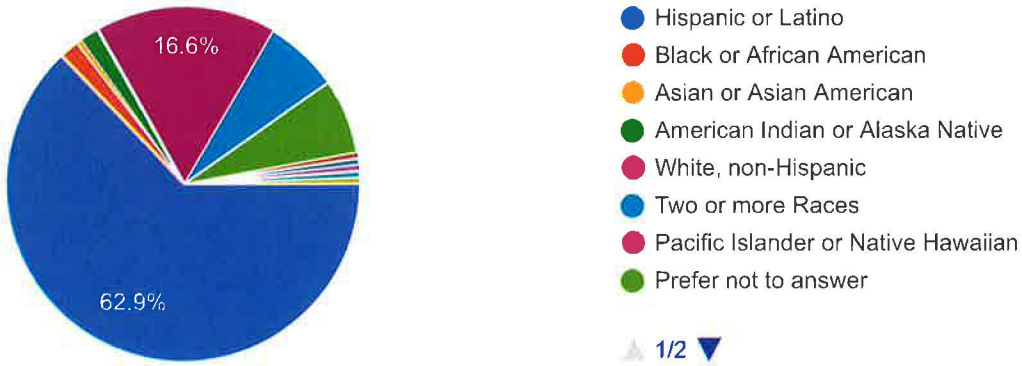
2. My grade level is:

175 responses



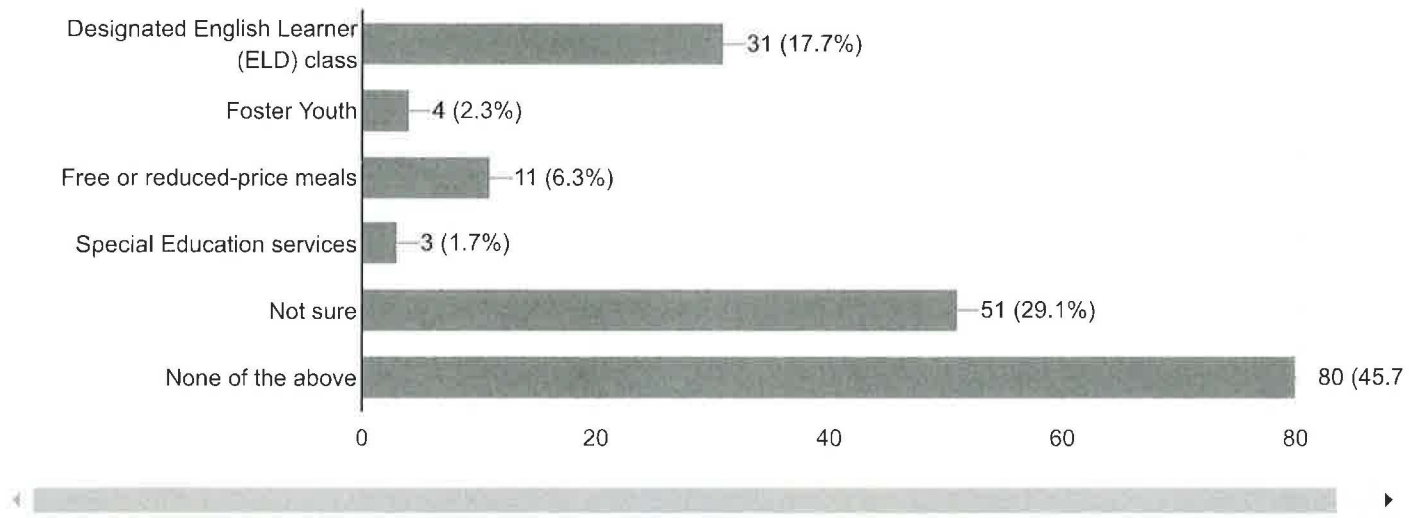
3. I identify most closely with the following:

