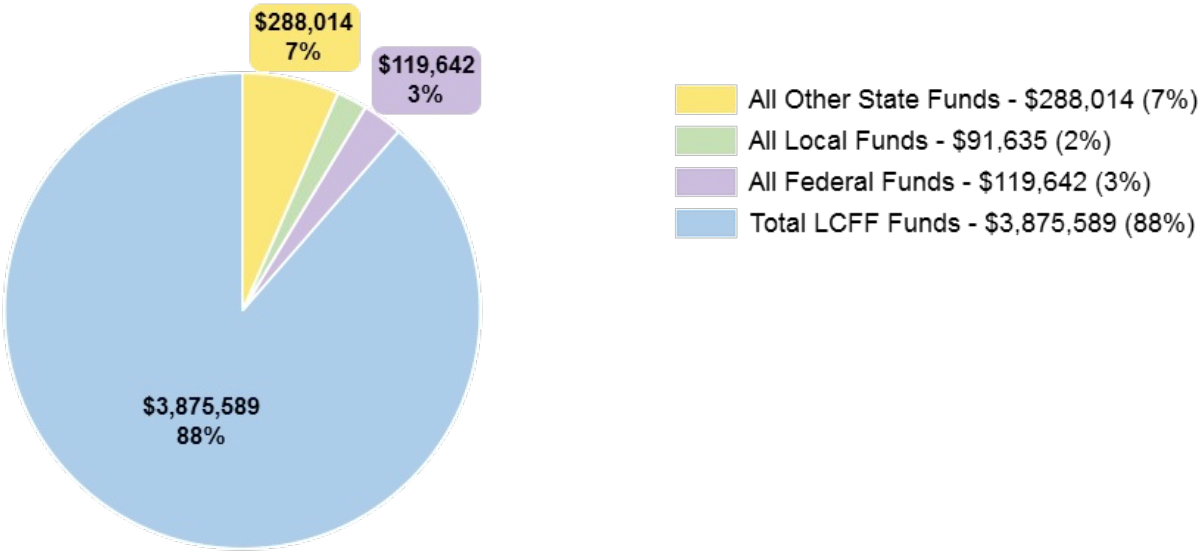
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Technical Center
CDS Code: 20102072030229
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Alan Macedo | amacedo@mcsos.org | 559-664-1600

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).

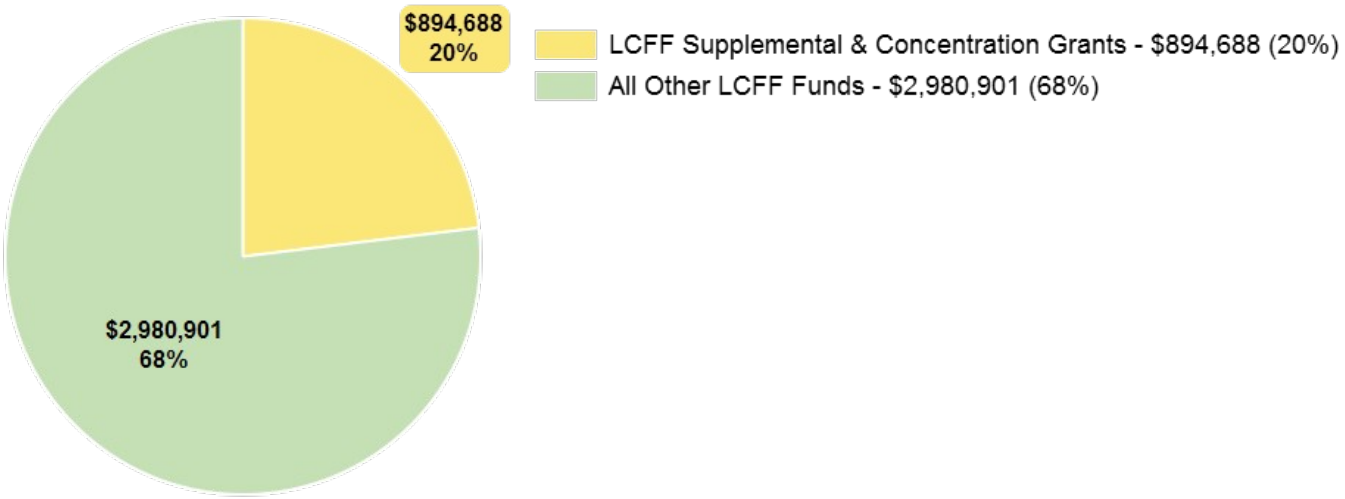
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$288,014	7%
All Local Funds	$91,635	2%
All Federal Funds	$119,642	3%
Total LCFF Funds	$3,875,589	88%

Breakdown of Total LCFF Funds



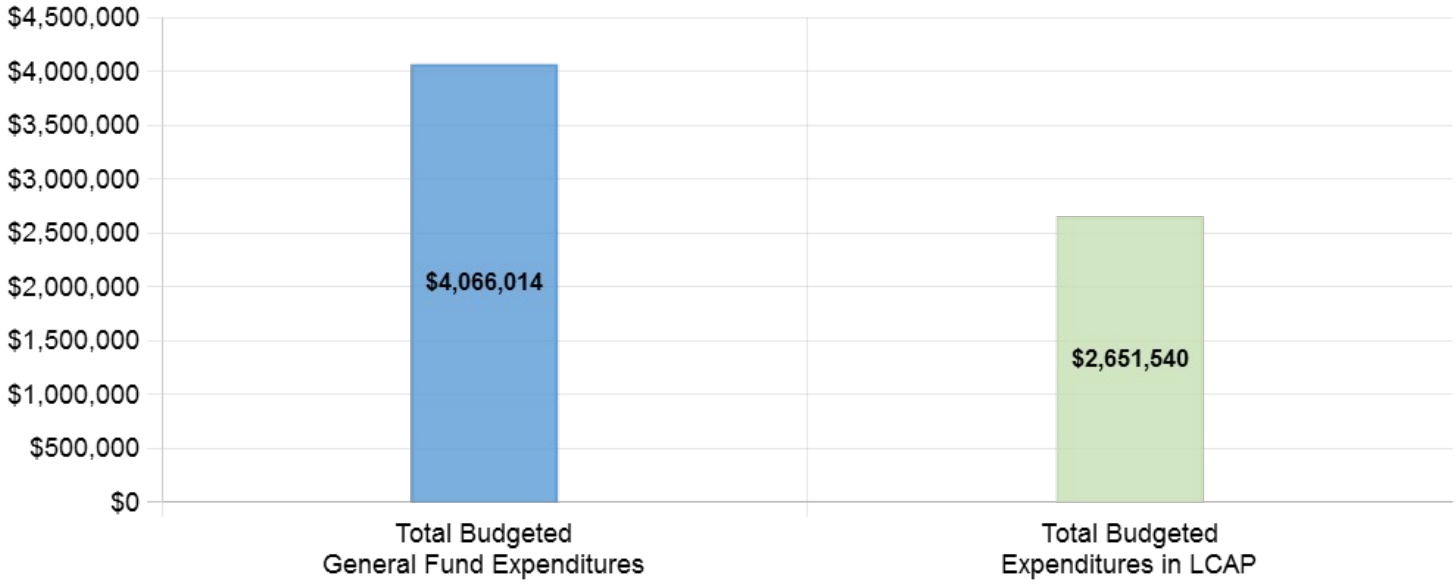
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$894,688	20%
All Other LCFF Funds	$2,980,901	68%

These charts show the total general purpose revenue Pioneer Technical Center expects to receive in the coming year from all sources.

The total revenue projected for Pioneer Technical Center is $4,374,880, of which $3,875,589 is Local Control Funding Formula (LCFF), $288,014 is other state funds, $91,635 is local funds, and $119,642 is federal funds. Of the $3,875,589 in LCFF Funds, $894,688 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	$4,066,014
Total Budgeted Expenditures in LCAP	$2,651,540

This chart provides a quick summary of how much Pioneer Technical Center plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pioneer Technical Center plans to spend $4,066,014 for the 2019-20 school year. Of that amount, $2,651,540 is tied to actions/services in the LCAP and $1,414,474 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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.

