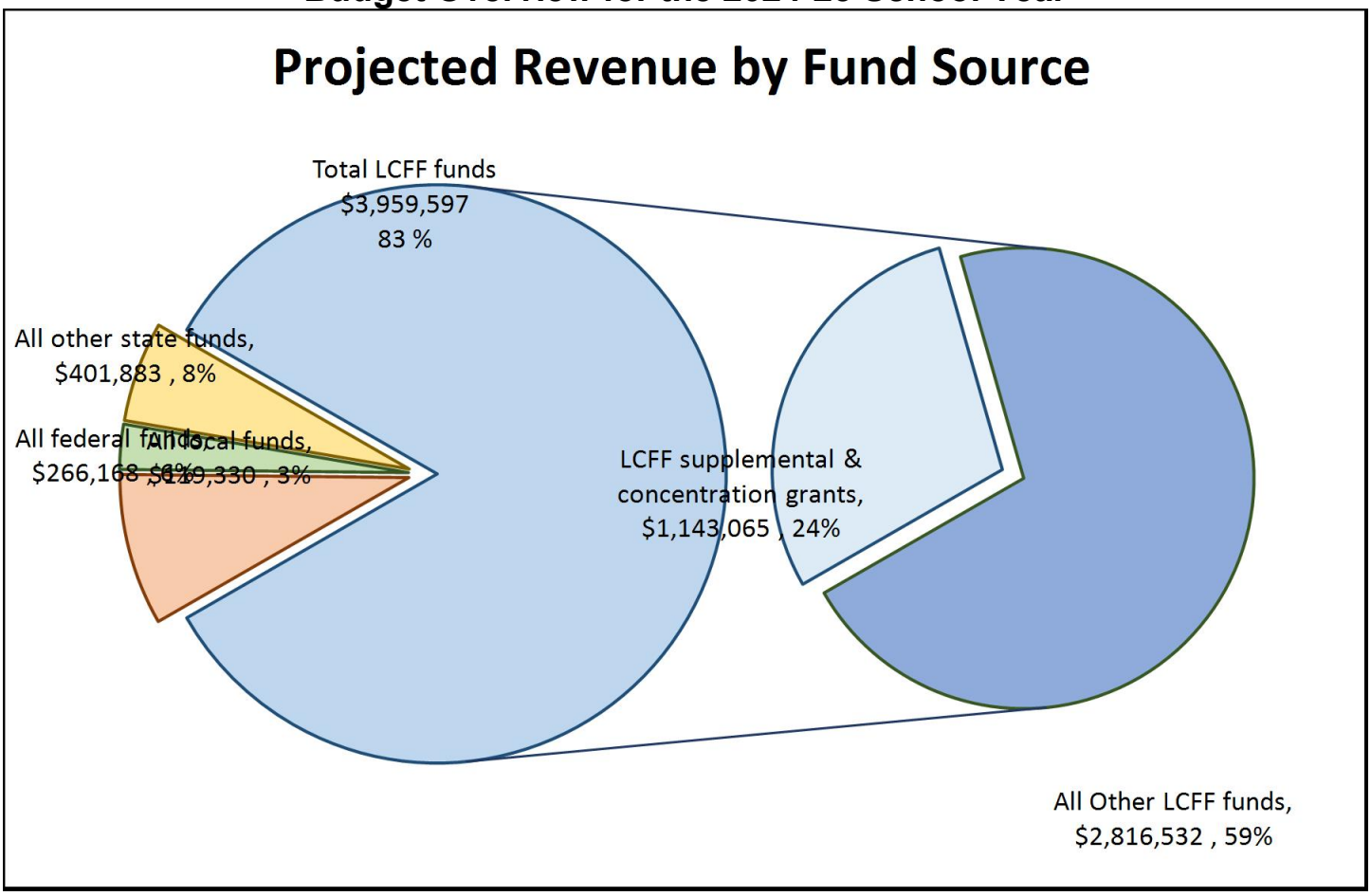
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Technical Center - Madera and Chowchilla
CDS Code: 20102072030229
School Year: 2024-25
LEA contact information:
Mr. Hugo Sánchez
Program Director Career Alternative Education Services
hsanchez@mcsos.org
559-662-6211

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 2024-25 School Year

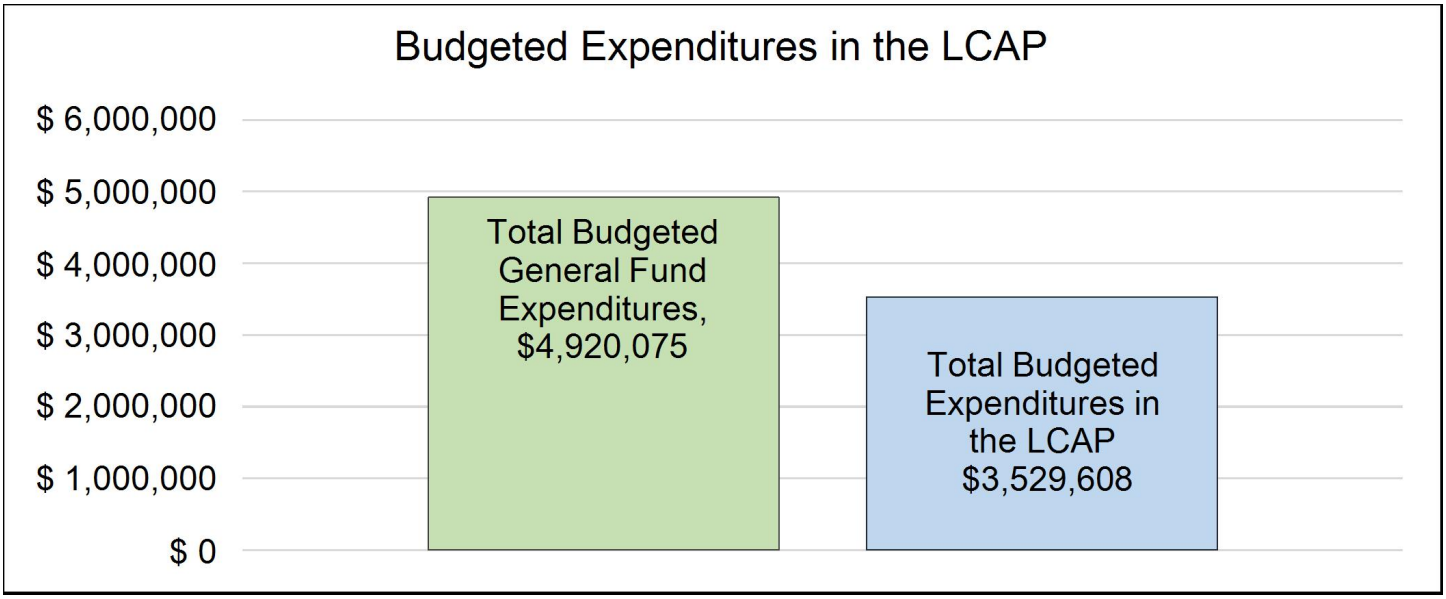


This chart shows the total general purpose revenue Pioneer Technical Center - Madera and Chowchilla expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Technical Center - Madera and Chowchilla is $4,746,978, of which $3,959,597 is Local Control Funding Formula (LCFF), $401,883 is other state funds, $119,330 is local funds, and $266,168 is federal funds. Of the $3,959,597 in LCFF Funds, $1,143,065 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pioneer Technical Center - Madera and Chowchilla plans to spend $4,920,075 for the 2024-25 school year. Of that amount, $3,529,608 is tied to actions/services in the LCAP and $1,390,467 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 $4,920,075 and the total of $1,661,467 is not included due to general operations of charter such as expenditures included, but not limited to, annual building rental fees, daily expenses of office classroom supplies. Fiscal and operations/facilities costs were not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

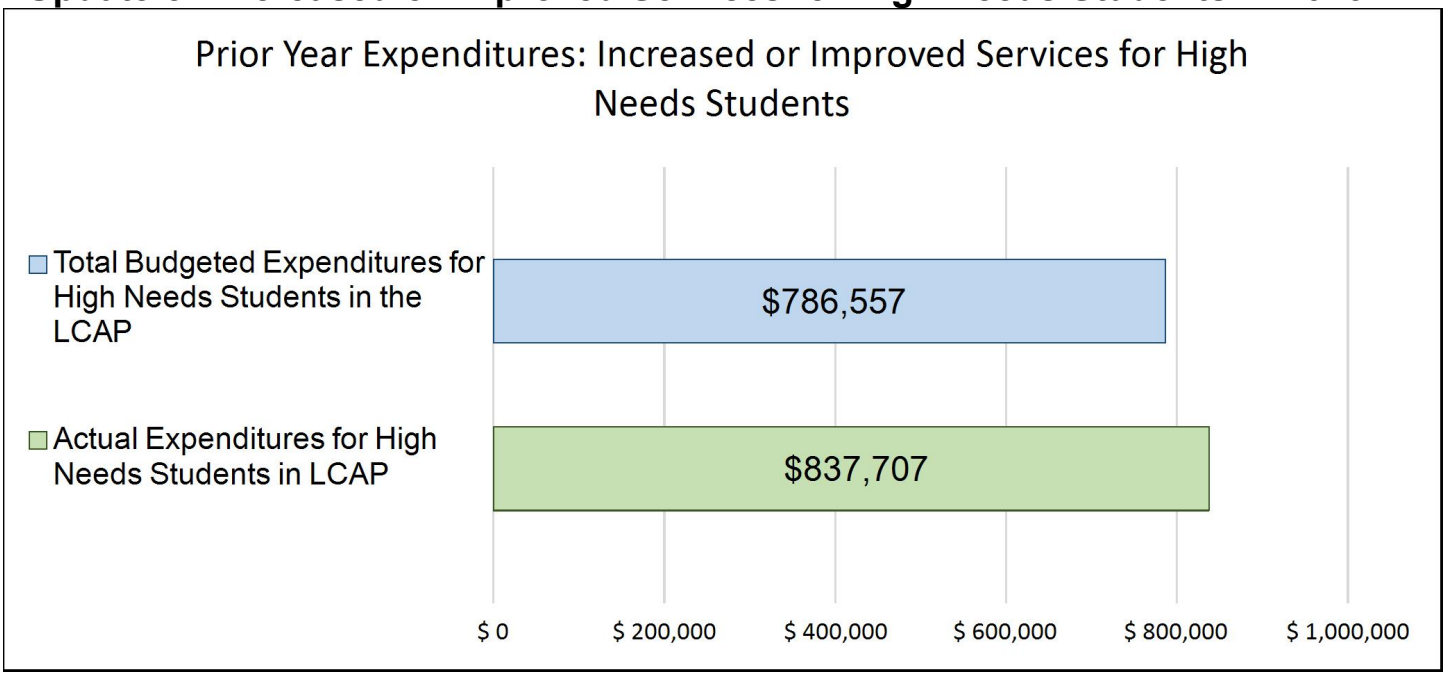
In 2024-25, Pioneer Technical Center - Madera and Chowchilla is projecting it will receive $1,143,065 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Technical Center - Madera and Chowchilla must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Technical Center - Madera and Chowchilla plans to spend $1,144,579 towards meeting this requirement, as described in the LCAP.