175 responses



4. I participate in the following programs (Choose all that apply):

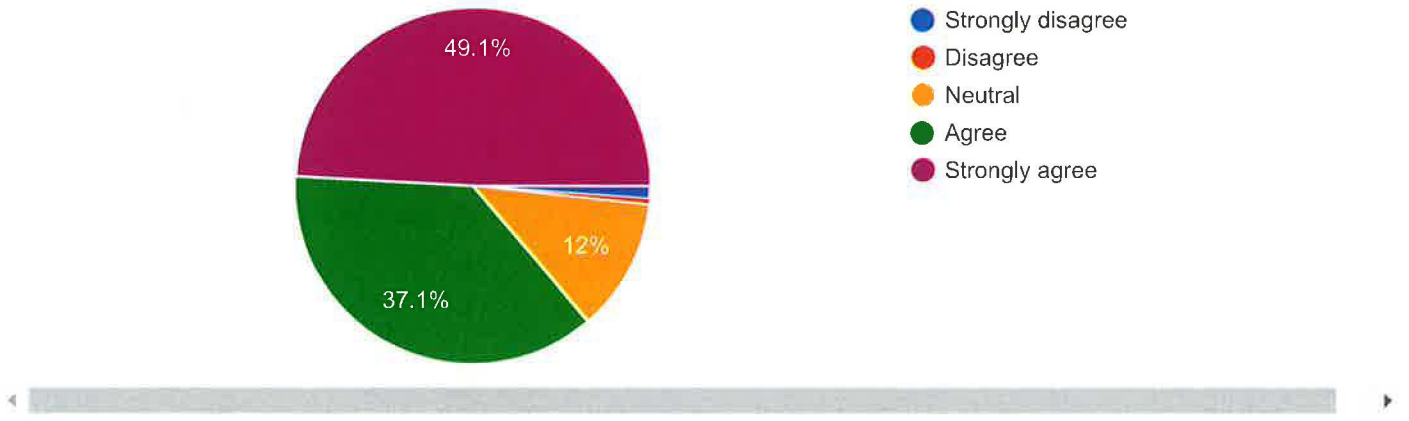
175 responses



School Safety and Connectedness

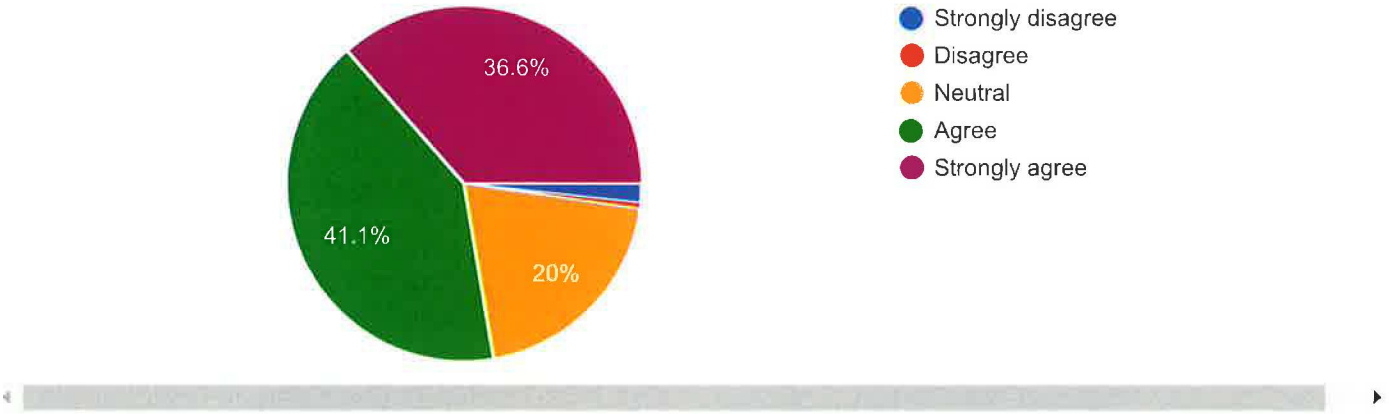
5. I feel safe at my school.

175 responses



6. I feel like I am a part of my school.

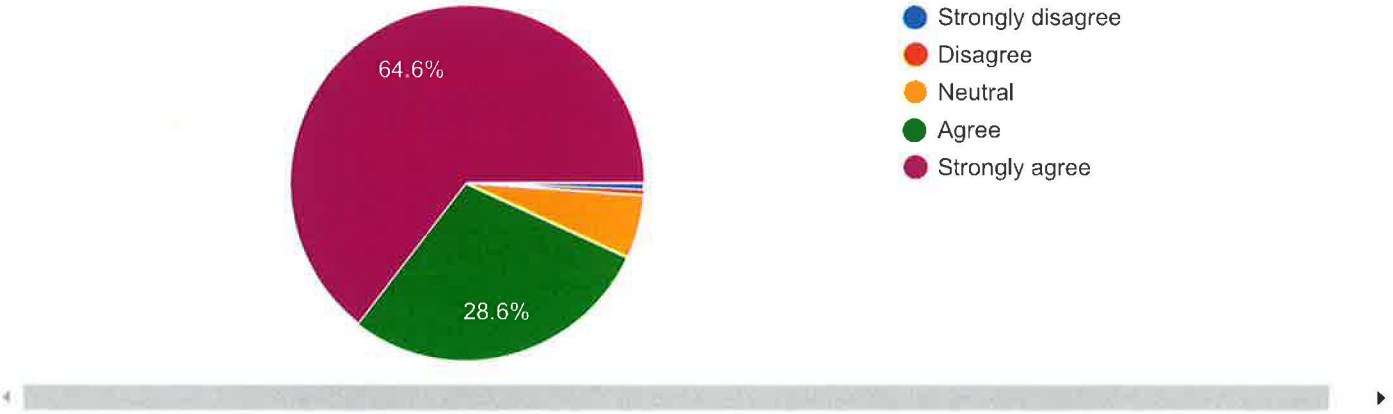
175 responses



Support for Learning

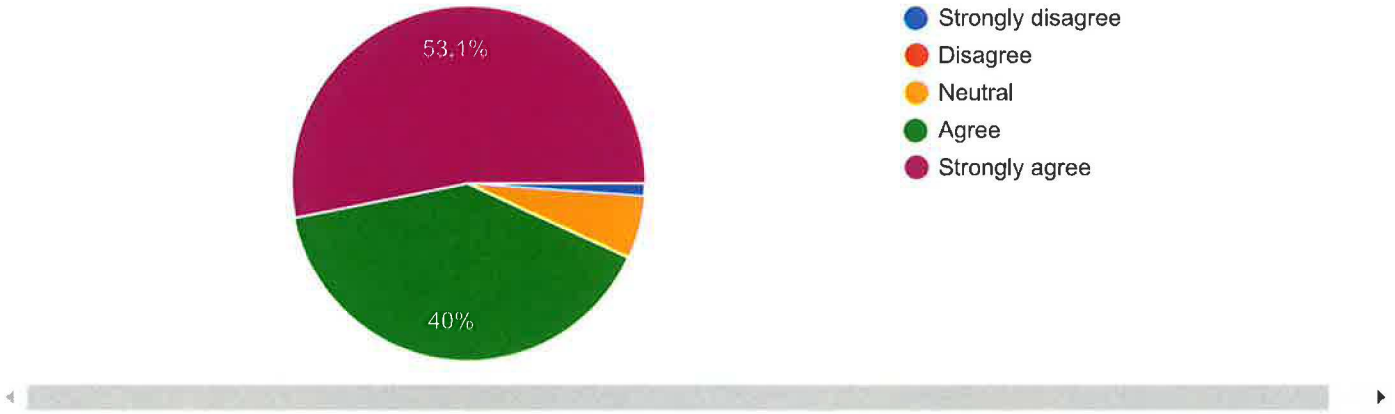
7. My teacher(s) encourage me to be successful.

175 responses



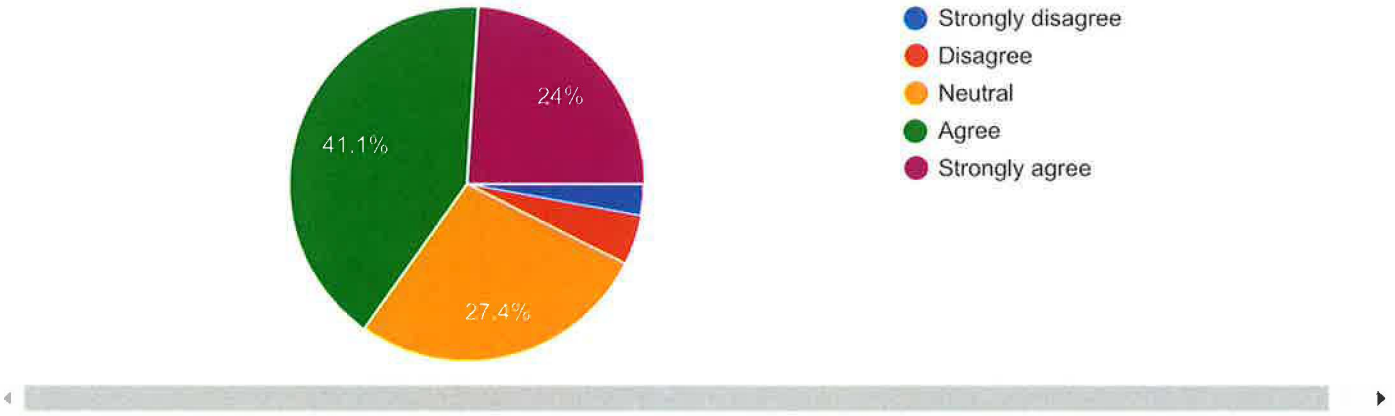
8. My teachers give me enough time to finish my schoolwork/homework.