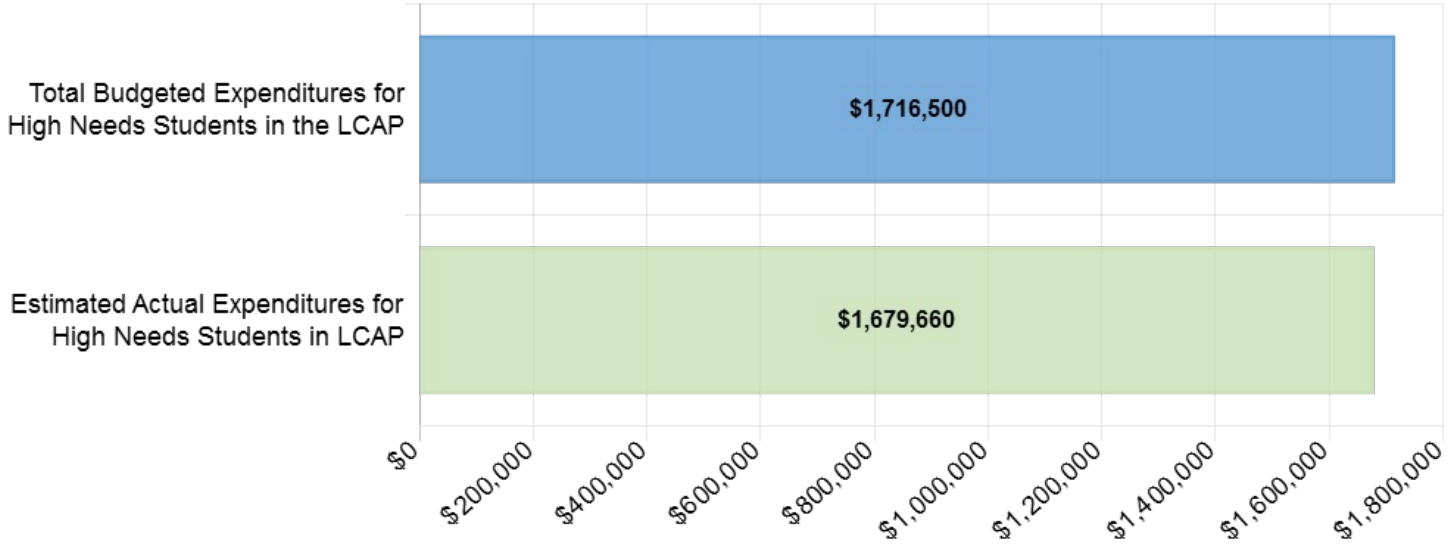
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Pioneer Technical Center is projecting it will receive $894,688 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Technical Center must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Pioneer Technical Center plans to spend $1,130,900 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,716,500
Estimated Actual Expenditures for High Needs Students in LCAP	$1,679,660

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

In 2018-19, Pioneer Technical Center's LCAP budgeted $1,716,500 for planned actions to increase or improve services for high needs students. Pioneer Technical Center estimates that it will actually spend $1,679,660 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $36,840 had the following impact on Pioneer Technical Center's ability to increase or improve services for high needs students:

Actual expenses for high needs students are expected to come in 2% under budget or $36,840 mainly due to the position of Parent Liaison not being filled during the year.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Pioneer Technical Center	Alan Macedo	amacedo@mcsos.org
	Principal	559-664-1600

2017-20 Plan Summary

The Story

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

Pioneer Technical Center (PTC) is an Independent Studies Charter School, authorized by the Madera County Superintendent of Schools, and serves high school students in grades 9 through 12. In 2018, the MCIA Independent Studies program (9-12) was merged onto the prior Enterprise Secondary School (ESS) and the new Pioneer Technical Center was formed. 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 about 70 students. The student body of both PTC sites consists of a blended-learning model and traditional independent study program. This approach allows for the incorporation of instruction in core academic courses, full independent studies, or a choice of an occupational program in one of two career strands. Career Technical Education (CTE) programs in Child Development and Construction Trades, are a key part of the program to engage students into two of the Career and Technical Educational pathways.

Both PTC sites 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, not expecting to graduate with their cohort. According to CDE Dashboard data, PTC graduates approximately 52% of the students who enter, with many being 5th year seniors. Attendance is a key to success. Prior to enrolling at PTC, students would attend school about 50% of the time, but PTC's current daily attendance averages about

80% between the two programs.

PTC Madera opened its doors in 2002 with 24 students and currently enrolls 358 + students approximately 18.7% of whom are English Learners with Spanish being their first language. Based on the October 2018 CBEDs data, the current student body of PTC Madera and Chowchilla is 73.2% Hispanic, 11.2% Caucasian, 2% African American, 2% are two or more races, 1% Native American, .8% Asian and 9.8% not reported. The majority of our students come from socio-economically disadvantaged families, as 93% qualify for the National Lunch Program. Approximately 4% of PTC students have been identified as special needs students, with the vast majority of these students entering 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, in a push-in model, 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, the original PTC Madera site had its 3-year WASC review as a follow up to the 6-year accreditation. As stated above, in 2018, MCIA's 9-12 students and PTC Madera, was merged to combine the traditional Independent Studies Program with a Blended Independent Studies program. In November, 2018, the newly formed PTC was visited again by the WASC Committee, and received a 2-year, Probationary Status, Accreditation, with a follow-up visit in 2021. The PTC vision and mission continues to focus on helping students with diverse backgrounds, who have not been successful, and ensure they succeed by either attending college or entering the work force with a technical skill.

This expansion of the Career and Alternative Educational Services (CAES) division and newly combined PTC campus, has created greater opportunities for students who are deficient in credits, expelled, adjudicated youth, foster, homeless, teen-parent or after-care students who are currently on probation. All of these students benefit from the instruction, interventions and services provided at our school sites.

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 all PTC 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. PTC will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.
3. PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

1. To increase student achievement, PTC staff has received multiple staff developments during the 2018-19 school year. Of the 36 calendared "Late-start" Fridays (7:30 - 8:45 a.m.) 4 staff development days have been dedicated to Technology Integration (Google Classroom, Odysseyware and Project-driven learning) 4 days were dedicated to all-CAES staff development for curriculum-driven, best-practices (Quick-writes, ELD training, and Project-based learning.) An all-CAES Online Assessment tool (iReady) is currently being purchased to serve the students as a diagnostic / curriculum tool. In addition, students involved in the CTE pathways (Construction and Child Development) have also participated in CTE / ROP Career Tech Expo at Chukchansi Park, Fresno, GRID Solar-Panel Installation and Manufacturing Day here in Madera. Child Development students have participated in multiple local events including: Gould Carnival, EEC site observations and support, and the Madera Career Skills Challenge. These experiences, coupled with the scheduled completion of the new Carney Construction and Technical Center in Spring of 2019, provide viable career pathways for our PTC students. Classes are projected to begin in August of 2019.
2. PTC provides social / emotional support and well-being for all students. We currently have three Counselors and one School Psychologist. One of counselors specializes in Foster Youth and Homeless students and provides regularly the FYH Roundtable to collaborate with the CAES Leadership Team to ensure all staff are aware of the current Assembly Bills that cover Foster, Homeless and Adjudicated Youth. In addition, Site Leadership has an active supervision schedule that incorporates all staff for daily and weekly supervision, to ensure the campus is safe and supervised properly. As a result, there has only been one physical altercation this year and a reduction in suspension by over 50%. Positive Behavior incentives are provided as well to reward students for good behavior and they are acknowledged in our quarterly awards assemblies for Academics, PTC PRIDE and Attendance.
3. Stakeholder participation has steadily increased this year, as evidenced by PTC WASC visitation input, a unified "All CAES Division" School Site Council (SSC) formation in the Spring of 2019, and the recent LCAP stakeholder input received. In addition, PTC held its annual "Back to School" - Open House Day on Friday, October 5th from 9:00 a.m. to 2:45 p.m., with about 70 students and Parents attending the event and its Senior Appreciation / Community Event, scheduled for Friday, May, 31st, from 11:00 am - 1:00 pm.