The reason the amount budgeted to increase or improve services for high needs students in the 2024-25 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2024-25 is because PTC had a carryover from 2023-24 of $281,619. The carryover is a result of the school having CSI funds to supplement all the services planned for our high-needs students. In 2024-25, PTC will again receive CSI funds. As a result, PTC was not able to budget out entire supplemental and concentration

funds allotment for the planned increased/improved services. However, our Low-Income students, English Learners, and Foster Youth will receive all of the increased/improved services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Pioneer Technical Center - Madera and Chowchilla's LCAP budgeted $786,557 for planned actions to increase or improve services for high needs students. Pioneer Technical Center - Madera and Chowchilla actually spent $837,707 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of students completing 20 credits in CTE/ROP courses before graduation.	In school year 2020-21, 20% of PTC students completed a CTE/ROP course before graduation.	*24 PTC students completed CTE/ROP courses Fall 2021-22 and TBD% of PTC students completed CTE/ROP courses in the Spring 2022.	100% of students graduating in school-year 2022-23 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.	100% of PTC students will complete 20 credits of CTE/ROP coursework for graduation.
2. Percentage of SED students who earn credits towards credit recovery.	According to 2020-21 PowerSchool results, 24.5% of SED students earned more than 30 credits; satisfying the minimum credit recovery requirement, during the 2020-21 school year.	As of Fall semester 2021, 12.1% of PTC SED students earned more than 30 credits; satisfying the minimum credit recovery requirement.	