**Cecilia A. Massetti, Ed.D.**
*Superintendent of Schools*

**Agenda Item 8.3**

## Board of Education Action Item
## June 29, 2021

**Topic:**
Consideration Adoption of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

**Background:**
The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

**Financial Impact:**
$ 3,804,764.00

**Resource:**
Scott Ellingson
Principal
Pioneer Technical Center

**Recommendation:**
It is recommended that the board adopts the Local Control Accountability Plan (LCAP).

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Pioneer Technical Center - Madera and Chowchilla | Mr. Scott Ellingson - Principal<br>Mr. Alan Macedo - Program Director | sellingson@mcsos.org (559-) 661-4636<br>amacedo@mcsos.org (559) 706-3095 |

# Plan Summary [2021-22]

## General Information

A description of the LEA, its schools, and its students.

Pioneer Technical Center (PTC) is a charter school authorized by the Madera County Superintendent of Schools (MCSOS) and serves students from pre-Kindergarten through high school. The main PTC campus serves students grades 9 through 12, countywide. In the 2017-2018 school year, students grades 9 through 12, from the Madera County Independent Academy (MCIA), transferred to PTC allowing them to also have access to Career and Technical Educational Programs.

The two PTC sites are located in the cities of Madera and Chowchilla and serve a combined average of 354 students. PTC's population is approximately 17% English Language Learners with Spanish being their primary language. According to CBEDs data, the current student body of PTC Madera and Chowchilla is 66.4% Hispanic, 15.9% Caucasian, 1.8% African American, 2% with two or more races, 0.8% Native American, 0.8% Asian and 11.5% not reported. The majority of PTC students are socioeconomically disadvantaged (SED) given 90% qualify for the National Lunch Program. Approximately 8% of PTC students have been identified as special needs, with the vast majority of these students enrolling with existing Individualized Education Programs (IEPs) from other districts.

The PTC program offers a Full Independent Study (FIS) program and a Blended Independent Studies (BIS) program to serve student needs. Beginning each school year, students and parents/guardians meet with the assigned teacher/advisor to review and sign the school master contract. During the meeting, the teacher/advisor reviews the designated appointment time and day in addition to the class schedule. Full Independent Study (FIS) Students are required to attend their 1-hour advisory period and submit their Daily Engagement Activity Record, also known as the “Green Sheet”, to receive full credit for attendance and work submitted. Students needing additional support in academics may enroll in the BIS Program and attend class in the Core subjects of Math, Science, Social Studies, and English offered on campus. Students enrolled in BIS will also be required to attend their 1-hour advisory period and submit their weekly contract. 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 three Career and Technical Education (CTE) pathways. The CTE programs in Careers in Education/Child Development, Interior and Exterior Construction, and Welding are a key part of the overall PTC program to engage students in three CTE pathways. The CTE program is aligned to and partners with Fresno County Office of Education’s Regional Occupational Program (ROP). Students are enrolled in academic

classes and have a choice of a vocational trade course. Starting with the 2018-2019 school year, students will have more flexibility with class scheduling, thus ensuring they are in a program that allows them to be successful, while providing students with CTE learning. Although many students may choose to go to college, a main goal is to prepare students to be college and career ready.

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

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

As stated on 2019 CDE Dashboard, PTC graduated 77.9% of students. This is an increase of +22.7% from the 55.2% reported in 2018. Attendance is a vital key to student success. Prior to SB98, PTC's attendance averaged 85% for the two programs and still continues to recognize the issues of chronic absenteeism and dropouts as a growth area. Based on the 2019 CAASPP data, student growth in ELA was significant, with an overall improvement of +47.1 points compared to the previous year. Leading this improvement are the Hispanic student group improving +57.2 points, the English Only (EO) student populations improving +80.7 points, and Socio-Economically Disadvantaged (SED) students increased +43.5 points. EL students made significant progress in ELPAC testing and student redesignations to RFEP are anticipated to increased based on 45.9% of EL students progressing at least one ELPI Level on the 2019 ELPAC reporting on the CDE Dashboard. PTC students' mathematics scores improved +25.7 points from the previous year, as indicated on the 2019 CA Dashboard, which is a one band improvement. Socio-economically disadvantaged (SED) and English Only (EO) students did make significant improvements in their scores compared to previous years. When comparing 2019 data to previous years, Preparedness for College and Career decreased 7%, leaving a total of 92.6% designated Not Prepared for college. Of the 8 College/Career indicators for readiness, PTC offers 4 potential measures: Career Technical Education Pathway Completion, Grade 11 SBAC ELA and mathematics scores, a-g completion, and College Credit Course completion.

# Reflections: Successes

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

According to the 2019 CDE Dashboard, PTC graduated 77.9% of students. This is an increase of +22.7%, up from 55.2% reported in 2018. Attendance is a vital key to student success. Prior to SB98, PTC's attendance averaged 85% for the PTC and PTC Chowchilla programs and the staffs continue to recognize the issues of chronic absenteeism and dropouts as a growth area. Based on 2019 CAASPP data, student growth in ELA was significant, with an overall improvement of +47.1 points compared to the previous year. The Hispanic student group improved +57.2 points, the English Only (EO) student populations improved +80.7 points, and Socio-Economically Disadvantaged (SED) students increased +43.5 points. EL students made significant progress in ELPAC testing and it is anticipated that there will be increases in student redesignations to RFEP, as 45.9% of EL students progressed at least one ELPI Level on the 2019 ELPAC reporting on the CDE Dashboard. PTC students' mathematics scores improved +25.7 points from the previous year (2019 CA Dashboard), which is a one band improvement. SED and EO students did make significant improvements in their scores compared to previous years. When comparing 2019 data to previous years, Preparedness for College and Career decreased 7% leaving a total of 92.6% of students designated as Not Prepared for college. Of the 8 College/Career indicators for readiness, PTC offers 4 potential measures: Career Technical Education Pathway Completion, Grade 11 SBAC ELA and mathematics scores, a-g completion, and College Credit Course completion. As indicated from the i-Ready Assessment Data #2 results in ELA and Math (see attachments) both PTC Madera and Chowchilla show significant deficits in student achievement.

When the COVID-19 school closure took effect, PTC was able to quickly survey parents and students for their technology needs. Overwhelmingly, students did not have the needed technology to easily move to Distance Learning. Based on this feedback, technology in the form of Chromebooks, WiFi Hotspots, and access to the Zoom platform was deployed to students. PTC began by distributing Chromebook from site based computer carts and from other schools in the CAES division. The nature of Independent Study lends itself to Distance Learning quite easily, which reduced the challenges facing teachers to quickly acclimate to an online platform for continuing individual weekly appointments. After several days of professional learning based in the Zoom platform and from Hattie, Fisher, and Frey's book, The Distance Learning Playbook, teachers were back meeting with students virtually. The site based team was able to additionally solve the issue of sending and receiving homework each week by creating teacher "homework boxes" that held student work at least a day prior to their scheduled appointment, and could be picked up when dropping off completed work in a library-style outdoor drop box. Moving to the 2021-22 school year, the 24 hour drop box for homework will continue to be used, with the home distribution plan being continued or paused based on local and state health department requirements.

During the 2020-21 school year, PTC learned a lot about the social-emotional impact of the pandemic on students. Madera County Superintendent of Schools office and Madera County Behavioral Health department provided multiple professional learning opportunities focused on social-emotional needs during and continuing after the pandemic for students and staff alike. Through those trainings, the staff of PTC has better addressed the needs of the students, even making more notifications to the site psychologist and utilizing Student Study Team to help develop supports for struggling students. This current year has shown an increase in notifications and Madera County Behavioral Health advises to be prepared to address with longer lasting impacts of the pandemic, driving the continued investment in learning and resources to support the social-emotional needs of PTC students. PTC's professional learning has also assisted staff members in understanding signs of fatigue, concern, etc. in themselves and in supporting family members as provided by these trainings.

# Reflections: Identified Need

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

The COVID-19 pandemic helped PTC more thoroughly identify areas of need for students and families. The pandemic drove a move to 1:1 device to student ratio much sooner than planned, but was very necessary. As PTC moves through and beyond the pandemic, the 1:1program been proven necessary and will continue forward as PTC evolves to paperless work program implementing online core and supplemental curriculum in the future.

While PTC was quite successful in beginning to meet the social-emotional needs of students through out this past year, continued training and instruction for students will continue as the need will increase through the foreseeable future. Partnerships with site, County Office of Education, and County Behavioral Health continue to support the needs of students and families served by PTC and will help keep the staff up to date on current trends, and how to begin to address student, and potentially their own social-emotional needs.

The i-Ready Assessment Data #2 results in ELA and Math (see attachments) for both PTC Madera and Chowchilla illustrate significant deficits in student achievement. Only 14% of all students tested in ELA were on grade level. For mathematics, only 10% of all students tested were on grade level. This is reflected within the PTC student body, with 78% of students being credit deficient as well. Addressing literacy needs will require intensive and targeted support in the coming years, as will mathematics. New ELA/ELD supplemental curriculum was chosen to help address student literacy needs and was supported by professional development for ELA/ELD instructional practices. 1:1 device allocation for students in need has increased access to the ELA/ELD supplemental curriculum and support. Instructional changes will be needed as the program transitions back to site based learning . To instructionally address student needs, acceleration labs for ELA and Mathematics are being developed to help students accelerate their learning to help progress towards achieving grade level master, and support access to core and elective courses. Professional development is being planned for the 2021-22 school year to continue addressing grade level content deficiencies experienced by PTC students compounded by the COVID-19 pandemic.

Career Technical Education course completion is an identified area of needed growth for PTC students. Increasing completers next year and expanding pathway depth and options will help address the need to improve the College and Career Readiness Indicator. To address completion rates, enrollment practices will be refined to require CTE course completion and academic counselors will monitor throughout enrollment. Expanding additionally requested CTE pathways based on student and parent surveys will increase interest and completion. Currently 31% of students complete a CTE pathway.

Without consistent attendance, students academic proficiency cannot improve. Chronic Absenteeism is being addressed and reducing the rates of absenteeism will lead to improvements in Drop Out rates, Mathematics and ELA CAASPP scores, College and Career Readiness, and EL reclassifications. With over 50% of PTC's Chronically Absent students being identified as being EL students, the PTC staff can focus strategies on this student group for improvement as addressed in the 2021-24 LCAP including intervention, increased communication, and parent education. The pandemic has greatly impacted overall attendance rates, decreasing over 15% compared to last year, and planning for improvement in this area has begun, building on the plans for EL students.

# LCAP Highlights

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

The 2021-24 LCAP was informed by the outcomes of the Learning Continuity Plan (LCP), the 2019-20 LCAP Annual Update, and input from members of each stakeholder group at Pioneer Technical Center through the lens of what has been learned during the COVID-19 pandemic. Even during a pandemic, stakeholder input continues to align with the three overarching LCAP goals of the 2017-20 LCAP. The pandemic continues to drive several instructional changes that will continue at the conclusion of the pandemic and beyond as evidenced through the additional actions added to each of the goal, as highlighted below. Shown in the three goals outlined below, PTC will continue to focus and direct efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and socio-economically disadvantaged students, all of which represent 90% of the PTC student population. These three goals further address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of the Common Core State Standards, and 8) Course Access.

Several key features listed in the 2021-24 LCAP include: Social-Emotional training for teachers and students, improved and targeted academic supports, and CTE pathway enrichment and completion.

Goal 1 - All PTC students will graduate and be college and career ready.
Key actions in the LCAP supporting this goal include CTE pathway enrichment, improved academic support, requiring students to complete 20 credits of CTE coursework, and low student to teacher ratios. Based on student, parent, and community feedback, further CTE pathways will be explored along with increasing current pathway offerings within the current in-person and virtual CTE courses. Adding additional CTE pathways based on feedback will increase motivation and access for PTC students. Improved academic support during the 2020-21 school year included open interventions in each CORE subject area. This model will be modified in 2021-22 based on identified needs from local and state indicators to address subskill weaknesses for the student population that is 80% SED. COVID-19 forced instruction to move to distance learning for most of the 2020-21 school year and now PTC staff must prepare to bring all students back on site for direct instruction, optimizing time spent with students. A key revelation from distance learning was the use of a variety of instructional and feedback strategies to ensure students had optimized learning opportunities. Further, using these strategies will be the foundation that PTC teachers will build on as students return to campus, thus abandoning ineffective practices of pre-pandemic times. To support these changes; ELA, ELD, and mathematics professional development will be planned and conducted throughout the year to support student learning through improved instructional practices. Keeping the student to teacher ratio low is an imperative for students to receive differentiated instruction to meet their individual needs.

Goal 2 - PTC will provide resources and services to ensure the social and emotional wellbeing for students and staff and staff, while providing a safe learning environment and coupled with effective learning opportunities.
Moving forward into the 2021-22 school year, PTC is unsure of specific student, and staff, social-emotional needs and have planned professional development to help identify and support all, and become further aware of further supports from the county behavioral health department. PTC can direct students and families to these supports as they become available. Access to supports and resources is key to learning and growth for PTC students as we provide for the needs of the whole child. PTC staff knows that if students are not physically and

emotionally "safe" then no learning can take place.  As the COVID-19 pandemic created educational challenges and the need for distance learning, students' social-emotional well-being was at the forefront of most professional growth and development for all staff members.

Goal 3 - PTC will encourage greater stakeholder participation and input by developing meaningful community, parent and family relationships.
The emphasis for building and maintaining stronger family and community engagement, will continue with local community partnerships, parent-teacher conferences, parent academic and informational workshops, and continued correspondence through ParentSquare.  An additional emphasis is building stronger family and community engagement.  COVID-19 provided PTC an opportunity to evaluate and refine communication protocols with students, parents, and administration.  Those protocols for communication have been carried over into the new school year.  Parent workshops will be conducted to help inform parents of current and future student needs, including: homework support, attendance policies, college enrollment, and financial aid.  Providing opportunities for external learning opportunities like visiting a business or college, historical sites and museums,  and community volunteer experiences will help teach and create well rounded students.

# Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Pioneer Technical Center believes that stakeholder input drives the development of the LCAP. PTC staff consulted individual parents and students, parent groups (PAC-Parent Advisory Committee, SSC-School Site Council, ELAC-English Learner Advisory Committee), SELPA administrator, school site personnel (including classified, certificated, and administration/principal), local bargaining units, and the community over the course of a year, conducting 9 meetings and administering surveys to all mentioned above.

To obtain stakeholder input in the writing and approval of the PTC LCAP, PTC staff held a series of stakeholder input meetings that were scheduled exclusively for input and feedback:

2/11/21 All CAES Staff LCAP Survey sent out via email from Executive Director (7:30-9:00 a.m.)
2/16/21-2/23/21 Hard Copies of Parent and Student Surveys were distributed in student work packets and through an electronic ParentSquare link.
2/25/21 CAES Parent Advisory Committee (PAC) Stakeholder Input Zoom (11:00-12:00 and 4:00-5:00 p.m.)
3/1/21 ParentSquare/Email invite to all PTC/MCIA and MCSOS for the following:
3/9/21 Stakeholder Input – MCIA - Principal, Teachers, Academic Counselors, Classified, and SpEd Staff (Zoom) (10:00-11:00 and 4:30-5:30 p.m.)
3/10/21 Stakeholder Input – PTC (Zoom) Principal, Teachers, Academic Counselors, Classified, and SpEd Staff (10:00-11:00 and 4:30-5:30 p.m.)
3/11/21 Stakeholder Input – MCSOS (Zoom) Principal, Teachers, Academic Counselors, Classified, SpEd Staff, Madera County Juvenile Probation Staff, MCSOS
Certificated and Classified Bargaining Units (10:00-11:00 and 4:30-5:30 p.m.)
3/18/21 Stakeholder Input - CAES SSC Meeting #3 (Zoom) 1:00-2:00 p.m.
3/18/21 Stakeholder Input – CAES ELAC Meeting #3 (Zoom) 2:00-3:00 p.m.
4/8/21 LCAP Stakeholder Feedback Analysis/Needs Assessment (8:00-12:00 p.m. (District and Site Administrators)
6/1/21 SELPA LCAP Consultation (Executive Director of CAES/Madera County Director of SELPA)

Due to state and local restrictions; parent, community, and student meetings were held via Zoom. Stakeholders could participate either by phone or by logging into the Zoom platform. Translation services were provided at each meeting as needed. PTC made all efforts to assure voices were heard from stakeholders through these meetings that represented English Learners, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, i-Ready diagnostic assessment data from both PTC Chowchilla and Madera, in the areas of ELA and Math, was shared with the stakeholders.

Once all the stakeholder feedback was collected, the administrative team analyzed the feedback and used it to draft the LCAP. The most common topics of successes and needs were collected throughout the feedback process, and then given priority in the writing of the LCAP, although many other topics were addressed.

A summary of the feedback provided by specific stakeholder groups.

A summary of the specific feedback provided by stakeholders, parent and student is also attached to this LCAP The percentage breaks down as follows:

PTC Madera Parents responses = 23%
PTC Madera Student responses = 30%
PTC Chowchilla Parent responses = 44%
PTC Chowchilla Student responses = 57%

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Total = Parents = 31%
Total = Students = 39%

- ----------

Average Total Responses = 35%

Stakeholder input:
Meetings were held over several days and times to ensure all stakeholders had ample opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through the Zoom platform where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments form PTC staff, student, and parent surveys indicate stakeholders feel the greatest areas of strength include:

From the parent survey:
1. 93% believe their concerns are taken seriously by the school.
2. 91% agree the school supports multiple opportunities to engage in understandable and accessible two-way communication between families and educators.
3. 91% agree that students learn skills that will help them in life.
4. 94% agree that PTC promotes academic success for all students.

From the student survey:
1. 88% of students feel safe while on campus.
2. 94% of students believe that teachers care for and want students to succeed.
3. 86% agree that there is enough time to complete work.
4. 89% agree that teachers are knowledgeable of the subjects they teach.

Combining input from stakeholder meetings (SSC, ELAC, PAC) with survey feedback, the following areas were identified as areas of improvement:
1. Increasing opportunities for parents to be involved with school activities and events. Parents reported the following:

a) 27% wanted help using technology
b) 26% want support with establishing a healthy lifestyle
c) 25% wanted increased socio-emotional support for students.
d) 22% want help supporting their student with homework.
2. 61% of PTC students do not participate in any CTE pathways or courses based on parent responses. 17% of parents would like to see some sort of medical CTE pathway.
3. 82% of parents agree the school is interested in family's strengths, culture, language, and goals for their children.
4. 57% of parents responding agreed that teachers are prepared to meet the needs of EL students.

From a WASC survey given to staff in January of 2021, key data emerged in connection to content-driven professional development. 72% of staff identified mathematics as an area they would like pedagogical and instructional professional development. To better meeting social-emotional needs of students, 48% of staff identified substance abuse identification and intervention professional learning as another area of need. Another area of improvement identified is 24% of students leave PTC prepared for college.

On the recent Local Indicator survey of Priorities 2 and 3, the staff identified PTC's approach to ELA and ELD being fully implemented. On Priority 2, PTC staff identified being in the initial implementation phase for identifying the professional learning needs of groups of teachers or staff as a whole, Identifying the professional learning needs of individual teachers, and Providing support for teachers on the standards they have not yet mastered. Implementation in Mathematics, Next Generation Science Standards (NGSS), History Standards, were also identified as ranging between beginning development and initial implementation, with NGSS receiving the lowest level of implementation of the core subjects. In other adopted academic standards, CTE is viewed as being in the initial implementation phase and all others were in the beginning development phase.

For Priority 3, PTC identified solidly in the "Initial Implementation" phase for the areas of Building Relationships and Building Partnerships for Student Outcomes and their subset topics. For the section on Seeking Input for Decision Making, the average score is 2.65, which is in the "Beginning Development" level, providing an area for increased focus.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The three goals of the LCAP were originally created with stakeholder input for the previous LCAP. This year, stakeholder input continues to demonstrate that PTC's efforts are focused in the right areas and there is no change to the 3 goals. The following will continue to remain the focus of this plan: 1) All PTC students will graduate and be college and career ready. 2) PTC will provide resources and services to ensure the social-emotional well being of students and staff while providing a safe learning environment and learning opportunities. 3) PTC will encourage greater stakeholder participation and input by developing meaningful community, parent and family relationships.

Continued aspects of the LCAP influenced by specific stakeholder Input (see attached parent and student surveys and overview above):
1) PTC students are still not participating in CTE course offering either through in person/ROP course or online through Odysseyware, as stated in the data previously. This ongoing action can be improved upon by greater completion and expanded offerings. Goal 1 - Action 1

2) Professional Development for staff continuing in the areas of ELA, ELD, and social-emotional learning. Parents and students reported agreeing with statements that the school promotes success for all students and teachers are well qualified to teach students. Continued Professional Development supports and increases staff confidence and proficiency as they support student learning. Goal 1 - Action 3, 4, 5, 7, 13
3) The site is safe and well maintained to promote a positive learning environment for students. This addresses feedback about parent concerns, accessible two-way communication, and decision making by ALL stakeholders. Goal 2 - Action 4, 7, 9; Goal 3 - Action 3.
4) Survey responses continue to be lower than expected and increased communication with parents and opportunities for parents to be involved with site events can be greater. Goal 3 - Action 1, 2

New aspects of the LCAP influenced by specific stakeholder input:
1) Acceleration to 1:1 technology program. When looking to reopen schools in the spring of 2020, a survey was sent out to parents and students asking what technology they owned currently, to meet the needs of video conferencing instead of face to face meetings. In response, 2/3 of of families needed access to a Chromebook, Wi-Fi hotspot, or both. This need expressed from stakeholders accelerated a technology plan that let to all students having access to a 1:1 digital access to student ratio. This need lead to Goal 1-Action 12.
2) Based on feedback from the Parent LCAP survey, Social-Emotional Services access and training will be expanded to meet the needs of PTC's staff and socio-economically disadvantaged families. Goal 2-Action 2, 5.
3) Building on the feedback from teachers that is reinforced through parent and student data, expanding mathematics professional development in the 2021-22 school year will support student learning and achievement through staff quested PD and reinforcing feedback related to teacher knowledge, parental support, and how PTC supports student success. Goal 1 - Action 5, 7, 11.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the site identifies this goal and subsequent actions as priorities for the site. Goal 1 is a broad goal focused on improving performance across a wide range of metrics listed below. Currently, the students of Pioneer Technical Center have not show to be college and career ready on the CA Dashboard reporting with a zero percent ready. As PTC continues to increase CTE pathways, it is only one of the 8 ways to be college and career ready. To increase the metric on College and Career Readiness, PTC students will need to meet one of the 4 criteria for doing so. To be college and career ready, PTC students can: 1) Complete a CTE pathway; 2) Score met or exceeds standard on the Smarter Balanced Summative Assessments in ELA and Mathematics; 3) Complete College Course Credit; or 4) Complete an A-G approved course of study.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Percentage of students completing CTE course. | 20% of students complete a CTE course before graduation. | | | | 80% of students will take a CTE course prior to graduation. |
| 2. Percentage of SED students who are credit deficient. | 72% of SED students enrolling are credit deficient based on the 2019-20 schoolyear. | | | | Less than 40% of credit deficient students |
| 3. Percentage of EL students making progress towards EL proficiency. | Based on ELPI data from the CA Dashboard, 45/9% of students made progress towards | | | | 90% of EL students will be making progress towards EL proficiency based on |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | English Language Proficiency | | | | CA Dashboard ELPI score. |
| 4. Number of teacher Professional growth and development opportunities presented. | All PTC staff received a minimum of 4 days of professional development annually. | | | | PTC staff will attend a minimum of 4 Professional Development days annually. |
| 5. Academic growth in ELA and Math in SBAC assessments. | In 2019, PTC students scored 94.5 points below standard in ELA on the SBAC assessment and scored 199.7 points below standard in Mathematics on the SBAC assessment. | | | | Increase by at least 30 points toward standard met annually in ELA and 50 points in Math. |
| 6. Percentage of EL students meeting grade-level proficiency in ELA and Math on the i-Ready assessments. | 1% of EL students scored at grade level in ELA and zero percent Math in i-Ready. | | | | Improve by at least 30% toward standard met in ELA and Math annually. |
| 7. Academic growth for SED in ELA and Math on SBAC assessments. | In 2019, SED students were 98.5 points below standard on the ELA SBAC Assessment and 203.5 below standard on the Mathematics portion. | | | | SED students will improve 30 points towards standard in ELA and 50 Math points on the SBAC assessment. |
| 8. Percent of students chronically absent. | 60.4% of all students who are chronically absent<br>69.5% SED | | | | Reduce 5% of all students who are chronically absent<br>54.5% SED |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 81.9% EL<br>72.2% Homeless<br>62.5% Foster youth<br><br>2018-19 Dataquest Data | | | | 66.9% EL<br>57.2% Homeless<br>47.2% Foster youth |
| 9. Number of students taught by appropriately credentialed teachers. | 100% of students will be taught by appropriately credentialed teachers. | | | | Maintain 100% appropriately credentialed teachers. |
| 10. Number of students who have access and receive a broad course of study. | 100% of PTC students will have access and receive a broad course of study. | | | | Maintain 100% of students receive access to a broad course of study. |
| 11. Number of students who have access to Instructional technology. | During the 2020-21 school year, 100% of students were provided access to Instructional Technology, including 1:1 Chromebooks and WiFi hotspots. | | | | All students will continue to have access to Instructional Technology. |
| 12. Percentage of students achieving graduation. | 82.6% of all students graduation rate<br>81.9% SED<br>82.4% EL<br>• - Homeless*<br>• - Foster Youth*<br>77.9% Hispanic students.<br><br>2019-20 DASS reporting | | | | Increase by 6% each year, leading to 100% of all PTC students will graduate.<br>100% SED<br>100% EL<br>100% Hispanic Students<br><br>. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | * Student groups are too small for data to be collected. | | | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Increase CTE Course Completion for SED student population. | 90% of PTC students are identified as Socio-Economically Disadvantaged (SED) and 0% of those students have met the College and Career Readiness indicator on the 2019 CA Dashboard. Expanding CTE pathways will endure that unduplicated students are given the opportunity to complete graduation requirements and to provide academic support. To address this need, these students will be required to successfully complete a CTE course before graduation. To support the SED students in CTE, an additional Instructional Aide (I/A) is in place to specifically ensure improved CTE opportunities for SED students. | $223,996.00 | Yes |
| **2** | Provide Credit Recovery opportunities for SED students | As indicated by local data, 72% of enrolled SED students at PTC are credit deficient. To help these students recover credits needed to fulfill the graduation requirement, CAES counselors will register students in appropriate in-person and online courses such as Odysseyware. This will require academic counselors to update credit evaluations on a regular bases after each grading period, along with academic planning sessions with students to develop a comprehensive plan to graduation. Professional development time of up to 3 hours can be provided for teachers needing support in access and use of the Odysseyware platform.<br><br>Title I-II | $39,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3** | Reclassify English Learners | PTC has a 0% reclassification rate of EL students over the past 3 years. Based on ELPAC and i-Ready data, EL students need greater support in ELA and Mathematics. This will be supported through placement in Accelerated ELA and Mathematics labs that will be embedded within the school day. These learning labs will target specific needs through a designed learning acceleration plan to be followed within the i-Ready online platform.<br><br>Title 1 | $25,000.00 | No |
| **4** | Provide Instructional Staff Professional Growth and Development | Based on traditionally low mathematics scores on SBAC for SED and EL students, i-Ready and other data points, PTC will contract with MCSOS, Director, Curriculum and Instruction, to provide focused, on-going professional development in math to all teachers and other staff to increase capacity to teach math effectively. Aside from the pedagogy to improve instruction, teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful at the next grade level. This professional development will improve teachers' instructional practices and close the achievement gaps for SED students in mathematics. This action has resulted in increases in achievement on state and local assessments since its inception. | $16,920.00 | Yes |
| **5** | Provide instruction and instructional materials to increase student achievement in ELA and Math. | To increase all student performance in ELA and Mathematics, PTC staff will provide instruction and be provided instructional materials to support students' academic growth as measured by SBAC ELA assessment. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers throughout the year. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all student to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance. | $1,898,904.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **6** | Reduce student to teacher caseload ratio. | Charter requirements require student to teacher ratio to remain below the current LEA ratio of 30:1, identifying four teachers. Unduplicated student groups learn and perform at the highest levels when class sizes are low. To address this need, PTC will reduce the teacher caseloads by reorganizing the current PTC structure, allowing more time spent with students and providing a better mechanism for measuring student success. | $690,357.00 | Yes |
| **7** | Improve SED student achievement in ELA and Math | Based upon 0% proficiency in ELA and Math for SED students, PTC staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. State assessment results on Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers and results are to be analyzed by administrators, teachers, and academic counselors.<br><br>To support improved student academic performance, i-Ready assessments are used to show academic growth. School year 20-21 i-Ready results indicate 16% of PTC students are on grade level in ELA, and 9% on grade level in Math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Two teachers will be assigned to the Acceleration Labs to manage student education plans, report progress to administration and IS case manager, and plan targeted small group instruction and support of students assigned to the Acceleration Labs. Students assigned to the Labs will be designated by being 2 or more grade levels behind on the i-Ready assessment. | $41,694.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **8** | Improve SED student achievement in ELA and Math | This action is a contributing action from Action #7. Two teachers will be assigned and two instructional assistants will be hired to assist low-performing students with additional instruction in small group settings and mitigate learning loss. Their support will be principally directed to Unduplicated Pupils in grades 7-12. Additional instructional materials will be purchased to support classroom instruction, as needed. Instructional assistants will provide individual or small group accelerated interventions.<br><br>Title I | $3,000.00 | No |
| **9** | Retain Highly Effective Teachers | PTC will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. PTC will also offer competitive salaries to increase teacher retention. | $17,500.00 | No |
| **10** | Improve student opportunities for a broader course of study. | Students will have greater opportunity to access a broad course of study to meet graduation requirements through the use of Odysseyware.<br><br>Title I | $34,000.00 | No |
| **11** | Provide intervention and instructional support for struggling learners | Students identified as needing additional supports beyond the parameters of the Independent Study appointment are provided greater support from PTC Chowchilla instructional aid.<br><br>Title I | $20,847.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **12** | Provide access to Instructional Technology for all SED students. | 90% of PTC students are SED and recent survey results have shown that SED students do not have access to reliable personal technology at home. PTC will improve the use of and access to technology by continuing providing and maintaining a one to one student-device ratio. PTC devices (Chromebooks and hotspots) are checked out annually by families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: access to curriculum, peer to peer communication, training in digital citizenship, training in using all formative and summative online assessments. PTC will increase instructional effectiveness by identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions. | $43,120.00 | Yes |
| **13** | Provide Instructional Staff Professional Growth and Development | Professional Development to be offered by MCSOS on a weekly basis, including for 90 minutes per week, aside from PD accessed by staff though other professional educational agencies. Ongoing professional development days provided to all staff to support the use of standards aligned curriculum and pedagogy in ELA and ELD.<br><br>Title I | | No |
| **14** | Provide academic and SEL counseling for at-promise students | Academic counseling for new and existing students, SED, transitioning students from Juvenile Hall to PTC, and other at-promise students. The academic counselor provides for the academic planning, credit evaluation and class placement for all students.<br><br>Title I | $133,657.00 | No |