175 responses



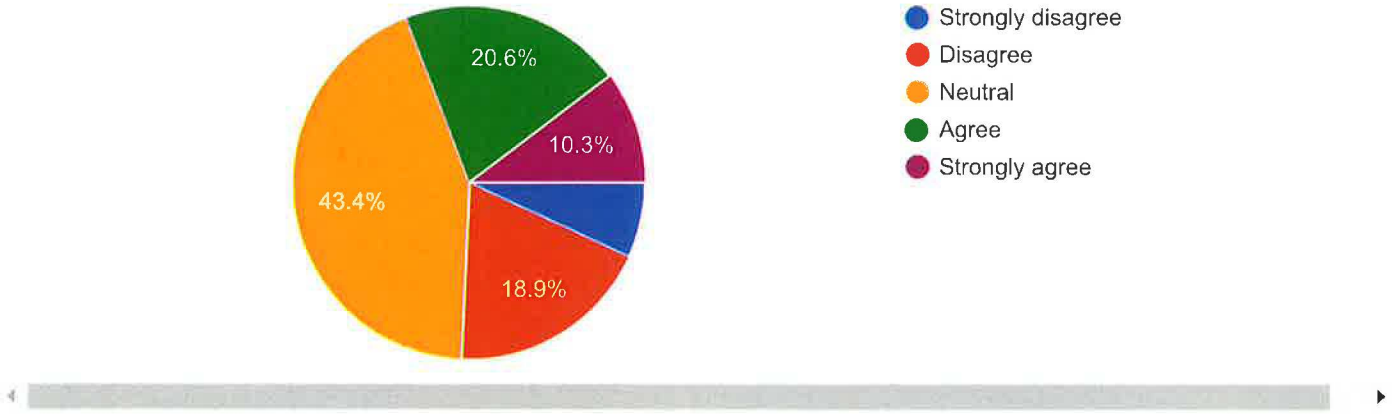
9. I am excited to learn.

175 responses



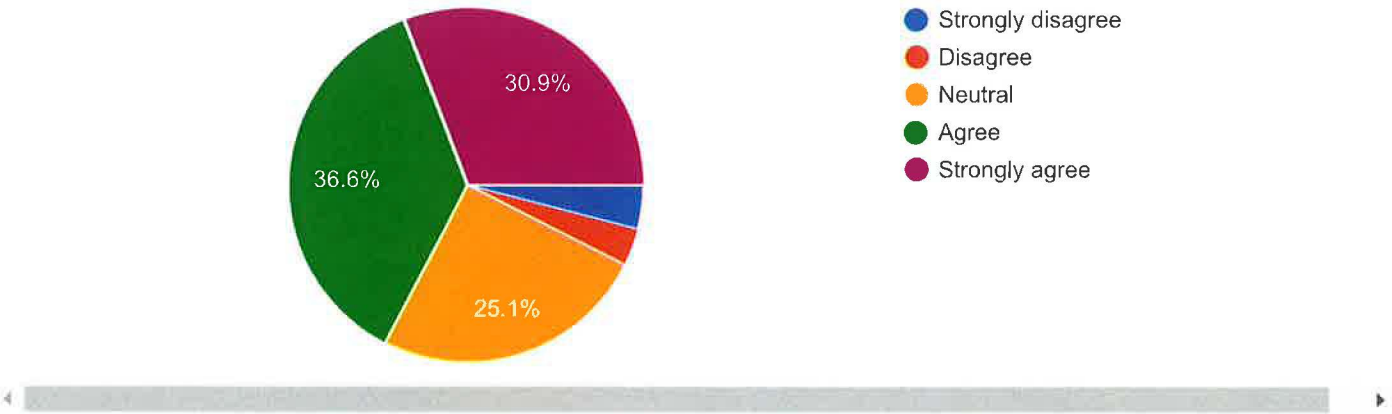
10. I would like more help with my schoolwork/homework.

175 responses



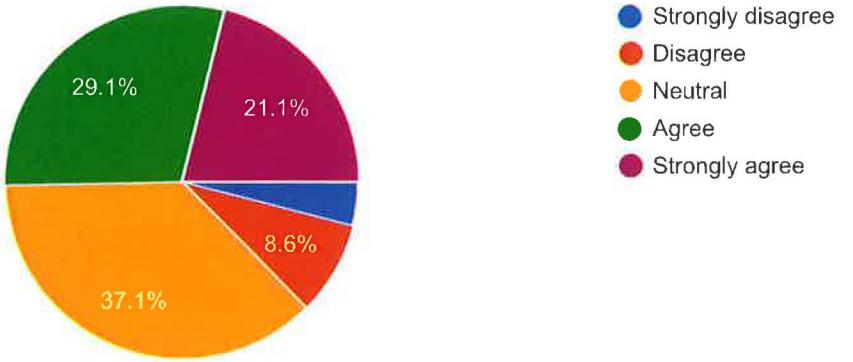
11. At my school, I learn skills that help me in life.

175 responses



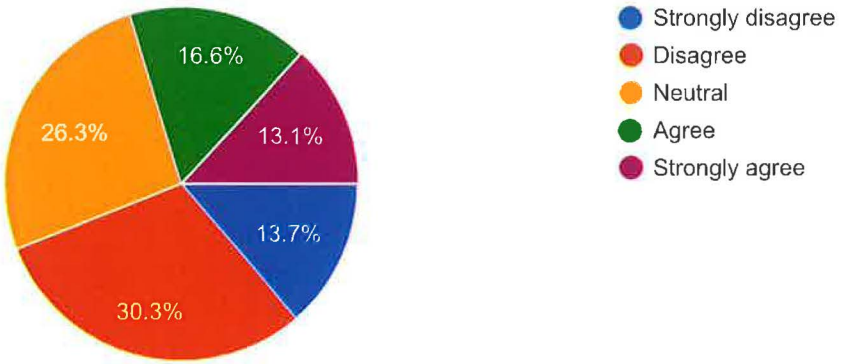
12. My teacher(s) talk to my parents/guardian on a regular basis.