Referring to the California School Dashboard, 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

Because PTC and MCIA merged into the new PTC in 2018-19, The CDE Dashboard scores for 2017-18 CAASPP were analyzed in all staff PLCs, with the newly combined staff. All Progress indicators, with the exception of MCIA's suspension rate (Blue) and Chronic Absenteeism (Orange), ALL categories were in the RED performance zone. PTC staff also reviewed individual state testing scores and identified the need for improvement in Core Academic performance areas. In 2017-18, 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. On the CDE Dashboard for 2017-18, ELA dropped 31.4 points below standard and in Math, a drop of 26.1 points below standard on the PTC campus, and at the MCIA campus, a drop of 3.2 point in ELA and a drop in 4.5 point below standard, is also recorded. No PTC student has met standards in Math from 2016 - 2018. As a result, Math and ELA are the two areas of greatest need. To address these issues of low performance, PTC implemented the Blended Independent Studies (BIS) program to address CORE academic student needs, with the goal of individualizing instruction, intervention, project-based and collaborative learning model. Goal 1: Action 8

Goal 1 - Action #8 - All students listed in the above demographics (All, Hispanic, Caucasian, African-American or Native American, Asian, Socio-Economically Disadvantaged, EL, Homeless and Foster Youth, two or more races and Students with Disabilities) are currently in the RED level indicator on the DASH board in the following areas: Chronic Absenteeism, Suspension, Graduation, English and Mathematics and College / Career pathways.

Goal 1 - Action #2: Specific Action Plans for the above areas include the following:

Chronic Absenteeism - Working with families / students to address the importance of attending school on a regular basis. All PTC Independent students are required to agree to and sign a contract that clearly outlines their attendance requirements to be enrolled in our program. PTC Leadership works closely with Madera County Probation to monitor students Adjudicated youth and their attendance. MCSOS Board Policy #5220, follow a strict 3-week student attendance window that is supported by phone / home contact, a mandatory truancy letter and a meeting with the Principal, to determine if students can remain at PTC. Students who attend regularly, do better in academics and are rewarded at our quarterly awards ceremony.

Suspension Rates - This has dropped significantly, by over 50%, from 49 suspensions (35 unduplicated) in 2017-18, to 23 suspensions in 2018-19. This is attributed to several factors; a more positive approach to progressive discipline at PTC, more Tier 1 and Tier 2 interventions at the classroom level (Time-to-Teach and Progressive discipline strategies) and the Principal bringing more Restorative Justice and Conflict Resolution Practices to the campus. These interventions, coupled with professional growth and development on "Relationship Building," has directly contributed to the decrease in altercations, referrals and ultimately, suspensions on campus. This will be highlighted in the DASS Board data for 2019-20.

Graduation Rates - To increase graduation rates at PTC, students were reclassified, based on their actual completion of credits versus their number of years attending school. This recalibration gives a more accurate measure of student achievement. As a result, data is predicted to more accurate for

graduation rates on the 2019-20 DASS Board. Results of this reclassification was implemented in the Spring of 2019.
English Language Arts / Mathematics - CORE curriculum for ELA / Math has been a target focus at PTC for years. As reading comprehension is critical for success in all content areas, mandatory lesson planning has included CCSS standards and a focus on rigor and relevance . In addition, weekly Professional Learning Communities (PLCs) are driven by data from teacher shared best practices and the online Odysseyware program provides the technology integration for credit recovery at the PTC campuses.

College and Career Readiness - The two current pathways provided at PTC are Interior Construction and Child Development. Both programs are offered to all PTC Full Independent Studies (FIS) and Blended Independent Studies (BIS) students. The program has grown in popularity as the population of PTC has grown from 304 students in 2017-18 to 358 in 2018-19. Finally, the much anticipated opening of the new CTE building will potentially draw more students to IC, as the building will be opened in the Spring of 2019.
English Language Learners - As the CELDT Test for English Learners is no longer utilized for EL, the new test, or ELPAC, was administered this year. With the new classifications for EL growth and progress: Emerging, Bridging and Expanding, focus on student instruction was shifted to Designated ELD classes and Integrated ELD strategies for Blended / Full Independent classes. Training for these strategies was provided to all CAES staff training in the Fall of 2017, and again for the PTC BIS teachers in Fall 2018.

Specific English and Mathematics - Student Achievement: As these two CORE areas are currently in the RED on the 2017-18 Dashboard. Goals for improving student achievement include having qualified and credentialed teachers, standards-based instruction, weekly / collaborative data-driven PLCs, effective and relevant professional growth and development, frequent checking for understanding, common formative and summative assessments, higher rigor and relevance, effective technology integration and higher levels of student engagement.

Career and College Readiness - With the new blended model and merger of MCIA to the PTC campus, the population of the new PTC climbed to 358 students. ROP / CTE teachers had daily access to Full Independent Studies students (FIS) to recruit them to the two programs: Child Development and Introduction to Construction. With the new Construction Building scheduled to open in the Spring of 2018, we anticipate a greater draw towards this career pathway.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 an the LAS Links assessment program. As several similar districts are using this program to support English Learners, it could be used for all CAES students and would allow us to gather data on reading, writing, speaking, and listening; which are the domains assessed on the ELPAC. The use of this assessment would also be used to meet English Learner reclassification criteria, which has been absent from the program. Goal 1: Action 2.

Referring to the California School Dashboard, 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

Goal 1 - Action #8 - All students listed in the above demographics (All, Hispanic, Caucasian, African-American or Native American, Asian, Socio-Economically Disadvantaged, EL, Homeless and Foster Youth, two or more races and Students with Disabilities) are currently in the RED level indicator on the DASH board in the following areas: Chronic Absenteeism, Suspension, Graduation, English and Mathematics and College / Career pathways.

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Suspension Rates - This has dropped significantly from 49 suspensions (35 unduplicated) in 2017-18, to 23 suspensions in 2018-19. This is attributed to several factors: a more proactive and positive approach to discipline at PTC, more Tier 1 Teacher interventions at the classroom level (Time-to-Teach and Progressive discipline) and the new Principal bringing Restorative Justice and Conflict Resolution Practices to the campus. These interventions, coupled with the all CAES professional growth and development on Relationship Building, has directly contributed to the decrease in altercations, referrals and ultimately, suspensions on campus. This will be highlighted in the DASS Board data for 2019-20.

Graduation Rates - To increase graduation rates at PTC, students were reclassified, based on their actual completion of credits versus their number of years in school. This recalibration gives a more accurate level of student achievement to graduation ratio. As a result, data is predicted to more accurate for graduation rates on the 2019-20 DASS Board. Results of this reclassification was implemented in the Spring of 2019.
English Language Arts / Mathematics - CORE curriculum for ELA / Math has been a target focus at PTC for years. As reading comprehension is critical for success in all content areas, mandatory lesson planning has included CCSS standards and a focus on rigor and relevance . In addition, weekly Professional Learning Communities (PLCs) are driven by data from teacher shared best practices and the online Odysseyware program provides the technology integration for credit recovery at the PTC campuses.

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English Language Learners - As the CELDT Test for English Learners is no longer utilized for EL, the new test, or ELPAC, will be in full implementation this year. With the new classifications for EL growth and progress: Emerging, Bridging and Expanding, focus on student instruction was shifted to Designated

ELD classes and Integrated ELD strategies for Blended / Full Independent classes. Training for these strategies was provided to all CAES staff training in the Fall of 2018, and again for the PTC BIS teachers.

