

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Pioneer Technical Center

Contact Name and Title

Brett Salinas

Principal

Email and Phone

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559-662-4636

2017-20 Plan Summary

The Story

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

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

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

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

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

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

For 2018-19 PTC will expand with the inclusion of all of the independent study students in the CAES division. This will add close to 250 students. The traditional seat time program will be transitioned to an blended learning independent study for students who need and desire the greatest level of support.

LCAP Highlights

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

Pioneer Technical Center LCAP focuses on three major goals:

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

Review of Performance

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

Greatest Progress

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

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

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

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

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

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

Greatest Needs

While PTC does not receive CASSPP scores on the dashboard, the staff did review individual state testing scores and identified the need for improvement on core academic performance.

Overall the ELA scores at level 3 (met standards) dropped from 14% in 2016 to 8% in 2017. English Learners dropped in level 2 (nearly met standards) from 17% in 2016 to 7.14% in 2017. In Math the scores for all students scoring at level 2 dropped from 10% in 2016 to 6% in 2017. No PTC students met standards in Math in either 2016 or 2017. These are areas of the greatest need. To address this in

2018-19 PTC will adopt a new blended learning model to address core academic needs and better individualize the instruction and intervention Goal 1: Action 8

In order to increase reclassification of EL students, there is a need to continue to improve services, rewrite the EL Master Plan, and implement an additional assessment that will meet the criteria for reclassification in conjunction with the ELPAC. To address this PTC will implement assessment Goal 1: Action 2

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

Performance Gaps

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

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

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

Increased or Improved Services

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

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

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

Budget Summary

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

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures for LCAP Year	\$859,633
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$442,500
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

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

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.

All students that need transportation.

Maintain or increase the number of students that are provided transportation.

Maintain or increase the number of students that are provided transportation.

Maintain or increase the number of students that are provided transportation.

All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.

100% of parenting teens, foster youth and/or homeless students received counseling services

Maintain 100% of students receiving counseling services

Maintain 100% of students receiving counseling services

Maintain 100% of students receiving counseling services

PTC will conduct 4 Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year.

4 PBIS assemblies were conducted

Maintain or increase the number of PBIS boosters and/or assemblies

Maintain or increase the number of PBIS boosters and/or assemblies

Maintain or increase the number of PBIS boosters and/or assemblies

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Unchanged Budget update only

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Unchanged Budget update only

Budgeted Expenditures

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

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school.

Unchanged - Budget update only

Unchanged - Budget update only

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

Budgeted Expenditures

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

PTC will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students' emotional well-being.

2018-19 Actions/Services

Unchanged - Budget update only

2019-20 Actions/Services

Unchanged - Budget update only

Budgeted Expenditures

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

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

maintained website, home visits, and regular progress reports and semester report cards.

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

Budgeted Expenditures

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parent education and engagement will be accomplished with seminars, open house, and ongoing family events.

The unduplicated student population has some of the lowest rates of parent involvement To address these needs PTC will provide seminars and workshops, open house, and ongoing family events to increase opportunities for engagement.

Unchanged - Budget update only

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including the Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Unchanged - Budget update only

Budgeted Expenditures

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

**Budget
Reference**

Salaries & Benefits (Inc in 1.6)

Salaries & Benefits (Inc in 1.6)

Salaries & Benefits (Inc in 1.6)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$399,326

Percentage to Increase or Improve Services

32.61%

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

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

Eighty-one percent of students at the Pioneer Technical center (PTC) qualify for Free and Reduced-Priced Meals. English Learners constitute 29 % of our population. The total percentage of Unduplicated Pupils is 81%.

Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.

Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.

We believe that segregating the students based on services is not in the best interest of our neediest students.

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

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

Actions that will improve services to students:

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

Actions that will increase services for students:

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$896,662

25.90%

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

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

Ninety-five percent of students at the Pioneer Technical center (PTC) qualify for Free and Reduced-Priced Meals. English Learners constitute 36 % of the population. The total percentage of Unduplicated Pupils is 81%.

Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.

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

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- Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
- Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
- Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

Actions that will increase services for students:

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