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | PTC will provide resources and services to ensure the social and emotional wellbeing of students and staff, while providing a safe learning environment and learning opportunities. |

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Number of times transportation is provided to school and/or returning home for SED students. | PTC staff provides Maxx vouchers or MUSD bus transportation to students in need of transportation to and from school. | | | | 100% of students and families in need are provided transportation or vouchers/tickets for local public transportation. |
| 2. The percentage of parenting teens, foster youth and/or homeless students receiving academic and social-emotional services. | 19 parenting teens, foster youth, and/or homeless students had access to receive intervention and support services, including social emotional and counseling. | | | | Maintain 100% of parenting, foster youth, and/or homeless students accessing and receiving intervention and support services. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 3. The number of student recognition assemblies conducted throughout the year. | PTC staff conducted four assemblies to recognize students' academics, attendance, and citizenship performance. | | | | PTC will maintain or increase the number of student recognition assemblies throughout the school year. |
| 4. Facilities Inspection Tool (FIT) score. | The October 2020 Facilities Inspection Tool (FIT) Score shows the PTC facilities in "Good Repair." | | | | The FIT will show PTC evaluated to be in "Good Repair" annually. |
| 5. The number of students that access support services. | To be established in the Fall of 2021. | | | | PTC will maintain an open pathway for all students to be identified and receive intervention support services listed. |
| 6. The number of suspensions for all students. | In 2019-20, PTC suspended 17 students. | | | | PTC will have fewer than 5 suspension each year . |
| 7. Percentage of students that feel safe on campus. | 2020-21 LCAP survey has 86% of students reported feeling safe on site. | | | | 95% of student will state they feel safe at school. |
| 8. Drop out rate for all PTC students. | 2019-20 drop out data from ed-data.org reports the 4-year cohort drop-out rate for PTC at 28.4%. | | | | PTC will reduce the 4-year cohort drop out to under 15%. |
| 9. Percentage of students participating in external learning | In school year 2019-20, 15% of students participated in | | | | 30% of students will participate in external learning opportunities. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| opportunities, enrichment activities, athletic competitions and educational field trips. | extended learning opportunities, which included field trips and sporting events. | | | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Provide student transportation as needed to and from school | With 90% of PTC students being Socioeconomically Disadvantaged (SED) PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events. School staff will provide transportation for students in need through MUSD bussing or vouchers for local public transportation. | $11,400.00 | Yes |
| **2** | Expand Support Services for Parenting Teens, Foster and Homeless Youth | Based upon the increased SEL needs of students who are parents themselves and other at-risk youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. This PD will be offered at least three times per year by mental health professionals, including the school psychologist. | $328,216.00 | No |
| **3** | Continue Positive Student Recognition Program | PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize | $1,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and nominate students. Support staff to contact students and parents. Students and parents contacted using Parent Square | | |
| **4** | Maintain School Facilities | PTC staff will help provide a clean and attractive campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify problems, and address those problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns. | $147,171.00 | No |
| **5** | Provide Behavioral Health Intervention and Support Services | PTC staff will coordinate with behavioral health and School Psychologist in the areas of: substance abuse, anger and grief management, suicide prevention and stress, anxiety and depression, drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention. | $25,000.00 | Yes |
| **6** | Reduce overall suspension rate | PTC will reduce the overall suspension rate by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated swiftly. Parent conferences help ground communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, MCSOS specialists, and outside educational agencies in the areas of behavior intervention, de-escalation strategies, and other intervention practices will be provided to all PTC staff. | $8,500.00 | No |
| **7** | Increase number of annual climate survey | On the 2020-21 LCAP parent and student feedback surveys with 214 of 660 returned, 80% of parents agreed that their student feels safe on | $65,182.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | responses and improve survey results | campus and 86% of students reported feeling safe on campus. To address how to increase the percentages on both surveys in the future, data will be disaggregated as a staff, led by the project director and site administration. Stakeholder input will be solicited through School Site Council, ELAC, and Parent Advisory Committee meetings. Surveys and polls will be administered through Parent Square and information from students and parents through teacher communication and parent-teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety. Surveys will be mailed home to all stakeholders. Printing cost to be included.<br><br>Title I | | |
| **8** | Reduce EL, Homeless, and SED student drop out rate | Based on Ed-data.org 2019-20 data, 28.4% of PTC students dropped out of their 4 year cohort. Of those that dropped out, 50% were EL, 29% SED, and 15.8% were homeless (some student groups overlap). To address drop out rates, PTC will do the following: Administrators and Academic Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and Parent Square.<br><br>Administration and academic counseling can plan and provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues.<br><br>Site Administration and academic counselor will maintain a priority list of students to monitor for intervention. | $1,800.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **9** | Maintain a Safe Campus | 87% of PTC students reported, via 2021 survey, feeling safe while on campus. To continue and improve this percentage, PTC will continue to provide active and proactive supervision, by all staff, to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch and professional development in: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics.<br><br>Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed. | | No |
| **10** | Provide external learning opportunities for students. | External learning opportunities, such as field trips and guest presentations for students have been well attended. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Field trips now allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions. | $25,000.00 | Yes |

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | PTC will encourage greater stakeholder participation and input by developing meaningful community, parent and family relationships. |

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the site identifies this goal and subsequent actions as priorities for the site. Goal 3 is a broad goal focused on improving performance across a wide range of metrics listed below. Opportunities for parents and community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. parents also need to be supported in their efforts to become informed and education so they can actively participate in the PTC community and promote educational success for their children.

PTC will maintain supportive learning environments that assist families in feeling connected to the program, increase participation in advisory committees, and provide other stakeholder feedback opportunities to guide PTC through the next 3 years.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Percentage of students contacted on a teacher caseload. | Teachers log 82% of student/parent contacts on a weekly basis according to PowerSchool data. | | | | Teachers will log 100% of student/parent contacts on a weekly basis in PowerSchool. |
| 2. Parent/family attendance will attend school events. | Parents will attend a minimum of one event held each semester | | | | Maintain or increase the number of school events offered to parents and students. |
| 3. Increase the percentage parent and community input and participation. | 31% of parents returned surveys in 2020-21. | | | | Increase the percentage of parent nd community |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | responses to over 50%. |
| 4. Increase community partnerships. | PTC currently has 2 community partners | | | | Increase the number of community partners and connect them with families and students. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Increase Parent Communication frequency | Based on a study for the Harvard Graduate School of Education written by Kraft and Dougherty, "teacher-family communication increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by15%. With 72% of the SED student population being credit deficient, 17% of the students are EL learners, and 29.7% of students be redesignated fluent English proficient (RFEP) with languages other than English being spoken at home, there is a need for increased teacher-parent communication.<br><br>PTC administration, counseling, and teaching staff will provide effective communication with parents of regular, EL, and Special Education students in home language regarding school administration, activities, student progress and attendance. Communication will occur through personal phone calls, home visits, the Parent Square application/website, an updated and maintained school website, and quarterly progress reports and semester report cards; with all communication provided in primary languages translated by support staff where necessary.<br><br>Bilingual translation provided by counseling and support staff will be available for all parent meetings including: IEPs, SSTs, #504 and Parent / Teacher / Student conferences. | $2,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Daily direct communication from administrative, counseling, teaching and support staff will be recorded in PowerSchool to maintain a accurate record of communication with students and families. | | |
| **2** | Increase Parent Involvement and Attendance in School Functions | Very low rates of parent involvement at PTC have been shown in rates of completion on 2021 LCAP surveys (28% of PTC parents) led by a program director, college preparation seminars offered 3-5 times a year by counseling,<br><br>To increase parent involvement, PTC will do the following:<br><br>Counseling will use ParentSquare app/website to promote, deliver, and translate their multiple college preparation, financial aide. and parent seminar and workshop flyers. Nights specifically designed for the EL community will be a priority, with 19.7% of the PTC student population being an EL student and RFEP (30% of enrollment) students. Printed flyers in both English and Spanish will be distributed on site. Two PTC counselors will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year.<br><br>PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a followup to the initial meetings at enrollment. These conferences will be focused on iReady data growth, academic progress, attendance updates, and general academic planning.<br><br>Administration, counseling, teaching, and leadership students will develop two PTC community nights such as family film nights or school carnivals, etc., on top of open house and back to school nights, during each year. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. PTC administration and program directors will set poll parameters and the program director will disaggregate and disseminate the data from those polls. | | |
| **3** | Increase Stakeholder Input and Participation | Increasing activity percentages is an important for PTC to be sure stakeholders are represented. With 31% of parents returning the most recent stakeholder survey, there is a gap in communication. In years prior, multiple letters sent home were returned. The 2020-21 school year has increased effectiveness when keeping and contacting parents through the mail. During the last progress report mailing, only 6 of 265 progress reports were returned.<br><br>PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including the School Site Council, ELAC, Parent Advisory Committee and other school engagement meetings. This will increase parent involvement for unduplicated student population, which makes up 90% of PTC's student population. It is quite challenging to reach all of PTC families and extra efforts are made to do so.<br><br>Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The principal and counselor will send monthly newsletters to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish will be made by support staff prior to all meeting opportunities. Parents of RFEP students will also be a specific group to increase the participation.<br><br>ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. There are currently only 4 parents not able to be contacted through the website. PTC administration and program directors will set poll parameters and the program director will disaggregate and disseminate the data from those polls. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4** | Develop greater Community Outreach opportunities | Currently, 23 PTC students are on probation, at least 3 current students have been involved in sexual exploitations, past students have been educated through Valley Children's Hospital, and with 90% of PTC students being SED and would benefit from PTC's participation in the Madera County Compact and their community connections. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to out students.<br><br>PTC will establish partnerships and engage in community through staff outreach. To increase outreach, PTC leadership staff will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children (CSEC) meetings, and quarterly Juvenile Justice Coalition (JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with' 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students do not know the options available to them and outreach and connection to local community colleges can provide a powerful future opportunity.<br><br>To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley Children's Hospital, former partnerships with community groups like GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community and led by the CTE coordinator. Attendance of one PTC administrator to the Madera County Compact can provide necessary contacts within the community to continue expanding student opportunities in the community. The Compact has utilized Leadership students (usually needing the Leadership Teacher and one administrator for supervision of event) for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future. | $500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 26.09% | $853,008 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

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

The actions included in the LCAP marked as contributing to the increased or improved services requirement for foster youth, English learners, and socio-economically disadvantaged students are being provided on a site wide basis and are consistent with 5 CCR Section 15496(b). As described in the LCAP instructions, PTC has ensured they are principally directed towards Unduplicated Pupils and are effective in meeting their needs as addressed within the goals and actions of this plan. Using the calculation tool provided by the state, Pioneer Technical Center has calculated that it will received $853,008 in supplemental and concentration funding under the Local Control Funding Formula (LCFF).

In determining the need for increased services for PTC's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), PTC examined valuable data for objective indicators of academic risk. Because the assessments that would normally be given in the Spring of 2020 were not able to reliably conducted, the most recent local data from i-Ready for English Language Arts and Mathematics was used. Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and to stakeholders in order to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

2020-21 ELA i-Ready Diagnostic #2 data showed that 86% of PTC students are at least one below grade level their current grade level. 2020-21 Mathematics i-Ready Diagnostic #2 data showed that 91% of PTC students are at least one grade level or more below their current grade level. These scores, and 90% of PTC students being unduplicated students, shows a tremendous need for academic support due to the amount of students below grade level in mathematics and reading skills.

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

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

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

Goal 1, Action #4-- To meet the diverse learning needs of PTC students and the deficiencies they currently possess, as based on i-Ready results (see data in attached files) and zero percent of students at or exceeding standard in mathematics on the CA Dashboard, increased and continuing professional development focused needs to be provided to all staff in the content area of mathematics. In the white paper, Raising Student Achievement Through Professional Development (see attached) from Generation Ready, effective professional development is: 1) Planned over time, sustained, rigorous and embedded within the context of the school; 2) Uses data to directly link to the school goals; 3) Is evidence-based and data driven both to guide improvement and measure impact; and 4) Is differentiated and ensures an intensive focus on the teaching learning relationship. Keeping in mind that 90% of PTC students are SED students, a practice of continued and responsive professional development provided by county office curriculum and instruction content specialists and site leaders will inform and address the needs of PTC's greatest population. This focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. Growth and achievement will be measured through local assessments like i-Ready (measured by number of students below grade level) and on CAASPP data collected on the CA Dashboard (measured by growth toward standard).

Goal 1, Action #6-- PTC will ensure credentialed teachers are available keep the student to teacher ratio below the LEA average of 30:1. Reducing student to teacher ratio, as sited above, benefits the 90% SED and 84% minority student populations. These lower ratios provide opportunities for teachers to build stronger connections with students, help provide insights into their learning needs and motivations, and

be more instructionally agile and responsive based on formative and summative assessments. Hattie in his work, Visible Learning, sites an effect size of 0.52 for student-teacher connection/relationship. Smaller class sizes allow for greater connections and greater connections lead to increased achievement and graduation rates. This helps support Goal 1 through increasing the graduation rate and student preparedness for beyond high school. To measure this, CTE completion rates will increase by 20% each year; ELA and Mathematics CAASPP distance from standard will decrease by 30 and 50 points ,respectively, each year; and data collected on student LCAP surveys will show growth in questions pertaining to teacher's belief of student student success, learning skills that will help students later in life, and that teachers and adults care about students.

Goal 1, Action #7-- Currently, the SED student population for PTC has no students meeting or exceeding standards on the state assessment in either ELA or Mathematics. While this has been a metric in the prior LCAP, this is an action specifically written to address the achievement needs of PTC's students. To address this issue, PTC will take a multi-faceted approach to meeting the diverse needs of this student group. Instruction and professional development will be data driven by evidence from local indicators in conjunction with formative and summative assessments, including i-Ready data. This data will be used to provide access for students to Acceleration Labs in ELA and Mathematics to improve their skills and practices in a structured and prescriptive manner through the i-Ready platform to support academic achievement and improvement on state summative assessments. As is stated above in reference to PD, evidence and data both guide improvement and measure impact. Both of those criteria are met in this manner. A teacher will be assigned to each Acceleration Lab and will manage the data and practices based on the data from i-Ready. Progress will be measured through local indicator i-Ready data and CAASPP ELA and mathematics data as students should closer to standard and a rate of 30 and 50 points, respectively, each year.

Goal 1, Action #12-- Based on local survey data of parents and students at PTC during the spring of 2020 and continuing on, access to personal technology beyond a cell phone was limited. PTC decided to used COVID-19 relief funds to being to bridge the gap for SED students and the need for access to technology and internet. In a Pew Research article (see attached), it was noted that SED students tend to rely on phone use due to a lack of access computer and home broadband. With continued movement to online curriculum and supports, the need for increased technological access (Chromebooks and WIFI hotspots) for students is necessary to help bridge the digital divide they are experiencing. Without this access, students rely on phone communication and do not have access to visual or tactile opportunities. To address this, PTC provides any student in need a Chromebook and Verizon Hotspot for internet access so the student to computer ratio is 1:1. This allows for increased instructional effectiveness by providing access to digital curriculum, peer to peer communication, opportunities for learning more about digital citizenship, and use of online formative and summative assessments. This impact can be measured as part of SED student group data is gathered in growth of 6% yearly in graduation rate, 20% growth year in CTE course completion, and growth on the CAASPP ELA and mathematics assessments previously mentioned above.

Goal 2, Action #1-- PTC is an independent study charter school that meets with students for individual one hour appointments once a week. Attendance for the student is based on making this appointment each week, along with completion of homework between appointments. For PTC's SED student population, regular and consistent transportation can be a challenge. To help meet the needs of attending on a regular basis, PTC continues working with families to provide necessary transportation through the local school district, Madera Unified School District, or vouchers for local public transportation. This action is measured through attendance numbers gathered for MUSD bus riders and the number of vouchers used throughout the year for Madera public transportation. This is a carryover action item from the prior LCAP because the PTC families need this support and 8-12 students did use these services prior to the COVID-19 pandemic. This year

alone, attendance is down 15% from the previous and access to transportation was stopped for the majority of the year, thus leading to a need for PTC students. The action item helps support Goal 2 for the SED student group by providing what may not be available to the students and provides safe transportation to school.

Goal 2, Action #5-- The COVID-19 Pandemic shut down schools initially and when they reopened, school was nothing like what students had experienced before. So much of what has changed has impacted their social-emotional well being. In a 2020 survey done by Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of anxiety and depressive disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The 2021-22 school year is a mystery about the social-emotional well being of students who will arrive with in the fall. To address this, PTC will continue to consult with the local county behavioral health department to provide professional development for staff to help identify students under duress. This will help staff make informed notifications to the school psychologist for support and resources. Mental health is a focus, but related concerns are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues also may need to be addressed. PTC plans to use Madera County Behavioral Health services at their site until the number of students in need are great enough to potentially work with students on site. This action does support reducing student drop out rates by helping meet their variety of needs and directly relates to the focus of Goal 2 by ensuring opportunities to provide for the social-emotional needs of PTC students and staff. This action will be measured by the number of students that received from site support or were directed towards services provided outside of MCSOS.

Goal 2, Action #10-- PTC will provide external learning opportunities for students to build a foundation upon for closing learning gaps by providing common experiences. In a study led by James Banks, see attached, SED students lack the same enrichment experiences as their middle and upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With 90% of PTC students being SED, these opportunities are vital to addressing learning gaps. PTC will provide several external learning opportunities that include in person and virtual trips; bring in guest presenters of a variety of topics; provide experiences in career exploration, SEL, and college experiences. The metric for this action item would be the percentage of students participating in external learning opportunities through school. The participation rate will increase by 5% a year for this plan. Based on stakeholder feedback and the research provided above, this carryover action item from the prior LCAP is focused on the continuing need of PTC's SED students to increase their collective experiences. With the COVID-19 pandemic postponing the external learning opportunities, this action was not immediately effective since no opportunities were provided. The future opportunities are key in supporting Goal 2 and the need to teach the whole child.

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

Department. Rekindling old partnerships or creating new ones each year is the metric to measure this action. By expanding the community partnerships, it directly address Goal 3 and build meaningful relationships with surrounding community.

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

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

Using the calculation tool provided by the state, PTC has calculated that it will received $853,008 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percent to increase or improve services has been calculated at 26.09%. The CAES division has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the 90% unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Pioneer Technical Center provides a basic instructional program designed to provide learning opportunities for all students. However, the budget of $3,141,101 in LCFF base funding constrains the services PTC is able to provide. After examining the needs of our unduplicated students, PTC will use its LCFF supplemental and concentration (S/C) funds of $853,008 and other resources to provide the additional actions and services as described above. Professional development is going to be a large part of the plan to address the needs of our unduplicated students. PD is on going for ELA and ELD to support the increase in literacy that is so greatly needed. PD is also increasing in the area of social-emotional awareness and support for PTC students during and after the COVID-19 pandemic subsides. New and increased PD is planned to address the needs of PTC students in mathematics, no students on grade level, and their progression towards grade level competency.

While COVID-19 was the catalyst to accelerate the technology plan to reach one to one student to device ratios, the need for access to technology will be ongoing from here forward. The need for access to functioning Chromebooks and WiFi hotspots for unduplicated PTC students is great and providing this technology to students in need addresses and equity issue in education and provides opportunities that would not be there. PTC is continuing to adopt and use new standards aligned curriculum that will have a virtual components, making the access necessary. Using S/C funds to continue providing access is key to student improvement and growth.

The pandemic has shown a need for social-emotional awareness as students are dealing with loss, substance abuse, increased anxiety and depression. The overall impact is not going to be known quickly and the need to address students' and staff members' emotional well being is paramount to being able to address the learning environment. Using S/C funds to address this issue through professional development and support of staff and students going forward is necessary and sets a tone for increased learning once the socio-emotional issues have been addressed.

CTE course completion is a cornerstone to PTC's education mission and vision. Using S/C funds to reduce class sizes and provide additional opportunities for students to gain increased CTE skills and understanding that will support their learning beyond high school graduation is a great investment. With only 31% of students completing a CTE course, improvement in completion will lead to greater graduation rates.

Chronic absenteeism has always been a challenge for PTC. This year, attendance is down overall and the rate is expected to be higher than normal. Addressing chronic absenteeism is a building block issue, especially for PTC's EL population. With 50% of PTC's EL students being chronically absent; efforts to educate parents, improve services, and support students in reclassification are areas S/C funds will be used. So many of our unduplicated student are also chronically absent and addressing this through increased parent involvement, communication, and external learning opportunities for students can help build a supportive community atmosphere for learning and help motivate students to attend regularly.

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

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 10% of students not included in the unduplicated student groups. The percentage of all increased/improved services for high-needs students is equal to or exceeds the 26.09% noted at the top of this section.

By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $3,141,101.00 | $168,132.00 | $95,882.00 | $399,649.00 | $3,804,764.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $3,460,097.00 | $344,667.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Low Income | Increase CTE Course Completion for SED student population. | $203,149.00 | $20,847.00 | | | $223,996.00 |
| 1 | 2 | All | Provide Credit Recovery opportunities for SED students | $5,000.00 | | | $34,000.00 | $39,000.00 |
| 1 | 3 | All | Reclassify English Learners | | | | $25,000.00 | $25,000.00 |
| 1 | 4 | English Learners<br>Low Income | Provide Instructional Staff Professional Growth and Development | $16,920.00 | | | | $16,920.00 |
| 1 | 5 | All | Provide instruction and instructional materials to increase student achievement in ELA and Math. | $1,898,904.00 | | | | $1,898,904.00 |
| 1 | 6 | Low Income | Reduce student to teacher caseload ratio. | $690,357.00 | | | | $690,357.00 |
| 1 | 7 | Low Income | Improve SED student achievement in ELA and Math | | | | $41,694.00 | $41,694.00 |
| 1 | 8 | All | Improve SED student achievement in ELA and Math | $3,000.00 | | | | $3,000.00 |
| 1 | 9 | All | Retain Highly Effective Teachers | $5,000.00 | | | $12,500.00 | $17,500.00 |
| 1 | 10 | All | Improve student opportunities for a broader course of study. | | | | $34,000.00 | $34,000.00 |
| 1 | 11 | All | Provide intervention and instructional support for struggling learners | | | | $20,847.00 | $20,847.00 |
| 1 | 12 | Low Income | Provide access to Instructional Technology for all SED students. | $43,120.00 | | | | $43,120.00 |
| 1 | 13 | All | Provide Instructional Staff Professional Growth and Development | | | | | |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| | | All | Provide academic and SEL counseling for at-promise students | | | | | |
| | | Low Income | | | | | | |
| | | All | | | | | | |
| | | All | Continue Positive Student Recognition Program | | | | | |
| | | All | | | | | | |
| | | Low Income | Provide Behavioral Health Intervention and Support Services | | | | | |
| | | All | | | | | | |
| | | All | Increase number of annual climate survey responses and improve survey results | | | | | |
| | | All | Reduce EL, Homeless, and SED student drop out rate | | | | | |
| | | All | | | | | | |
| | | Low Income | Provide external learning opportunities for students. | | | | | |
| | | All | Increase Parent Communication frequency | | | | | |
| | | All | | | | | | |
| | | All | Increase Stakeholder Input and Participation | | | | | |
| | | English Learners<br>Foster Youth<br>Low Income | | | | | | |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $1,015,446.00 | $1,077,987.00 |
| **LEA-wide Total:** | $0.00 | $0.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $1,015,446.00 | $1,077,987.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **1** | **1** | Increase CTE Course Completion for SED student population. | Schoolwide | Low Income | All Schools | $203,149.00 | $223,996.00 |
| **1** | **4** | Provide Instructional Staff Professional Growth and Development | Schoolwide | English Learners<br>Low Income | All Schools | $16,920.00 | $16,920.00 |
| **1** | **6** | Reduce student to teacher caseload ratio. | Schoolwide | Low Income | | $690,357.00 | $690,357.00 |
| **1** | **7** | Improve SED student achievement in ELA and Math | Schoolwide | Low Income | All Schools | | $41,694.00 |
| **1** | **12** | Provide access to Instructional Technology for all SED students. | Schoolwide | Low Income | All Schools | $43,120.00 | $43,120.00 |
| **2** | **1** | Provide student transportation as needed to and from school | Schoolwide | Low Income | All Schools | $11,400.00 | $11,400.00 |
| **2** | **5** | Provide Behavioral Health Intervention and Support Services | Schoolwide | Low Income | | $25,000.00 | $25,000.00 |
| **2** | **10** | Provide external learning opportunities for students. | Schoolwide | Low Income | All Schools | $25,000.00 | $25,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **3** | **4** | Develop greater Community Outreach opportunities | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $500.00 | $500.00 |

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

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

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

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

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

***Focus Goal(s)***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

***Goal Analysis:***

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

## For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

# DIVERSITY WITHIN UNITY

## Essential Principles for Teaching and Learning in a Multicultural Society


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Willis D. Hawley

Jacqueline Jordan Irvine

Sonia Nieto

Janet Ward Schofield

Walter G. Stephan



**Center for Multicultural Education, College of Education**

University of Washington, Seattle

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# DIVERSITY WITHIN UNITY

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A publication of the Center for Multicultural Education,
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## EXECUTIVE SUMMARY

A consensus panel of interdisciplinary scholars worked over a four-year period to determine what we know from research and experience about education and diversity. The panel was cosponsored by the Center for Multicultural Education at the University of Washington and the Common Destiny Alliance at the University of Maryland. The panel was supported by a grant from the Carnegie Corporation of New York and chaired by James A. Banks. The 12 major findings of the panel, which are called essential principles, constitute this publication. They are presented in this Executive Summary.

This publication also contains a checklist designed to be used by educational practitioners to determine the extent to which their institutions and environments are consistent with the essential principles.

### Teacher Learning

*Principle 1:* Professional development programs should help teachers understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.

### Student Learning

*Principle 2:* Schools should ensure that all students have equitable opportunities to learn and to meet high standards.

*Principle 3:* The curriculum should help students understand that knowledge is socially constructed and reflects researchers' personal experiences as well as the social, political, and economic contexts in which they live and work.

*Principle 4:* Schools should provide all students with opportunities to participate in extra- and cocurricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.

### Intergroup Relations

*Principle 5:* Schools should create or make salient superordinate crosscutting group memberships in order to improve intergroup relations.

*Principle 6:* Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.

*Principle 7:* Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).

*Principle 8:* Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.

*Principle 9:* Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.

### School Governance, Organization, and Equity

*Principle 10:* A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring environment for students.

*Principle 11:* Leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.

### Assessment

*Principle 12:* Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills.

## DIVERSITY WITHIN UNITY

### Essential Principles for Teaching and Learning in a Multicultural Society

*The ethnic, cultural, and language diversity in the United States and in the nation's schools is increasing considerably. Between 1991 and 1998, 7.6 million immigrants entered the United States (Riche, 2000), most from nations in Asia and Latin America. The U.S. Census estimates that more than one million immigrants will enter the United States each year for the foreseeable future (Riche, 2000). Thirty-five percent of the students enrolled in the nation's schools in 1995 were students of color (Pratt & Rittenhouse, 1998). If current demographic trends continue, students of color will make up 46% of the nation's students in 2020 (Pallas, Natriello, & McDill, 1989).*

Many of the students entering our nation's schools speak a first language other than English. The 1990 census indicated that 14% of the nation's school-age youth lived in homes in which the primary language was not English. In addition to the increase of racial, ethnic, and language diversity among the student population, more and more students are poor. The percentage of children living in poverty rose from 16.2% in 1979 to 18.7% in 1998 (Terry, 2000). The gap between rich and poor students is also increasing. While the student population is becoming increasingly diverse, the teaching force remains predominantly White, middle-class, and female. In 1996, 90.7% of the nation's teachers were White, and almost three-quarters (74.4%) were female (National Education Association, 1997). Consequently, a wide cultural, racial, and economic gap exists between teachers and a growing percentage of the nation's students.

The increasing diversity within the nation and its schools poses serious challenges as well as opportunities (Gay, 2000; Hawley & Jackson, 1995). An important goal of the schools should be to forge a common nation and destiny from the tremendous ethnic, cultural, and language diversity. To forge a common destiny, educators must respect and build upon the cultural strengths and characteristics that students from diverse groups bring to school. At the same time, educators must help all students acquire the knowledge, skills, and values needed to become participating citizens of the commonwealth. Cultural, ethnic, and language diversity provide the nation and the schools with rich opportunities to incorporate diverse perspectives, issues, and characteristics into the nation and the schools in order to strengthen both.