English and Mathematics - Student Achievement: As these two CORE areas are currently in the RED indicators on the 2017-18 Dashboard. Goals for improving student achievement include: having qualified and credentialed teachers, standards-based instruction, weekly / collaborative data-driven PLCs, effective and relevant professional growth and development, checking for understanding, common formative and summative assessments, rigor and relevance, technology integration and effective student engagement.

Career and College Readiness - With the new blended model and merger of MCIA to the PTC campus, the population of the new PTC climbed to over 358 students. ROP / CTE teachers had daily access to Full Independent Studies students (FIS) to recruit them to the two programs: Child Development and Introduction to Construction. With the new Construction Building scheduled to open in the Fall of 2019, we anticipate a greater draw towards this career pathway.

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.

PTC has been identified as a CSI school for Federal funding. In addition, based on results from the CDE website, the Dashboard for Alternative School Status, PTC will also receive Differentiated Assistance (DA) from the Madera County Superintendent of Schools in 2019-20.

Support for Identified Schools

Describe how the LEA supported 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.

As a charter school, the LEA was involved in every step of developing the CSI Plan, and the CSI Plan aligns entirely with the LCAP. The school-level needs assessment was facilitated by the LEA, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including the SSC, staff, and parents. Such a needs assessment has been part of the school culture in developing the LCAP in prior years. The identified areas of need at PTC at the following for the 2018-19 school year are: Graduation rates, Student Achievement in ELA, Student Achievement in Math, College and Career Readiness, higher EL Reclassification Rates and lowering suspension rates. As a result of the needs assessment, evidence-based interventions that are currently in place and show evidence of positive results were identified. Additionally, other evidence-based interventions that will be implemented were identified to address the student outcomes, school climate, and conditions of learning.

Because we are a small charter school, outcomes can be volatile as the result of changes involving even a few students. On the other hand, being a small school / district ensures that all students have sufficient access to resources, with no resource inequities.

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.

At PTC, we will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement in the following ways:
1) Graduation rates - As PTC students have been reclassified in actual credits earned. This will allow students to focus their required credit recovery plan without losing more time in classes not needed. Caring teachers, administration and support staff map student progress and attendance to ensure students are on the right path to graduation. Partnerships with parents, probation and MCSOS will enhance this rate.
2) Student Achievement - ELA. For improving student achievement in ELA, monitoring and evaluation of our program will include: Having qualified and credentialed teachers, Standards-aligned instruction, weekly / collaborative data-driven PLCs, ongoing and relevant professional growth and development, frequent checking for understanding, common formative and summative assessments, rigor and relevance targets, technology integration and effective student engagement. Results will be reviewed on CDE DASSboard.
3) Student Achievement - Math. For improving student achievement in Math, monitoring and evaluation of our program will include: Having qualified and credentialed teachers, Standards-aligned instruction, weekly / collaborative data-driven PLCs, ongoing and relevant professional growth and development, frequent checking for understanding, common formative and summative assessments, rigor and relevance targets, technology integration and effective student engagement. Results will be reviewed on CDE DASSboard.
4) College and Career Readiness - To monitor and evaluate the effectiveness of our CSI plan in College and Career Readiness, PTC will continue and potentially expand its current ROP / CTE program, recruit students from both FIS and BIS programs and take students on relevant career pathway enrichment activities, field trips. and CTE competitions. In addition, presentations to college pathways from counselors and representatives from local CSU and UC campuses will generate a greater level of interest in attending a 2 or 4 year program. PTC had 5 trips to colleges in 2018-19 and will plan to have more in 2019-20.
5) EL Reclassification - Rates To monitor and evaluate the effectiveness of our CSI plan, there is a need to continue to improve services, rewrite the MCSOS EL Master Plan, and implement an additional assessment that will meet the criteria for reclassification in conjunction with the ELPAC. PTC is planning to implement the "LAS Links" assessment program. As several similar districts are using this successful program to support English Learners, it will be used for all CAES students and would allow staff to gather data on reading, writing, speaking, and listening; the domains assessed on the ELPAC. The use of this assessment would also be used to meet English Learner reclassification criteria, which has been absent from the program for an extended period of time.
6) Suspension Rates - To monitor and evaluate the effectiveness of our CSI plan, PTC will monitor CDE DASSboard suspension rates from 2017-19. These has dropped significantly from 49 suspensions in 2017-18, to 23 suspensions in 2018-19; a 50% + reduction of suspensions. This is attributed to several factors; a more positive approach to discipline at PTC, more Tier 1 and Tier 2 interventions at the

classroom level (Time-to-Teach Progressive discipline) and the Principal bringing more Restorative Justice and Conflict Resolution Practices to the campus. These interventions, coupled with professional growth and development on Relationship Building, has directly contributed to the decrease in altercations, referrals and ultimately, suspensions on campus. This will be highlighted in the DASSboard in 2019-20.

Annual Update

LCAP Year Reviewed:

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

For 80% of all PTC 11th and 12th grade PTC students to complete a CTE course before graduation.	As PTC / MCIA merged in 2018-19, PTC's population has grown to 358 students. As our goal to have 80% of our students enrolled and complete a CTE / ROP class prior to graduation. However, factors that challenge our school as a whole, such as chronic absenteeism, incarceration, and failing grades, have negatively impacted the percentage of students who completed a CTE course this year. Therefore, solutions include: target interventions that address the same issues for PTC's population, expansion of the current construction program to the new facility being completed in Spring 2019 and, based on community input, additional CTE / ROP pathways such as Welding, Health Services or Criminal Justice programs will be considered for the 2019-2020 school year. Our current attendance percentages: Child Development -1381 / 1712 = 80.7%. Construction - 1318 / 1686 = 78.2%. ROP Program - 2694 / 3398 = 79.4%
Baseline for graduation will be based on new DASS (alternative schools) State graduation cohort of 1 year, unlike the 4 year cohort for comprehensive schools. 2018-19 will be a baseline year for PTC on the new CDE DASS Board.	2017-18 CDE DASS results for PTC were a RED level of Graduation indicator at 52%, but showed a (+ 5.9%) increase. It should be noted that the majority of our currently enrolled Junior and Senior students enter PTC as credit deficient, do not graduate with their cohort, therefore this negatively impacts the overall % of students graduating. As a result, students have been reclassified in the Spring of 2019, based on their actual credits earned. Our goal is to increase this annual graduation percentage and share this data with students, staff and community in the Fall, 2019.

Expected	Actual
To reclassify 20% of eligible EL students	PTC 2017-18 number of EL Students = 34. Level 4 - Well Developed (2.9%) Level 3 - Moderately Developed (47.1%) Level 2 - Somewhat Developed (38.2%) Level 1 - Beginning Stage (11.8%). Current ELPAC scores (as of April 23rd, 2019) are not available until Summer 2019 and CAASPP Tests at PTC were administered from April 23rd until May 31st, 2019. Results will also be available from these assessments in the Summer of 2019.
Increase the percent of students achieving a score of met standards in Math by 2%.	Math Results from PTC on the 2017-18 CAASPP test were as follows: 0% passing. Current English Learners = No Data. Reclassified English Learners. No Data. Number of Students: 5. English Only. 226.5 points below standard, with a decline of - 46.3 Points. Number of Students: 19. CAASPP Tests at PTC will be administered from April 23rd until May 31st, 2019. ELPAC results will be available from these assessments in the Summer of 2019 as well.
Increase the percent of students achieving a score of met standards in English Language Arts by 2%.	PTC ELA results from the 2017-18 CAASPP testing were as follows: 17% passed. Current English Learners. 5 = No data. Reclassified English Learners. No Data. Number of Students: 5. English Only.162 points below standard, with a decline of -48.5 Points. Number of Students: 19 Current CAASPP Tests at PTC will be administered from April 23rd until May 31st, 2019. ELPAC results will be available from these assessments in the Summer of 2019.