As of the Fall semester 2022, 37.9% of PTC SED students earned more than 30 credits; satisfying the minimum credit recovery requirement.	As of the Fall semester 2023, 60% of 113 SED students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.	100% of PTC SED students will earn more than 30 credits to exceed the minimum requirement.
3. Percentage of EL students making progress towards EL proficiency.	Based on 2018-19 ELPI data from the CA Dashboard, 45.9% of students made progress towards English Language Proficiency	Based on 2021-22 ELPI data available in summer of 2022.	53.7% of EL students making progress towards English proficiency. [2022 CA School Dashboard]	52.9% of EL students making progress towards English proficiency. [2023 CA School Dashboard]	90% of EL students will be making progress towards EL proficiency based on CA Dashboard ELPI score.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				58 EL students (100% of ELs at PTC) are currently enrolled in ELD classes.	
4. Number of teacher Professional growth and development opportunities presented.	All PTC staff received a minimum of 4 days of professional development annually.	All PTC staff received 4 days of Professional development and weekly Friday training including 11 Math trainings, 2 Social Emotional Learning (SEL) trainings, 2 i-Ready trainings and 1 StudySync (ELA/ELD) training.	100% of teachers participated in professional development trainings with CAES colleagues from MCIA and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning.	100% of teachers participated in professional development trainings with CAES colleagues from MCIA and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, WASC Self-study, Suicide Prevention, and Social-Emotional Learning during Fall 2023 semester.	PTC staff will attend a minimum of 4 Professional Development days annually.