## WHAT WE KNOW ABOUT DIVERSITY AND EDUCATION

What do we know about education and diversity and how do we know it? This two-part question guided the Multicultural Education Consensus Panel that was sponsored by the Center for Multicultural Education at the University of Washington and the Common Destiny Alliance at the University of Maryland. *Diversity Within Unity* is the product of a four-year project during which the panel reviewed and synthesized research related to diversity. The panel's work was supported by a grant from the Carnegie Corporation of New York. The panel members are specialists in race relations and multicultural education. An interdisciplinary group, it was made up of two psychologists, a political scientist, a sociologist, and four multicultural education specialists. The panel was modeled after the consensus panels that develop and write reports for the National Academy of Sciences. In Academy panels, an expert group decides, based on research and practice, what is known about a particular problem and the most effective actions that can be taken to solve it.

The findings of the Multicultural Education Consensus Panel, which are called *essential principles* in this publication, describe ways in which educational practice related to diversity can be improved. These principles are derived from research and practice. They are designed to help educational practitioners in all types of schools increase student academic achievement and improve intergroup skills. Another aim is to help schools successfully meet the challenges of and benefit from the diversity that characterizes the United States and its schools.

We believe that schools can make a difference in the lives of students and are a key to maintaining a free and democratic society. Democratic societies are fragile and are works-in-progress. Their existence depends upon a thoughtful citizenry that believes in democratic ideals and is willing and able to participate in the civic life of the nation-state (Dahl, 1998). We realize that the public schools are experiencing a great deal of criticism. However, we believe that they are essential to maintaining our democratic way of life.

We have organized these twelve essential principles into five categories: (1) Teacher Learning; (2) Student Learning; (3) Intergroup Relations; (4) School Governance, Organization, and Equity; and (5) Assessment. Although these categories overlap to some extent, we think that this organization will be helpful to readers.

### TEACHER LEARNING

*Principle 1: Professional development programs should help teachers understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.*

Most educators, like most other U.S. citizens, are socialized within homogeneous communities and have few opportunities to interact with people from other racial, ethnic, language, and social-class groups. The formal curriculum in schools, colleges, and universities provides educators with scant and inconsistent opportunities to

acquire the knowledge and skills needed to work effectively in culturally diverse educational settings.

Although significant gains have been made since the 1960s and 1970s in incorporating ethnic and cultural content into the teacher education curriculum, many students complete their programs with incomplete knowledge about the cultural, racial, ethnic, and language diversity that characterize today's classrooms and schools (Banks & Banks, 1995; Ladson-Billings, 2000).

Continuing education about diversity is especially important for educators because of the increasing cultural and ethnic gap that exists between the nation's teachers and students. Effective professional development programs should help educators to: (1) uncover and identify their personal attitudes toward racial, ethnic, language, and cultural groups; (2) acquire knowledge about the histories and cultures of the diverse racial, ethnic, cultural, and language groups within the nation and within their schools; (3) become acquainted with the diverse perspectives that exist within different ethnic and cultural communities; (4) understand the ways in which institutionalized knowledge within schools, universities, and popular culture can perpetuate stereotypes about racial and ethnic groups; and (5) acquire the knowledge and skills needed to develop and implement an equity pedagogy, defined by Banks (1995) as instruction that provides all students with an equal opportunity to attain academic and social success in school.

Within the popular and academic communities ethnic groups are often described in ways that give little attention to the enormous diversity that exists within each. Some interpretations of the educational literature itself, especially that written during the late 1960s and 1970s, reinforce these static and essentialized conceptions of ethnic groups. Notable among the educational literature published during this period is the learning style research (Ramírez & Castañeda, 1974; Shade, 1989). It is often the *interpretation* of such research that results in misleading and over-generalized conceptions of ethnic group behavior, rather than the research itself. Many educators interpret this research to mean that ethnic status can predict learning style, yet the researchers give a much more complex interpretation of their findings. Cox and Ramírez (1981) lament the ways in which their work has often been interpreted and used by educational practitioners.

Professional development programs should help teachers understand the complex characteristics of ethnic groups and how variables such as social class, religion, region, generation, extent of urbanization, and gender strongly influence ethnic and cultural behavior. These variables influence the behavior of groups both singly and interactively. Social class is one of the most important variables that mediate and influence behavior. In his widely discussed book *The Declining Significance of Race,* Wilson (1978) argues that class is becoming increasingly important in the lives of African Americans. The *increasing significance of class* rather than *the declining significance of race* is a more accurate description of the phenomenon that Wilson describes. Racism continues to affect African Americans in every social-class group, although it does so in complex ways that to some extent—but by no means always—reflect social-class status (Feagin & Sikes, 1994).

The widening gap between the rich and poor that is a salient characteristic of American society today is affecting all racial, ethnic, cultural, and social-class groups. The top 1% of households in the U.S. have doubled their share of national wealth since the 1970s (Collins, Leondar-Wright, & Sklar, 1999). The class schism within the United States is strikingly manifested within ethnic communities of color. African Americans and Latinos join the exodus to the suburbs when they experience social–class mobility.

Low-income members of these groups are left in urban communities and have few interactions with the upper-status members of their ethnic groups (Wilson, 1987). Social class strongly influences the opportunities and possibilities of ethnic group members such as Asian Americans, Latinos, and African Americans. However, it does not protect them from institutional and structural racism (Feagin & Sikes, 1994).

If teachers are to increase learning opportunities for all students, they must be knowledgeable about the social and cultural contexts of teaching and learning. Although students are not solely products of their cultures and vary in the degree to which they identify with them, there are some distinctive cultural behaviors that are associated with ethnic groups (Boykin, 1986; Deyhle, 1986; Irvine & York, 1995). Teachers should become knowledgeable about the distinctive cultural backgrounds of their students. They should also acquire the skills needed to translate that knowledge into effective instruction and an enriched curriculum (Gay, 2000). Teaching should be culturally responsive to students from diverse racial, ethnic, cultural, and language groups (Gay, 2000; Ladson-Billings, 1995; Valdés, 2001).

Making teaching culturally responsive involves strategies such as constructing and designing relevant cultural metaphors and multicultural representations to help bridge the gap between what students already know and appreciate and what they will be taught. Culturally responsive instructional strategies transform information about the home and community into effective classroom practice (Gay, 2000; Ladson-Billings, 1994; Villegas, 1991) and use community members and parents as resources (Moll, 1990).

Research on learning styles emphasizes the powerful, yet often overlooked, social and cultural factors that influence both the teaching and learning processes (Cazden & Mehan, 1989; Irvine & York, 1995; Nieto & Rolon, 1997; Villegas, 1991). These cultural factors influence the values, beliefs, norms, languages, and symbols of students and teachers. Effective teachers for a multicultural society contextualize instruction by first understanding how their own teaching styles and preferences may hinder the learning of students who have different learning styles and preferences. In addition to being self-aware, teachers should probe and reflect upon the existing knowledge and cultural experiences of their students and use those insights to increase access to knowledge (Giroux, 1992). Rather than relying on essentialized and generalized notions of ethnic groups that can be misleading, effective teachers use knowledge of their students' culture and ethnicity as a framework for inquiry. They also use culturally responsive activities, resources, and strategies to organize and implement instruction.

## STUDENT LEARNING

***Principle 2: Schools should ensure that all students have equitable opportunities to learn and to meet high standards.***

Schools can be thought of as collections of opportunities to learn (Hawley, Hultgren, & Abrams, 1996). A good school maximizes the learning experiences of students. One might judge the fairness of educational opportunity by comparing the learning opportunities students have within and across schools. The most important of these opportunities to learn are: (1) teacher quality (indicators include experience, preparation to teach the content being taught, participation in high-quality professional development, verbal ability, and teacher rewards and incentives); (2) a safe and orderly learning environment; (3) time actively engaged in learning; (4) student-teacher ratio; (5) rigor of the curriculum; (6) grouping practices that avoid tracking and rigid forms of student assignment based on past performance; (7) sophistication and currency of learning resources and information technology used by students; and (8) access to extracurricular activities.

Although the consequences of these different characteristics of schools vary with particular conditions, the available research suggests that when two or more cohorts of students differ significantly in their access to opportunities to learn, differences in the quality of education also exist (Darling-Hammond, 1995; Dreeban & Gamoran, 1986). Such differences affect student achievement and can undermine the prospects for positive intergroup relations.

The content that comprises the lessons students are taught influences the level of student achievement. This is hardly surprising, but the curriculum students experience, and the expectation of teachers and others about how much of the material students are expected to learn, varies from school to school (Darling-Hammond, 1995). In general, students taught curricula that are more rigorous learn more than their peers with similar prior knowledge and backgrounds who are taught less rigorous curricula. For example, early access to algebra leads to greater participation in higher math and increased academic achievement.

Most researchers agree that tracking, in which students are grouped by interest, prior performance, and presumed ability into curricular tracks that define most or all of their academic experiences, has a negative effect on the achievement of many students in lower tracks and does not particularly benefit those in higher tracks (Oakes, 1985; Levine & Lezotte, 1995). There is an ongoing debate about whether this generalization applies to the 3% to 5% of students who are most able academically (Kulik & Kulik, 1982). A number of effective instructional strategies do group students by past academic performance for limited and particular purposes (Mosteller, Light, & Sachs, 1996). These practices, commonly but inappropriately called ability grouping, can become unproductive if they result in continuous assignment to the same groups, cluster students by performance levels for all subjects, or restrict student access to more demanding curricula (Oakes, 1990). There are many alternatives to tracking and unproductive ability grouping, including various ap-

proaches to cooperative learning, peer tutoring, and multi-aged classrooms (Cohen, 1994).

***Principle 3: The curriculum should help students understand that knowledge is socially constructed and reflects researchers' personal experiences as well as the social, political, and economic contexts in which they live and work.***

In curriculum and teaching units and in textbooks, students often study historical events, concepts, and issues only or primarily from the points of view of the victors (Sleeter & Grant, 1991). The perspectives of the vanquished are frequently silenced, ignored, or marginalized. This kind of teaching privileges mainstream students—who most often identity with the victors or dominant groups—and cause many students of color to feel left out of the American story.

Concepts such as the *discovery of America*, the *westward movement,* and *pioneers* are often taught primarily from the points of view of the European Americans who constructed them. The curriculum should help students to understand how these concepts reflect the values and perspectives of European Americans as well as their experiences in the United States. Teaches should help students learn how these concepts have very different meanings for groups indigenous to America and for groups such as African Americans who came to America in chains.

In teaching concepts and topics such as the westward movement, teachers should help students to raise and discuss these kinds of questions: What is the westward movement? Who invented this concept? Why? Who benefits from this concept? Who loses? Teachers should help students to understand that the westward movement has very different meanings for Native Americans who were indigenous to the West and for European Americans who migrated to the West. The West was not the west for Native Americans who lived there but was their homeland and the center of the universe. The West represented hope, possibilities, and progress for most of the European American migrants who went there. For the Native Americans, the West often meant death, destruction, and defeat.

Teaching students the different and often conflicting meanings of concepts and issues for the diverse groups that make up the United States will help them to better understand the complex factors that contributed to the birth, growth, and development of the nation, to develop empathy for the points of views and perspectives that are normative within various groups, and to increase their ability to think critically (Banks, 1996). These kinds of lessons will also help students to understand the powerful ways in which personal and cultural experiences influence and mediate the construction of knowledge. Students should also be provided opportunities to construct knowledge themselves in order to deepen their understanding of the ways in which point of view influences the construction of knowledge and to become more critical consumers of the knowledge within the popular, academic, and school communities (Banks, 2001).

***Principle 4: Schools should provide all students with opportunities to participate in extra- and cocurricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.***

Research evidence that links student achievement to participation in extra- and cocurricular activities is increasing in quantity and consistency (Braddock, 1991; Eccles & Barber, 1999; Gutiérrez et al., 1999; Jordan, 1999; Mahiri, 1998). There is significant research that supports the proposition that participation in after-school programs, sports activities, academic associations like language clubs, and school-sponsored social activities contributes to academic performance, reduces high school drop-out rates and discipline problems, and enhances interpersonal skills among students from different ethnic backgrounds. Gutiérrez and her colleagues, for example, found that "non-formal learning contexts," such as after-school programs, are useful in bridging home and school cultures for students from diverse groups. Braddock concluded that involvement in sports activities was particularly beneficial for African American male high school students. When designing extracurricular activities, educators should give special attention to recruitment, selection of leaders and teams, the cost of participating, allocation of school resources, and opportunities for cooperative equal-status intergroup contact (Allport, 1954).

## INTERGROUP RELATIONS

*Principle 5: Schools should create or make salient superordinate crosscutting group memberships in order to improve intergroup relations.*

Creating superordinate groups, or groups with which members of all the other groups in a situation identify, improves intergroup relations (Gaertner, Rust, Dovidio, Bachman, & Anastasio, 1994; Sherif, 1966). When membership in superordinate groups is salient, other group differences become less important. Creating superordinate groups stimulates liking and cohesion, which can mitigate pre-existing animosities.

In school settings there are many superordinate group memberships that can be created or made salient. For example, it is possible to create superordinate groups through extracurricular activities. There are also many existing superordinate group memberships that can be made more salient: the classroom, the grade level, the school, the community, the state, and even the nation. The most immediate superordinate groups are likely to be the most influential (e.g., students or members of the school chorus rather than Californians), but identification with any superordinate group can decrease prejudice.

Another potentially useful approach to improving intergroup relations is to create or make salient crosscutting group memberships (Commins & Lockwood, 1978). These are aspects of identity (religion, age, sex) that people share with some of the members of their own racial or ethnic group but not with other members. Making crosscutting group memberships salient can reduce prejudice because it is hard to dislike people with whom you share important aspects of your identity.

*Principle 6: Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.*

We use categories in perceiving our environment because categorization is a natural part of information processing. But the mere act of categorizing people as ingroup and outgroup members can result in stereotyping, prejudice, and discrimination (Tajfel, 1970; Tajfel & Turner, 1986). Specifically, making distinctions between groups often leads to perceiving the other group as more homogenous than one's own group and to an exaggeration of the extent of the perceived group differences (Tajfel & Turner, 1986; Linville, Salovey, & Fischer, 1986). Thus, categorizing leads to stereotyping and to behaviors influenced by those stereotypes. In addition, people often enhance their self-esteem by favorably evaluating the groups to which they belong (Tajfel & Turner, 1986). Unfortunately, this is often accomplished by negatively evaluating other racial and ethnic groups.

Intergroup contact can counteract stereotypes if the situation allows members of each group to behave in a variety of ways across different contexts so that their full humanity and diversity are displayed. Negative stereotypes can also be modified in noncontact situations by providing ingroup members with information about multiple outgroup members who disconfirm the stereotype across a variety of situations (Crocker, Hannah, & Weber, 1983; Johnston & Hewstone, 1992; Mackie, Allison, Worth, & Asuncion, 1992; Rothbart & John, 1985). Experiential exercises can also be used. One well-known technique that increases the participants' intentions to act in nondiscriminatory ways is a simulation that divides students by eye color and demonstrates to them the arbitrariness of intergroup distinctions (Byrnes & Kiger, 1990).

*Principle 7: Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).*

Teaching students about the values that virtually all groups share, such as those described in the UN Universal Bill of Rights (Banks, 1997a; Kohlberg, 1981; Schwartz & Bilsky, 1990), can provide a basis for perceived similarity that can promote favorable intergroup relations. In addition, the values themselves serve to undercut negative intergroup relations by discouraging injustice, inequality, unfairness, conflict, and a lack of compassion or charity.

The value of egalitarianism deserves special emphasis since a number of theories suggest that it can help to undermine stereotyping and prejudice (Allport, 1954) and to restrict the direct expression of racism (Gaertner & Dovidio, 1986; Katz, Glass, & Wackenhut, 1986). An emphasis on egalitarianism, both as a value and in actual interaction, counteracts one of the most invidious aspects of ethnocentrism: the idea that the ingroup is superior to the outgroup. There are ways to promote egalitarianism in schools. For example, Cohen (1990; Cohen & Roper, 1972) uses cooperative groups to accomplish this goal, combined with treatments designed to counteract negative stereotypes of the ability of minority group members. Other cooperative techniques have attempted to equalize the roles played by the participants of different backgrounds by assigning them roles of equal importance or

rotating the more important roles (e.g., teacher, learner) (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978).

*Principle 8: Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.*

One of the most effective techniques for improving intercultural relations is to teach members of the cultural groups the social skills necessary to interact effectively with members of another culture (Bochner, 1986; 1993). Students need to learn how to perceive, understand, and respond to group differences. They need to learn not to give offense and not to take offense. They also need to be helped to realize that when members of other groups behave in ways that are inconsistent with ingroup norms these individuals are not necessarily behaving antagonistically.

Being the target of stereotyping, prejudice, and discrimination is a painful experience. People react in a variety of ways, many of them potentially damaging. For instance, people respond with anger, rage, and violence, they reciprocate the prejudice and discrimination, or they can accept the stereotypes as potentially applicable to them. One intergroup relations trainer (Kamfer & Venter, 1994) asks members of the minority and majority groups to discuss what it feels like to be the target of stereotyping, prejudice, and discrimination. Sharing such information informs the majority group of the pain and suffering their intentional or thoughtless acts of discrimination cause. It also allows the members of minority groups to share their experiences with one another. Other techniques that involve sharing experiences through dialogue have also been found to improve intergroup relations (Zúñiga & Nagda, 1993).

Conflict resolution is a skill that can be taught in the schools in order to improve intergroup relations (Deutsch, 1993). Learning to resolve conflicts involves understanding their origins, which might include disputes over resources (e.g., power and resources), differences in values, beliefs, and norms, or inability to meet basic human needs (e.g., respect, security, affirmation). Students should also learn how to avoid conflicts by using techniques of de-escalation such as negotiation, bargaining, making concessions, or giving apologies or explanations (Fisher, 1994). A number of school districts throughout the United States are teaching students to act as mediators for disputes among other students (Deutsch, 1993). This type of mediation holds promise as one approach to resolving certain intergroup conflicts in schools.

*Principle 9: Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.*

One of the primary causes of prejudice is fear (Gaertner & Dovidio, 1996; Katz, Glass, & Wackenhut, 1986; McConahay, 1986; Sears, 1988; Stephan & Stephan, 1996). Fear leads members of social groups to avoid interacting with outgroup members and causes them discomfort when they do (Stephan & Stephan, 1996).

Fears about members of other groups often stem from concern about realistic and symbolic threats to the ingroup—that the ingroup will lose some or all of its power or resources or that its very way of life will be undermined. Many such fears have little basis in reality or are greatly exaggerated.

To reduce uncertainty and anxiety concerning interaction with outgroup members, the contexts in which interaction takes place should be relatively structured, the balance of members of the different groups should be as equal as possible, the probabilities of failure should be low, and opportunities for hostility and aggression should be minimized (Stephan & Stephan, 1985).

Providing factual information that contradicts misperceptions can also counteract prejudice based on a false sense of threat. Undercutting myths about the values of outgroups can also facilitate social interaction with members of the other group. Stressing the value similarities that exist between groups should also reduce the degree of symbolic threat posed by outgroups and thus reduce fear and prejudice.

## SCHOOL GOVERNANCE, ORGANIZATION, AND EQUITY

*Principle 10: A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring environment for students.*

School policies and practices are the living embodiment of a society's underlying values and educational philosophy. They also reflect the values of those who work within schools. Whether in the form of curriculum, teaching strategies, assessment procedures, disciplinary policies, or grouping practices, school policies do not emerge from thin air; they embody a school's beliefs, attitudes, and ex-

pectations of its students (Nieto, 1999). This is true whether the school is one with extensive or limited financial resources, with a relatively monocultural or a richly diverse student body, or located in a crowded central city or an isolated rural county.

School organization and leadership can either enhance or detract from developing learning communities that prepare students for a multicultural and democratic society. School models of pluralism and democracy can serve as apprenticeships of these values for students, or conversely, they can distort the messages of democracy and pluralism that are conveyed in exalted mission statements and biased textbooks. Thus, for example, if schools are rigidly authoritarian, students might learn that democracy is a lofty ideal but an elusive practice. Likewise, if diversity is celebrated in superficial and meaningless activities but important knowledge continues to be defined as that which is found in a static and monocultural canon, the message to students is that diversity is irrelevant in learning (Banks, 1993).

Schools that are administered from the top-down are unlikely to create collaborative, caring cultures. Too often schools talk about democracy but fail to practice shared decision-making. Powerful multicultural schools are organizational hubs that include a wide variety of stakeholders, including students, teachers, administrators, parents, and community members. There is convincing research evidence that parental involvement, in particular, is critical in enhancing student learning (Fruchter, Galleta, & White, 1992; Klimes-Dougan, Lopez, Nelson, & Adelman, 1992). A just multicultural school is receptive to working with all members of the students' communities.

One formative step in creating a school that encourages collaborative skills and dispositions is the process by which shared decision-making is institutionalized in school governance. Opening schools up to an honest and productive form of discourse is an important step in creating schools in which diversity is valued.

Issues of institutional power and privilege in society are played out in daily interactions in a school through its policies and practices. Unfortunately, these issues are rarely made part of the public discourse in schools (Freire, 1985; Fine, 1991). Instead, individual merit, ambition, talent, and intelligence are touted as the only source of academic success, with little consideration given to the impact of structural inequality based on race, ethnicity, gender, social class, and other differences. Students whose difference may relegate them to a subordinate status in society are often blamed for their lack of achievement (Nieto, 2001). Although it is true that individual differences are also important in explaining relative academic success or failure, they must be understood in tandem with the power and privilege of particular groups in society (McIntosh, 1988).

Leaders in schools can confront issues of power and privilege in a number of ways. Teachers and other school personnel, for example, can be encouraged to individually reflect on their own status, values, perspectives, biases, and experiences and how these might influence their relationships with students and with students' families (Cummins, 1989). Racism and other manifestations of both individual and institutional discrimination need to be considered in terms of their impact on policy decisions and on classroom and school-wide practices. It follows that teachers and administrators need to continually examine the personal, social, and cognitive consequences of policies and practices in order to promote equity in their schools. Thus, for example, retention, ability grouping, and testing are policies laden with value judgments about students' capabilities (Darling-Hammond, 1991). Tracking is generally supported by a privileged few whose children might benefit from it. Consequently, it continues even though it might jeopardize the opportunity to learn for the majority of students (Oakes, 1990). Also, the curriculum can explicitly focus on issues of power and privilege through the countless examples found in history, literature, art, science, and other disciplines (Banks, 1997a).

Including a study of racism and social justice as part of the curriculum is not enough. It needs to be accompanied by structural changes in the school and changes in pedagogical assumptions and strategies. Thus, recruitment and retention of a diverse staff is an important part of changing a school; changing decision-making structures to be more democratic is another. Pedagogical strategies that promote social responsibility and action, as well as equitable relations of power in the classroom, are also needed. In the final analysis, all those who work in schools need to analyze critically how their policies and practices benefit some students and jeopardize others, and make changes that will contribute to promoting learning among greater numbers of students.

*Principle 11: Leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.*

School finance equity is a critical condition for creating just multicultural schools. The current inequities in the funding of public education are startling (Kozol, 1991). Two neighborhoods, adjacent to one another, can provide wholly different support to their public schools, based on property values and tax rates (McCall, 1996). Students who live in poor neighborhoods are punished because they must attend schools that are underfunded when compared to the schools located in more affluent neighborhoods.

Some policy makers and researchers argue that variations in funding are not strongly correlated with variations in student learning (Hanushek, 1994). This literature has convinced some policy makers and politicians that funding is not a critical issue in improving America's schools. Investigators who have examined this situation more carefully have found that when funds are used for instructional purposes there are positive effects on student learning (Dreeben & Gamoran, 1986). Thus, schools that have adequate supplies and learning aids such as computers are more likely to increase student learning than schools without these supplies and aids. While this finding may seem obvious, it has been obscured by those who wish to substantially reduce funding for public education.

There is considerable debate on whether money makes a difference in the quality of education (Burtless, 1996). However, there is growing agreement among researchers that when money is allocated to enhance student opportunities to learn and is used well, the consequence is, on average, improved student performance (Hedges, Laine, & Greenwald, 1995). Of course, as is true for many other investments, educational expenditures are often poorly spent and are sometimes allocated to nonproductive priorities (Murnane & Levy, 1996). *Equity* does not mean sameness. It focuses attention on need. Thus, students with needs for special assistance to ensure that they maximize their potential should receive additional learning opportunities (usually involving greater expenditures) if their education is to be equitable. The failure of schools and school systems to provide all students with equitable resources for learning will, of course, work to the disadvantage of those receiving inadequate resources and will, usually, widen the achievement gap in schools. Since achievement correlates highly with student family income, and since persons of color are disproportionately low income, inequity in opportunities to learn contribute to the achievement gap between students of color and students who are White.

## ASSESSMENT

*Principle 12: Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills.*

Evaluating student progress is one of the most frequent instructional behaviors performed by teachers. If done effectively, assessment enhances student learning and performance. However, unidimensional and cursory assessments not only delay achievement but can also reduce the confidence and self-esteem of students. Evaluating the progress of students from diverse racial, ethnic, and social-class groups is complicated by differences in language, learning styles, and cultures. Hence, the use of a single method of assessment will likely further disadvantage students from particular social classes and ethnic groups.

Teachers should adopt a range of formative and summative assessment strategies that give students an opportunity to demonstrate mastery. These strategies should include observations, oral examinations, performances, and teacher-made as well as standardized measures and assessments.The intellectual, affective, and action skills required to adequately prepare students for a multicultural future are diverse and complex. Students must be able to know, think, feel, believe, and behave in ways that demonstrate respect for people, experiences, issues, and perspectives that are different from their own. They must be informed, critical, socially conscious, and ethical change agents who are committed to social, political, cultural, and educational equality. Other goals include self-knowledge and acceptance, understanding other cultures, improving intergroup relations, combating racism and other forms of oppression, and increasing the academic achievement of students of color. Diverse strategies and programs are required to attain these goals.

This range and complexity of skills defy a single standard, indicator, or measure of achievement or competence. Although test scores on knowledge about the contributions of ethnic groups can provide an indication of how much factual information a student has acquired, they provide

few insights into how well individuals can relate to people from other racial and ethnic groups. They also provide little information about a student's sense of moral outrage about racial, gender, and social-class inequities, or about her or his will and skill to oppose racism (Howell & Rueda, 1994; Moreland, 1994; Padilla & Medina, 1994). Yet, these abilities, along with many others, are essential for the nation's multicultural future. Schools must help students develop them and must use some systemic ways of determining the degree to which they have been attained.

Students learn and demonstrate their competencies in different ways. The preferred mode of demonstrating task mastery for some is writing, while others do better speaking, visualizing, or performing; some are stimulated by competitive and others by cooperative learning arrangements; some prefer to work alone while others like to work in groups (Shade, 1989; Barbe & Swassing, 1979; Lazear, 1994). Consequently, a variety of assessment procedures and outcomes that are compatible with different learning, performance, work, and presentation styles should be used to determine if students are achieving the levels of skill mastery needed to function effectively in a multicultural society. These assessments might include a combination of observations, performance behaviors, self-reflections, portfolios, writing assignments, case study analyses, critical thinking, problem-solving, creative productions, real and simulated social and political actions, and acts of crosscultural caring and sharing.

Assessment should go beyond traditional measures of subject matter knowledge and include complex cognitive and social skills. Effective citizenship in a multicultural society requires individuals who have values and abilities to promote equality and justice among culturally diverse groups. This empowerment encompasses a complex and wide-ranging set of personal, social, intellectual, moral, and political knowledge, beliefs, ethics, and skills. It is not enough simply to teach isolated facts about the national origins, cultural contributions, historical experiences, and social problems of a few highly visible ethnic groups in several subjects at selected times during the school year. Nor should only one or a few aspects of the educational enterprise, such as social studies or language arts, bear the responsibility for teaching multicultural knowledge and skills. Rather, schools should use systemic and holistic reform strategies, in which all of their component parts are directly involved. All classroom teachers in all subject areas, along with all administrators, counselors, policy makers, and support staffs, should be actively involved in and held accountable for preparing students for a multicultural future (Banks & Banks, 2001; Bennett, 1995).

## CONCLUSION

Powerful multicultural schools help students from diverse racial, cultural, ethnic, and language groups to experience academic success. Academic knowledge and skills are essential in today's global Internet society. However, they are not sufficient. Students must also develop the knowledge, attitudes, and skills needed to interact positively with people from diverse groups and to participate in the nation's civic life (Banks, 1997b). Students must be competent in intergroup and civic skills to function effectively in today's complex and ethnically polarized nation and world.

Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop (Howard, 1999; Stephan, 1999). Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. Structural inclusion into the nation-state and power sharing will engender feelings of allegiance among diverse groups. *E pluribus unum*–diversity within unity–is the delicate goal toward which our nation and its schools should strive. We offer these design principles with the hope that they will help educational practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society.