Expected	Actual
Increase the percent of EL students achieving a score of met standards by 2% in ELA and 2% in Math.	Current CAASPP Tests at PTC will be administered from April 23rd until May 31st, 2019. ELPAC results will be available from these assessments in the Summer of 2019.
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include: academic counseling services, one-on-one and small group instruction, online credit recovery program, enrichment opportunities and career technical education pathways.	Counseling staff meet regularly students to ensure progress toward graduation. Presentations to parents by academic counselors provided updates on student progress and keep them informed of opportunities and deadlines. In addition, counseling staff work closely with the local community colleges to facilitate orientation and registration.

Actions/Services

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

Action 1

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

PTC will offer a CTE program with relevant pathways in Construction and Child Development that help prepare students with career and life skills. A new CTE building will be completed in 2018-19 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses will be offered through Odysseyware	Current attendance totals for the two programs - Child Development -1381/1712 = 80.7%, Construction -1318 /1686 78.2%. ROP Program - 2699 / 3398 = 79.4%	1.1 $180,900	1.1 $171,800

Action 2

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

PTC will provide targeted support for EL students. Professional development in best practices will be provided to all staff A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	Professional development in English Learner Development (ELD) was provided to all CAES teachers this year. This year, MCSOS hired a Program Director who oversaw the development of the updated EL Master Plan. 2018-19 was the first school year for the ELPAC to reclassify students. However, no PTC students were reclassified. As a result, additional Professional growth and development was given to PTC / CAES staff for better ELD teaching / learning strategies. This included designated and integrated training from ELD teacher, Mrs. Holly Rodriguez and Program Director, Mr. Hugo Sanchez.	1.2 $63,200 $28,600	1.2 $60,700 $26,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will develop teams of teachers and administrators in PLC format to analyze data and	This year, every Friday, PTC holds either a Professional Development (PD) Professional	1.3 - $15,400	1.3 $15,400 $5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	Learning Community (PLC) or Teacher Led Community (TLC). During these times (7:30 a.m. - 8:45 a.m.) focus has been shifted towards training to enhance teaching / learning / engagement strategies, Collaborative data-driven (attendance, student achievement, suspension rate, etc.) target areas of growth and Teacher-led opportunities (TLCs) to share out best practices, group activities and team-building time, is also allocated. Friday PLC / TLC / PDs have strict agendas, results and follow-ups to track student achievement progress. PTC is currently piloting a Common Formative Diagnostic / Assessment Program called "iReady." This program will produce hard data / evidence to better track student achievement and progress. Purchase of the program will cover a 2-year contract, with training and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teacher support included. This program has been approved by the CAES SSC, as this will be utilized by the four CAES schools.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all	As in 2017-18, in 2018-19, All CAES teachers received 4 days of Professional development in the areas of: ELA "Quick Writes," English Language Development, Wrap-around Support services, Human Trafficking and Effective Teaching strategies. In addition, Blended Independent teachers received weekly support from MCSOS Mathematics and Science Specialist / PROTECT Project School Liaison, Mr. Scott Ellingson. Mr. Ellingson came to PTC over 40 + days to support the PTC Site Principal in his collaboration with the Blended	1.4 $52,800 $20,500 $63,600	1.4 $52,800 $11,100 $28,900

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students.	Independent Studies (BIS) Teachers. This included walk-through observations, non-evaluative feedback, co-teaching / modeling lessons, Project-based learning strategies and recommendations, technology integration, classroom management strategies and checking for understanding. Beyond this spectrum, teachers were encouraged and attended several training seminars including STEM, Formative Assessments and Technology integration.		

Action 5

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

Administration and staff will review and provide updated standards aligned curriculum to ensure that it promotes higher levels of learning including a-g offerings, and teachers are providing engaging rigorous lessons that incorporate the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning. Special focus will be on development of blended independent study program in core areas with project based learning.	This year, PTC SSC has approved the purchase of 30 additional Chromebooks to support access to 21st century, College and Career Readiness Technical skills. Teachers were provided with technical support, coaching and specific Google Classroom Training to ensure appropriate use of this technology to maximize learning opportunities and improve academic achievement.	1.5 $7800 $20,000	1.5 $6,900 $4,900 $9,000

Action 6

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

Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and summer school programs and academic support classes in EL and Math for independent study students.	Academic supports were provided to students to assist them in preparation of graduation. Students will be prepared for college and / or career opportunities. Supports include academic counseling services, 1-on-1 tutoring during the school day, credit recovery opportunities, career technical education, and academic support classes in EL and Math for all I/S students. Summer School was not offered for the Summer of 2019.	1.6 $153,300	1.6 $108,700

Action 7

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

PTC will continue to recruit and retain credentialed teachers & maintain low student ratios	Achieved - MCSOS actively recruits qualified and credentialed teachers at their annual Job Faires. Teacher turnover is very low as is teacher to student ratio. FIS classes 1-1 and BIS classes average class sizes vary from 10-20 on a daily basis. As a result, PTC attendance rates average 80%.	1.7 - $1,819,800	1.7 $1,611,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will provide a blended learning independent study option for students that provides support in the four core content subjects four days a week.	PTC Blended Independent Studies (BIS) provides all four CORE subjects taught 4 days per week, with Friday being Elective / Enrichment / Sports / Resource Day.	1.8 $1,819,800	1.8 $1,611,000

Action 9

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

PTC will provide classroom based elective classes for independent study students in key areas such as financial literacy, leadership, art, music and other elective areas to provide a broad curriculum and teach valuable life, college preparatory and career skills.	Achieved. PTC provides elective classes for credit recovery for both FIS / BIS students. Electives include, but are not limited to: Financial Literacy, Art, Art History, Sports Fitness / Health, Puppetry, Piano, Leadership, Interior design and Construction, Child Development, Careers in Education, and Science Exploration Lab.	1.9 $182,000	1.9 $161,100

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

Analysis

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

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

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

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

Although no students were reclassified this year, there were four students reclassified two years prior. Not having an additional assessment to meet the state criteria for reclassification is the primary reason for not reclassifying EL students. This has resulted in researching an alternative assessment that is used by similar schools to support the needs of our EL students and anticipate having it in place for the 2019-20 school year. As an alternative educational school, PTC is not measured by the State Indicators on the California School Dashboard. However, the California Assessment for Student Performance and Progress (CAASPP) results in 2017-18, demonstrated a need for academic improvement in the two core areas. In ELA 4.5% of PTC students scored proficient and in Math, 0% students scored at the proficient level, while only 6% scored nearly proficient.

Overall, the PTC graduation rates remain consistent at 52%. PTC also uses multiple strategies, like flexible LAB days for credit recovery, to increase the percentage of attendance for students in the new Blended Independent Studies (BIS) Model. Also, CTE students participated in many local Career and Tech Ed. events including: Manufacturing Day, Apprenticeship Day, Career Tech Expo, and a collaboration with GRID Solar installation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison position was not hired during the year. Counselors and Counseling Assistant preformed actions listed instead of additional position. Planned internal contracts for A-G Trainings were changed due to staffing availability and Software for curriculum and assessment was purchased during the year.

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

In 2017-18, PTC moved to its current facility that provided an improved learning environment. During the year, ground broke for the new Career Technology Education building, which will are scheduled to house the PTC CTE programs in 2019-20. Goal 1: Action 1. After evaluation of the program, PTC transitioned to a Blended Independent Study (BIS) with the Full Independent Studies (FIS) program in 2018-19.
Goal 1: Action 8
Based on declining enrollment at PTC in 2017-18, and a need to make CTE courses available to all students in the CAES division possible, MCIA Independent Study students were moved to the current PTC site, in order have full access to CTE / ROP pathways beginning in the Fall of 2018. In addition, Online Odysseyware courses are available for students as well. The transition has been very successful an the enrollment of these two programs has increased with the exposure to the two pathways. We anticipate a greater number of students enrolling with the opening of the new CTE Building in the Fall of 2019.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain or increase the number of students that are provided transportation.	All PTC students are eligible for transportation to PTC. MOU with Madera Unified to transport students to and from PTC. Students in need of additional transport are offered MAX (Madera Area Express) passes for the public bus.