175 responses



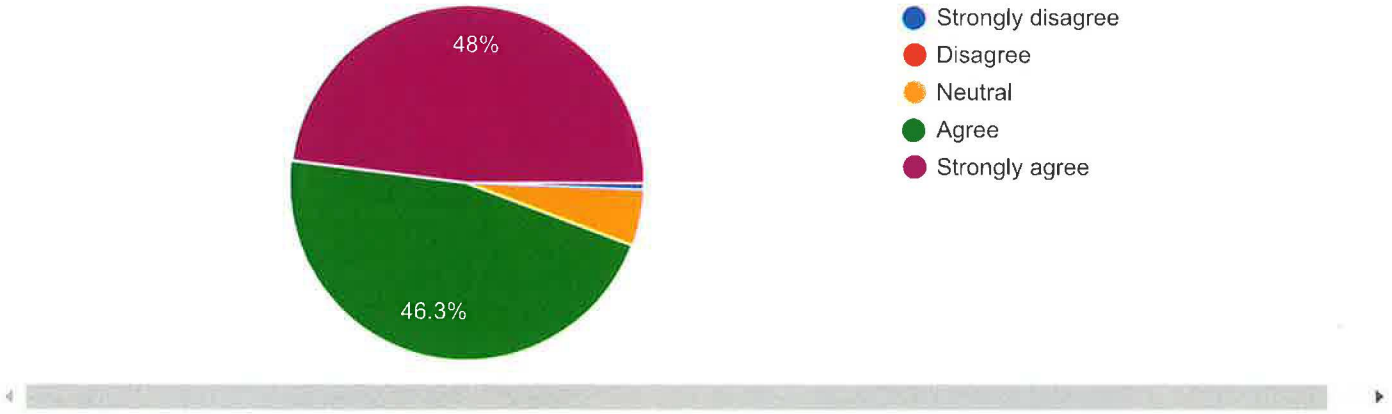
13. My parents participate in school events.

175 responses



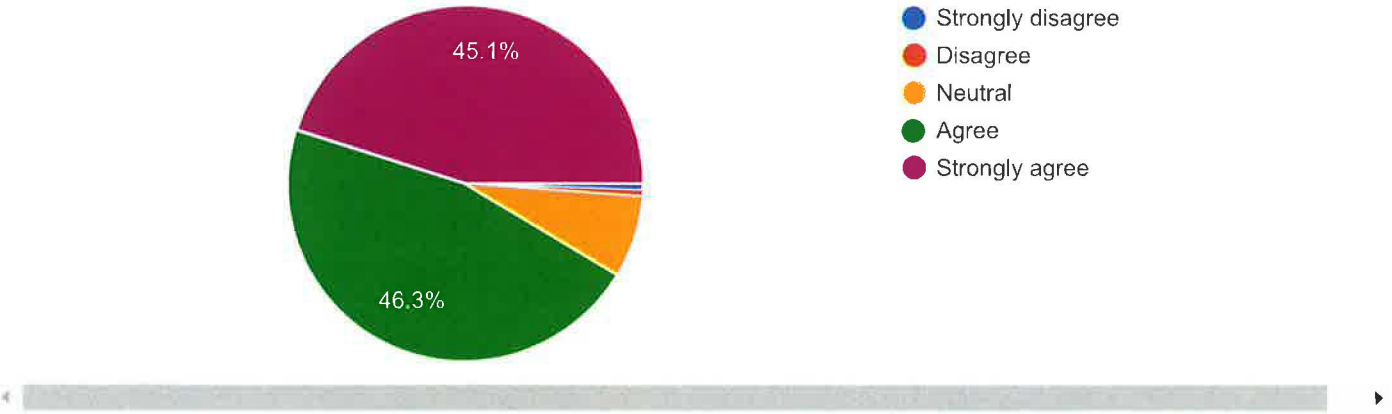
14. My teachers are very knowledgeable in the subject areas they teach.

175 responses



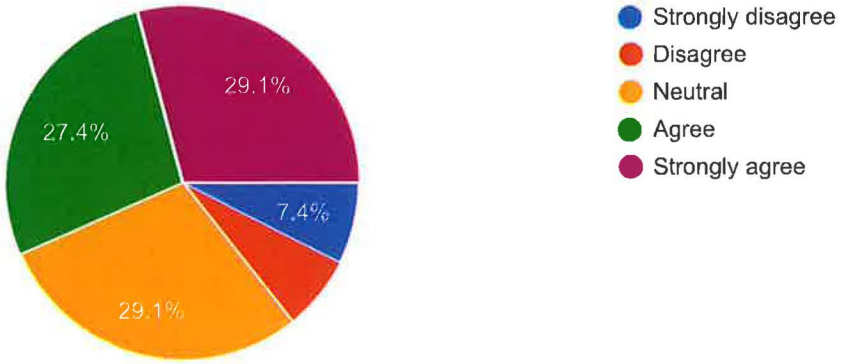
15. My teacher(s) teaches me in ways that I understand.

175 responses



16. I plan on attending college or some other school (trade school, technical school) after high school.

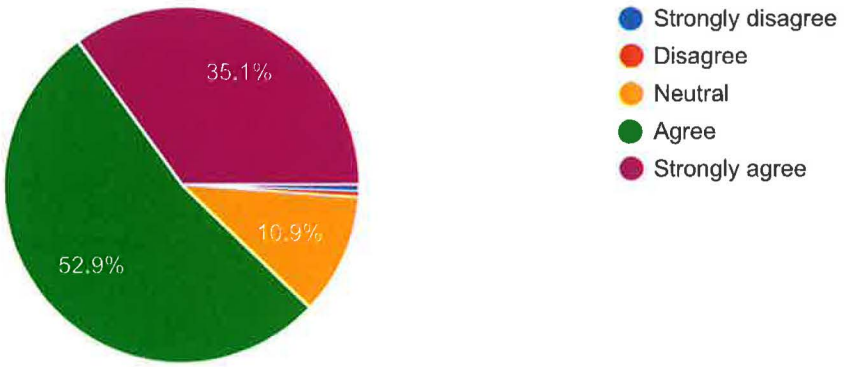
175 responses



School Climate

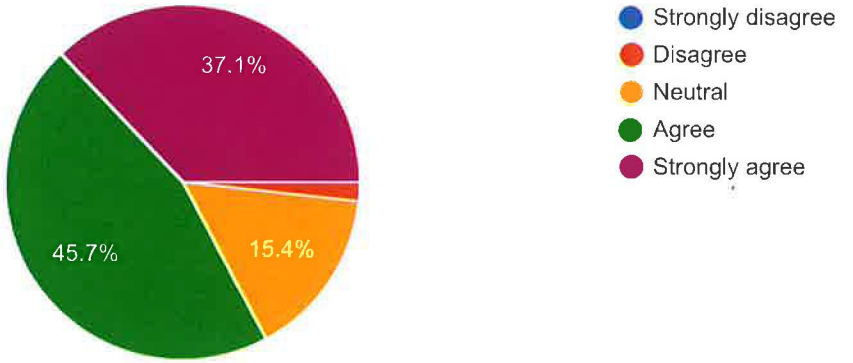
17. My school has clear expectations for student behavior.