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# Diversity Within Unity
# Essential Principles Checklist

| Principles | Rating | | | | |
|---|---|---|---|---|---|
| | Hardly at All | | Somewhat | | Strongly |
| **1. 0 Do professional development programs in your school district help teachers understand the complex characteristics of U.S. ethnic, racial, and cultural groups?** | | | | | |
| 1.1 Do professional programs help teachers to understand the ways in which race, ethnicity, culture, language, and social class interact in complex ways to influence student behavior? | | | | | |
| 1.2 Do professional programs help teachers to uncover and identify their personal attitudes toward different racial, ethnic, language, and social-class groups? | | | | | |
| 1.3 Do professional programs help teachers to uncover and identify their behaviors related to diverse racial, ethnic, language, and social-class groups? | | | | | |
| 1.4 Do they help teachers acquire knowledge about the history and cultures of diverse ethnic, racial, and cultural groups? | | | | | |
| 1.5 Do they help teachers become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities? | | | | | |
| 1.6 Do they help teachers develop the knowledge and skills needed to modify their instruction so that students from diverse ethnic, racial, cultural, and language groups will have an equal opportunity to learn in their classrooms? | | | | | |
| **2.0 Do the schools in your district ensure that all students have equitable opportunities to learn and to meet high standards?** | | | | | |
| 2.1 Are the teachers and administrators in schools with large minority and low-income populations comparable in terms of experience, degrees held, and endorsements with teachers and administrators in other schools in the district? | | | | | |
| 2.2 Are the curricula in schools with large minority and low-income populations as rigorous as the curricula in other schools in the district? | | | | | |
| 2.3 Do schools in your district avoid tracking and rigid forms of student assignment? | | | | | |
| 2.4 Are the learning resources and information technology in schools with large minority and low-income populations comparable to those of other schools in the district? | | | | | |
| 2.5 Is access to technology distributed equitably within the school among students from different ethnic, cultural, and social-class backgrounds? | | | | | |

| Principles | Rating | | | | |
|---|---|---|---|---|---|
| | Hardly at All | | Somewhat | | Strongly |
| 2.6 Are the opportunities for access to extra- and cocurricular activities comparable in schools throughout the district? | | | | | |
| 2.7 Are language minority students provided with the extra services and support they need to achieve academic success? | | | | | |
| 2.8 Are schools with large minority and low-income populations given extra services that provide students with the support they need to attain high levels of academic achievement? | | | | | |
| 2.9 Are language minority students, students of color, and low-income students represented proportionately in particular schools and classrooms? | | | | | |
| **3.0 Does the curriculum in your school help students to understand that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which they live and work?** | | | | | |
| 3.1 Does the curriculum help students to understand historical events from the perspectives of various racial, ethnic, and cultural groups? | | | | | |
| 3.2 Does the curriculum help students understand the ways in which the unique experiences of peoples or groups cause them to view the same historical and social events differently? | | | | | |
| 3.3 Do the instructional materials used in your district, such as textbooks, supplementary books, and videotapes, describe historical, social, and political events from the perspectives of different racial, ethnic, cultural, and language groups? | | | | | |
| 3.4 Are the textbooks and other instructional materials used in your school written by authors from different racial, ethnic, and cultural groups? | | | | | |
| **4.0 Do the schools in your district provide all students with opportunities to participate in extra- and cocurricular activities that are congruent with the academic goals of the school and that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships?** | | | | | |
| 4.1 Do students who attend schools with large minority and low-income populations have as many opportunities to participate in extra- and cocurricular activities as students who attend other schools in the district? | | | | | |
| 4.2 Are ethnic and language minority students represented proportionately in the extra- and cocurricular school activities? | | | | | |
| 4.3 Are deliberate actions taken by the school staff to make sure that ethnic and language minority students are represented proportionately in the school's extra- and cocurricular activities? | | | | | |
| 4.4 Do fees and other policies and practices inadvertently exclude many minority and low-income students from participating in specific extra- and cocurricular activities? | | | | | |

| Principles | Rating | | | | |
|---|---|---|---|---|---|
| | Hardly at All | | Somewhat | | Strongly |
| 4.5 Does the school staff take deliberate steps to make sure that students from different racial, ethnic, language, and social-class groups experience cooperative equal status in extra- and cocurricular activities? | | | | | |
| 4.6 Are some extra- and cocurricular activities in the school stratified by race or social class? | | | | | |
| **5.0 Do teachers and school administrators act to create or make salient superordinate and crosscutting group memberships in order to improve intergroup relations in the school?** | | | | | |
| 5.1 Do teachers in your school take steps to make extra- and cocurricular activities interracial and crossethnic so that superordinate group memberships can be created? | | | | | |
| 5.2 Do the schools in your school have rituals, exercises, or activities that highlight or emphasize crosscutting group memberships that exist in the classroom and school? | | | | | |
| 5.3 Do teachers in your school organize activities and projects that enable students from diverse racial, ethnic, cultural, and language groups to work together cooperatively and develop a superordinate group identity? | | | | | |
| **6.0 Are students in your school taught about stereotyping and other related biases that have negative effects on racial and ethnic relations?** | | | | | |
| 6.1 Are the students taught social science information about how stereotyping and categorization can result in prejudice and discrimination? | | | | | |
| 6.2 Are students given opportunities to have meaningful contact with students from other racial and ethnic groups in order to observe them behaving in a variety of ways across different contexts? | | | | | |
| 6.3 Are students provided information about individuals from outside ethnic and racial groups who refute the stereotypes about these groups? | | | | | |
| 6.4 Do the students have opportunities to participate in simulations, role-playing, and other activities that enable them to experience what it is like to be a victim of discrimination? | | | | | |
| **7.0 Are students taught about the values shared by virtually all cultures, such as justice, equality, freedom, peace, compassion, and charity?** | | | | | |
| 7.1 Are students taught about the values that undergird the founding documents of the United States, such as the Declaration of Independence, the Constitution, and the Bill of Rights? | | | | | |
| 7.2 Do teachers implement democratic values, such as egalitarianism and social justice, in their interactions with students and colleagues? | | | | | |
| 7.3 Do teachers use teaching strategies, such as cooperative groups, to promote and teach egalitarianism? | | | | | |

| Principles | Rating | | | | |
|---|---|---|---|---|---|
| | Hardly at All | | Somewhat | | Strongly |
| 7.4 Do teachers require students to act in ways consistent with democratic values when interacting with each other? | | | | | |
| **8. 0 Do teachers help students to acquire the social skills that are needed to interact effectively with students from other racial, ethnic, and cultural groups?** | | | | | |
| 8.1 Do teachers in your school talk openly and constructively about race with students? | | | | | |
| 8.2 Do teachers encourage students from different ethnic and racial groups to talk openly and constructively about race? | | | | | |
| 8.3 Do teachers help students to acquire the knowledge and skills they need to have thoughtful, constructive, and heartfelt discussions about race? | | | | | |
| 8.4 Do teachers encourage students from different racial and ethnic groups to have open and constructive conversations about being victims of racism and discrimination? | | | | | |
| 8.5 Do teachers encourage students from different racial and ethnic groups to discuss the benefits and costs to groups who are the perpetuators of racial discrimination? | | | | | |
| 8.6 Do teachers in your school talk openly and constructively about race with each other? | | | | | |
| **9.0 Does your school provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety?** | | | | | |
| 9.1 Do teachers structure interracial cooperative groups that enable students from different racial and ethnic groups to become acquainted as individuals? | | | | | |
| 9.2 Are students provided with factual information in the social studies or other subjects that contradicts misconceptions about ethnic and racial groups? | | | | | |
| 9.3 When teaching about ethnic and cultural differences, do teachers point out the important ways in which all human groups are similar? | | | | | |
| **10.0 Does the organizational structure of the school ensure that decision-making is widely shared and that members of the school community learn collaborative skills in order to create a caring environment for students?** | | | | | |
| 10.1 Is decision-making within the school widely shared among school administrators, teachers, parents, and students? | | | | | |
| 10.2 Do members of the school community learn collaborative skills? | | | | | |
| 10.3 Do the adults in the school community create a collaborative and caring environment for the students? | | | | | |

| Principles | Rating | | | | |
|---|---|---|---|---|---|
| | Hardly at All | | Somewhat | | Strongly |
| 10.4 Are parents involved in meaningful ways in school policy and decision-making? | | | | | |
| 10.5 Do teachers and administrators continually examine the personal, social, and cognitive consequences of policies and practices in order to promote equity in their schools? | | | | | |
| 10.6 Does the school curriculum include a focus on issues of power and privilege through examples in history, art, science, and other disciplines? | | | | | |
| 10.7 Are structural changes being made in the school to make it a more affirming and just environment for students from different racial, ethnic, cultural, language, and social-class groups? | | | | | |
| 10. 8 Are changes being made in teaching strategies to accomodate students from different racial, ethnic, cultural, language, and social-class groups? | | | | | |
| 10.9 Are successful efforts being made at the district and school level to recruit a racially, culturally, and ethnically diverse administrative and teaching staff? | | | | | |
| **11.0 Are leaders developing strategies to ensure that all public schools, regardless of their locations, are funded equitably?** | | | | | |
| 11.1 Are school administrators endeavoring to help state legislators and other state policy makers to understand the significant influence that funding has on student outcomes? | | | | | |
| 11.2 Are teacher organizations endeavoring to educate state legislators and other state policy makers about the influence of funding on student outcomes? | | | | | |
| 11.3 Are parent and community groups endeavoring to ensure that schools are funded equitably? | | | | | |
| 11.4 Are state and district level officials endeavoring to provide additional funding for schools with low-income populations? | | | | | |
| **12.0 Do school district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and that measure complex cognitive and social skills?** | | | | | |
| 12.1 Do teachers use a range of formative and summative assessment strategies that give students opportunities to demonstrate their mastery of knowledge and skills? | | | | | |
| 12.2 Do teachers use a variety of assessment devices to ensure that students from diverse racial, ethnic, cultural, and language groups meet rigorous standards in the academic subjects? | | | | | |
| 12.3 Do teachers use a variety of assessment devices to measure student outcomes that are related to improved race relations? | | | | | |
| 12. 4 Does assessment go beyond traditional measures of subject matter knowledge to include complex cognitive and social skills? | | | | | |

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**Multicultural education is an idea, an educational reform movement, and a process. As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.**

The Center for Multicultural Education focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color. The Center also engages in services and teaching related to its research mission.

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## Center for Multicultural Education

focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color. The Center also engages in services and teaching related to its research mission.

**Research** related to race, ethnicity, class, and education represents the central mission of the Center. This research contributes to the improvement of practice in schools, colleges, and universities through the synthesis and dissemination of findings in multicultural education and the development of guiding principles for the field.

**Publications** such as the *Handbook of Research on Multicultural Education* (1995), edited by James A. Banks and Cherry A. McGee Banks, provide remarkable depth and breadth and an impressive look at research and scholarship in the field.

**The Symposium-Lecture Series** focuses attention on topics related to race, ethnicity, class, and education. The symposium-lecture series features prominent scholars and outstanding practitioners such as Shirley Brice Health, Linda Darling-Hammond, Claude M. Steele, and Lisa Delpit.

**Graduate Study** with top university scholars at the master's and doctoral levels prepares educators for working in an increasingly diverse nation and world. At the master's level, practicing teachers and other education professionals acquire essential knowledge and skills necessary to work in multicultural environments. At the doctoral level, researchers and scholars develop expert knowledge and leadership skills necessary to teach in colleges and universities or lead educational institutions and agencies.

**A wide range of courses** in multicultural education offers opportunities to build a broad and deep understanding of the issues confronting our society and the world and the means to reconcile them. Courses run throughout the regular academic year. In addition, the Center offers several short summer courses, institutes, and workshops. Examples of courses include Educating Ethnic Minority Youths; Teaching the Bilingual-Bicultural Student; and Race, Gender, and Knowledge Construction: Curriculum Considerations.

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California DEPARTMENT OF EDUCATION



# CTE Fact Sheet for School Leaders

Career Technical Education (CTE) fact sheet for school leaders and Local Control Accountability Plans.

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Career technical education (CTE), is an important program that will help local educational agencies (LEA) meet new requirements outlined in Local Control Accountability Plans (LCAP).

Whether a school district or county office of education is considering maintaining an existing CTE program or starting a new one, administrators will find that CTE is a critical component of a broad and deep school curriculum that helps prepare all students to be career and college ready.

CTE practitioners and experts concur that the discipline provides relevance and real world content for academic studies while promoting teamwork and cooperative learning. It builds teacher, counselor, parent, business, and community engagement.

It also encourages students to see a high school diploma and readiness for college or other postsecondary study as a foundation for the future rather than as an end in and of itself.

CTE provides proven models for assisting LEAs in offering programs and curricula consistent with the following LCAP requirements:

## Conditions Of Learning

### Basic

- CTE provides students with real world 21st century skills that make them career and college ready.
- The State offers more than 10,000 CTE courses that meet a-g requirements necessary for entrance into the UC college system.
- CTE provides students with not only career and academic skills, but soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation.
- CTE helps satisfy the California Education Code (Ed Code) language encouraging districts to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

### State Standards Implementation

- CTE courses help LEAs comply with *Ed Code* requiring a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon

graduation from high school.
- All CTE programs are prepared in line with CTE Model Curriculum Standards and newly instituted Common Core State Standards requirements.

### Course Access

- CTE courses help school districts comply with education code requirements to prepare youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and community served.
- CTE courses offer articulation agreements and dual enrollment options for schools to partner with local colleges so students have an early awareness that college is a possibility.
- CTE brings specialized instructors into class, and offers industry-specific courses so students get an intimate understanding of what it is like to work in that industry sector.
- CTE provides more creative opportunities for students to participate in online blended courses and modules focused on given industry sectors.

## Pupil Outcomes

### Pupil Achievement

- Students in California Partnership Academies (CPA) were much more likely than their high school peers to complete academic a-g courses needed for admission to California's public colleges and universities - 57 percent to 36 percent.
- Attendance more than doubled the rate of college entrance for minority students and increased college enrollment rates for all student populations compared to local and state student populations.
- Students who complete a rigorous academic core coupled with a career concentration have test scores that equal or exceed "college prep" students; are more likely to pursue postsecondary education; have a higher grade point average (GPA) in college; and are less likely to drop out the first year of college.
- 80 percent of students taking a college prep academic curriculum with rigorous CTE met college and career readiness goals, compared to 63 percent of students who did not take CTE.
- Average national graduation rate in 2008 for students concentrating in CTE was 90 percent; other students, 75 percent.
- CPA students beat state averages in passing the California high school exit exam.
- CPA seniors graduate on time at a rate of 95 percent — 10 percent higher than the state average.

### Other Pupil Outcomes

- 57 percent of CPA students met UC a-g requirements — 21 percent higher than non-CPA students.

## Engagement

### Parent Involvement

- Parents are an important part of each LEA's CTE advisory committee and their active involvement is required per US Education Code.
- Each CPA must have an advisory committee made up of all stakeholder groups, including parents.

### Pupil Engagement

- CTE increases engagement in school by involving students as decision-makers and "owners" of their education process.
- CTE significantly increases not only the high school graduation rate, but also results in a higher percentage of students going to college and persisting through graduation.
- Students taking both academic and technical courses have lower dropout rates and better achievement gains than other students.
- Students of Regional Occupational Centers and Programs were typically from lower achieving and lower socioeconomic status than peers, but were just as likely to enroll in postsecondary education and eventually earn higher wages.
- Students have a decreased risk of dropping out of high school as they add CTE courses to their curriculum.
- High-risk students are 8 to 10 times less likely to drop out in grades ten and eleven if they enroll in a CTE program instead of a general program.
- The National Dropout Prevention Center/Network states quality CTE and related guidance programs are "essential for all students" and coupled with other strategies have the most impact on the dropout rate.

### School Climate

- CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups — especially among students most at risk of dropping out.

## College and Career Readiness and Success

CTE has also been proven to help students become college and career ready, as listed under the State Priorities in the *ED Code*. Specifically, CTE does the following:

### Improves success in college

- More likely to go to college or postsecondary program — 79 percent go within two years
- Maintain a higher GPA
- More likely to stay in college

### Improves success in work and life

- 95 percent of CTE students who did not go to college worked for pay within two years of high school graduation.

### Increases Career Readiness

- Experts project 47 million job openings in the decade ending in 2018. About one-third will require an associate's degree or certificate and nearly all will require real world skills that can be mastered through CTE.

## Professional State Leadership in CTE

The California Department of Education provides education program consultants who cover the 15 Industry Sectors, as well as the California Partnership Academies, Linked Learning Program, Regional Occupational Centers and Programs, and California Career Pathways Trust Grant Program.

For help in preparing your LCAP, or for more information about included statistics, program information, and research within this fact sheet, please feel free to contact us. We would be more than happy to help!

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NEPC
NATIONAL EDUCATION POLICY CENTER

# Does Class Size Matter?

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February 2014

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# Does Class Size Matter?

*By Diane Whitmore Schanzenbach, Northwestern University*

## Executive Summary

Public education has undergone major reforms in the last 30 years with the rise in high-stakes testing, accountability, and charter schools, as well as the current shift toward Common Core Standards. In the midst of these reforms, some policymakers have argued that class size does not matter. This opinion has a popular proponent in Malcolm Gladwell, who uses small class size as an example of a "thing we are convinced is such a big advantage [but] might not be such an advantage at all."

These critics are mistaken. Class size matters. Research supports the common-sense notion that children learn more and teachers are more effective in smaller classes.

This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. Smaller classes are particularly effective at raising achievement levels of low-income and minority children.

Considering the body of research as a whole, the following policy recommendations emerge:

- Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, increasing class sizes will harm student outcomes.
- The evidence suggests that increasing class size will harm not only children's test scores in the short run, but also their long-run human capital formation. Money saved today by increasing class sizes will result in more substantial social and educational costs in the future.
- The payoff from class-size reduction is greater for low-income and minority children, while any increases in class size will likely be most harmful to these populations.
- Policymakers should carefully weigh the efficacy of class-size policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.

# Does Class Size Matter?

## Introduction

Public education has undergone major reforms in the last 30 years with the rise in high-stakes testing, accountability, and charter schools, as well as the current shift toward Common Core Standards. The availability of new datasets that follow large numbers of students into the workforce has allowed researchers to estimate the lifetime impact of being taught by teachers who increase students' standardized test scores.[1] In the midst of these new reforms and policy concerns, some have argued that class size does not matter. This opinion has a popular proponent in Malcolm Gladwell, who uses small class size as an example of a "thing we are convinced is such a big advantage [but] might not be such an advantage at all."

The critics are mistaken. Class size matters. Class size is one of the most-studied education policies, and an extremely rigorous body of research demonstrates the importance of class size in positively influencing student achievement. This policy brief first reviews the research on class size. Special attention is given to the literatures in economics and related fields that use designs aimed at disentangling causation from correlation. It then documents the recent rise in class size and considers how to compare the effects of class-size reduction with other commonly discussed policy alternatives.

## Review of research

Research shows that students in the early grades perform better in small classes. This is especially the case for students who come from disadvantaged backgrounds, who experience even larger performance gains than average students when enrolled in smaller classes. Small class sizes enable teachers to be more effective, and research has shown that children who attend small classes in the early grades continue to benefit over their entire lifetime.[2]

### The importance of research design

Isolating the causal impact of policies such as class-size reduction is critical, but challenging, for researchers. Sometimes people will argue based on less sophisticated analyses that class size does not matter. Simple correlational arguments may be misleading, though. Since variation in class size is driven by a host of influences, the simple correlation between class size and outcomes is confounded by other factors. Perhaps the most common misinterpretation is caused by low-achieving or special needs students being systematically assigned to smaller classes. In these cases, a simple correlation would find class size is *negatively* associated with achievement, but such a

finding could not be validly generalized to conclude that class size does not matter or that smaller classes are harmful. Instead, because class size itself is correlated with other variables that also have an impact on achievement, such as students' special needs status, the estimated relationship between class size and outcomes would be severely biased.

The academic research has many examples of poor-quality studies that fail to isolate the causal impact of class size, most of them written and published prior to the so-called "credibility revolution" in economics.[3] Eric Hanushek has surveyed much of the early research on class size, as well as other educational inputs such as per-pupil spending, in a

> *Importantly, small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended.*

pair of older but influential articles from 1986 and 1997, which have been revived in Gladwell's popularized book.[4] Based on these surveys, he concluded at the time that "there is not a strong or consistent relationship between student performance and school resources" such as class size or spending. In a thorough re-analysis of Hanushek's literature summary, Krueger demonstrates that this conclusion relies on a faulty summary of the data. In particular, Hanushek's summary is based on 277 estimates drawn from 59 studies, but while more estimates are drawn from some studies than others, each estimate is weighted equally. As a result, Hanushek's literature summary places a disproportionate weight on studies that analyzed smaller subsets of data. Krueger argues that since studies, not individual estimates, are what are accepted for publication, weighting by study is more appropriate than weighting by the number of estimates. When Krueger re-analyzed the data giving each study equal weight, he found that there is indeed a systematic positive relationship between school resources and student performance in the literature surveyed by Hanushek.

More troubling, many of the studies included in the survey employed research designs that would not allow researchers to isolate causal effects. For example, one-third of the studies ignored the relationship between different measures of school inputs, and held constant per-pupil spending while studying the "impact" of class size. Because smaller classes cannot be had without increased spending on teachers, it is inappropriate to include spending as a control variable and effectively hold spending constant when investigating class size. The resulting estimate does not provide insight about the impact of reducing class size, but instead estimates a convoluted value that is something like the impact of reducing class size while simultaneously paying teachers less, which is unrealistic.[5] Such evidence does not reflect the impact of class size and should not be used to inform policy.[6] Nonetheless, in his 2013 book *David and Goliath*, Malcolm Gladwell uncritically cites the Hanushek literature summary and its argument that the class size literature is inconclusive.[7] As demonstrated below, well-designed studies generally—with a few notable exceptions—find strong class-size impacts.

The modern research paradigm strongly prefers the use of research designs that can credibly isolate the cause-and-effect relationship between inputs and outcomes. Scholars generally agree that true randomized experiments, such as the Project STAR class-size experiment described below, are the "gold standard" for isolating causal impacts. When an experiment is not available, researchers are sometimes able to employ other techniques that mimic experiments—termed "quasi-experiments" in the literature—that can better infer causality.

In implementing a quasi-experimental study, there must be some sort of variation in class size that is random or nearly random. Such variation is hard to come by, and in many cases there is no way for researchers to isolate the impact of class size. Thus, some of the older and better-designed studies inform the policy debate more accurately than newer studies that employ less sophisticated and simpler correlational designs.

## Evidence from Tennessee's STAR randomized experiment

The best evidence on the impact of reducing class sizes comes from Tennessee's Student Teacher Achievement Ratio (STAR) experiment.[8] A randomized experiment is generally considered to be the gold standard of social science research. In STAR, over 11,500 students and 1,300 teachers in 79 Tennessee elementary schools were randomly assigned to small or regular-sized classes from 1985-89. The students were in the experiment from kindergarten through third grades. Because the STAR experiment employed random assignment, any differences in outcomes can be attributed with great confidence to being assigned to a smaller class. In other words, students were not more or less likely to be assigned to small classes based on achievement levels, socio-economic background, or more difficult-to-measure characteristics such as parental involvement.[9]

The results from STAR are unequivocal. Students' achievement on math and reading standardized tests improved by about 0.15 to 0.20 standard deviations (or 5 percentile rank points) from being assigned to a small class of 13-17 students instead of a regular-sized class of 22-25 students.[10] When the results were disaggregated by race, black students showed greater gains from being assigned to a small class, suggesting that reducing class size might be an effective strategy to reduce the black-white achievement gap.[11] Small-class benefits in STAR were also larger for students from low socio-economic-status families, as measured by eligibility for the free- or reduced-priced lunch program.

A follow-up study of the most effective teachers in STAR found that teachers used a variety of strategies to promote learning and that small classes allowed them to be more effective in employing these strategies. For example, they closely monitored the progress of student learning in their classes, were able to re-teach using alternative strategies when children did not learn a concept, had excellent organizational skills, and maintained superior personal interactions with their students.[12]

Importantly, small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended. Students who were originally assigned to small classes

did better than their school-mates who were assigned to regular-sized classes across a variety of outcomes, including juvenile criminal behavior, teen pregnancy, high school graduation, college enrollment and completion, quality of college attended, savings behavior, marriage rates, residential location and homeownership.[13]

## Most other quasi-experimental evidence is consistent with STAR

True randomized experiments such as Tennessee's random assignment of students across an entire state to experimental and control groups are quite rare. Therefore, researchers must also look for quasi-experimental approaches that allow isolation of the causal impact of class-size reduction. Other high-quality studies that isolate the effect of small class size in elementary school on student outcomes generally show results similar to those found in STAR.

For example, a quasi-experimental approach was used to evaluate Wisconsin's targeted class-size reduction program. In the Student Achievement Guarantee in Education (SAGE) program, high-poverty school districts could apply to implement a pupil-teacher ratio of 15-to-1 in grades K-3.[14] While most participating schools reduced class sizes, some schools chose to attain the target pupil-teacher ratio by using two-teacher teams in classes of 30 students. Test scores of first-grade students in SAGE schools were higher in math, reading, and language arts compared with the scores of those in selected comparison schools in the same districts with average pupil-teacher ratios of 22.4 to 24.5. Attending small classes improved student achievement by approximately 0.2 standard deviations.[15]

The most famous quasi-experimental approach to studying class-size reduction comes from Angrist and Lavy's use of a strict maximum-class-size rule in Israel and a regression discontinuity (RD) approach.[16] In Israel, there is a strict maximum class size of 40 students. As a result, class size drops dramatically when enrollment in a grade in a school approaches the point when the rule requires the school to add a new classroom—i.e., when enrollment tips above a multiple of 40. For example, if a grade has 80 students, then a school could offer as few as 2 classrooms, with the maximum allowable class size of 40 students in each. If a grade has 81 students, however, the school is required to offer at least 3 classrooms, and consequently the maximum average class size falls to 27 students. In practice, some schools add an additional classroom prior to hitting the 40-student cap. Nonetheless the maximum-class-size rule is a good predictor of actual class sizes and can be used in an instrumental-variables research design to isolate the causal impact of class size on student achievement. Using the variation in narrow bands around enrollment sizes that are multiples of 40 students, Angrist and Lavy find strong improvements overall in both math and reading scores, of a magnitude nearly identical to that of Project STAR's experimental results. Consistent with the STAR results, they also find larger improvements among disadvantaged students.

Several subsequent papers have identified the impact of smaller class sizes using maximum class-size rules in other international settings.[17] (Note that quasi-experimental approaches tend to require large datasets and data spanning a large number of years. Such datasets are more likely to derive from settings outside the United States.) Most recently,

Fredriksson *et al*. evaluated the long-term impact of class size using data from students in Sweden between ages 10 and 13 who were facing a maximum-class-size rule of 30 students.[18] At age 13, students in smaller classes had higher cognitive and non-cognitive skills, such as effort, motivation and self-confidence. In adulthood (between ages 27 and 42), those who had been in smaller classes had higher levels of completed education, wages, and earnings. Urquiola used a similar regression discontinuity approach in Bolivia and found that a one standard-deviation reduction in class size (about 8 students in his data) improves test score performance by 0.2 to 0.3 standard deviations.[19] Browning and Heinesen derive similar results from data from Denmark, even though the average class size is much smaller in their study (20 pupils per classroom, compared with 31 students in Angrist and Lavy's Israeli data).[20]

A different quasi-experimental approach is to use variation in enrollment driven by small variations in cohort sizes across different years. Hoxby takes this approach using data from the state of Connecticut, finding no statistically significant positive effect of smaller class size.[21] One drawback of the Connecticut study is that test scores are only measured in the fall, so the impact of the prior year's class size may be somewhat mitigated by the time spent away from school in the summer. The discrepancy between Hoxby's Connecticut results and those of other studies that also use research designs capable of uncovering causal relationships is an unresolved puzzle. Despite the overwhelming pattern in the literature of positive class-size impacts, Malcolm Gladwell, intent on supporting his point about what he calls the "theory of desirable difficulty," described only the Hoxby results in his description of research on class size in his recent book.[22]

## Results from statewide class-size-reduction policies

Based in part on the research evidence on the impact of class-size reduction, several U.S. states, including California, Texas and Florida, have implemented class-size caps. The most widely studied of these policies is the 1996 California law that gave strong monetary incentives to schools to reduce class size in grades K-3 to 20 or fewer students. Sometimes when a new policy is introduced it is phased in slowly across locations, which gives researchers the opportunity to compare outcomes in schools that have adopted the policy with those that have not yet done so. In California, however, the policy was nearly universally adopted within a short period of time, so there was very little opportunity to compare early implementers with later implementers. Furthermore, test scores are only available starting in grade 4, so any evaluation of the policy is forced to use test scores from later than the year in which the reduced class size was experienced. Although there were positive impacts on achievement due to class-size reductions on the order of 0.05 to 0.10 standard deviations, these impacts may have been offset because many inexperienced teachers had to be hired to staff the new classrooms, reducing average teacher quality.[23]

## Why are small classes more effective?

The mechanisms at work linking small classes to higher achievement include a mixture of higher levels of student engagement, increased time on task, and the opportunity small

classes provide for high-quality teachers to better tailor their instruction to the students in the class. For example, observations of STAR classrooms found that in small classes students spent more time on task, and teachers spent more time on instruction and less on classroom management.[24] Similar results have been found in other settings.[25] However, qualitative research from the pupil-teacher ratio reduction in Wisconsin's SAGE program indicates that such beneficial adaptations in teachers' practices will not necessarily occur. It is important to provide professional-development support to instruct teachers on how to adapt their teaching practices to smaller classes.[26]

In addition, small classes may have a positive impact on student "engagement behaviors," which include the amount of effort put forth, initiative taken, and participation by a student. Not surprisingly, these characteristics have been shown to be important to classroom learning. Finn finds that students who were in small classes in STAR continued to have higher engagement ratings in subsequent grades.[27]

It is sometimes argued that class size only matters for inexperienced or low-quality teachers because more effective teachers are better able to adapt their teaching styles to accommodate larger classrooms. The evidence suggests that the opposite is true. In STAR, the positive impacts of small classes were found to be larger for experienced teachers.[28] Experienced teachers are better able to take advantage of smaller class sizes to make pedagogical changes.