Expected	Actual
Maintain 100% of students receiving counseling services	All students receive and are eligible for counseling services at PTC. The school psychologist meets with pregnant and parenting teens to ensure the academic and emotional needs of the parent and child are being addressed. Referrals to appropriate agencies are made and child care services / expenses were provided. Through the services provided by the Foster / Homeless Liaison, qualifying students will receive counseling and efforts are made to meet their needs.
Maintain or increase the number of PBIS boosters and/or assemblies	We have had 4 PRIDE Assemblies this year / One per quarter. All students and parents are invited to attend.
Metrics / Indicators: Update and maintain the annual facilities inspection and repairs on a regular basis.	Facilities Inspection Tool (FIT Report) = 98% Good repair. Any issues or needs for repair, a "Fix it" ticket is submittted immediately for MCSOS to have repairs completed.
Metrics / Indicators: PTC will reduce the total number of suspensions in the Blended Independent Studies (BIS) and Full Independent Studies Program by .5% and keep the suspension rate under 6%.	2018-19 suspension rates for PTC's combined FIS / BIS population of 358 students is currently 23 = 6%. Although this is not a decrease in percentage, it is a decrease in total suspensions from 2017-18 (49 / 35 unduplicated) to 23 this year.

Expected	Actual
Baseline 55.9% Reduce Chronic absenteeism to under 50%. Increase school attendance to 85%.	Baseline for the new PTC program. In attendance for the 2018-19 school year, Blended Independent Studies (BIS) attendance average for 2018-19 = 69.2%, Full Independent Studies (FIS) = 84.6%, ROP = 79.4%, All PTC = 80.2%
Maintain the level of students who feel safe at school	Evidenced by the 2018-19 WASC Student Surveys, 80.2% of PTC students stated they feel safe on campus. Input from CAES SSC, staff and parent surveys, supports this level. Our goal is to increase this to 100%

Actions/Services

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

Action 1

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

Unchanged Budget update only	There were many opportunities for students to learn beyond the classroom, including athletic events. Through the career technical education classes, students gained hands on experiences in real world settings. Field trips to local community colleges and universities also provided students with alternatives to entering the workforce after graduation. These enrichment and positive learning opportunities are beneficial to our students and program (s).	2.1 = $10,300	2.1 $6,200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	MCSOS contracted with the local school district to provide bus transportation to all eligible students. In addition, tickets for public transportation were provided to students as needed.	2.2 = $24,200	2.2 $2,600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	The school psychologist meets with pregnant and parenting teens to ensure the academic and emotional needs of the parent and child were being addressed. Referrals to appropriate agencies are made and child care services / expenses were provided. Through the services provided by the Foster/Homeless Liaison, qualified students will received counseling and efforts were made to meet the needs of the students. Established working relationships with the public health department support providers allows for pregnant and parenting teens to receive services beyond the scope of the school setting. In addition, an office is provided for health department personnel to meet with students as needed.	2.3 $74,000 $500	2.3 $98,000 $6,600

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget change only	PTC coordinates with behavioral health, drug and alcohol counseling, and school psychologist to provide adequate counseling services to students in need. The probation department provided needed referrals to students.	2.4 $124,600	2.4 $98,200

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	PTC conducted 4 PRIDE Assemblies during the school year. Students were recognized for attendance, behavior, academic achievement, participation in extracurricular activities and work in CTE opportunities.	2.5 $4800	2.5 $4,000

Action 6

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

Unchanged - Budget update only	The MCSOS facilities manager completed an inspection report and completed any needed repairs. A copy of the report is on file and the findings on the report are "Good Repair" (98%).	2.6 $54,900	2.6 $54,700

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	The small student to staff ratio of 13 to 1, allows for PTC certificated and classified support staff to be aware of potential issues on our campus. Staff are proactive, visible, interactive and present during morning, break, lunch and after school supervision of students.	2.7 $11,900	2.7 $9,200

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

Analysis

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

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

The staff at PTC provided many programs to promote a committed, caring, and connected environment for students. Services for homeless and foster were provided in numerous areas, under the direction of administration, as was a school counselor (PPS), who also serves as the county liaison for foster youth students and regional activities. PTC has a trained counseling staff, with a full counselor committed to PTC for four days a week and a designated school counselor for foster youth students. The school has bus services for transportation in an agreement with Madera Unified school district and tickets for local public transportation to make sure students have safe access to and from school. School staff work closely with Madera County Juvenile Probation department to collaborate with support for students on probation. In addition, the PTC offers many extended learning opportunities to engage students in school; activities include field trips, athletic events, regional workshops, community college and university visits.

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

The educational program is supported by a safe and clean working and learning environment. The campus has facilities, including new science and math classrooms. All classrooms and grounds are kept in good repair. All BIS classrooms are equipped with whiteboards projectors, internet and computer access for all students. The number of teens that are pregnant or parenting at PTC is less than previous years, and consequently had only 1 student attend the Pregnant and Parenting Teen Conference, where our Leadership class assisted in the event. In addition, the Leadership class supported the Gould Prom held by the MCSOS Special Education Services. Students from the Leadership students also demonstrated responsibility by resuming with the schoolwide recycling effort, planning and organizing PBIS booster events. In addition to the ROP, Full Independent, Special Education and expelled youth, PTC also has many students on probation. Site Leadership and Staff work collaboratively with Probation services and maintain effective communication to address concerns of adjudicated youth who need more academic, social and emotional support. This increases student achievement and fosters relationships between staff and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison position was not hired during the year. Counselors and Counseling Assistant preformed actions listed instead of additional position. Contract for transportation services was reduced due to move of campus and actual services provided are about half the cost budget.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers will maintain a call log for phone calls home to parents.	Teachers to complete on a daily / weekly / monthly basis. Principal to monitor all PTC call logs on a quarterly basis.
Maintain or increase the number of school events for parents and community to attend.	PTC held 4 SSC meetings, 4 awards assemblies, 2 Back to School / Open House Days and 2 "Spirit Rallies." in 2018-19. Goal for Community outreach will be increased by at least 1 more school-wide event to include parents.
Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and / or academic gains.	All PTC Parents and students are invited to our quarterly PTC Academic / Attendance / PRIDE awards.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will provide effective communication with parents of regular and Special Education students in home language regarding school administration, activities, student progress and attendance. This communication will occur through personal phone calls home, an updated and maintained website, home visits, and regular progress reports and semester report cards. Bilingual services for parent meetings, including IEPs	Effective communication is a strategic goal at PTC. Spanish translation is available for all meetings, including meetings with the Principal, Counselor, Teacher Conferences, IEPs, 504 meetings, attendance, SSC, LCAP, phone calls, home visits, truancy, suspension letters, and other parent outreach meetings. In progress is updating the PTC Website to be more informative, bi-lingual and user friendly.	3.1 = $20,300	3.1 $19,000

Action 2

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

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.	The CAES / PTC Counseling Team has provided Four Community Outreach Presentations this year: Introduction to the CAES Program (9/19/18) College and Career Readiness (11/7/18) College and Career Fair (3/27/19) and the Foster Youth and Homeless Parent Workshop, held on (5/16/19).	3.2 $5,300 $4,000 $2,000	3.2 $4,600 $3,500 $1,100

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including the Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population.	PTC conducted a school-wide WASC parent, staff and student survey and provided many opportunities for parents to participate. Before the survey was available, a mailer was sent home to inform the parents of the survey and provide options for completing and submitting the survey. In order to ensure maximum participation, surveys were sent home, and a link to the survey was provided.	3.3 - $3,400	3.3 $11,100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Surveys were also available in Spanish. If parents elected to access the survey online, school staff and computers were available to facilitate the completion of the survey. The newly formed CAES School Site Council allowed and encouraged parent participation. Parents were invited to attend Back to School Day, School Site Council meetings, MCSOS Board Meetings, LCAP meetings, Student Enrollment, IEP, Section 504, and SST meetings. In addition, parents were invited to informational meetings conducted by the CAES Academic Counselors. All meetings provided Bi-lingual services for translation.		