174 responses



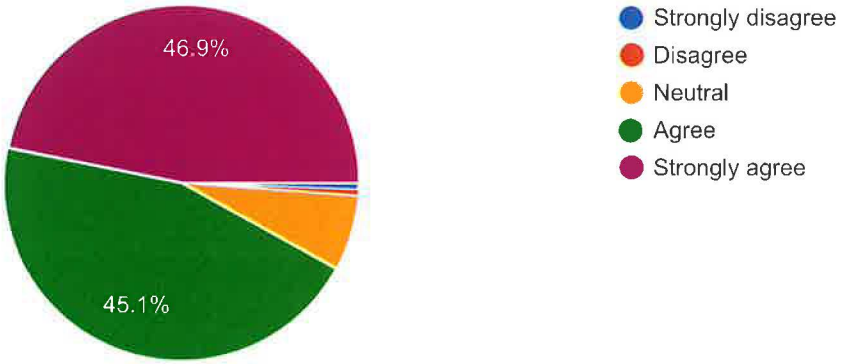
18. The staff at my school care about me.

175 responses



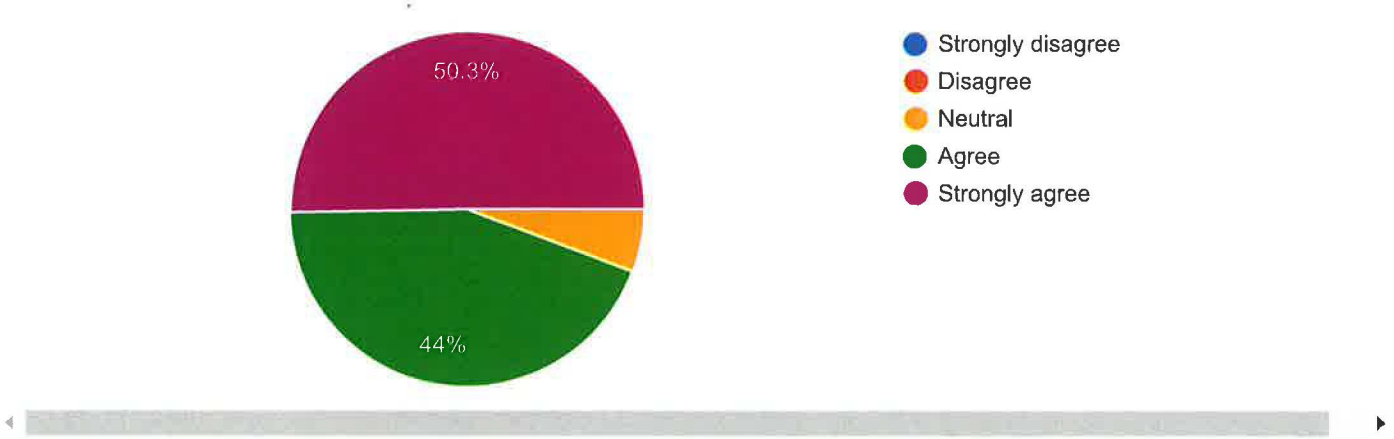
19. The staff at my school treat students fairly.

175 responses



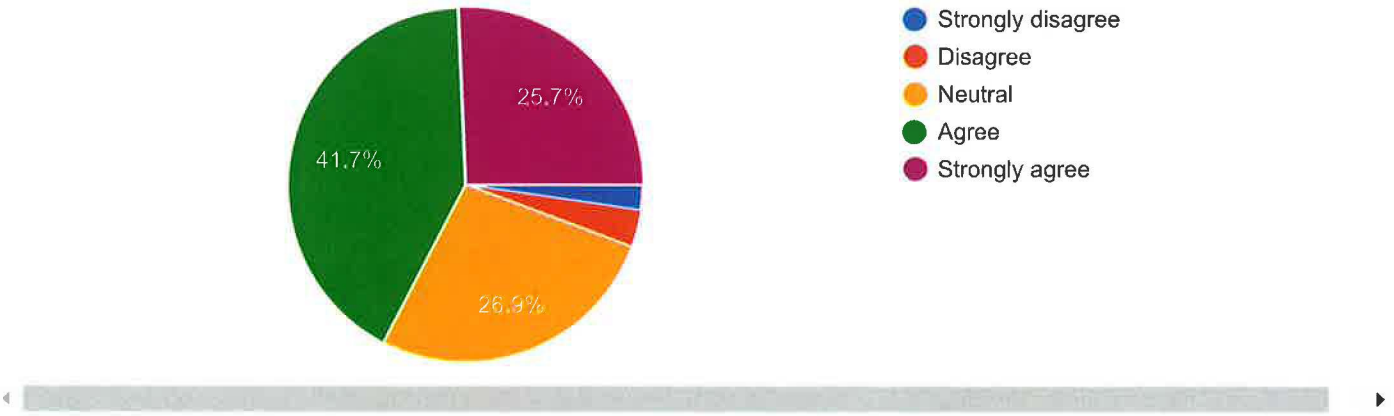
20. My classroom and school buildings are clean.

175 responses



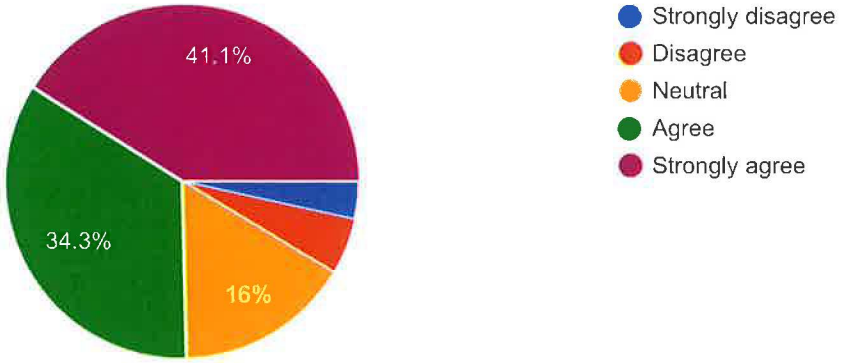
21. My parents feel welcome to participate at my school.