## What does the evidence say about how small is small enough?

The best evidence on class-size reduction is from the STAR experiment, which estimated substantial positive impacts from class-size reduction from an average of 22 to an average of 15. In fact, the class sizes targeted in STAR were informed by influential work by Glass and Smith that found strong impacts from class sizes below 20.[29] Based on this, some researchers conclude that the evidence supports better outcomes only if classes are below some threshold number such as 15 or 20. Sometimes the argument is extended to suggest that reducing class size is not effective unless classes are reduced to within this range. The broader pattern in the literature finds positive impacts from class-size reductions using variation across a wider range of class sizes, including class-size reductions mandated by maximum class-size rules set at 30 (Sweden) or 40 (Israel). In fact, the per-pupil impact is reasonably stable across class-size reductions of different sizes and from different baseline class sizes. For example, when scaled by a 7-student class-size reduction as in the Tennessee experiment, the Israeli results imply a 0.18 standard deviation increase in math scores, which is nearly identical to the Tennessee results.[30] The weight of the evidence suggests that class-size impacts might be more or less linear across the range of class sizes observed in the literature—that is, from roughly 15 to 40 students per class. It would be inappropriate to extrapolate outside of this range (as is done in the Gladwell book).

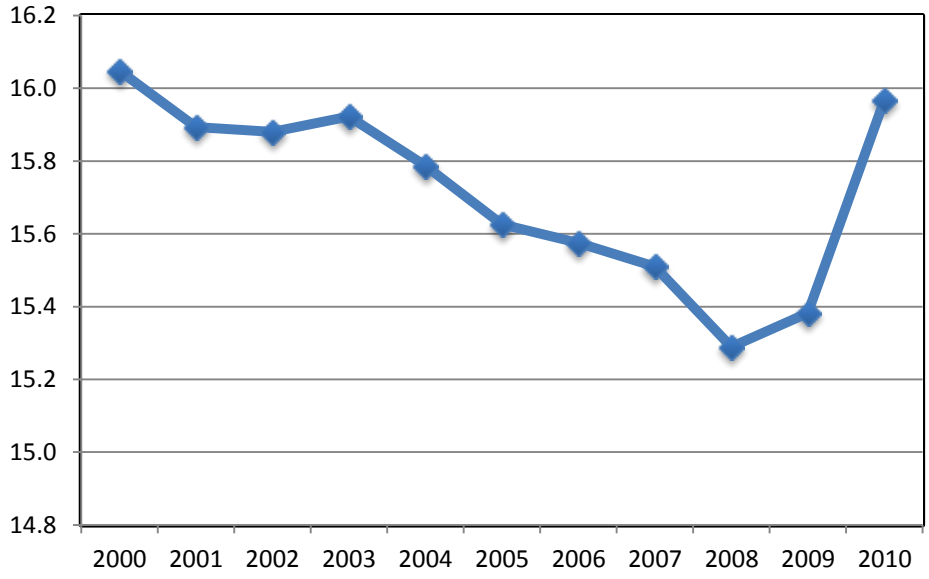
## Do small classes matter in later grades?

Most of the high-quality evidence on class-size reduction is based on studies of the early grades. The available high-quality evidence on the impact of class size on outcomes in

older grades is more limited, and more research in this area is needed. A notable exception is Dee and West, who estimate class-size effects using variation in class sizes experienced by students across classes in different subjects, and by students taking classes from the same teachers in different class periods. The study finds that smaller class sizes in eighth grade have a positive impact on test scores and measures of student engagement, and finds some evidence that these impacts are larger in urban schools.[31]

## Recent Developments

Student-teacher ratios in public schools fell steadily over the past 40 years until recently. Between 2008 and 2010, however, the student-teacher ratio increased by 5%, from 15.3 to 16.0 (see Figure 1). Note that actual class sizes are typically larger than student-teacher ratios, because these ratios include special teachers who are not included in class-




Source: Digest of Education Statistics (table 78, 2012; table 69, 2011)

**Figure 1. Student/Teacher Ratios in Public Elementary and Secondary Schools**

size counts, such as teachers for students with disabilities.[32] For example, imagine a grade level in a school that contains three "regular" classes with 24 students in each and one compensatory class with only 12. This school would have a pupil-teacher ratio of 21, even though most of the students in that grade (in fact, 85% of them) are in classes with 24 students. This is a reason why simple correlations between class size and student outcomes may be misleading. If some students are placed in smaller classes because they have low

performance levels, this biases the estimate of the positive effect of small classes downward.[33]

According to the Schools and Staffing Survey, in 2011-12 the average United States class size for public primary school teachers in self-contained classes was 21.6, up from 20.3 in 2007-08.[34] During this time frame, the recession forced California to abandon its class-size reduction policy, which had provided incentives for districts to adopt a 20-student cap in grades K through 3.[35] In response, the average K-3 class size increased from 23 students in 2008-09 to 26 students in 2012-13.

### Table 1. Hypothetical Distribution of Students with Different Numbers of Teachers

| | | Allocation with 24 teachers | | | Allocation with 23 teachers | |
|---|---|---|---|---|---|---|
| Grade | Enrollment | Number of classes | Class size | | Number of classes | Class size |
| K | 100 | 4 | 25 | | 4 | 25 |
| 1 | 100 | 4 | 25 | | 4 | 25 |
| 2 | 100 | 4 | 25 | | 4 | 25 |
| 3 | 100 | 4 | 25 | | 4 | 25 |
| 4 | 100 | 4 | 25 | | 4 | 25 |
| 5 | 100 | 4 | 25 | | 3 | 33.3 |
| | | | | | | |
| Total | 600 | 24 | | | 23 | |
| *Average class size* | | | 25 | | | 26.4 |
| *Average pupil-teacher ratio* | | | 25 | | | 26.1 |

Small increases in average class sizes can mask large class-size increases in some districts and schools. For example, sometimes policymakers will calculate the cost savings from increasing the average class size by a single student, arguing or implying that the impact on test scores from this "modest" one-student increase will be negligible.[36] This line of reasoning is misleading because actual classes and teachers are not easily divisible into fractions.[37] As illustrated in Table 1, imagine a K-5 school that has 100 students in each grade with four classrooms for each grade. Each of the 24 classes in the school has a class size of 25 students. If this school had to lay off one fifth-grade teacher, the aggregate numbers would not increase very much. The average pupil-teacher ratio would increase only slightly, from 25.0 to 26.1, while the average class size would increase from 25.0 to 26.4. These averages mask the sharp increase in class size experienced by the fifth-grade students, from 25 to 33.3. The negative impact of increasing class size by 8 students in

fifth grade would be expected to be sizeable, but it might not raise alarms to the average parent told that the pupil-teacher ratio increased by only 1 student.[38]

## Discussion and Analysis

Recently some policymakers and education analysts have argued that manipulating other educational inputs would be more effective or more cost-effective than class-size reduction. By and large, though, these suggestions do not pit class-size reductions against some other policy alternative that has been implemented and evaluated. It is only appropriate to compare effectiveness across a variety of policy alternatives.

For example, recent studies have found that teachers with high value added on standardized test scores also have an impact on such subsequent outcomes for their students as wage earnings.[39] Based on these findings, some argue that giving students a high-test-score value-added teacher is more cost-effective than class-size policy. The problem with this suggestion is that there are few—if any—policies that have been designed, implemented and evaluated that increase the availability of teachers with high-test-score value added and result in higher student achievement. It's one thing to measure the impact of teachers on their students' standardized test scores, but it is a separate challenge to design a policy lever to bring more teachers into the classroom who can raise test scores. A recent report from the Institute of Education Sciences documents that disadvantaged students are taught by teachers with lower value added on tests.[40] At this point we know relatively little about how to increase teacher quality, much less how much it will cost to induce more high-quality teachers to work and stay in the schools that need them. Much more needs to be done in terms of pilot programs, policy design and evaluation before improving teacher quality can be considered a viable policy option.

Another proposal has been floated (e.g. by Bill Gates) to pay high-quality teachers bonus payments for taking on extra students.[41] It is certainly possible that such a reallocation of students could increase overall achievement, but it is also possible that it would backfire. For example, imagine a school with a grade containing two classes. One teacher is an excellent, experienced teacher, while the other is an untested, first-year "rookie" teacher. One option would be for both teachers to get classes with 25 students. Another option would be to pay the experienced teacher a bonus to take a class of 29 students, leaving the rookie teacher with a class of 21 students. All else equal, children in the experienced teacher's class would likely record lower test score gains if there were 29 students than if there were 25, but these gains would be enjoyed by more students. Perhaps the 21 students in the rookie teacher's classroom would be better off than if they would have been in a classroom of 25 students, though the research is less clear about whether the rookie teacher will be more effective in a small class. In this hypothetical case, it is possible that the aggregate test score gains could be larger when the classrooms have unequal sizes, especially if the experienced teacher is substantially more skilled at raising test scores than the rookie teacher. Whether it is an effective policy, however, hinges crucially on a variety of factors: how large the skill differential is between teachers, how large a bonus payment is required to induce the experienced teacher to accept a larger class, what the next best

use is for the funds used for the bonus payment, and whether the gains persist over time. While this is a potentially interesting area for policy development, much more pilot testing needs to be done before it could be considered a credibly policy alternative to class-size reduction.

## Recommendations

The academic literature strongly supports the common-sense notion that class size is an important determinant of student outcomes. Class-size reduction has been shown to improve a variety of measures, ranging from contemporaneous test scores to later-life outcomes such as college completion.

Based on the research literature, I offer the following policy recommendations:

- Class size is an important determinant of student outcomes and one that can be directly influenced by policy. All else being equal, increasing class sizes will harm student outcomes.
- The evidence suggests that increasing class size will harm not only children's test scores in the short run but also their long-term human capital formation. Money saved today by increasing class sizes will be offset by more substantial social and educational costs in the future.
- The payoff from class-size reduction is larger for low-income and minority children, while any increases in class size will likely be most harmful to these populations.
- Policymakers should carefully weigh the efficacy of class-size-reduction policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.

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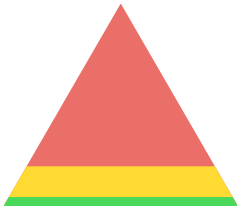
# Diagnostic Results

| | |
|---|---|
| **School** | PTC - CHOWCHILLA |
| **Subject** | Reading |
| **Academic Year** | 2020 - 2021 |
| **Diagnostic** | Diagnostic #2 |
| **Prior Diagnostic** | None |
| **Placement Definition** | Standard View |

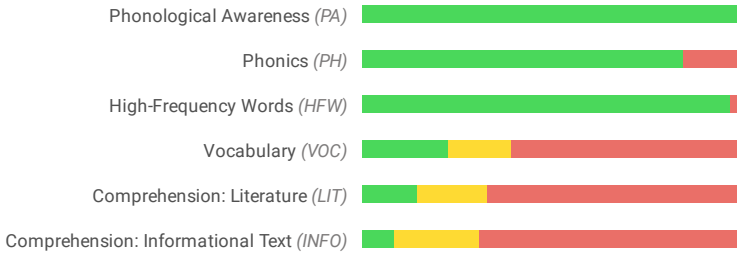
Students Assessed/Total: **48/58**

## Overall Placement



- **At Risk for Tier 3** 65%
- **Tier 2** 27%
- **Tier 1** 8%

## Placement By Domain




Switch Table View: Placement Summary

Show Results By: Grade

*Showing 5 of 5*

| Grade | Overall Grade-Level Placement | Students Assessed/Total |
|---|---|---|
| Grade 7 | 50% 50% | 2/3 |
| Grade 8 | 17% 33% 50% | 6/6 |
| Grade 9 | 14% 86% | 14/18 |
| Grade 10 | 20% 33% 47% | 15/17 |
| Grade 11 | 27% 73% | 11/14 |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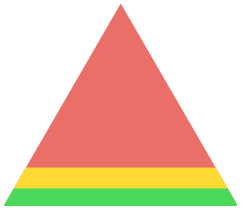
# Diagnostic Results

| | |
|---|---|
| **School** | PTC - MADERA |
| **Subject** | Reading |
| **Academic Year** | 2020 - 2021 |
| **Diagnostic** | Diagnostic #2 |
| **Prior Diagnostic** | None |
| **Placement Definition** | Standard View |

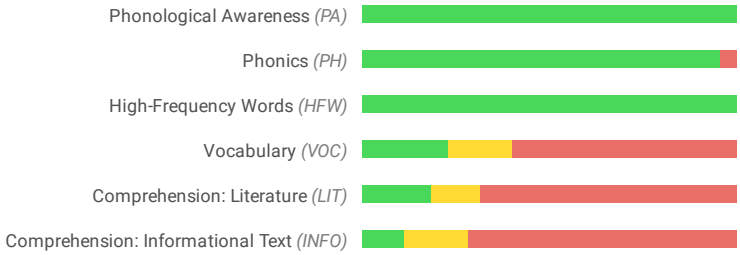
Students Assessed/Total: **153/284**

## Overall Placement



- **At Risk for Tier 3** 66%
- **Tier 2** 18%
- **Tier 1** 16%

## Placement By Domain




Switch Table View: Placement Summary

Show Results By: Grade

*Showing 4 of 4*

| Grade | Overall Grade-Level Placement | Students Assessed/Total |
|---|---|---|
| Grade 9 | 11% / 22% / 67% | 45/104 |
| Grade 10 | 14% / 16% / 71% | 58/91 |
| Grade 11 | 25% / 23% / 53% | 40/65 |
| Grade 12 | 10% / 90% | 10/24 |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# Visible Learning[plus] 250+ Influences on Student Achievement

| STUDENT | ES |
|---|---|
| **Prior knowledge and background** | |
| Field independence | 0.68 |
| Non-standard dialect use | -0.29 |
| Piagetian programs | 1.28 |
| Prior ability | 0.94 |
| Prior achievement | 0.55 |
| Relating creativity to achievement | 0.40 |
| Relations of high school to university achievement | 0.60 |
| Relations of high school achievement to career performance | 0.38 |
| Self-reported grades | 1.33 |
| Working memory strength | 0.57 |
| **Beliefs, attitudes and dispositions** | |
| Attitude to content domains | 0.35 |
| Concentration/persistence/ engagement | 0.56 |
| Grit/incremental vs. entity thinking | 0.25 |
| Mindfulness | 0.29 |
| Morning vs. evening | 0.12 |
| Perceived task value | 0.46 |
| Positive ethnic self-identity | 0.12 |
| Positive self-concept | 0.41 |
| Self-efficacy | 0.92 |
| Stereotype threat | 0.33 |
| Student personality attributes | 0.26 |
| **Motivational approach, orientation** | |
| Achieving motivation and approach | 0.44 |
| Boredom | -0.49 |
| Deep motivation and approach | 0.69 |
| Depression | -0.36 |
| Lack of stress | 0.17 |
| Mastery goals | 0.06 |
| Motivation | 0.42 |
| Performance goals | -0.01 |
| Reducing anxiety | 0.42 |
| Surface motivation and approach | -0.11 |
| **Physical influences** | |
| ADHD | -0.90 |
| ADHD – treatment with drugs | 0.32 |
| Breastfeeding | 0.04 |
| Deafness | -0.61 |
| Exercise/relaxation | 0.26 |
| Gender on achievement | 0.08 |
| Lack of illness | 0.26 |
| Lack of sleep | -0.05 |
| Full compared to pre-term/low birth weight | 0.57 |
| Relative age within a class | 0.45 |

| CURRICULA | ES |
|---|---|
| **Reading, writing and the arts** | |
| Comprehensive instructional programs for teachers | 0.72 |
| Comprehension programs | 0.47 |
| Drama/arts programs | 0.38 |
| Exposure to reading | 0.43 |
| Music programs | 0.37 |
| Phonics instruction | 0.70 |
| Repeated reading programs | 0.75 |
| Second/third chance programs | 0.53 |
| Sentence combining programs | 0.15 |
| Spelling programs | 0.58 |
| Visual-perception programs | 0.55 |
| Vocabulary programs | 0.62 |
| Whole language approach | 0.06 |
| Writing programs | 0.45 |
| **Math and sciences** | |
| Manipulative materials on math | 0.30 |
| Mathematics programs | 0.59 |
| Science programs | 0.48 |
| Use of calculators | 0.27 |
| **Other curricula programs** | |
| Bilingual programs | 0.36 |
| Career interventions | 0.38 |
| Chess instruction | 0.34 |
| Conceptual change programs | 0.99 |
| Creativity programs | 0.62 |
| Diversity courses | 0.09 |
| Extra-curricula programs | 0.20 |
| Integrated curricula programs | 0.47 |
| Juvenile delinquent programs | 0.12 |
| Motivation/character programs | 0.34 |
| Outdoor/adventure programs | 0.43 |
| Perceptual-motor programs | 0.08 |
| Play programs | 0.50 |
| Social skills programs | 0.39 |
| Tactile stimulation programs | 0.58 |

| HOME | ES |
|---|---|
| **Family structure** | |
| Adopted vs non-adopted care | 0.25 |
| Engaged vs disengaged fathers | 0.20 |
| Intact (two-parent) families | 0.23 |
| Other family structure | 0.16 |
| **Home environment** | |
| Corporal punishment in the home | -0.33 |
| Early years' interventions | 0.44 |
| Home visiting | 0.29 |
| Moving between schools | -0.34 |
| Parental autonomy support | 0.15 |
| Parental involvement | 0.50 |
| Parental military deployment | -0.16 |
| Positive family/home dynamics | 0.52 |
| Television | -0.18 |
| **Family resources** | |
| Family on welfare/state aid | -0.12 |
| Non-immigrant background | 0.01 |
| Parental employment | 0.03 |
| Socio-economic status | 0.52 |

| SCHOOL | ES |
|---|---|
| **Leadership** | |
| Collective teacher efficacy | 1.57 |
| Principals/school leaders | 0.32 |
| School climate | 0.32 |
| **School resourcing** | |
| External accountability systems | 0.31 |
| Finances | 0.21 |
| **Types of school** | |
| Charter schools | 0.09 |
| Religious schools | 0.24 |
| Single-sex schools | 0.08 |
| Summer school | 0.23 |
| Summer vacation effect | -0.02 |
| **School compositional effects** | |
| College halls of residence | 0.05 |
| Desegregation | 0.28 |
| Diverse student body | 0.10 |
| Middle schools' interventions | 0.08 |
| Out-of-school curricula experiences | 0.26 |
| School choice programs | 0.12 |
| School size (600-900 students at secondary) | 0.43 |
| **Other school factors** | |
| Counseling effects | 0.35 |
| Generalized school effects | 0.48 |
| Modifying school calendars/ timetables | 0.09 |
| Pre-school programs | 0.28 |
| Suspension/expelling students | -0.20 |

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

**Key for rating**

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

visible learning[plus]™



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# Visible Learning[plus] 250+ Influences on Student Achievement

| CLASSROOM | ES |
|---|---|
| **Classroom composition effects** | |
| Detracking | 0.09 |
| Mainstreaming/inclusion | 0.27 |
| Multi-grade/age classes | 0.04 |
| Open vs. traditional classrooms | 0.01 |
| Reducing class size | 0.21 |
| Retention (holding students back) | -0.32 |
| Small group learning | 0.47 |
| Tracking/streaming | 0.12 |
| Within class grouping | 0.18 |
| **School curricula for gifted students** | |
| Ability grouping for gifted students | 0.30 |
| Acceleration programs | 0.68 |
| Enrichment programs | 0.53 |
| **Classroom influences** | |
| Background music | 0.10 |
| Behavioral intervention programs | 0.62 |
| Classroom management | 0.35 |
| Cognitive behavioral programs | 0.29 |
| Decreasing disruptive behavior | 0.34 |
| Mentoring | 0.12 |
| Positive peer influences | 0.53 |
| Strong classroom cohesion | 0.44 |
| Students feeling disliked | -0.19 |

| TEACHER | ES |
|---|---|
| **Teacher attributes** | |
| Average teacher effects | 0.32 |
| Teacher clarity | 0.75 |
| Teacher credibility | 0.90 |
| Teacher estimates of achievement | 1.29 |
| Teacher expectations | 0.43 |
| Teacher personality attributes | 0.23 |
| Teacher performance pay | 0.05 |
| Teacher verbal ability | 0.22 |
| **Teacher-student interactions** | |
| Student rating of quality of teaching | 0.50 |
| Teachers not labeling students | 0.61 |
| Teacher-student relationships | 0.52 |
| **Teacher education** | |
| Initial teacher training programs | 0.12 |
| Micro-teaching/video review of lessons | 0.88 |
| Professional development programs | 0.41 |
| Teacher subject matter knowledge | 0.11 |

| TEACHING: Focus on student learning strategies | ES |
|---|---|
| **Strategies emphasizing student meta-cognitive/ self-regulated learning** | |
| Elaboration and organization | 0.75 |
| Elaborative interrogation | 0.42 |
| Evaluation and reflection | 0.75 |
| Meta-cognitive strategies | 0.60 |
| Help seeking | 0.72 |
| Self-regulation strategies | 0.52 |
| Self-verbalization and self-questioning | 0.55 |
| Strategy monitoring | 0.58 |
| Transfer strategies | 0.86 |
| **Student-focused interventions** | |
| Aptitude/treatment interactions | 0.19 |
| Individualized instruction | 0.23 |
| Matching style of learning | 0.31 |
| Student-centered teaching | 0.36 |
| Student control over learning | 0.02 |
| **Strategies emphasizing student perspectives in learning** | |
| Peer tutoring | 0.53 |
| Volunteer tutors | 0.26 |
| **Learning strategies** | |
| Deliberate practice | 0.79 |
| Effort | 0.77 |
| Imagery | 0.45 |
| Interleaved practice | 0.21 |
| Mnemonics | 0.76 |
| Note taking | 0.50 |
| Outlining and transforming | 0.66 |
| Practice testing | 0.54 |
| Record keeping | 0.52 |
| Rehearsal and memorization | 0.73 |
| Spaced vs. mass practice | 0.60 |
| Strategy to integrate with prior knowledge | 0.93 |
| Study skills | 0.46 |
| Summarization | 0.79 |
| Teaching test taking and coaching | 0.30 |
| Time on task | 0.49 |
| Underlining and highlighting | 0.50 |

| TEACHING: Focus on teaching/instructional strategies | ES |
|---|---|
| **Strategies emphasizing learning intentions** | |
| Appropriately challenging goals | 0.59 |
| Behavioral organizers | 0.42 |
| Clear goal intentions | 0.48 |
| Cognitive task analysis | 1.29 |
| Concept mapping | 0.64 |
| Goal commitment | 0.40 |
| Learning goals vs. no goals | 0.68 |
| Learning hierarchies-based approach | 0.19 |
| Planning and prediction | 0.76 |
| Setting standards for self-judgement | 0.62 |
| **Strategies emphasizing success criteria** | |
| Mastery learning | 0.57 |
| Worked examples | 0.37 |
| **Strategies emphasizing feedback** | |
| Classroom discussion | 0.82 |
| Different types of testing | 0.12 |
| Feedback | 0.70 |
| Providing formative evaluation | 0.48 |
| Questioning | 0.48 |
| Response to intervention | 1.29 |
| **Teaching/instructional strategies** | |
| Adjunct aids | 0.32 |
| Collaborative learning | 0.34 |
| Competitive vs. individualistic learning | 0.24 |
| Cooperative learning | 0.40 |
| Cooperative vs. competitive learning | 0.53 |
| Cooperative vs. individualistic learning | 0.55 |
| Direct instruction | 0.60 |
| Discovery-based teaching | 0.21 |
| Explicit teaching strategies | 0.57 |
| Humor | 0.04 |
| Inductive teaching | 0.44 |
| Inquiry-based teaching | 0.40 |
| Jigsaw method | 1.20 |
| Philosophy in schools | 0.43 |
| Problem-based learning | 0.26 |
| Problem-solving teaching | 0.68 |
| Reciprocal teaching | 0.74 |
| Scaffolding | 0.82 |
| Teaching communication skills and strategies | 0.43 |

| TEACHING: Focus on implementation method | ES |
|---|---|
| **Implementations using technologies** | |
| Clickers | 0.22 |
| Gaming/simulations | 0.35 |
| Information communications technology (ICT) | 0.47 |
| Intelligent tutoring systems | 0.48 |
| Interactive video methods | 0.54 |
| Mobile phones | 0.37 |
| One-on-one laptops | 0.16 |
| Online and digital tools | 0.29 |
| Programmed instruction | 0.23 |
| Technology in distance education | 0.01 |
| Technology in mathematics | 0.33 |
| Technology in other subjects | 0.55 |
| Technology in reading/literacy | 0.29 |
| Technology in science | 0.23 |
| Technology in small groups | 0.21 |
| Technology in writing | 0.42 |
| Technology with college students | 0.42 |
| Technology with elementary students | 0.44 |
| Technology with high school students | 0.30 |
| Technology with learning needs students | 0.57 |
| Use of PowerPoint | 0.26 |
| Visual/audio-visual methods | 0.22 |
| Web-based learning | 0.18 |
| **Implementations using out-of-school learning** | |
| After-school programs | 0.40 |
| Distance education | 0.13 |
| Home-school programs | 0.16 |
| Homework | 0.29 |
| Service learning | 0.58 |
| **Implementations that emphasize school-wide teaching strategies** | |
| Co- or team teaching | 0.19 |
| Interventions for students with learning needs | 0.77 |
| Student support programs – college | 0.21 |
| Teaching creative thinking | 0.34 |
| Whole-school improvement programs | 0.28 |

**Key for rating**

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ES Effect size calculated using Cohen's *d*

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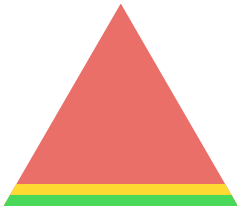
# Diagnostic Results

| | |
|---|---|
| **School** | PTC - CHOWCHILLA |
| **Subject** | Math |
| **Academic Year** | 2020 - 2021 |
| **Diagnostic** | Diagnostic #2 |
| **Prior Diagnostic** | None |
| **Placement Definition** | Standard View |

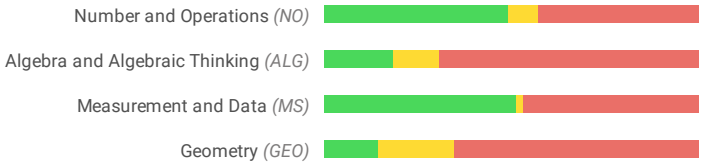
Students Assessed/Total: **49/58**

## Overall Placement



- **At Risk for Tier 3** 80%
- **Tier 2** 10%
- **Tier 1** 10%

## Placement By Domain




Switch Table View: Placement Summary

Show Results By: Grade

*Showing 5 of 5*

| Grade | Overall Grade-Level Placement | Students Assessed/Total |
|---|---|---|
| Grade 7 | 50% 50% | 2/3 |
| Grade 8 | 17% 17% 67% | 6/6 |
| Grade 9 | 14% 14% 71% | 14/18 |
| Grade 10 | 13% 6% 81% | 16/17 |
| Grade 11 | 100% | 11/14 |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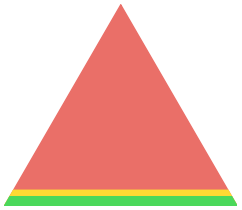
# Diagnostic Results

| | |
|---|---|
| **School** | PTC - MADERA |
| **Subject** | Math |
| **Academic Year** | 2020 - 2021 |
| **Diagnostic** | Diagnostic #2 |
| **Prior Diagnostic** | None |
| **Placement Definition** | Standard View |