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

Analysis

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

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

Communication with parents was provided to parents of all students, including Special Education students and English Learners. PTC provided many ways of communication with parents, including daily calls, access to the PTC website, attendance meetings and the sending out of progress reports regarding academic achievement. PTC held a "Back to School Day" from 9:00 a.m. - 3:00 p.m. and a Senior "Appreciation / Community" Day. The counseling department provided 4 workshops to help parents understand graduation requirements, information about opportunities for students after high school, including vocational choices and post secondary education. PTC also conducted a school wide parent survey and provided many opportunities for parents to participate, including making it available in Spanish. Finally, our combined CAES School Site Council allowed opportunity for very valuable parent participation and input.

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

Estimated Actual Expenditures compared to Budgeted Expenditures are anticipated to be higher than prior year, due to the increase in combined student population and staff on the new PTC campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison position was not hired during the year. Counselors and Counseling Assistant preformed actions listed instead of additional position.

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

Increased parent participation as measured by SSC, LCAP and other Parent / School Involvement events.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Input for the LCAP was held much earlier this year than last year. On Friday, 4/5/19, PTC staff was given the opportunity to collaborate as a team to review the 2017-20 LCAP goals. On Monday, 4/8/19, a stakeholder input meeting for MCSOS staff included administration, certificated, classified, internal classified, confidential, and bargaining unit representatives. On Thursday, 4/11/19, MCIA and PTC held their respective LCAP Stakeholder input meetings at 8:30 a.m. and 4:30 p.m. Parents were invited through the Blackboard Connect Education Ed. and a mailer to participate in all three meetings on 4/8 and 4/11.

1. Participation and input at each meeting was very good; ranging from 5 - 20 participants per meeting.
2. Parents and students were given a survey during the Fall 2018, to provide input on school climate and student services. Results were shared with the Madera County School Board on November 13, 2018,
3. Parents were provided opportunities to participate in Back to School Day and Parent Appreciation.
4. All staff PLCs and CAES staff met for input on 9/17/18, 10/26/18 and 4/5/19 for staff feedback and input.
5. CAES combined their 4 sites into one unified School Site Council. Meetings were hosted by PTC Principal Alan Macedo and held each quarter and budgets were approved for MCSOS Board Approval.
6. The CAES counseling staff meets bi-monthly with the Madera Unified Alterative Education Placement Team (AEPT), to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at-risk students.
7. PTC Principal, Alan Macedo, met monthly with the Juvenile Justice Committee (JJC) A community member committee run under the Direction of the County Probation Department of Madera.
8. The MCSOS Leadership Team meetings were held once a week and program outcomes, actions and services are discussed by members.
9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were

provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for Alternative Education schools on July 10 and September 11, 2018, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Correctional Camp on November 13, 2018, the approval of the California Dashboard local indicator parent and student survey results on November 13, 2018, the presentation of student performance State data (CAASPP, absenteeism, suspensions and expulsions) on December 12, 2018, the approval of the Student Accountability Report Cards (SARC) on January 9, 2019, the renewal of the Madera County Independent Academy Charter on March 13, 2019 and the presentation of the Tri-Ennial Countywide Plan for Expelled Youth on April 10, 2019.
10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement.
11. Monthly collaboration meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
12. Student Leadership Class at Pioneer Technical Center, created in January of 2019, provided input to school Leadership for school event planning, climate assessment and field trip opportunities.
13. Information regarding Foster Youth (FY) programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.
14. The PTC WASC review process was coordinated with ongoing LCAP development and provided staff the opportunity for input in preparation for the November, 1-4, 2018, visitation.

Impact on LCAP and Annual Update

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

Valuable stakeholder input was received by staff, students and community members. Questions and reviews of goals were ranked: Accomplished, In progress or Not yet accomplished, and indicated in the feedback from each meeting. Stakeholder meeting input had the following impact in the development of this year's LCAP:
GOAL #1
1) In progress. There was an expressed need for more classes in Career and Technical Education, work experience, and internships as students prepare for (CCR) College and Career readiness. With the high level of interest made by the PTC FIS (Full Independent Study) students, this enrollment has increased since the beginning of the 2018-19 school year, but continues to remain low in the percentage overall.
2) In need. More professional development and training in the area of effective ELD strategies for English language learners students. MCSOS has

dedicated 4 additional Professional Growth and Development days to accomplish this and targeted support in the classroom, driven by the ELD standards. In progess.
3) In need. A curriculum committee that meets on a regular basis to design and discuss curriculum, data analysis and common formative assessments. iLearn program currently being piloted to accomplish this.
4) Accomplished. Professional development days provided for all CAES staff (4 in total this year) and on-going Professional Growth and Development Days on Friday morning PLCs (7:30 a.m. - 8:45 p.m.)
5) In progress. Principal to meet with staff to discuss curriculum and data-driven results to drive instruction. Technology access increased to all students. Currently two Chromebook Carts are available with 21 and 25 laptops. SSC Meeting #3 approved the purchase of 60 more Chromebooks for 2019-20.
6) In progress. CAES Counseling team has sponsored 6 trips this year to CSU San Jose, UC Merced, CSU Fresno, Fresno City College, Madera Community College and the College of the Sequoias in Visalia. Concerns included not all students having equitable access to their grade-level counselor to meet with them on a regular basis. Counselors are now assigned one per site (PTC = M. Torres, M - Thursday)
7) Accomplished. PTC recruits and hires credentialed teachers to teach Blended / Independent studies.
8) Accomplished. All newly enrolled PTC students will have the opportunity to choose from either blended or full independent studies or access a CTE / ROP pathway. CORE Classes are available 4 days / week.
9) Accomplished. To provide classroom based elective classes in key areas: Financial literacy, Art, Art History and Leadership was added the Spring of 2019, to broaden the curriculum for life, CCR / Prep.
10) In progress / Accomplished. PTC has expanded its FIS / BIS program.

GOAL #2

1) Accomplished. Teachers will seek out meaningful enrichment opportunities that include field trips to enhance learning at PTC. This year, students have been offered over 10 trips, up from 3 last year, including destinations such as: Sacramento, Hearst Castle, San Francisco, UC Merced, CSU Fresno,
CSU San Jose, Madera Community College, Fresno City College and Blue Dolphin Manufacturing. PTC also competed this year in Mushball, Volleyball, Football, Arm-wrestling and Basketball Tournaments, bringing home four 1st place, two 2nd place finishes and two 3rd place finishes out of up to 6 teams.
2) Accomplished. PTC has an MOU with Madera Unified to ensure students have transportation to and from school every day. In addition, students are given MAX (Madera Area Express) passes upon request.
3) Accomplished. PTC provides social / emotional and supplemental support services for all students. We have Three counselors (One who

specializes in Foster Youth and Homeless students) One psychologist and a caring Leadership Team and staff to support our students' needs. Additional outreach and support services include Hope House, The Madera County Public Health Dept. and Madera County Probation Dept
4) Accomplished. PTC will coordinate with Madera Behavioral Health Dept. / Drug and alcohol counseling and school psychologist to ensure proper referrals are made for corrective intervention. Support / Aftercare from Madera County Probation is also provided with collaborative meetings with Juvenile Justice Council.
5) Accomplished. Quarterly assemblies this year have included Academics, PBIS PRIDE and Attendance. Students, parents and staff are invited to attend and recognize their students receiving an award (s).
6) Accomplished. PTC maintains a safe, clean and quality learning environment for all staff and students.
This year, we have increased our population to 330 + students and have had minimal problems with FIS / BIS students. All are included in events, trips, meals and leaning space. PTC PRIDE (Positive, Respectful, Invested, Driven and Equity) has driven the Campus Culture to a new level of cohesion and stability. Students, staff and parents recognize the changes and praise highly the positive and safe environment.
7) Accomplished. The PTC Learning environment is safe-guarded by a secure fenced perimeter, surveillance cameras, teachers and administration on active supervision duty before, during and after school and newly created color codes for effective radio communication in emergency situations.