175 responses



22. I am happy to be at my school.

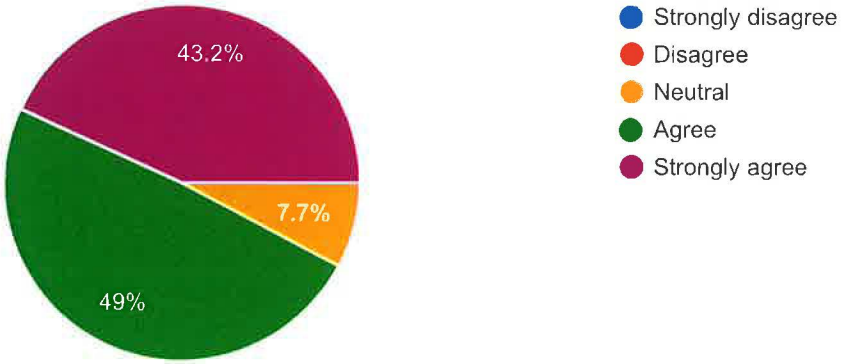
175 responses



English Learner Programs

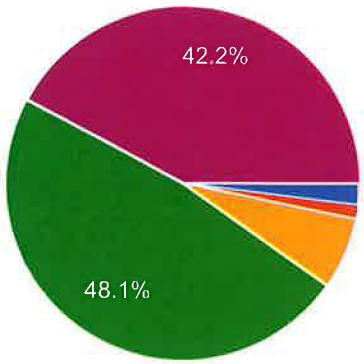
23. I receive the support I need from my teachers.

155 responses



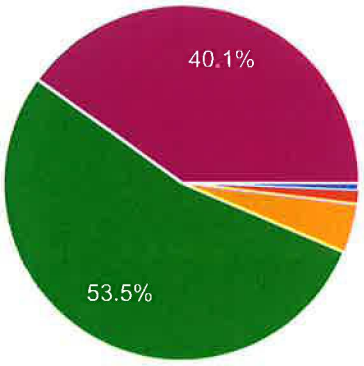
24. I feel comfortable talking in English in my classes.

154 responses



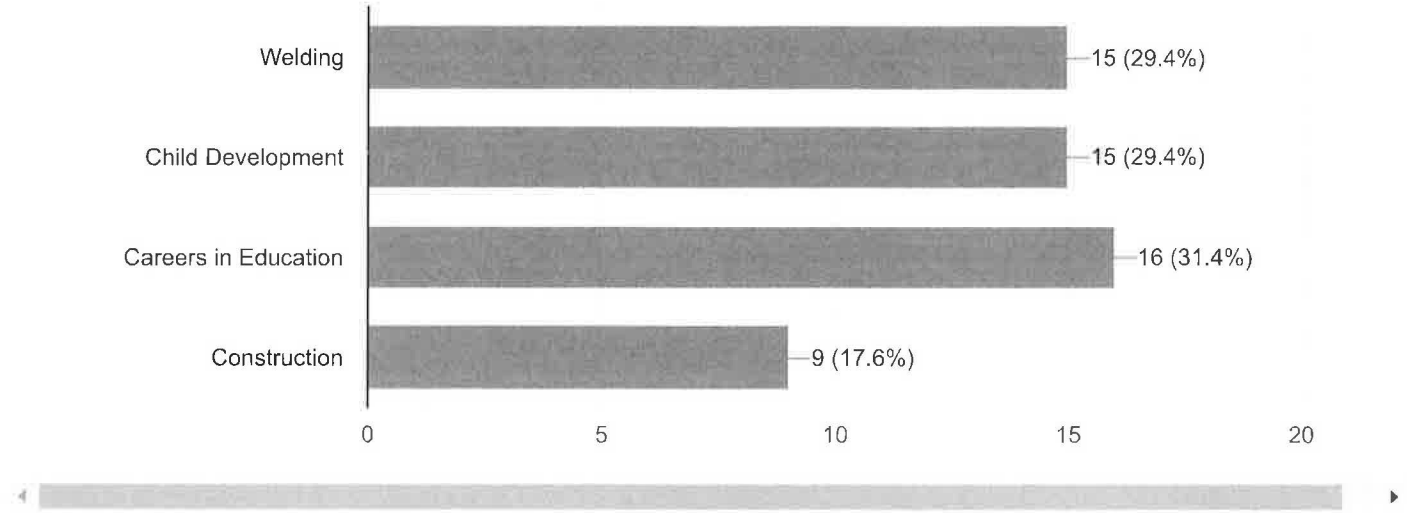
25. I feel comfortable reading and/or writing in English.

157 responses



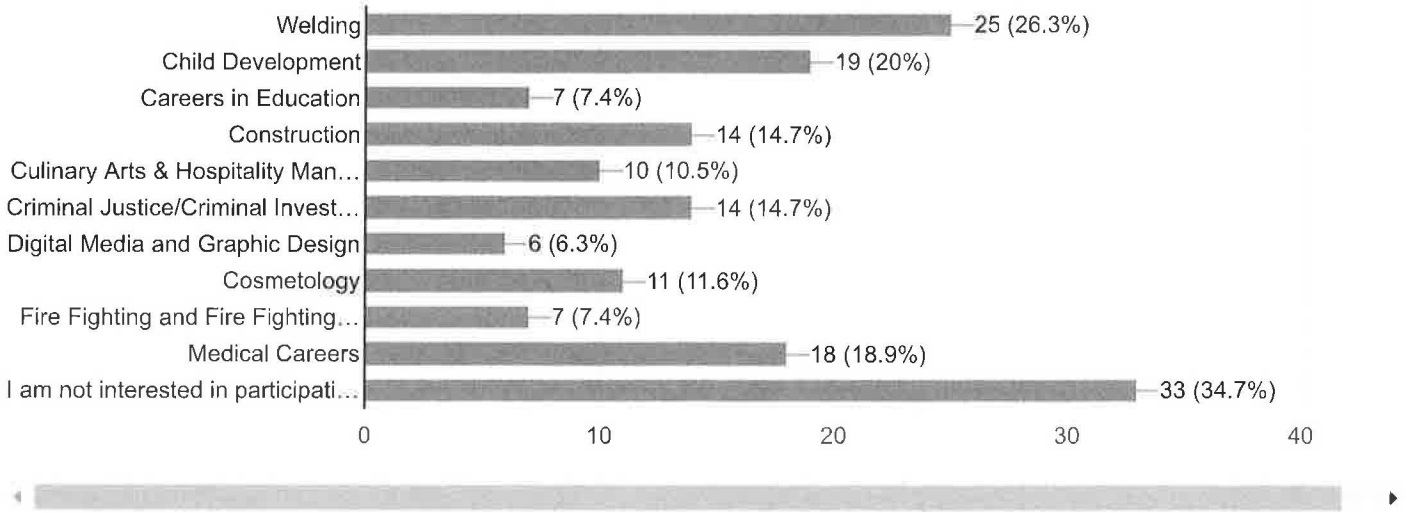
27. I participate in the following Career Technical Education (CTE) Courses at my school:

51 responses



28. I would like to participate in the following Career Technical Education (CTE) Courses at my school:

95 responses



Thank you for taking time to complete this survey. Please share any additional comments that will help you be more successful in school. 53 responses

.
None
N/A
having responsibility and doing all my work.
no
pizza party
My teacher is nice and she is the best teacher ever.
I like school and I like my teacher
I like math and I like my teacher because she helps me a lot!
My teacher is nice.
It's crazy that I'm already a junior going on senior.
good
I like my teacher.
Pay more attention
My teacher is nice and when I get something wrong she explains it to me again in a way I understand.
Everything is great so far.
clup needed
I like my teacher Mrs. Rodriguez, and I love my friends in class. I like Zoom class because it's fun and I learn my sight words and math.
Maybe we can have just a little more time in class.
To get Straight A's
I like school and I like Mrs. Rodriguez.
Mrs. Rodriguez is nice and not mean. She is funny. I like my school because I do good and I get to go to the classroom store. I see my friends on the computer.
I think if we don't wake up for zoom everyday it would be better because we can get more sleep, which is going to help us do our homework.
yes
finish my school work, passing and get all my credits and graduate.
I love school and I love my teacher, Mrs. Rodriguez.

I like coming to school because I have friends and I get to come with my cousin. I like the school lunches and my teacher Mrs. Rodriguez is the best.
I would like to see classes offered with real job skills at my school.
anything
basketball because there basketball court and no use it.tech design .
I would like to see the school have a mechanics as an elective.
MCIA is a fun school that gives the right education.
I am really glad to be in this school, I feel really successful and look forward to my future education in this school and in college. Something I think might help me is to be more aware of the programs the school offers such as scholarships, referrals, and so on. Overall, I am really satisfied. Thank-you!
Need to do my work
I like Mrs. Rodriguez and my rainbow classroom.
The other students are pretty quiet and chill too.
studying will help me me more successful in school
no comment
thank you
<3
kindness and time
The school and its staff are amazing especially mrs.black and mr.shockley
yeeee
none.
I will succeed in my classes this semester and graduate by June.
Less work😂
I will graduate thanks to my teachers.
I like this school.

caaspp California Assessment of Student Performance and Progress

ELPAC

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Madera County Independent Academy

CDS Code: 20-10207-0117184 | County: Madera | District: Madera County Superintendent of Schools

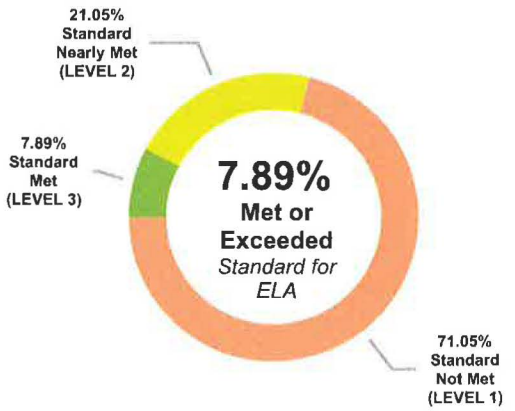
Report Options

Year: 2020–21 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools | Selections Applied | Clear Se

PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results

ELA

Percent of students within each achievement level

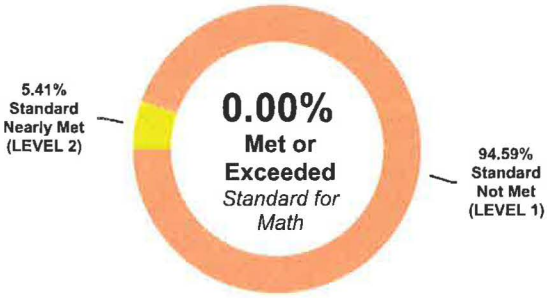


Standard Exceeded (LEVEL 4) is 0.00%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



Standard Met (LEVEL 3) is 0.00%
Standard Exceeded (LEVEL 4) is 0.00%

VIEW MATH DETAILED TEST RESULTS

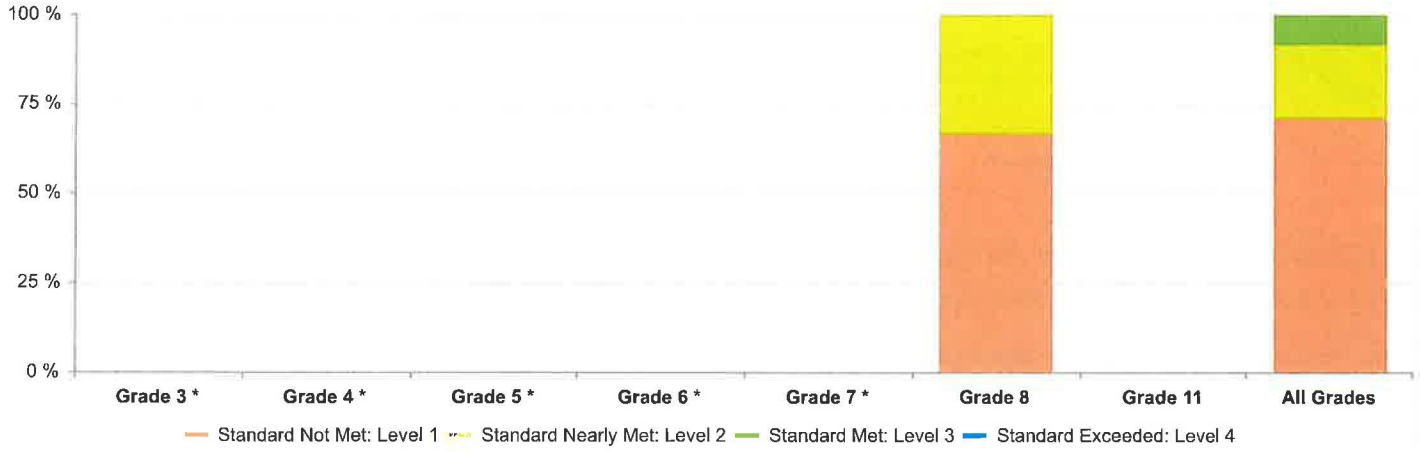
ADD TO COMPARE
Add this entity to comparison anc other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON
Search for a school to compare il to the district and state.

CHANGE OVER TIME
View how a group/cohort of stude progressed.

PERFORMANCE TREND REPO
View the performance of two diffe student groups within a single gra time.