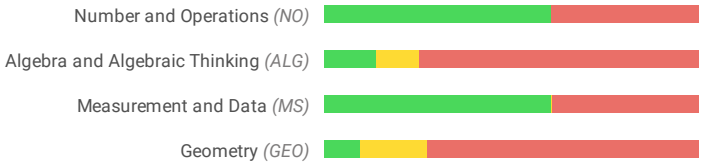
Students Assessed/Total: **146/284**

## Overall Placement



- **At Risk for Tier 3** 85%
- **Tier 2** 6%
- **Tier 1** 9%

## Placement By Domain




Switch Table View: Placement Summary

Show Results By: Grade

*Showing 4 of 4*

| Grade | Overall Grade-Level Placement | Students Assessed/Total |
|---|---|---|
| Grade 9 | 11% 7% 82% | 45/104 |
| Grade 10 | 11% 9% 81% | 57/91 |
| Grade 11 | 6% 94% | 35/65 |
| Grade 12 | 11% 89% | 9/24 |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| PTC Chowchilla – LCAP Parent Survey | Returned - 25 / 60 = 42% (1 = Spanish) |
|---|---|
| 1) Completed survey through Parent Square | No, but submitted paper copy - 25 / 60 = 42% |
| 2) My child attends PTC Chowchilla | 25 / 60 = 42% |
| 3) I Identify most closely with: | White / Non Hispanic - 11 /25 = 44%<br>Hispanic or Latino - 9/25 = 36%<br>Two or more races – 4/25 = 16%<br>Prefer not to answer = 1/25 = 4% |
| 4) My child participates in the following: | None of the above – 14/25 = 56%<br>English Learner – 4/25 = 16%<br>Not sure – 4/25 = 16%<br>Free and reduced – 2/25 = 8%<br>Special Education Services – 1/25 = 4% |
| 5) The staff at my school build a trusting and respectful relationship with families. | Strongly Agree - 17/25 = 68%<br>Agree - 7/25 = 28%<br>Neither Agree or Disagree – 1/25 = 4% |
| 6) My Child's school has created a welcoming environment for all families. | Strongly Agree – 12/25 = 48%<br>Agree – 11/25 = 44%<br>Neither Agree or Disagree – 1/25 = 4%<br>Disagree – 1/25 = 4% |
| 7) The staff at my child's school is interested in each family's strength, culture, languages and goals for their children. | Strongly Agree – 11 / 25 = 44%<br>Agree – 12/25 = 48%<br>Neither Agree or Disagree – 2 /25 = 8% |
| 8) My child's school supports multiple opportunities to engage in understandable and accessible 2 way communication between family and educators. | Strongly Agree – 12 / 25 = 48%<br>Agree – 11/25 = 44%<br>Neither Agree or Disagree – 2 /25 = 8% |
| 9) My child's school provides families with information and resources to support student learning at home. | Strongly Agree – 11 / 25 = 44%<br>Agree – 14/25 = 56%<br>Neither Agree and Disagree – 0% |
| 10) My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes. | Strongly Agree – 11 / 25 = 44%<br>Agree – 12 / 25 = 48%<br>Neither Agree or Disagree – 2/25 = 8% |
| 11) My Child's school helps families to understand and exercise their legal rights and advocate for their own students and all students, | Strongly Agree – 8 / 25 = 32%<br>Agree – 14 / 25 = 56%<br>Neither Agree or Disagree – 3/25 = 12% |
| 12) My child's school helps build and supports capacity of family members to successfully engage in advisory groups (School Site Council – SSC, English Learners Advisory Committees – ELAC, Parent Advisory, PAC and decision making process | Strongly Agree -9/25 = 36%<br>Agree – 13/25 = 52%<br>Neither Agree or Disagree – 3/25 = 12% |
| 13) My Child's School provides opportunities to have families work together to plan, design, implement and evaluate family engagement activities at school and district levels. | Strongly Agree -9/25 = 36%<br>Agree – 13/25 = 52%<br>Neither Agree or Disagree – 3/25 = 12% |
| **School Culture** | |
| 14) This school promotes academic success for all students. | Strongly Agree -11/25 = 44%<br>Agree – 13/25 = 52%<br>Neither Agree or Disagree – 1 / 25 = 4% |
| 15) Teachers are able to meet the English Learner needs at my school | Strongly Agree – 8 / 25 = 32%<br>Agree – 12 / 25 = 48%<br>Neither Agree or Disagree – 5/25 = 20% |
| 16) At my school, mu children learn skills that will help them in life | Strongly Agree – 10/25 = 40%<br>Agree – 13/25 = 52%<br>Neither Agree or Disagree – 1/25 = 4% |

| | |
|---|---|
| | Disagree - 1/25 = 4% |
| 17) School Staff take parent concerns seriously | Strongly Agree - 12 / 25 = 48%<br>Agree – 12 / 25 = 48%<br>Neither Agree or Disagree – 1 / 25 = 16%<br>Disagree – 0% |
| 18) Staff members at this school communicate well with the parents of this school. | Strongly Agree – 10/25 = 40%<br>Agree – 11/25 = 44%<br>Neither Agree or Disagree = 4 / 25 = 1% |
| 19) My child feels safe at this school. | Strongly Agree – 14/25 = 56%<br>Agree – 8/25 = 32%<br>Neither Agree or Disagree -3 /25 = 12% |
| 20) Teachers at this school are fair and have effective Conflict resolution skills to manage student issues. | Strongly Agree – 11 /25 = 44%<br>Agree – 12/25 = 48%<br>Neither Agree or Disagree – 2/25 = 8% |
| 21) This school has clean, well maintained facilities | Strongly Agree -9/25 = 36%<br>Agree – 12/25 = 48%<br>Neither Agree or Disagree – 4/25 = 16% |
| 22) Teachers at this school are well-qualified to teach my children? | Strongly Agree -15 / 25 = 60%<br>Agree – 8 / 25 = 32%<br>Neither Agree or Disagree – 2 / 25 = 8% |
| 23) In what events have you participated in the last 3 years? | Parent Conferences = 20<br>Back to School = 5<br>Open House = 4<br>Awards = 3<br>Sports = 2<br>Parent Advisory / IEP / Family Appreciation / = 1 each |
| 24) I would like to see parent workshops in the following areas: | Homework help = 7<br>Social Emotional Support = 5<br>Using Technology = 5<br>Healthy Lifestyles = 5<br>Early Childhood = 4<br>Math = 4<br>Self advocacy = 2<br>Parenting = 2<br>Nutrition = 2<br>Financial Lit. = 2<br>ESL = 2 |
| 25) My child participates (d) in the following CTE pathways: | Does not participate in CTE – 21<br>Child development – 3<br>Welding / Careers in Education / Construction – 1 each |
| 26) I would like to see my child participate in the following CTE pathways | My Child is not interested in participating in CTE = 11<br>Medical = 4<br>Cosmetology = 4<br>Criminal Justice = 3<br>Careers in Education = 2<br>Child Development = 2<br>Culinary = 2<br>Construction = 1<br>Not due to COVUS |
| Additional Comments: | • When are classes resuming in person?<br>• When is CTE resuming in person? (COVID) |

| PTC Chowchilla – LCAP Student Survey (3/19/21) | Returned - 34 / 60 = 57% |
|---|---|
| 1) I attend PTC Chowchilla | 34/60 = 57% return |
| 2) My grade level is: | 7th – 2/34 = 6%<br>8th – 6/34 = 18%<br>9th – 7/34= 21%<br>10th – 5/34 = 15%<br>11th – 9/34= 26%<br>12th – 5/34= 15% |
| 3) I Identify most closely with: | Hispanic or Latino = 14/34 = 41%<br>White / Non Hispanic – 12/34 = 35%<br>Two or more races – 6/34 = 18%<br>Prefer not to answer = 2/34 =6% |
| 4) I participate in the following: | None of the above – 23/34 = 68%<br>Not sure – 4/34 = 11%<br>English Learner 3/34 = 9%<br>Free and reduced – 3/34 =9%<br>Special Education Services – 1/34 = 3% |
| 5) I feel safe at my school | Strongly Agree – 15 /34 = 43%<br>Agree – 16/34 =48%<br>Neutral - 2/34 =6%<br>Disagree – 1/34 =3% |
| 6) I feel like I am part of my school | Strongly Agree – 10 / 34 = 29%<br>Agree – 18/34 = 53%<br>Neutral – 6/34 = 18% |
| 7) Teachers at my school want students to succeed. | Strongly Agree – 21/34 = 62%<br>Agree – 11/34 = 32%<br>Neutral - 2/34 = 6% |
| 8) Teachers at my school give me enough time to finish my schoolwork / homework. | Strongly Agree – 19/34 = 56%<br>Agree – 10/34 = 29%<br>Neutral - 2/34 = 6%<br>Disagree –1/34 = 3% |
| 9) I get excited to learn. | Strongly Agree – 3/34 = 9%<br>Agree – 10/34 = 29%<br>Neutral - 13/34 =38%<br>Disagree –4/34 =12%<br>Strongly Disagree – 2/34 = 6% |
| 10) I would like more help with my schoolwork / homework. | Strongly Agree – 4/34 =12%<br>Agree – 7/34 = 21%<br>Neutral - 15/34 = 44%<br>Disagree – 6/34 = 18% |
| 11) I get to work in groups with a partner in class | Strongly Agree – 2/34 = 6%<br>Agree – 4/34= 12%<br>Neutral - 16/34=48%<br>Disagree –8/34 =24%<br>Strongly Disagree – 3/34 = 9% |
| 12) At my school, I learn skills that help me in life. | Strongly Agree – 5/34 = 15%<br>Agree – 19/34 = 56%<br>Neutral - 8/34 = 24%<br>Disagree – 1/34 = 3%<br>Strongly Disagree - 1/34 = 3% |
| 13) My teachers talk to my parents on a regular basis. | Strongly Agree – 9/34 = 27%<br>Agree – 10/34 = 30%<br>Neutral - 13/34 = 38%<br>Disagree –2/34=6% |

| | |
|---|---|
| 14) My parents participate in school events | Strongly Agree – 3/34 = 9%<br>Agree – 5/34 = 15%<br>Neutral -15/34 = 44%<br>Disagree –9/34 = 27%<br>Strongly Disagree – 3/34 = 9% |
| 15) My teachers are very knowledgeable of the subject they teach. | Strongly Agree – 13/34 = 38%<br>Agree – 19/34 = 56%<br>Neutral - 1/34 = 3% |
| 16) My teachers explain lessons in a way that I understand. | Strongly Agree – 18/34 = 53%<br>Agree – 12/34 = 35%<br>Neutral - 3/34 = 9%<br>Strongly Disagree -1/34 = 3% |
| 17) I plan on attending college or some other school (trade school / technical school) after high school. | Strongly Agree – 9/34 =26%<br>Agree – 12/34 =35%<br>Neutral - 10/34 =29%<br>Disagree –3/34 = 9% |
| 18) My school makes it clear how students are expected to act. | Strongly Agree – 12/34 = 35%<br>Agree – 21/34 =62%<br>Neutral - 1/34 =3% |
| 19) The teachers or adults at my school care about me. | Strongly Agree – 15/34 = 44%<br>Agree – 16/34 = 47%<br>Neutral - 2/34 = 6%<br>Disagree –1/34 = 3% |
| 20) The teachers or adults at my school treat students fairly. | Strongly Agree – 12/34 = 35%<br>Agree – 20/34 = 59%<br>Neutral - 2/34 =6% |
| 21) The schoolyard and buildings are clean. | Strongly Agree – 13/34 =39%<br>Agree – 15/34 =45%<br>Neutral - 5/34 = 15% |
| 22) My parents feel welcome to participate at my school. | Strongly Agree – 14/34 = 41%<br>Agree – 15/34 =45%<br>Neutral – 5/34 =14% |
| 23) I am happy to be at my school. | Strongly Agree – 12/34 = 35%<br>Agree – 14/34 =41%<br>Neutral - 5/34 = 15%<br>Strongly Disagree -1/34 = 3% |
| English Learner Program Target Questions | *PTCC has 4 EL students |
| 24) I receive the support I need from teachers | Strongly Agree – 14<br>Agree – 11 |
| 25) I feel comfortable talking in English in my classes | Strongly Agree - 16<br>Agree - 8<br>Neutral - 3 |
| 26) I feel comfortable reading and writing in my classes. | Strongly Agree - 13<br>Agree - 10<br>Neutral - 4<br>Strongly Disagree – 1 |
| 27) I am confident that I will improve in my classes. | Strongly Agree - 12<br>Agree - 12<br>Neutral - 3 |
| 28) Please share any additional comments that will help you be more successful in school. | • I feel very confident at my school.<br>• I am very comfortable in my school<br>• This school is good, no need for anything<br>• Please, from now, give us less work! |

| | |
|---|---|
| 29) I participate in the following CTE courses at my school. | I not do participate in CTE – 23<br>Child development – 2<br>Welding – 1<br>Construction - 1<br>Careers in Education – 0 |
| 30) I would like to participate in the following CTE courses | I am not interested in participating in CTE = 15<br>Welding - 7<br>Medical - 3<br>Construction - 3<br>Cosmetology - 3<br>Digital Media - 3<br>Careers in Education = 1<br>Child Development = 1<br>Fire Fighting - 1<br>Criminal Justice = 1<br>Culinary = 1 |

| PTC Madera – LCAP Parent Survey | Returned - 75/270 = 28% |
|---|---|
| 1) Completed survey through Parent Square | No, but submitted paper copy 61/270 = 23% |
| 2) My child attends PTC Madera | 75/270 = 28% |
| 3) I Identify most closely with: | Hispanic or Latino - 56/75 =74.7%<br>White / Non-hispanic - 5/75 = 6.7%<br>Other / White – Hispanic – 5/75 =6.7%<br>Black or African-American – 2/75 = 2.7%<br>Asian or Asian American - 2/75 = 2.7%<br>Two or more races – 3/75 = 4.0%<br>Prefer not to answer = 2/75 = 2.7% |
| 4) My child participates in the following: | None of the above – 50/75 = 66.7%<br>Free and reduced – 11/75 = 14.7%<br>English Learner – 5/75 = 6.7%<br>Not sure –6/75 = 8.0%<br>Special Ed. Services – 2/75 = 2.7%<br>Other: Section 504 – 1/75 = 1.3% |
| 5) The staff at my school build a trusting and respectful relationship with families. | Strongly Agree – 25/75 = 33.3%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 12/75 = 16.0%<br>Disagree – 2/75 = 2.7%<br>Strongly Disagree – 1/75 = 1.3% |
| 6) My Child's school has created a welcoming environment for all families. | Strongly Agree –25/75 = 33.3%<br>Agree – 35 /75 = 46.7%<br>Neither Agree or Disagree – 12/75 = 16.0%<br>Disagree – 2/75 = 2.7%<br>Strongly Disagree – 1/75 = 1.3% |
| 7) The staff at my child's school is interested in each family's strength, culture, languages and goals for their children. | Strongly Agree – 24/75 = 32.0%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 13/75 = 17.3%<br>Disagree – 2/75 = 2.7%<br>Strongly Disagree – 1/75 = 1.3% |
| 8) My child's school supports multiple opportunities to engage in understandable and accessible 2 way communication between family and educators. | Strongly Agree – 30/75 = 40.0%<br>Agree – 38/75 = 50.7%<br>Neither Agree or Disagree – 5/75 = .7%<br>Disagree – 1/75 = 1.3%<br>Strongly Disagree – 1/75 = 1.3% |
| 9) My child's school provides families with information and resources to support student learning at home. | Strongly Agree – 29/75 = 38.7%<br>Agree – 30/75 = 40.0%<br>Neither Agree and Disagree – 10/75 = 13.3%<br>Disagree – 4/75 = 5.3%<br>Strongly Disagree = 2/75 = 2.7% |
| 10) My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes. | Strongly Agree – 28/74 = 37.8%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 8/75 = 10.7%<br>Disagree – 5/75 = 6.7%<br>Strongly Disagree = 2/75 = 2.7% |
| 11) My Child's school helps families to understand and exercise their legal rights and advocate for their own students and all students, | Strongly Agree – 23/75 = 30.7%<br>Agree –32/75 = 42.7<br>Neither Agree or Disagree – 17/75 = 22.7%<br>Disagree - 3/75 = 4.0%<br>Strongly Disagree – 1/75 = 1.3% |
| 12) My child's school helps build and supports capacity of family members to successfully engage in advisory groups (School Site Council – SSC, | Strongly Agree – 25/75 = 33.3%<br>Agree – 30/75 =40.0%<br>Neither Agree or Disagree – 15/75 = 20.0%<br>Disagree -3/75 = 4.0% |

| | |
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| English Learners Advisory Committees – ELAC, Parent Advisory, PAC and decision-making process | Strongly Disagree – 2/75 = 2.7% |
| 13) My Child's School provides opportunities to have families work together to plan, design, implement and evaluate family engagement activities at school and district levels. | Strongly Agree – 15/75 = 20.0%<br>Agree – 40/75 = 53.3%<br>Neither Agree or Disagree – 14/75 = 18.7%<br>Disagree – 2/75 = 2.6%<br>Strongly Disagree – 4/75 = 5.3% |
| 14) This school promotes academic success for all students. | Strongly Agree – 30/75 = 40.0%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 8/75 = 10.7%<br>Disagree = 1/75 = 1.3%<br>Strongly Disagree – 1/75 = 1.3% |
| 15) Teachers are able to meet the English Learner needs at my school | Strongly Agree – 22/75 = 29.3%<br>Agree – 15/75 = 20.%<br>Neither Agree or Disagree – 17/75 = 22.7%<br>Strongly Disagree – 2/75 = 2.6% |
| 16) At my school, mu children learn skills that will help them in life | Strongly Agree – 30/75 = 40.0%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 5/75 = 6.7%<br>Disagree – 3/75 = 4.0%<br>Strongly Disagree - 2/75 = 2.6% |
| 17) School Staff take parent concerns seriously | Strongly Agree – 33/75 = 44.0%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 5/75 = 6.7%<br>Disagree – 2/75 = 2.6% |
| 18) Staff members at this school communicate well with the parents of this school. | Strongly Agree – 25/75 = 33.3%<br>Agree – 33/75 = 44.0%<br>Neither Agree or Disagree – 14/75 = 18.7%<br>Disagree - 2/75 = 2.6%<br>Strongly Disagree = 1/75 = 1.3% |
| 19) My child feels safe at this school. | Strongly Agree – 25/75 = 33.3%<br>Agree – 35/75 = 46.7%<br>Neither Agree or Disagree – 12/75 = 16.0%<br>Disagree – 2/75 = 2.6%<br>Strongly Disagree – 1/75 = 1.3% |
| 20) Teachers at this school are fair and have effective Conflict resolution skills to manage student issues. | Strongly Agree – 30/75 = 40.0%<br>Agree – 25/75 = 33.3%<br>Neither Agree or Disagree – 15/75 = 20.0%<br>Disagree – 3/75 = 4.0%<br>Strongly Disagree – 2/75 = 2.6% |
| 21) This school has clean, well maintained facilities | Strongly Agree – 33/75 = 44.0%<br>Agree – 35 / 75 = 46.7%<br>Neither Agree or Disagree – 7/75 = 9.3% |
| 22) Teachers at this school are well-qualified to teach my children? | Strongly Agree - 33/75 = 44.0%<br>Agree – 30/75 = 40.0%<br>Neither Agree or Disagree – 8/75 = 10.7%<br>Disagree – 4/75 = 5.3% |
| 23) In what events have you participated in the last 3 years? | Parent Conferences = 45<br>Back to School = 14<br>Open House = 9<br>Sports = 8<br>Family Appreciation = 7<br>Student of the Month = 5<br>SSC = 4<br>School Parent Night = 3 |

| | |
|---|---|
| | Career Tech Expo =2<br>Parent Advisory = 1<br>DELAC = 1<br>ELAC = 1<br>DAC = 1 |
| 24) I would like to see parent workshops in the following areas: | Using Technology = 22<br>Healthy Lifestyles = 21<br>Social Emotional Support = 20<br>Homework help = 15<br>Math = 15<br>Nutrition = 14<br>Early Childhood = 9<br>Self advocacy = 9<br>Parenting = 9<br>Financial Lit. = 4<br>Other = 4 (Did not state)<br>ESL = 3 |
| 25) My child participates (d) in the following CTE pathways: | Does not participate in CTE – 37<br>Child development – 6<br>Welding – 6<br>Construction – 2<br>Careers in Education – 1 |
| 26) I would like to see my child participate in the following CTE pathways | Medical = 13<br>My Child is not interested in participating in CTE = 11<br>Criminal Justice = 9<br>Welding = 9<br>Cosmetology = 8<br>Construction = 7<br>Careers in Education = 5<br>Child Development = 5<br>Culinary Arts and Hospitality Management = 6<br>Digital Media = 5<br>Fire fighting = 5 |
| Additional Comments: | • Follow up on special assistance. My child was offered special support (in SpEd) but it never happened.<br>• A student portal would be helpful.<br>• Honestly, PTC is a great school for kids. I have never seen another school like it.<br>• Thanks PTC Madera. My kids love school Thanks to Mr. Glines and the program here.<br>• Grateful for the teachers here at PTC Madera.<br>• My child is doing very well because of teachers like Mrs. Steinmetz. We need more like her.<br>• Have more teachers like the one my son had take the time to explain Math. |

| PTC MADERA - LCAP STUDENT Survey | Returned – 80/270 = 31% |
|---|---|
| 1) I attend PTC Madera | 80/270 =31% returned on paper |
| 2) My grade level is: | 9th – 15<br>10th – 20<br>11th – 30<br>12th – 15 |
| 3) I Identify most closely with: | Hispanic or Latino – 60/80 = 75%<br>Black – 1/80 = 1%<br>Asian – 2/80 = 3%<br>White / Non Hispanic – 9/80 = 11%<br>Two or more races – 3/80 = 4%<br>Prefer not to answer - 4/80 = 5%<br>Other – 1/80 = 1% |
| 4) I participate in the following: | None of the above – 54/80 = 68%<br>Not sure – 13/80 = 16%<br>English Learner – 6/80 =8%<br>Free and reduced - 7/80 = 9% |
| 5) I feel safe at my school | Strongly Agree – 22/80 = 28%<br>Agree – 47/80 = 59%<br>Neutral – 10/80 = 13%<br>Strongly Disagree – 1/80 = 1% |
| 6) I feel like I am part of my school | Strongly Agree - 10/80 = 13%<br>Agree – 46/80 = 58%<br>Neutral – 20/80 = 25%<br>Disagree - 1/80 = 1%<br>Strongly Disagree – 3/80 = 4% |
| 7) Teachers at my school want students to succeed. | Strongly Agree –42/80 = 53%<br>Agree – 33/80 = 41%<br>Neutral – 4/80 = 5%<br>Strongly Disagree – 1/80 = 1% |
| 8) Teachers at my school give me enough time to finish my schoolwork / homework. | Strongly Agree – 34/80 = 43%<br>Agree – 35/80 = 44%<br>Neutral - 8/80 = 10%<br>Disagree – 2/80 = 3%<br>Strongly Disagree -1/80 = 1% |
| 9) I get excited to learn. | Strongly Agree – 6/80 =8%<br>Agree – 34/80 = 43%<br>Neutral - 28/80 = 35%<br>Disagree – 6/80 = 8%<br>Strongly Disagree – 6/80 = 8% |
| 10) I would like more help with my schoolwork / homework. | Strongly Agree – 5/80 = 6%<br>Agree – 12/80 = 15%<br>Neutral – 47/80 = 59%<br>Disagree – 25/80 = 31%<br>Strongly Disagree = 1/80 = 1% |
| 11) I get to work in groups with a partner in class | Strongly Agree – 26/80 = 33%<br>Agree – 7/80 = 9%<br>Neutral – 23/80 = 29%<br>Disagree –17/80 = 21%<br>Strongly Disagree -7/80 = 9% |
| 12) At my school, I learn skills that help me in life. | Strongly Agree – 20/80 = 25%<br>Agree – 38/80 = 48%<br>Neutral - 19/80 = 24.0%<br>Disagree – 2/80 = 2.5%<br>Strongly Disagree - 1/80 = 1.3% |

| | |
|---|---|
| 13) My teachers talk to my parents on a regular basis. | Strongly Agree – 7/80 = 8.8%<br>Agree – 30/80 = 37.5%<br>Neutral – 28/80 = 35.0%<br>Disagree 13/80 = 16.3%<br>Strongly Disagree – 2/80 = 2.5% |
| 14) My parents participate in school events | Strongly Agree – 2/80 = 2.5%<br>Agree – 7/80 = 8.8%<br>Neutral -30/80 = 37.5%<br>Disagree –30/80 = 37.5%<br>Strongly Disagree – 11/80 = 13.8% |
| 15) My teachers are very knowledgeable of the subject they teach. | Strongly Agree – 30/80 = 37.5%<br>Agree – 40/80 =50.0%<br>Neutral - 3/80 = 4.0%<br>Disagree – 6/80 = 8.0%<br>Strongly – 1/80 = 1.3% |
| 16) My teachers explain lessons in a way that I understand. | Strongly Agree –25/80 = 31.3%<br>Agree – 41/80 = 41.3%<br>Neutral – 8/80 = 10.0%<br>Disagree – 2/80 = 2.5%<br>Strongly Disagree – 4/80 = 5.0% |
| 17) I plan on attending college or some other school (trade school / technical school) after high school. | Strongly Agree – 24/80 = 30.0%<br>Agree – 36/80 = 45.0%<br>Neutral - 8/80 = 10.0%<br>Disagree – 10/80 = 13.0%<br>Strongly Disagree = 2/80 = 2.5% |
| 18) My school makes it clear how students are expected to act. | Strongly Agree – 17/80 = 21.0%<br>Agree – 46/80 = 57.5%<br>Neutral - 12/80 = 15.0%<br>Disagree – 4/80 = 5.0%<br>Strongly Disagree = 1/80 = 1.3% |
| 19) The teachers or adults at my school care about me. | Strongly Agree – 18/80 = 22.5%<br>Agree – 47/80 = 58.8%<br>Neutral – 14/80 = 17.5%<br>Strongly Disagree – 1/80 = 1.3% |
| 20) The teachers or adults at my school treat students fairly. | Strongly Agree – 24/80 = 30.0%<br>Agree – 43/80 = 53.8%<br>Neutral – 10/80 = 13.0%<br>Disagree – 1/80 = 1.3%<br>Strongly Disagree – 2/80 = 3.0% |
| 21) The schoolyard and buildings are clean. | Strongly Agree – 25/80 = 31.3%<br>Agree – 37/80 = 46.3%<br>Neutral - 14/80 = 17.5%<br>Strongly Disagree = 1/80 = 1.3% |
| 22) My parents feel welcome to participate at my school. | Strongly Agree – 10/80 =13.0%<br>Agree – 49/80 = 61.3%<br>Neutral – 20/80 = 25.0%<br>Strongly Disagree – 1/80 = 1.3% |
| 23) I am happy to be at my school. | Strongly Agree – 18/80 = 22.5%<br>Agree –43/80 = 53.8%<br>Neutral – 16/80 = 20.0%<br>Disagree – 2/80 = 2.5%<br>Strongly Disagree – 1/80 = 1.3% |
| **English Learner Program Target Questions** | ***PTCM has 46 EL students** |
| 24) I receive the support I need from teachers | Strongly Agree – 13<br>Agree – 34 |

| | |
|---|---|
| | Neutral – 6/80<br>Strongly Disagree – 6 |
| 25) I feel comfortable talking in English in my classes | Strongly Agree - 11<br>Agree - 38<br>Neutral - 5<br>Disagree – 2<br>Strongly Disagree – 1 |
| 26) I feel comfortable reading and writing in my classes. | Strongly Agree -19<br>Agree - 31<br>Neutral - 8<br>Strongly Disagree –1 |
| 27) I am confident that I will improve in my classes. | Strongly Agree - 14<br>Agree - 30<br>Neutral - 6<br>Disagree – 2 |
| 28) Please share any additional comments that will help you be more successful in school. | • I would like a lot more help.<br>• Nothing much. Just that I learn really slow.<br>• Not having to do stuff on line would be great since doing stuff online is really hard. It's hard for many reasons, and I mean many.<br>• I have to wake up early for Zoom and make sure I don't forget about logging in cuz it's very important to log in the morning. |
| 29) I participate in the following CTE courses at my school. | I not do participate in CTE – 54<br>Child development – 9<br>Careers in Education –7<br>Welding – 5<br>Construction – 4 |
| 30) I would like to participate in the following CTE courses | Culinary Arts = 18<br>Medical = 18<br>I am not interested in participating in CTE = 16<br>Construction = 15<br>Child Development = 15<br>Criminal Justice = 15<br>Cosmetology = 14<br>Digital Media = 11<br>Fire Fighting = 10<br>Welding = 10<br>Careers in Education = 6 |

GENERATION READY
Partnering for School Success

# Raising Student Achievement Through Professional Development

*Recent extensive research has highlighted the shortcomings of the one-off workshops that many school districts tend to provide and has also found that the ongoing, job-embedded, collaborative, professional learning that is proven to be highly effective overseas is not widely used across the United States.*

The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers[1].

Professional development serves three, often overlapping, functions:

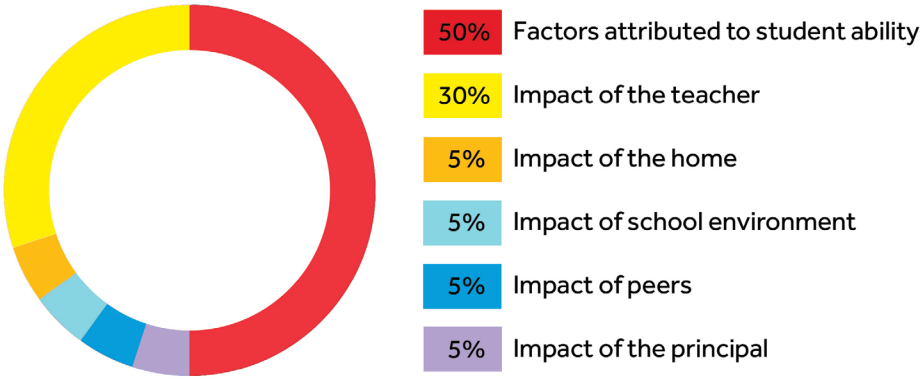
- To improve school performance
- To improve the quality of classroom instruction
- To support the implementation of new initiatives

Professional development is a comprehensive, ongoing, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. While most teachers across the country take part in professional development every year, current state, district and school approaches to professional learning vary widely. The impact of the professional development in terms of turning schools around and raising student achievement has also varied greatly[2]. Like other countries, teachers in the United States are provided with opportunities for professional development in the form of workshops, but they fall significantly behind high performing countries when it comes to opportunities to take part in extended and collaborative professional development[3].

For twenty years, we have been working to raise student achievement through providing quality professional development for school communities in ways that support and sustain effective classroom practice. This experience and a solid research base have highlighted the characteristics of professional development that result in improved teaching and increased student achievement. Effective professional development:

- Is planned over time, sustained, rigorous and embedded within the context of the school
- Fosters collaboration within schools and across districts
- Uses data to directly link to the school goals
- Is evidence-based and data-driven both to guide improvement and measure impact
- Is differentiated and ensures an intensive focus on the teaching-learning relationship.

**Factors impacting on the variation in student achievement (Hattie 2003)**




## Ongoing and embedded within the context of the school

Significant and sustainable change in practice is an ongoing process and it takes time to implement and reflect on new practices. Current research shows that intensive ongoing professional development for administrators and teachers leads to an increase in student achievement[4].

Research shows that teachers need on-the-job support to make the new ideas part of their daily practice[5]. This evidence suggests that states reap greater benefits in terms of student achievement when they invest in classroom-based coaching as opposed to more costly changes such as smaller classes[6].

Site based professional development is embedded in the teachers' daily practice. It has meaning and relevance to them, as it is about their students and will help them to facilitate the learning of these students today.