GOAL #3

1) Accomplished / In progress. PTC will provide effective communication with parents / community regarding school events, student progress and attendance. Accomplished are the Parent Connect Ed. notifications, phone calls from Leadership and Office Management, Truancy letters, progress reports and report cards sent via mail. In progress is the updating regularly of the PTC website and home-fliers.
2) Accomplished / In progress. School Site Council has had excellent success and parent support this year, 2019. Parent / Student "Back-to-School" Day, "Senior Appreciation Day" and surveys for WASC were very effective and Parent Education and engagement with workshops. Workshops for parents have been provided by our Counseling Team regarding: Credits, Graduation requirements, staff introductions, and College and Career readiness. However, turnout for these parent / community info-trainings has been very low in attendance. Therefore, we are in-progress to get these community events to increase participation.

Goals, Actions, & Services

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

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

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will continue to access professional development through PTC, MCSOS, or other school agencies.	100% of our teachers receive professional development (4 days) annually.	Maintain the number of teachers accessing professional development	100%	100%
Increase student performance on the CAASPP ELA assessment.	2016 ELA CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of met standards to 15%	Increase the percent of students achieving a score of met standards to 15%
Increase student performance on the CAASPP Math assessment.	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of met standards to 5%	Increase the percent of students achieving a score of met standards to 15%
Increase student performance on the CAASPP ELA and Math assessment for EL students.	2016 CAASPP Scores	Increase the number of EL students achieving a score of standard met or higher by 2% for ELA and Math	Increase the percent of EL students achieving a score of met standards to 15% in ELA and 5% in Math	Increase the percent of EL students achieving a score of met standards to 15% in ELA and 5% in Math

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

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will offer a CTE program with relevant pathways in Criminal Justice, Construction and Child Development and elective courses that help prepare students with career and life skills. A new CTE building will be	PTC will offer a CTE program with relevant pathways in Construction and Child Development that help prepare students with career and life skills. A new CTE building will be completed in 2018-19 and CTE programs	PTC will continue to offer a CTE program with relevant pathways in Construction and Child Development, with welding as a new career pathway. The new CTE building is scheduled to open in the Fall 2019, and the

completed in 2017-18 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways.	will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses will be offered through Odysseyware	CTE programs will be moved into the new facility during the school year 2019-20. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses will be offered through Odysseyware

Budgeted Expenditures

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

Action #2

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.2 $57,900 $28,000	1.2 $63,200 $28,600	1.2 $64,700 $29,300
Source	LCFF Sup & Con	LCFF S&C ($16,300) Title I ($46,900) LCFF S&C	LCFF S&C ($16,700) Title I ($48,000) LCFF S&C
Budget Reference	Salaries & Benefits Services	Salaries & Benefits Services	Salaries & Benefits Services

Action #3

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action #4

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

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

OR

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

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

Actions/Services

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

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

PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.	PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.	Same, but Professional Growth and Development to also include Training on Effective use of Technology integration, ELD best practices and continued support from content specialists from MCSOS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.4 $26,800 $26,200	1.4 $52,800 $20,500 $63,600	1.4 $54,100 $21,000 $172,000
Source	LCFF Base	LCFF Base LCFF Base College Readiness Grant	LCFF Base CSI Funds

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

Action #5

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #6

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

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

Action #7

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.7 $1,110,100	1.7 $1,819,800	1.7 $1,863,400

Year	2017-18	2018-19	2019-20
Source	LCFF Sup & Conc (538,600) LCFF Base (571,500)	LCFF Sup & Conc (438,800) LCFF Base (1381000)	LCFF Sup 7 Conc (449,300) LCFF Base (1,414,100)
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #8

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

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

OR

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

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

Actions/Services

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

New	New	Modified

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

Budgeted Expenditures

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

Action #9

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

Students to be Served	Location(s)

All Students	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Identified Need:

Increase student engagement

Expected Annual Measureable Outcomes

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

PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	All students who need transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students who are provided transportation.
All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.	100% of parenting teens, foster youth and/or homeless students received counseling services	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) 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
Update and maintain the annual facilities inspection and repairs.	Facilities Inspection Tool (FIT); Score = Good Repair	Good Repair	Good Repair	Good Repair

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PTC will reduce the total number of suspensions in the seat-time and blended programs.	11.6% of PTC students were suspended out of the seat-time and blended programs in 2017-18.	Decrease the number of students suspended out of the seat-time and blended programs by .5%	Suspension rate under 6%	Lower suspension rate to 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
Attendance rate	79% PTC Chowchilla 82.9% PTC Madera	N/A	Increase seat time to 85%	Increase seat time to 85%
Drop out rate	19%	N/A	Under 15%	Under 15%

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the	Unchanged Budget update only	Unchanged Budget update only

classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation.

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. Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #3

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	Salaries & Benefits Supplies

Action #4

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

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

OR

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

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

Actions/Services

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

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

PTC will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.	Unchanged - Budget change only	Unchanged - Budget change only

Budgeted Expenditures

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

Action #5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PTC will conduct a minimum of 4 PBIS boosters/assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents will be invited to see their child get recognized.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	2.5 $7500	2.5 $4800	2.5 $4900
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Services & Supplies	Services & Supplies	Services & Supplies

Action #6

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.6 $50,100	2.6 $54,900	2.6 $56,200
Source	LCFF Base ($25,800) LCFF Sup & Con ($24,300)	LCFF Base ($13,200) LCFF Sup & Con ($41,700)	LCFF Base ($13,500) LCFF Sup & Con ($42,700)
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #7

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	2.7 $40,200	2.7 $11,900	2.7 $12,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

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

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Identified Need:

Increase parent engagement

Expected Annual Measureable Outcomes

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

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

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

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

Action #2

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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

Action #3

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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

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

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

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

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or 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.
Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.
We believe that segregating the students based on services is not in the best interest of our neediest students.

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

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

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$894,688	26.23%

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 (see instructions).

Planned spending for increased or improved services for unduplicated pupils is greater than the amount of Supplemental and Concentration funds provided which meets the requirement quantitatively. 89.7% of PTC students currently qualify for Free and Reduced Priced Meals and 89.9% are unduplicated. 18.7% of PTC's population are English Language Learners. Expendatures of supplemental and concentration grant funds are principally directed towards meeting the needs of these students. Actions and services include providing school day intervention and academic support, providing positive experiences that provide background knowledge that helps students succeed, enhances school climate and provides engaging instrctional

strategies for struggling learners. Because unduplicated pupils are such a large % of our student population, and services principally directed to meet their needs, are among the most effective strategies for students. We are generally performing these actions and offering these services schoolwide. We also believe that segregating the students, based on services, is not in the best interest of students with the greatest needs. Finally, we believe that the increased amount and quality of the services that our low income English Learners, Foster Youth, and students with disabilities, will receive as a result of the LCAP, will far exceed in the required percentage. Actions that will improve services to students:
1) The use of research-based, engaging, and culturally responsive instructional practices.
2) PTC will provide support for EL students through professional development in the best practices for all staff that will ensure that instruction is differentiated to meet the meets of all students.
3) Continued collaboration with the county office foster youth coordinator, personnel from public health, and other services agencies, to facilitate student access to services.
4) Coordiante with behavioral health, drug and alcohol counseling and school psychologist to ensure appropriate referrals are being made for students in need of services.
5) Providing a more engaging and supportive school atmosphere by seeking to increase parent engagement in yearlong schoolwide activities.