RESEARCH FILES
Get files for complex analyses ar customized reporting.



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	5	5	6	6	8	12	N/A	42
Number of Students Tested	5	5	*	5	8	12	N/A	38
Number of Students With Scores	5	5	*	5	8	12	N/A	38
Mean Scale Score	*	*	*	*	*	2454.8	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	0.00 %	N/A	7.89 %
Standard Nearly Met: Level 2	*	*	*	*	*	33.33 %	N/A	21.05 %
Standard Not Met: Level 1	*	*	*	*	*	66.67 %	N/A	71.05 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	47.37 %
Below Standard	*	*	*	*	*	*	N/A	52.63 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	31.58 %
Below Standard	*	*	*	*	*	*	N/A	68.42 %

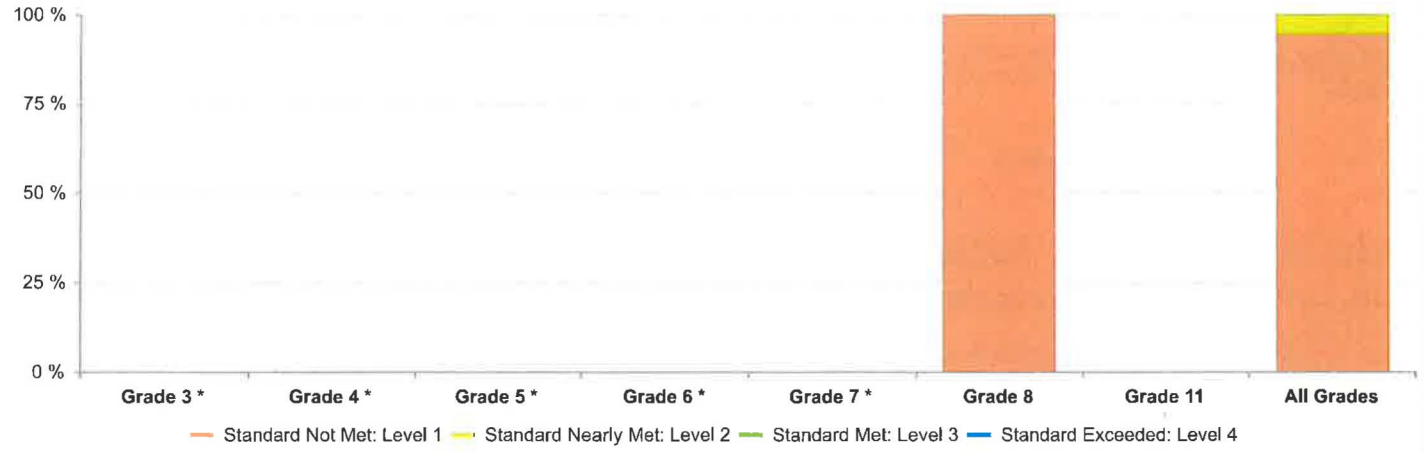
LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	2.63 %
Near Standard	*	*	*	*	*	*	N/A	60.53 %
Below Standard	*	*	*	*	*	*	N/A	36.84 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	52.63 %
Below Standard	*	*	*	*	*	*	N/A	47.37 %

English Language Arts/Literacy Area Achievement Level Descriptors



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"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	5	5	6	6	8	12	N/A	42
Number of Students Tested	5	5	*	5	8	11	N/A	37
Number of Students With Scores	5	5	*	5	8	11	N/A	37
Mean Scale Score	*	*	*	*	*	2371.9	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	*	*	*	0.00 %	N/A	5.41 %
Standard Not Met: Level 1	*	*	*	*	*	100.00 %	N/A	94.59 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	10.81 %
Below Standard	*	*	*	*	*	*	N/A	89.19 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	10.81 %
Below Standard	*	*	*	*	*	*	N/A	89.19 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	48.65 %
Below Standard	*	*	*	*	*	*	N/A	51.35 %

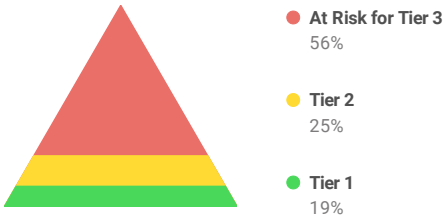
Mathematics Area Achievement Level Descriptors

Diagnostic Results

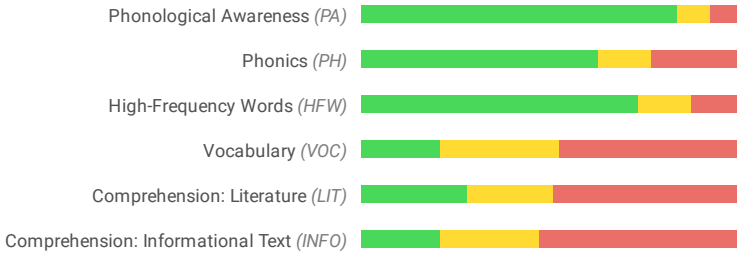
School	MCIA
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **57/76**

Overall Placement



Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	50% / 50%	8/10
Grade 1	100%	4/6
Grade 2	20% / 20% / 60%	5/5
Grade 3	50% / 50%	2/3
Grade 4	13% / 25% / 63%	8/11
Grade 5	17% / 17% / 67%	6/7
Grade 6	20% / 20% / 60%	5/7
Grade 7	29% / 71%	7/10

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Diagnostic Results

School	MCIA
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 8		12/17

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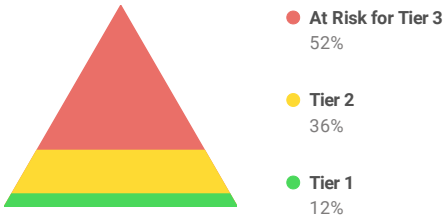
Diagnostic Results

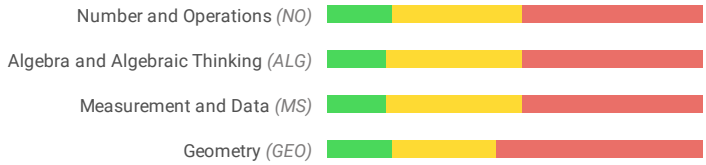
School	MCIA
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **58/76**

Overall Placement



Placement By Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	50% / 50%	8/10
Grade 1	100%	4/6
Grade 2	20% / 60% / 20%	5/5
Grade 3	50% / 50%	2/3
Grade 4	50% / 50%	8/11
Grade 5	50% / 50%	6/7
Grade 6	20% / 20% / 60%	5/7
Grade 7	13% / 88%	8/10

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Diagnostic Results

School	MCIA
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 8	8% 92%	12/17

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