*Our professional development is planned over time and embedded within the context of the school to ensure sustained impact.*

## Fosters collaboration within and across schools

For the last three decades research has consistently shown that where there is a shared responsibility throughout the district or school community for student achievement positive changes are more likely to be sustained. A five year study of 1,500 schools undergoing comprehensive reform showed that in schools where professional learning communities were established achievement increased. Furthermore, the collaboration and shared responsibility for student achievement narrowed the achievement gap in schools with students from low income homes[7].

The greater the challenge of the school context, the greater the need for a deliberate leadership focus on student learning and well-being. Very rarely have schools been turned around without the leadership from a principal who has set clear priorities and goals that are followed through with professional learning. Many other factors contribute to positive change in schools, but leadership is the catalyst[8].

Although the principal is in a critical position to lead change, he or she cannot do it alone. Empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable.

*Our professional development is planned collaboratively with the principal and staff to create structures that sustain professional learning.*

## Evidence-based and data-driven both to guide improvement and measure impact

Focused effort in a school is important if school-wide teaching and student learning are to improve. Professional development is an ongoing cycle of improvement, where data is used to encourage reflection, inquiry, and dialogue in a collaborative learning community. It is the analysis of data about students, teachers, principals, and systems from both formal accountability systems and internal monitoring programs that drives decisions about the purpose and content of effective professional development[9].

When professional development starts with an analysis of data about students and educators, it will be more closely aligned to the school goals and meet the unique needs of educators

and their students by differentiating learning for individuals and teams of educators. Data drives the planning and implementation of effective professional development and is also used to monitor and evaluate the quality and results of individual, team, and school-wide professional learning.

All change processes benefit from being evidence-informed and having regular review of progress and impact.

*Our professional development uses district, school, and student data to drive the content and purpose of the professional development. Data from clients is used to monitor and evaluate the quality and effects of our professional development.*

## Differentiated to ensure an intensive focus on the teaching–learning relationship

Effective professional development targets classroom instruction and is research-based in terms of both content and pedagogy. Successful professional learning immerses teachers in the content they teach and provides research-based knowledge about how students learn.

The need for professional development to focus on instruction comes from the critical assumption that the quality of instruction is the key determinant of variation in student achievement[10]. In order to support excellent teaching, school leaders and teachers need to acquire and develop expertise about what constitutes powerful instruction. School-based professional development, then, needs to support principals in developing the vision, the language, and the tools to observe, analyze, and lead for high-quality instruction in every classroom.

Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement[11].

Just as students have diverse learning needs, so do their teachers. Professional development needs to be differentiated and take into account teachers' previous experiences and learning styles, and build on their current understandings. There is no one-size-fits-all answer[12].

Any professional development needs to provide in-school support for teachers in:

- Engaging all students in a rigorous, standards-based core academic curriculum
- Emphasizing project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, think critically, and develop personal strengths;
- Customizing teaching and learning using new technologies
- Differentiating instruction and providing supports that meet the varied learning needs of diverse student populations
- Connecting curriculum to real-world contexts that build upon student and community resources
- Using multiple measures to assess student outcomes, including performance-based assessments
- Developing coherence and consistency in teaching practices

Our differentiated professional development supports teachers in becoming more effective practitioners by focusing on instructional strategies, curriculum design, student learning and assessment practices.

**In conclusion,** we provide professional development that is comprehensive, ongoing, intensive and designed to improve teachers' and principals' effectiveness in raising student achievement.

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## Endnotes

[1]Silva, 2008
[2]Hammond et al., 2009
[3]Hammond et al., 2009
[4]Yoon et al., 2007
[5]Joyce & Showers, 2002
[6]Odden et al., 2007
[7]Calkins, Guenther, Belfiore, & Lash, 2007; Goddard, Goddard & Tschannen-Moran, 2007; Supovitz & Christman, 2003
[8]Marzano et al., 2005
[9]Learning Forward, 2011
[10]Wenglinsky, 2000; Hattie, 2009
[11]Knapp, 2003; Supovitz, Mayer & Kahle, 2000; Weiss & Pasley, 2006
[12]Hattie 2009

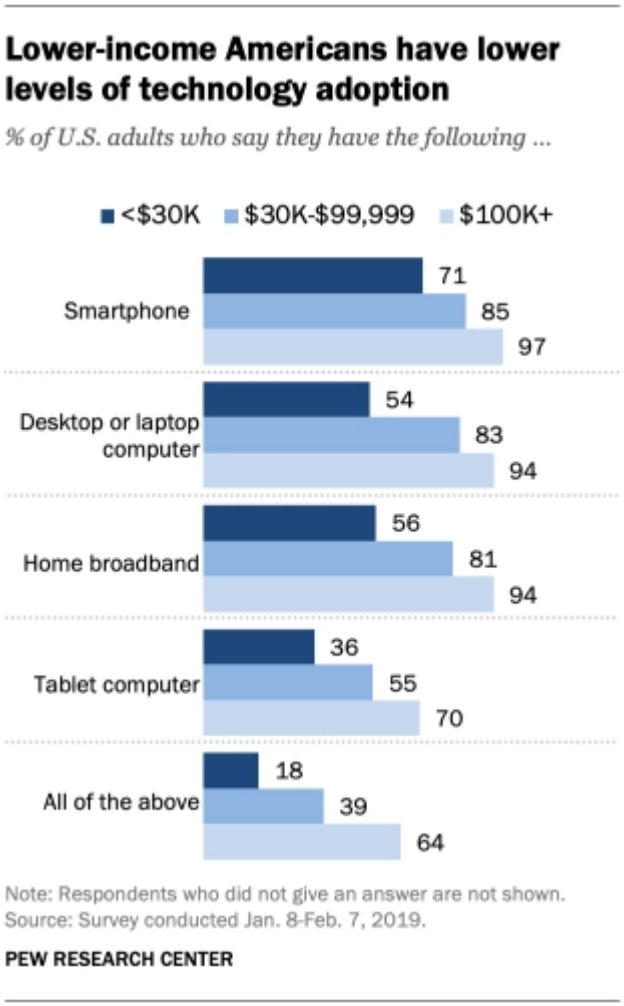
FACTTANK
NEWS IN THE NUMBERS

MAY 7, 2019

# Digital divide persists even as lower-income Americans make gains in tech adoption

BY MONICA ANDERSON AND MADHUMITHA KUMAR

Thirty years after the debut of the World Wide Web, internet use, broadband adoption and smartphone ownership have grown rapidly for all Americans – including those who are less well-off financially. But even as many aspects of the digital divide have narrowed over time, the digital lives of lower- and higher-income Americans remain markedly different.

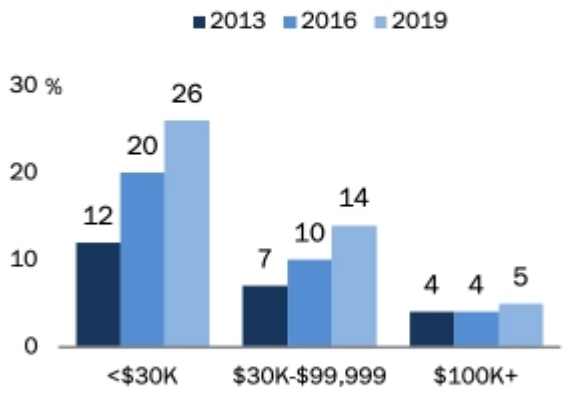



Roughly three-in-ten adults with household incomes below $30,000 a year (29%) don't own a smartphone. More than four-in-ten don't have home broadband services (44%) or a traditional computer (46%). And a majority of lower-income Americans are not tablet owners. By comparison, each of these technologies is nearly ubiquitous among adults in households earning $100,000 or more a year.

Higher-income Americans are also more likely to have multiple devices that enable them to go online. Roughly two-thirds of adults living in high-earning households (64%) have home broadband services, a smartphone, a desktop or laptop computer *and* a tablet, compared with 18% of those living in lower-income households.

**The share of lower-income Americans who rely on their smartphone for going online has roughly doubled since 2013**

*% of U.S. adults who say they have smartphone, but no broadband at home, by annual household income*




Note: Respondents who did not give an answer are not shown.
Source: Survey conducted Jan. 8-Feb. 7, 2019. Trend data from previous Pew Research Center surveys.

PEW RESEARCH CENTER

With fewer options for online access at their disposal, many lower-income Americans are relying more on smartphones. As of early 2019, 26% of adults living in households earning less than $30,000 a year are "smartphone-dependent" internet users – meaning they own a smartphone but do not have broadband internet at home. This represents a substantial increase from 12% in 2013. In contrast, only 5% of those living in households earning $100,000 or more fall into this category in 2019.

This reliance on smartphones also means that the less affluent are more likely to use them for tasks traditionally reserved for larger screens. For example, lower-income smartphone owners were especially likely to use their mobile device when seeking out and applying for jobs, according to a 2015 Pew Research Center report.

The disparity in online access is also apparent in what has been called the "homework gap" – the gap between school-age children who have access to high-speed internet at home and those who don't. In 2015, 35% of lower-income households with school-age children did not have a broadband internet connection at home, according to a Pew Research Center analysis of U.S. Census Bureau data.

The digital divide has been a central topic in tech circles for decades with researchers, advocates and policymakers examining this issue. Federal Communications Commission Chairman Ajit Pai reiterated his commitment to bringing high-speed internet services to

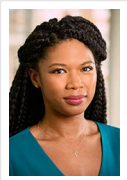
lower-income communities, though there are partisan differences in views of how this should be carried out.

*Note: See full topline results and methodology here. This is an update of a post originally published March 22, 2017.*

**Read the other posts in our digital divide series:**

- Disabled Americans are less likely to use technology
- Digital gap between rural and nonrural America persists
- Smartphones help blacks, Hispanics bridge some – but not all – digital gaps with whites

Topics Emerging Technology Impacts, Technology Adoption, Socioeconomic Class, Digital Divide, Income Inequality, Income



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# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# 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: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>The majority of all 11th and 12th graders at PTC will successfully complete a CTE course.<br>**19-20**<br>80% of all PTC 11th and 12th grader PTC student to complete a CTE course before graduation.<br>**Baseline**<br>11th and 12th graders enrolled at the start of the school year | PTC has a CTE program with relevant pathways in Construction, Child Development and Welding that prepare students with career and life skills. The CTE building was completed in 2018-19. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses is offered through Odysseyware. The 80% CTE participation goal was not met. |
| **Metric/Indicator**<br>Through the online program, Odysseyware, and other resources, students will recover credits to be able to graduate.<br>**19-20**<br>Increase one-year graduation rate<br>**Baseline**<br>2018-19 graduation rate is 77.9% | According to the DASS (Dashboard for Alternative School Status) the graduation rate at PTC in 2019-20 was 82.6% |
| **Metric/Indicator**<br>We will increase the number of EL students reclassified. | PTC provided targeted support for EL students in both Designated and Integrated ELD through supplemental ELA/ELD Curriculum. Ongoing Professional Development in best practices was provided |

| Expected | Actual |
| --- | --- |
| **19-20**<br>To reclassify 20% of eligible EL students<br>**Baseline**<br>4 students | to all staff. The MCSOS EL master plan was updated with support from the CAES Bilingual Coordinator and ELD Director from MCSOS. ELPAC testing was started and not competed in the Spring of 2020. |
| **Metric/Indicator**<br>All teachers will continue to access professional development through PTC, MCSOS, or other school agencies.<br>**19-20**<br>100%<br>**Baseline**<br>100% of our teachers receive professional development (4 days) annually. | 100% of CAES teachers received professional development during regularly scheduled PDs on Fridays (7:30 - 8:45 a.m.) |
| **Metric/Indicator**<br>Increase student performance on the CAASPP ELA assessment.<br>**19-20**<br>Increase the percent of students achieving a score of met standards to 20%<br>**Baseline**<br>2018-19 ELA CAASPP Scores | 2019-2020 CAASPP Testing was suspended by CDE due to the COVID-19 outbreak. |
| **Metric/Indicator**<br>Increase student performance on the CAASPP Math assessment.<br>**19-20**<br>Increase the percent of students achieving a score of met standards to 15%<br>**Baseline**<br>2018-19 CAASPP Scores | 2019-2020 CAASPP Testing was suspended by CDE due to the COVID-19 outbreak. |
| **Metric/Indicator**<br>Increase student performance on the CAASPP ELA and Math assessment for EL students.<br>**19-20** | 2019-2020 CAASPP Testing was suspended by CDE due to the COVID-19 outbreak. |

| Expected | Actual |
| --- | --- |
| Increase the percent of EL students achieving a score of met standards to 15% in ELA and 5% in Math<br>**Baseline**<br>2018-19 CAASPP Scores | |
| **Metric/Indicator**<br>All students will receive standards based instruction and instructional materials.<br>**19-20**<br>100%<br>**Baseline**<br>100% of students receive standards based instruction and instructional materials | All CAES instruction was driven by California Common Core State Standards. |
| **Metric/Indicator**<br>All students will be taught by appropriately credentialed teachers.<br>**19-20**<br>100%<br>**Baseline**<br>100% of students are taught by appropriately credentialed teachers | All CAES students were taught by appropriately credentialed teachers. |
| **Metric/Indicator**<br>Access to a broad course of study<br>**19-20**<br>100%<br>**Baseline**<br>Access for 100% of students | All CAES students were provided access to a broad course of study in either Blended (BIS) or Full Independent (FIS) studies programs. |
| **Metric/Indicator**<br>Broad course of study<br>**19-20**<br>100%<br>**Baseline** | During the Pandemic, PTC provided virtual elective classes for students in Art, Child Development, Careers in Education and Interior construction and provided a broad curriculum to teach valuable life, college preparatory and career skills. |

| Expected | Actual |
|---|---|
| 100% | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 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 Spring 2019, and the 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. | 1.1 - Salaries & Benefits ($161,900 Inc in 1.6) LCFF Base $185,200 | 1000-1999: Certificated Personnel Salaries LCFF Base $210,976.56 |
| 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. | 1.2 -Salaries & Benefits Services LCFF Supplemental and Concentration $16,700<br>Title I $48,000<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $29,300 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $14,752<br>Title I 0.00<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $29,504 |
| 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. | 1.3 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Base $15,800 | 1000-1999: Certificated Personnel Salaries LCFF Base $18,000 |
| 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 | 1.4 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Base $54,100<br>Services 5000-5999: Services And Other Operating Expenditures LCFF Base $21,000 | 1000-1999: Certificated Personnel Salaries LCFF Base $54,100<br>5000-5999: Services And Other Operating Expenditures LCFF Base $21,000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| MCSOS to provide professional development to improve instruction for all students. | | |
| 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. | 1.5 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Base $8,000<br>Supplies 4000-4999: Books And Supplies LCFF Base $20,500 | 1000-1999: Certificated Personnel Salaries LCFF Base $8,000<br>4000-4999: Books And Supplies LCFF Base $21,000 |
| 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. | 1.6 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $141,700<br>LCFF Base $15,400 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $113,700 |
| PTC will continue to recruit and retain credentialed teachers & maintain low teacher to student ratios. | 1.7 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $449,300<br>1000-1999: Certificated Personnel Salaries LCFF Base $1,414,100 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $458,300<br>1000-1999: Certificated Personnel Salaries LCFF Base $1,516,299 |
| PTC will provide a blended learning independent study option for students that provides support in the four core content subjects four days a week. | 1.8 - LCFF-Base $449,300 (Inc in 1.7)<br>LCFF-S&C $1,414,100 (Inc in 1.7)<br>Salaries & Benefits | |
| 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. | 1.9 - Salaries & Benefits<br>LCFF-Base $45,000 (Inc in 1.7)<br>LCFF-S&C $141,400 (Inc in 1.7) | |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.1 = Overspent $25,776 (for CTE Virtual Welders purchased and Instructional Aide hired)
1.2 = Underspent $48,000 (EL consultant position not filled in 2019-20, however days of service used CSI funding on separate contract)
1.6 = Underspent $28,000 and $15,000 = $43,400 (No Summer School held due to COVID-19 pandemic)

- ----------

Due to the COVID-19 Pandemic, funds budgeted for actions/services that were not implemented in 2019-20, will be used to support students (including unduplicated students) families, teachers, and staff in the 2021-22 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges: Reaching all students, including the unduplicated population, via technology, was the greatest challenge. PTC was not a 1:1 technology program prior to the COVID-19 shutdown, and indicated by parent feedback in the Spring of 2020, the purchase of technology and Wifi connectivity, had not been initiated prior to the pandemic. CAASPP and i-Ready Assessments were also suspended due to SB 93 and the shutdown for the COVID-19 pandemic. As a result, all students and teachers were required to rely exclusively on "Paper packets" for students to complete assignments from home until the full Distance Learning Model, with the support of technology, was rolled out in August of 2020.

Successes: An annual needs assessment was given via parent survey. The feedback from the PTC communities revealed the necessity of electronic devices and connectivity, where 2/3 of families stated they needed either a device, hotspot or both. In addition, individual graduation appointments were held to honor students who had completed their requirements, in a safe, individualized format, which allowed parents to attend for their children. Finally, teachers and instructional staff received additional training and professional growth and development in the areas of ELA/ELD, SEL and Technology integration, for the Distance Learning Model rollout for the Fall of 2020.

# 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: | Priority 1: Basic (Conditions of Learning)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.<br>**19-20**<br>Maintain or increase the number of students who are provided transportation.<br>**Baseline**<br>All students who need transportation. | Prior to the Pandemic, the contracted bus service though MUSD provided bus transportation and tickets for public transportation were provided. After March 13th, 2020, it was discontinued. |
| **Metric/Indicator**<br>All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.<br>**19-20**<br>Maintain 100% of students receiving counseling services<br>**Baseline**<br>100% of parenting teens, foster youth and/or homeless students received counseling services | PTC's School psychologist did not meet with pregnant and parenting teens to ensure their academic and emotional needs of the parent and child were being addressed. Referrals to appropriate agencies were made, but child care services and expenses were not provided. Through the Foster/Homeless Liaison, qualifying students received counseling services to support their SEL needs. Established working relationships with the public health department support providers allowed for pregnant and parenting teens to receive services as needed. In addition, an office was provided for health department personnel to meet with students as needed. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>PTC will conduct 4 Positive Behavior Intervention & Supports (PBIS) assemblies throughout the year.<br>**19-20**<br>Maintain or increase the number of PBIS boosters and/or assemblies<br>**Baseline**<br>4 PBIS assemblies were conducted | Due to the pandemic, PTC was not able to conduct PRIDE assemblies during the school year. However, students were recognized quarterly for attendance, PRIDE and academic achievement with certificates. |
| **Metric/Indicator**<br>Update and maintain the annual facilities inspection and repairs on a regular basis.<br>**19-20**<br>Good repair<br>**Baseline**<br>Facilities Inspection Tool (FIT); Score = Good Repair | Both PTC Facilities Inspection Tool (FIT); Scored = Good Repair for the 2019-20 School year. |
| **Metric/Indicator**<br>PTC will reduce the total number of suspensions in the blended programs.<br>**19-20**<br>PTC will lower its suspension rate to 6%<br>**Baseline**<br>Suspension rate in 2018-29 dropped to 5% | The target goal was achieved in reducing suspensions:<br>2017-18 = 55 suspensions<br>2018-19 = 22 suspensions<br>2019-20 = 17 suspensions |
| **Metric/Indicator**<br>PTC will reduce the number of students who are identified as chronically absent.<br>**19-20**<br>Reduce Chronic absenteeism to under 50%.<br>**Baseline**<br>55.9% Chronically Absent | Attendance rates by comparison:<br>PTC Madera 2018-19 = 79%<br>PTC Madera 2019-20 = 85%<br>PTC Chowchilla 2018-19 = 88%<br>PTC Chowchilla 2019-20 = 78% |
| **Metric/Indicator**<br>PTC will conduct an annual climate survey to meet local indicator | End of year stakeholder survey was conducted. 92% of all responding parents indicated their students felt safe at school. |

| Expected | Actual |
|---|---|
| **19-20**<br>Maintain the level of students who feel safe at school<br>**Baseline**<br>Conduct survey | |
| **Metric/Indicator**<br>Attendance rate<br>**19-20**<br>Increase seat time to 85%<br>**Baseline**<br>PTC Madera 2018-19 = 79%<br>PTC Chowchilla 2018-19 = 88% | PTC Madera 2019-20 = 86%<br>PTC Chowchilla 2019-20 = 79% |
| **Metric/Indicator**<br>Drop out rate<br>**19-20**<br>Under 15%<br>**Baseline**<br>19% | The drop out rate could not be established with just three quarters of the 2019-20 school year. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation. | 2.1 - Services & Supplies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,500 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $8,558 |
| 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 | 2.2 - Services 5000-5999: Services And Other Operating Expenditures LCFF Base $24,600 | 5000-5999: Services And Other Operating Expenditures LCFF Base $5,812 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| be a resource, as students will be provided tickets to cover the transportation costs. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $200 | LCFF Supplemental and Concentration 0 |
| 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. | 2.3 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $13,900<br>($7900 inc in 1.6) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $61,900<br>Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $500 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $8,500<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $54,780<br>LCFF Supplemental and Concentration 0.00 |
| PTC will coordinate with behavioral health, drug and alcohol counseling, and school the psychologist to ensure appropriate referrals are being made for students in need of services. | 2.4 - LCFF Base ($13,900) (Inc in 2.3)<br>LCFF Sup & Con ($113,700) (Inc in 1.6)<br>Salaries & Benefits | |
| 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. | 2.5 - Services & Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base $4,900 | 5000-5999: Services And Other Operating Expenditures LCFF Base 0 |
| PTC will provide and maintain a safe, clean, and quality learning facility for students and staff. | 2.6 - Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF Base $13,500<br>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $42,700 | 1000-1999: Certificated Personnel Salaries LCFF Base $10,700<br>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $59,455 |
| PTC staff will provide supervision and oversight that creates a safe and secure learning environment for students. | 2.7 - Salaries & Benefits 2000-2999: Classified Personnel Salaries LCFF Base $12,200 | 2000-2999: Classified Personnel Salaries LCFF Base $12,200 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 = Underspent $19,042 (Because of the Distance Learning Model being implemented, all enrichment and extension field trips were cancelled, but students were able to remain connected to their teachers on a weekly basis via Zoom)
2.2 = Underspent $18,988 (The necessity of providing transportation to school for students was also eliminated, but students were able to pick up and drop off assignments in folders and a drop box placed outside each campus)
2.3 = Underspent $13,020 (Supplemental services for Homeless, Foster Youth, Pregnant and Parenting Teens Event was not held in-person; rather it was held in person)
2.5 = Underspent $4,900 (Positive Behavior Intervention & Supports (PBIS) in-person assemblies were cancelled, but students still received praise via certificates presented for good academics, grades and PTC PRIDE)
2.6 = Overspent $13,955 (To maintain a safe and clean campus for students during COVID-19)

Due to the COVID-19 Pandemic, funds budgeted for actions/services, that were not implemented in 2019-20, will be used to support all students (including unduplicated) families, teachers, and staff in the 2021-22 school year.

With students off campus in a virtual learning environment, the suspension rates dropped towards the end of the 2019-20 school year and will be well below 1% by the end of the 2021 school year. However there was 1 suspension during a Zoom lesson that involved the use of "vape." Therefore, a target focus for the upcoming year will be drug and alcohol abuse at home during the pandemic. Another focus for meeting the needs of unduplicated students will be to reduce the number of students who are identified as chronically absent from the distance-learning lessons or submitting work within their given deadlines. This proved to be a major issue and was met by administration and academic counselors having to go out to households on a bi-monthly basis to make contact with students with excessive absences. Finally, PTC was able to conduct an annual climate survey to meet the local indicator and maintain the level of students who felt safe (88%) at their respective school sites upon return. PTC was also able to provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment upon return on April 6th, 2021.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges: Due to the COVID-19 pandemic, many services were not able to be implemented, but alternatives were provided in supplemental manners. Because of the Distance Learning Model being implemented, all enrichment and extension field trips were cancelled, but students were provided CORE enrichment activities by their teachers in their lessons via Zoom. The necessity of providing transportation to school for students was also eliminated as students were able to pick up and drop off their assignments in folders and a "drop box" mounted outside each campus front. Another challenge that was remedied with success was replacing in-person assemblies with distinguished award certificates presented quarterly for good academics, grades and PTC PRIDE. PTC

suspension rates dropped towards the last quarter of the 2019-20 school year and will be well below 1% by the end of the 2021 school year. However as there was one suspension issued during a Zoom lesson that involved the student use of "vape" a challenge for the upcoming year will be addressing the drug and alcohol abuse issues at home during the pandemic. A major challenge which presented itself during the pandemic, was was meeting the needs of unduplicated students, by reducing the number of students who were identified as chronically absent from their distance-learning lessons or submitting work within their given deadlines. This proved to be a major challenge and was met by administration and academic counselors having to go out to households on a bi-monthly basis to make contact with students with excessive absences.

Successes: In receiving feedback and input from parents, PTC was able to conduct an annual climate survey to meet the local indicator and maintain the level of students who felt safe (90%+) at their respective school sites upon return. However, parents were apprehensive in having their children return to full in-person instruction, and as a result, only 35-40% of PTC students returned after April 6th to in-person instruction. Finally, PTC was also able to provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment during the 2020-2021 school year. The annual facilities inspection and repairs rated both campuses in good repair and in adequate supply of appropriate PPE for all staff and students.

# 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: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>All teachers and staff will maintain a call log for communication with parents/families<br>**19-20**<br>100% of teachers will maintain a call log for phone calls home to parents.<br>**Baseline**<br>Establish baseline | 100% of teachers maintained call log for attendance, recognition and particularly, during the COVID-19 closure of our schools. |
| **Metric/Indicator**<br>Parents will be invited to attend more school events by mailers and personal phone calls home.<br>**19-20**<br>Maintain or increase the number of school events for parents to attend<br>**Baseline**<br>One event in Fall Semester One event in Spring Semester | PTC hosted one event in the Fall Semester 2019 and planned another event in the Spring of 2020. This event was cancelled due to the COVID-19. |
| **Metric/Indicator**<br>Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains. | Teachers and staff made positive outreach parent contacts regarding students to check in on their well-being and progress; |

| Expected | Actual |
|---|---|
| **19-20**<br>Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains<br>**Baseline**<br>Establish baseline | particularly after the COVID-19 closure of all Madera County schools. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | 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, will be provided. | 3.1 - Salaries & Benefits (Inc in 1.6) 2000-2999: Classified Personnel Salaries LCFF Base $20,800 | 2000-2999: Classified Personnel Salaries LCFF Base $25,800 |
| 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. | 3.2 - Salaries & Benefits (Inc in 1.6) 1000-1999: Certificated Personnel Salaries LCFF Base $5,400<br>Supplies 4000-4999: Books And Supplies LCFF Base $4,100<br>Services 5000-5999: Services And Other Operating Expenditures LCFF Base $2,000 | 1000-1999: Certificated Personnel Salaries LCFF Base $3,800<br>4000-4999: Books And Supplies LCFF $2,600<br>5000-5999: Services And Other Operating Expenditures LCFF Base $1,200 |
| 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. | 3.3 - Salaries & Benefits (Inc in 1.6) 1000-1999: Certificated Personnel Salaries LCFF Base $3,500 | 1000-1999: Certificated Personnel Salaries LCFF Base $3,600 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 = Overspent $5,000 (PTC was able to provide effective communication with parents of regular and Special Education students in their home language regarding school administration, activities, student progress and attendance. Funds allocated for these expenditures were utilized to ensure that effective communication would occur through personal phone calls home, an updated and maintained website, home visits with quarterly progress reports and semester report cards. Bilingual services for all parent meetings, including IEPs , 504's, SSTs and parent conferences, were provided as well)
3.2 = Underspent $3,900 (Due to the COVID-19 pandemic, all community family events, back to school, in-person conferences and stake-holder meetings, were not able to be held for safety concerns)

Due to the COVID-19 Pandemic, funds budgeted for actions/services that were not implemented in 2019-20, will be used to support students (including unduplicated) families, teachers, and staff in the 2021-22 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges: First, the ability to communicate with parents and students became a top priority. As a result, teachers shifted from weekly, hand written, call logs, to entering all communication into the Powerschool database. Next, to gain a better understanding of our community, a needs assessment survey was sent out to all parents in paper form, to assess the needs of students and parents. From these surveys, it was revealed that 2/3 of all CAES students were in need of technology in the form of either a Chromebook laptop or Verizon Hotspot, or both. This shaped the need for 1:1 technology for the 2020-21 school year.

Successes: Included implementation of technology, provided better tools for distance learning, 1:1 instruction via Zoom and a platform for parents, teachers and students to communicate in a remote and safe virtual learning environment. All stakeholder (SSC, ELAC, LCAP and PAC) meetings were facilitated in the Zoom format. This proved to be a success with being able to have the community of all unduplicated students communicate remotely, instead of in-person.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Providing devices (Chromebooks) for students who need them for digital learning opportunities. | $12,000 | $16,400 | Yes |
| Providing Wifi "Hotspots" for students without internet. | $12,000 | $11,500 | Yes |
| All teachers received new technology, including touch-screen laptops, dual desktop monitor, camera and a wireless headset. | $30,600 | $22,800 | Yes |
| Maintaining a stock of PPE including: hand sanitizer, cleaning wipes, vindicator spray, face masks and face shields, to minimize risk of any COVID-19 infection. | $12,000 | $15,600 | No |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and/or budgeted expenditures for in-person instruction was very little. Budgeted funds were utilized to meet the needs of PTC students for the 2020-21 school year. However, as the 1:1 Technology (Chromebooks) WiFi Hotspots, teacher-technology and training, were key during the distance learning model, the estimated actuals remained lower that initially predicted. A reason for this was the amount of Verizon Hotspots requested by parents and students was much higher in the Spring of 2020, than the actual number of connectivity devices issued in the Fall of 2020. When Madera County was cleared for the return of students and in-person instruction on April 6th, approximately 20-25% of PTC students returned to campus for in-person instruction.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were more challenges than successes in implementing in-person instruction in the 2020-21 school year. Madera County was not cleared for in-person (Transition from the Purple to Red Tier) instruction until April 6th, 2021. Prior to this, the only in-person instruction for PTC was a small cohort (9) of students, who enrolled into the CTE Welding pathway at the beginning of the 2nd semester. This group was solicited by survey and interest in attending in-person welding classes. With the intent of being ready for the return of students, both teachers and students were provided with remote technology and students were provided Wifi Hotspots for connectivity. While this distance learning model was put into place, maintaining a schedule for students to adhere to meeting their teachers via Zoom proved both challenging and rewarding. Students who enjoyed the distance learning model were comfortable with the format of being in a 1:1 teacher to student ratio setting. Other students were initially reserved about being the only student in the virtual class as well as being on camera with their teacher, and many students struggled with the interaction and challenges of receiving content instruction in a digital format where engagement was difficult due to connectivity issues, echoes or delay in the sound when the transmission stopped functioning properly. However, any technology issues were quickly resolved by the MCSOS Tech support and Hotline, provided for students and parents. Finally, prior to in-person instruction resuming on April 6th, 2021, stakeholder was sent in the form of a parent survey via ParentSquare, to inquire how many parents were interested in sending their children back to school sites for in-person instruction with appropriate safety precautions, etc. Survey results revealed the that only 20-30% of all PTC parents were interested in transitioning from virtual instruction, back to in-person instruction. As the 4th quarter progressed to the end of the year, the percentage of in-person instruction grew slightly higher to 35-40% student participation.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| i-Ready Online Diagnostics, Assessment and intervention Program. | $42,200 | $46,400 | Yes |
| Purchase of supplemental McGraw-Hill StudySync ELA and ELD curriculum. | $66,006 | $66,006 | Yes |
| Ongoing weekly Professional Growth and Development with focus on StudySynch ELA and ELD curriculum. | $20,400 | $20,400 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures for the distance learning program and how it implemented and/or expended on the actions.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance learning was provided for all PTC students in 2020-21. But, there were many challenges and success in implementing the following elements into the distance learning program. For continuity of instruction, PTC maintained its one-to-one Independent studies instructional program during the COVID -19 pandemic. In regards to access to devices and connectivity, all students were supported academically with 1:1 devices (Chromebooks) and Verizon Hotspots for Wifi connectivity. To address pupil participation and progress, teachers and students adapted to the distance learning model by maintaining weekly ATT appointments that included attention to social emotional learning (SEL) guided instruction, on-line expectations and ongoing assessments. For support in distance learning professional development, the CAES division of MCSOS provided ongoing Professional Growth and Development in the areas of SEL, ELA, ELD, Technology integration and student supports. To maintain staff roles and responsibilities, all staff were required to adhere to scheduled work hours and ATT appointments for students via a Zoom format. In-person instruction resumed on 4/6/21 with approximately 20-30% of all students returning to school in person. By May, 2021, approximately 70% of all students remain online with the teacher of record on-site for instruction. Finally, in regards to support for pupils with unique needs (IEPs, #504's, Speech, etc.) all services were provided in compliance with Ed. code and SELPA laws. To ensure that all stakeholder was input was given via ParentSquare link, paper hard copies, Zoom stakeholder input meetings and virtual parent-teacher conferences. Analysis of

this feedback proved positive as parents indicted that student technology needs were met, social-emotional support was provided and students who were anxious about returning in person (70%) dropped 5-10% as more students returned to in-person instruction at the end of the 2020-21 school year.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| The primary action change is serving the digital instructional needs of students by providing a chromebook or wifi hotspot, or both, if needed. | $14,000 | $16,400 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no major substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Some of the challenges in addressing pupil learning loss in the 2020-21 school year included a distinct decrease in student attendance and engagement in the the Distance Learning Model. After almost a year of distance learning via Zoom, attendance rates dropped significantly from an average of 80-85% weekly basis to about a 60% of chronically absent students. As teachers made numerous attempts to contact students via Zoom, phone and / or Parent Square, students missing consecutive appointments reached an all-time high in our program. To combat this, CAES Leadership created 4 teams of two (one Administrator and one counselor with bi-lingual ability) to physically drive to 3-4 student residents and ascertain the reason given for these students who were not / had not been engaged in Distance Learning during the pandemic. Reasons given by truants for lack of participation included, but were not limited to,  students having to work to support their families financially instead of focusing on their schoolwork, students having to babysit siblings during the day while parent (s) were at work and students not structured into a daily routine that required a guided schedule of studying independently. As a result, our greatest challenge during the COVID-19 Pandemic was keeping all students engaged in a distance learning model, students completing and submitting work on time for credit and attendance.

PTC's greatest successes in mitigating pupil learning loss was the LEA's focus on addressing the social-emotional (SEL) wellness of students. This was included in the weekly check-in and documentation of student interaction to ensure that students' SEL needs were met as a priority. Also, based on interim i-Ready assessment (local indicators) results, students were recommended to attend content specific (ELA, Math, Science) intervention hours, which were open to all students, throughout the day and week. Finally, students were encouraged by their  teachers, to attend additional time beyond their scheduled appointment, if it didn't conflict with their other

scheduled 1:1 student appointments. After 4/6/21, Madera County received clearance from the CDC and Madera County Health, to allow students to return to in-person learning. Prior to this notification of clearance, a parent survey was sent out to inquire how many parents were interested in sending their students back to school for in-person learning. About 25-30% of all parents agreed to and sent students back to school with the necessary precautions of: PPE, masks, temperature checks, plexiglass partitions and required distances of 3' between students and 6' between adults and students. As a result. the majority of students remained on the Distance-Learning model, utilizing Zoom as an educational platform.

In the analysis of effectiveness in efforts to address Pupil Learning Loss, including for pupils who are English learners, low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, students who were struggling prior to the pandemic, showed similar patterns of behavior during the COVID-19 closure. Lost learning included students falling behind in assignments, failing to attend weekly Zoom or in-person meetings, pick up or submit work or engagement records on a weekly basis, and students stating they had lost motivation in on-line learning process. In meeting with these students and parents via Zoom Parent / Teacher Conferences or home visits, both students and parents stated their lack of motivation stemmed from many reasons. These included, having to meet virtually, instead of in person, even though devices and connectively were not an obstacle, not adhering to a daily schedule or study regime, as parents were either away at work, and students were not being supervised as they were prior to COVID. Teachers also noted from stakeholder input and feedback that students who had adequate supervision, established study habits, parental support, an established schedule or routines in the household, and most importantly, a trusting and respectful relationship with their teacher, did much better and were motivated to be successful, compete their assignments and demonstrate mastery learning.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

There were many challenges and successes in monitoring and supporting mental health for social and emotional well-being in the 2020-21 school year. To begin, Social - Emotional Learning (SEL) was the forefront of our Distance Learning model. All teachers and support staff were trained at the beginning of the pandemic with very focused professional growth and development in SEL. The appropriate literature provided to the CAES division was "The Distance Learning Playbook" by Hattie, Fisher and Frey. With this guidebook and training, teachers were better equipped to support students during these challenging times where students were isolated socially, unable to attend school in person, interact with friends or be engaged educationally where student-teacher interaction is a critical component to student achievement. To ensure students' SEL needs were met, teachers dedicated the first 10 minutes of their ATT appointments to "check in" with how students were coping with these challenges. The ATT appointment then continued with academic instruction, assessment / data review, and finished with a frontload for the next appointment. Students remained in contact with their teachers and, on several occasions, reached out beyond their scheduled times to attend additional or extended time that day or during the open intervention times that teachers offered by content and in "open intervention" setting. To address the needs of students who required additional support, referrals were made for Student Study Teams (SSTs) to ensure that all avenues and resources were explored in the process.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

There have been many challenges and successes this year in implementing pupil and family engagement and outreach in the 2020-21 school year. A primary challenge and ultimately a success from years past, was 1:1 technology integration and incorporation of Zoom for Distance Learning. In the Spring of 2020, students were not equipped with 1:1 devices and adequate connectivity for proper instruction. So, PTC and all schools in the CAES Division distributed out a parent / student needs assessment in the form of a survey in English and Spanish. Although survey responses were approximately 30% return, the need for WiFi connectivity, Chromebooks, or both, was made the most apparent. As a result, new devices and Verizon hotspots were issued to students, based on request, to ensure that all students had the ability to receive instruction in a distance learning model. Challenges for implementing pupil and family engagement and outreach in the 2020-21 included communicating effectively in remote situations. As a result, the CAES division transitioned to ParentSquare as a parent communication portal in which school/parent communication was made accessible either through email, text or both; whichever parents preferred. Parents were encouraged to download the free App on their phones or computers and all communication was provided in both English and Spanish; whichever parents indicated on their initial surveys. Efforts made to reach out to students and families when students were not meeting academic requirements or engaging in instruction while Distance learning, was also a challenge that resulted in a success for our students and teachers. Additional training and Professional Development for teachers was provided to support students in a Distance Learning model. Final challenges included students not "zooming" in for their scheduled appointments on-time, completion and submission of work and maintaining with fidelity, the submission of Daily Engagement Activity Records of "Green Sheets" as they are referred to by staff and students. To support

these challenges, PTC implemented tiered reengagement strategies for students absent from distance learning. This included weekly, and sometimes daily if necessary, contact with students and parents, then an updated and accurate record of these interactions with students, families and sometimes Madera County Probation services. If students continued to be absent, there is a 3-step protocol embedding into the CAES contract that students and parents sign, that requires a Truancy letter and a "Level 3" meeting with the site administrator. At this meeting (Zoom) parents and students are able to discuss the reason for the high absences in an effort for students to get back on track. If this is unsuccessful, Administrative teams perform home visits or "Home runs" to meet with 10-15 students and parents at their residence, from March to June 2021. At these home visits, the continuance of the student in the program was determined based on the reasons given during this informal visit and counseling session. Reasons for student disengagement included: lack of motivation, structure, supervision and/or students needing to work for their families or babysit for siblings while parents are working. If students were dropped from the I/S program, they are referred back to their district of residence. If they were retained, additional supports and follow-ups were conducted. For parent engagement, Parent-Teacher conferences were introduced this year to the CAES community. Parents were invited to attend a short conference with their child during their scheduled ATT meeting, to discuss their child's SEL status, academic progress and attendance. The focus of the meetings was to strengthen our school  and community partnership and maintain a positive outreach to our students and families during the pandemic.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Because PTC does not have its own food service and is subcontracted to MUSD, CUHSD and CEUSD for meals,  students and parents were able to pick up breakfast and lunches provided by MUSD, CEUSD and CUHSD at designated times, sites and days. This information was shared with all PTC Madera and PTC Chowchilla parents on school websites, Parent Square and home mailers.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| N/A | N/A | N/A | | |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

From the challenges and successes of distance learning and in-person models used at PTC in 2020-21 during the COVID-19 pandemic, lessons informed greatly, the development of the goals and actions for the 2021–24 LCAP. As part of this analysis, PTC utilized its ongoing response to the COVID-19 pandemic, to ensure that health and safety considerations were of highest priority for students and staff returning to school in the Fall of 2021. Also during the distance learning model of 2019-20, students were monitored for engagement via Zoom and interactions, progress and engagement were documented in PowerSchool as a local indictor of student progress. Academics, social-emotional support and attendance, will continue to be the primary goals, for the upcoming school year, to ensure higher engagement, attendance and academic success. As a result, goals and actions were developed specifically to meet the needs of all students returning to in-person instruction in the Fall of 2021. Finally, as indicated from local indicators, engagement remains a high priority for PTC, as this area has proven traditionally low in the program.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To address pupil learning loss, PTC will include in the 2021-24 LCAP, the following best practices, programs and interventions. Similar to the 4/6/21 start, in-person learning is scheduled to continue the Fall of 2021. For this start, social-emotional supports will be provided for all pupils; particularly those with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.) In addition, 1:1 student technology will also be continued for the 2021-22 school year, to allow all students to access content through technology-driven instruction and have an accessible mode of communication (Zoom) if necessary. Finally, ongoing assessments of i-Ready and

LAS links will be utilized as local indicators and included in the 2021–24 LCAP, to diagnose loss learning, provide valuable data to drive instruction and appropriate accelerated interventions for students who are behind in grade level.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of the substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. Because of the COVID-19 pandemic, all actions and services could not be fulfilled and therefore, supplemental and concentration funds will roll over into next year's budget to serve the needs of unduplicated pupils.  PTC has provided a description of substantive differences to the actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-person Instruction, distance learning program, learning Loss, and additional actions sections of the annual update, therefore, these descriptions are part of the overall analysis.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

From the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, an analysis and reflection on how student outcomes have informed the development of the 21-22 through 23-24 LCAP, is presented as follows. After extensive stakeholder input, Goals #1-3 from the 2019-20 LCAP remained the same as (1) Student achievement is a top priority (2) Student social-emotional support / safe school environment and (3) Parent engagement, to address the needs of students and our community. Because 2019-20 CAASPP summative assessment and dashboard data were not available to support in the decision making process for the 2020-21 schoolyear, the shift to our local indicator, i-Ready, as a diagnostic, progress monitor and summative assessment, became our local indicator. PTC students were still required to take the 2020-21 CAASPP summative assessments, to assist in providing baseline data for the writing of the 2021-23 LCAP. Based on PTC's last CAASPP results from 2018-19 in ELA and Math, these CORE areas, as well as ELD, will continue to be a focus of instructional development for staff professional growth and training for the 2021-22 school year. With the Distance Learning Model being implemented in the LCP of 2020-21, PTC will continue to provide 1:1 technology and connectivity to students to ensure students are successful academically for the Fall 2021. Additional Social-Emotional supports and training will continue to be provided to address the needs of students and staff as students transition back to a 100% in-person learning model for the school year 2021-22. Parent engagement and community partnerships will also be a continued focus and reflection of improvement as PTC struggles historically is maintaining high rates of parent participation and community involvement. Finally pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness) with interagency collaboration, continued monitoring of student academic progress, attendance monitoring, SEL monitoring from CAES counselors and homeless liason, academic interventions based on interim i-Ready diagnostic assessments and regularly scheduled SSTs, IEPs and Section #504's.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

# Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

# Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

# Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

# Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

# Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 2,639,800.00 | 2,662,636.56 |
| LCFF | 0.00 | 2,600.00 |
| LCFF Base | 1,825,100.00 | 1,912,487.56 |
| LCFF Supplemental and Concentration | 766,700.00 | 747,549.00 |
| Title I | 48,000.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|---|---|---|
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 2,639,800.00 | 2,662,636.56 |
| | 265,300.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 2,210,500.00 | 2,490,259.56 |
| 2000-2999: Classified Personnel Salaries | 75,700.00 | 97,455.00 |
| 4000-4999: Books And Supplies | 25,100.00 | 23,600.00 |
| 5000-5999: Services And Other Operating Expenditures | 63,200.00 | 51,322.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 2,639,800.00 | 2,662,636.56 |
| | LCFF Base | 200,600.00 | 0.00 |
| | LCFF Supplemental and Concentration | 16,700.00 | 0.00 |
| | Title I | 48,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 1,514,400.00 | 1,825,475.56 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 696,100.00 | 664,784.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 33,000.00 | 38,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 42,700.00 | 59,455.00 |
| 4000-4999: Books And Supplies | LCFF | 0.00 | 2,600.00 |
| 4000-4999: Books And Supplies | LCFF Base | 24,600.00 | 21,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 500.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 52,500.00 | 28,012.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 10,700.00 | 23,310.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|---|---|---|
| **Goal** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| **Goal 1** | 2,419,100.00 | 2,465,631.56 |
| **Goal 2** | 184,900.00 | 160,005.00 |
| **Goal 3** | 35,800.00 | 37,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $66,600.00 | $66,300.00 |
| **Distance Learning Program** | $128,606.00 | $132,806.00 |
| **Pupil Learning Loss** | $14,000.00 | $16,400.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $209,206.00 | $215,506.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $12,000.00 | $15,600.00 |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | | |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $12,000.00 | $15,600.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $54,600.00 | $50,700.00 |
| **Distance Learning Program** | $128,606.00 | $132,806.00 |
| **Pupil Learning Loss** | $14,000.00 | $16,400.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $197,206.00 | $199,906.00 |

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| **Local Educational Agency (LEA) Name:** | Pioneer Technical Center - Madera and Chowchilla |
| **CDS Code:** | 20102072030229 |
| **LEA Contact Information:** | Name: Mr. Scott Ellingson - Principal<br>Position: Mr. Alan Macedo - Program Director<br>Email: sellingson@mcsos.org<br>Phone: amacedo@mcsos.org (559) 706-3095 |
| **Coming School Year:** | 2021-22 |
| **Current School Year:** | 2020-21 |

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

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---|
| **Total LCFF Funds** | $4,011,137 |
| **LCFF Supplemental & Concentration Grants** | $921,028 |
| **All Other State Funds** | $611,482 |
| **All Local Funds** | $105,076 |
| **All federal funds** | $75,436 |
| **Total Projected Revenue** | $4,803,131 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|---|---|
| **Total Budgeted General Fund Expenditures** | $4,606,330 |
| **Total Budgeted Expenditures in the LCAP** | $3,804,764 |
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $1,077,987 |
| **Expenditures not in the LCAP** | $801,566 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|---|---|
| **Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan** | $209,206 |
| **Actual Expenditures for High Needs Students in Learning Continuity Plan** | $244,117 |

| Funds for High Needs Students | Amount |
|---|---|
| **2021-22 Difference in Projected Funds and Budgeted Expenditures** | $156,959 |
| **2020-21 Difference in Budgeted and Actual Expenditures** | $34,911 |

| Required Prompts(s) | Response(s) |
|---|---|
| **Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).** | Total General Fund Budget is $4,803,131 and of the total, $998,367 is not included due to general operations of charter such as expenditures include, but not limited to, operational, housekeeping services, building repairs, annual building rental fee, daily expenses of office and classroom supplies and fiscal expenditures. Operations and Facilities were not included. |

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Technical Center - Madera and Chowchilla

CDS Code: 20102072030229

School Year: 2021-22

LEA contact information:

Mr. Scott Ellingson - Principal

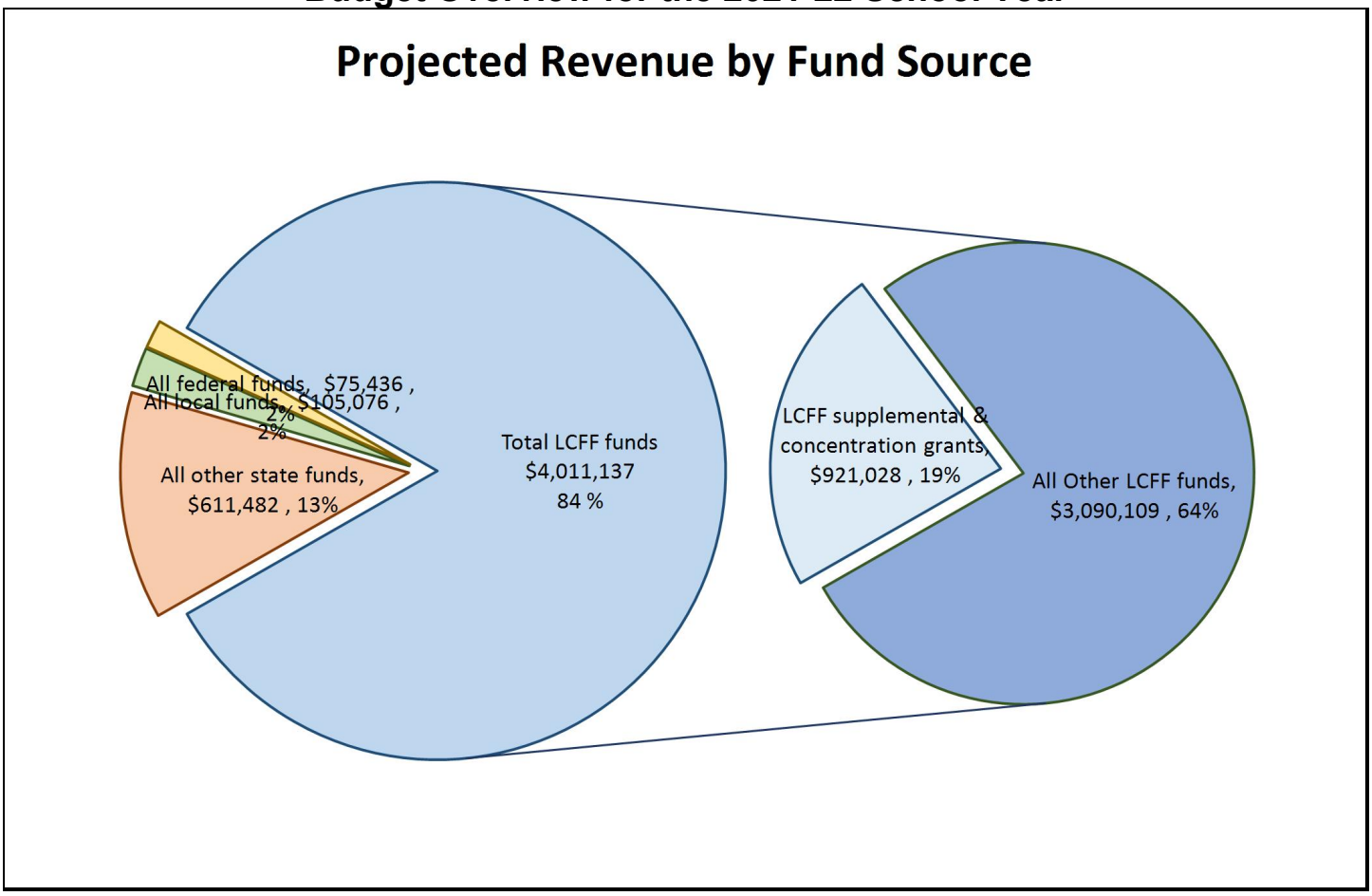
Mr. Alan Macedo - Program Director

sellingson@mcsos.org

amacedo@mcsos.org (559) 706-3095

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 2021-22 School Year



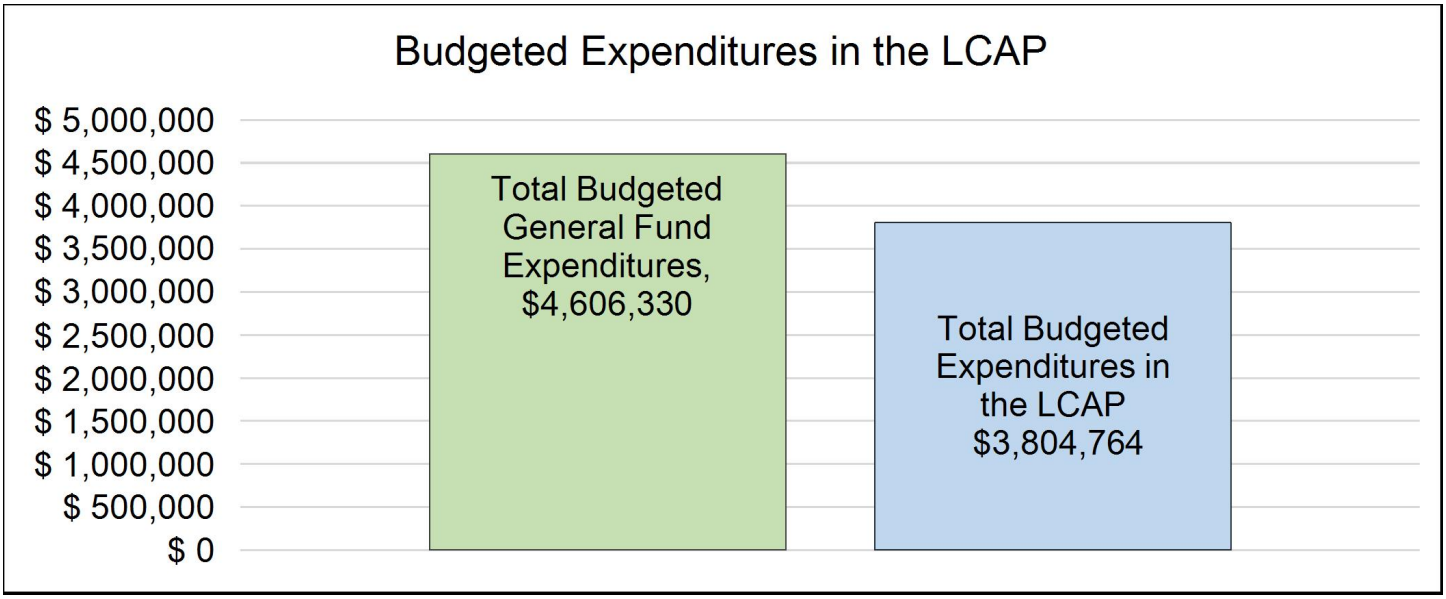

This chart shows the total general purpose revenue Pioneer Technical Center - Madera and Chowchilla expects to receive in the coming year from all sources.

The total revenue projected for Pioneer Technical Center - Madera and Chowchilla is $4,803,131, of which $4,011,137 is Local Control Funding Formula (LCFF), $611,482 is other state funds, $105,076 is

local funds, and $75,436 is federal funds.  Of the $4,011,137 in LCFF Funds, $921,028 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Pioneer Technical Center - Madera and Chowchilla plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pioneer Technical Center - Madera and Chowchilla plans to spend $4,606,330 for the 2021-22 school year. Of that amount, $3,804,764 is tied to actions/services in the LCAP and $801,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

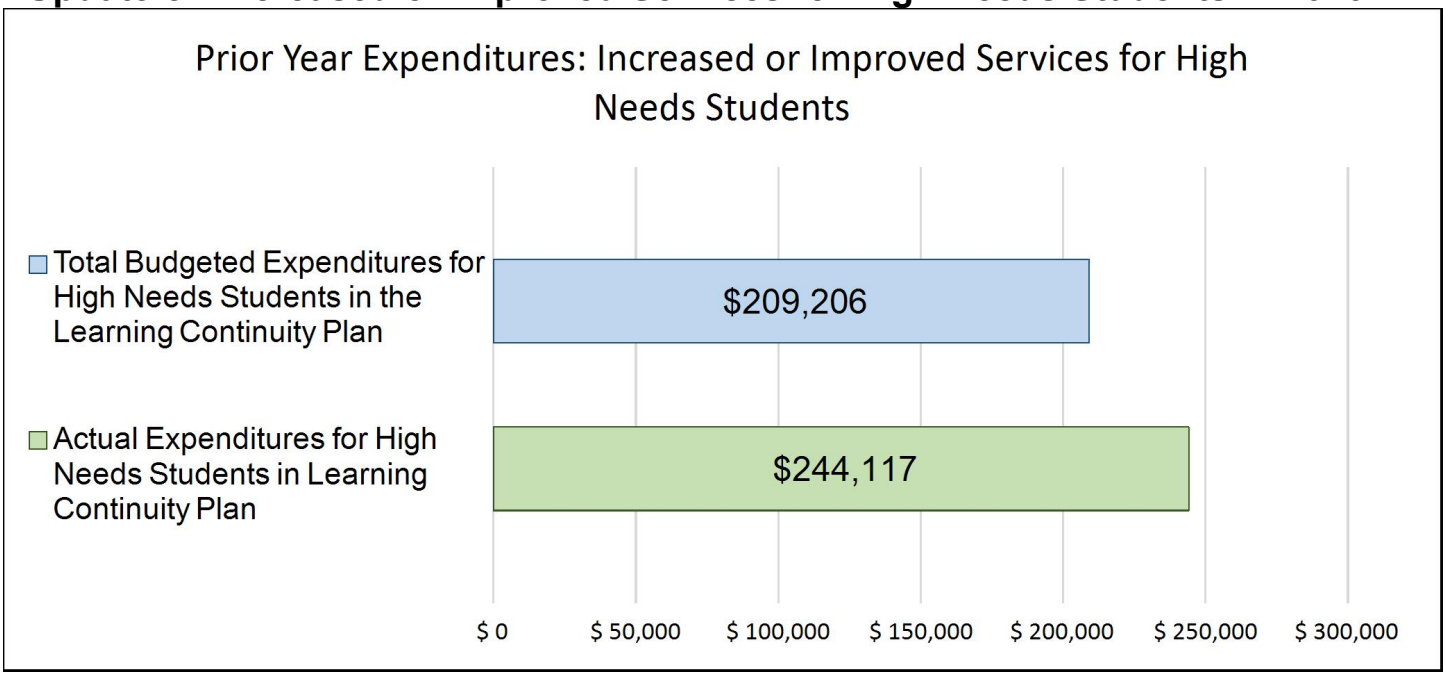
Total General Fund Budget is $4,803,131 and of the total, $998,367 is not included due to general operations of charter such as expenditures include, but not limited to, operational, housekeeping services, building repairs, annual building rental fee, daily expenses of office and classroom supplies and fiscal expenditures. Operations and Facilities were not included.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pioneer Technical Center - Madera and Chowchilla is projecting it will receive $921,028 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Technical Center - Madera and Chowchilla must describe how it intends to increase or improve services for high needs students in the LCAP.  Pioneer Technical Center - Madera and Chowchilla plans to spend $1,077,987 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21




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

In 2020-21, Pioneer Technical Center - Madera and Chowchilla's Learning Continuity Plan budgeted $209,206 for planned actions to increase or improve services for high needs students. Pioneer Technical Center - Madera and Chowchilla actually spent $244,117 for actions to increase or improve services for high needs students in 2020-21.