5. 11th Grade academic proficiency as measured by the ELA and Math SBAC assessment.	2020-21 SBAC results in ELA (2517.5) and Math (2448.3) shows PTC 11th grade students' mean scaled scores were 66 points below standard met in ELA and 179.7 points below standard met in Math.	SBAC results to be released in July 2022.	ELA: 33.4 points below standard. Hispanic: 24.9 points below standard. Math: 167.6 points below standard. Hispanic: 174.8 points below standard. [2022 CA School Dashboard]	ELA: 87.1 points below standard. Hispanic: 85.9 points below standard. Math: 203.2 points below standard. Hispanic: 192.0 points below standard. [2023 CA School Dashboard]	Annually increase SBAC mean scale score by 25 points in ELA and 60 points in Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 0% Math on i-Ready.	Currently *83 students are enrolled in Designated ELD classed with 74 students assigned ELA and/or Math Acceleration Class.	3.7% of English Learners are on grade-level as measured by i-Ready assessments.	Currently 40 students are enrolled in Designated ELD class with 22/23 assigned ELA/Math Acceleration Class.	Improve by 10% annually toward grade-level proficiency on ELA and Math i-Ready assessments.
7. 11th Grade academic proficiency on SBAC ELA and Math assessments for SED students.	2020-21 SBAC results in ELA (2509.4) and Math (2441.7) shows PTC SED 11th grade students' mean scaled scores were 73.6 points below standard met in ELA and 186.3 points below standard met in Math.	SBAC data to be released in July 2022.	ELA: 27.5 points below standard. Math: 165.2 points below standard. [2022 CA School Dashboard]	ELA: 87.1 points below standard. SED: 86.3 points below standard. Math: 203.2 points below standard. SED: 204.6 points below standard. [2023 CA School Dashboard]	Annually increase SBAC mean scale score by 25 points in ELA and 65 points in Math.
8. Percent of students chronically absent.	At end of 2020-21, 62% of PTC students were chronically absent. 51.7% of SED students were chronically absent. 27.8% of EL students were chronically absent and 66.7% of Homeless students were chronically absent.	Chronic Absenteeism data to be released in July 2022.	55% of PTC students were chronically absent. 55% of SED students were chronically absent. 57% of EL students were chronically absent. 43% of SWD were chronically absent. Homeless students -- No data reported. Foster Youth -- No data reported.	By End of Fall 2023: 21.37% of all students were chronically absent 40.9% = SED students chronically absent 27.2% = EL students chronically absent 100% = Homeless students chronically absent 100% = Foster Youth chronically absent	Reduce Chronic Absenteeism by SED students by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			[2022 DataQuest]		
9. Percentage of students taught by appropriately credentialed teachers.	100% of students will be taught by appropriately credentialed teachers.	100% of all PTC teachers are appropriately credentialed.	100% of all PTC teachers are appropriately credentialed.	100% of all PTC teachers are appropriately credentialed.	Maintain 100% appropriately credentialed teachers.
10. Percentage of students who have access and receive a broad course of study.	100% of PTC students have access and receive a broad course of study.	100% of PTC students had access to online curricula via Odysseyware.	100% of PTC students had access to Edgenuity online curricula	100% of PTC students had access to Edgenuity online curricula. Approximately 44 students took 92 courses valued at 372.5 credits during the Fall 2023 semester.	Maintain 100% of all students receive access to a broad course of study.
11. Percentage of students who have access to Instructional technology.	During the 2020-21 school year, 100% of students were provided access to Instructional Technology, including 1:1 Chromebooks and WiFi hotspots.	100% of PTC students had access to technology. Currently 213 Chromebooks and 65 Wifi Hotspots have been issued to students in need.	100% of PTC students had access to technology.	100% have access to 1:1 Currently 213 Chromebooks checked out and 65 Wifi Hotspots.	100% of all students will continue to have access to Instructional Technology.
12. Percentage of students graduating.	2020-21 Graduation results for PTC students by group: 78.6% = All students 79.0% = SED 79.2% = Hispanic	*Mid-year Graduation Rate as of: 12/19/21. includes: SED = 34 EL = 6 Homeless = 3 Foster Youth = 0 AB 130 Qualified = 20 Adult Student = 18 RFEP = 11	2022 Graduation results: 56.4% = All students 56.8% = SED 54.2% = Hispanic 61.8% = White 33.3% = English Learners	Mid-year Graduates (12/21/23) include: SED = 13 EL = 6 Homeless = 0 Foster Youth = 0 AB 130 Qualified = 0 Adult Student = 14 RFEP = 6	Increase graduation rate by 6% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Probation = 1 Parenting Teen = 1	53.8% = Students with Disabilities 52.4% = Homeless students	Probation = 2 Parenting Teen = 0	
13. Percentage of teachers trained in Multi-Tiered Systems of Support (MTSS)	MTSS PD to begin in SY 2022-23	New action for 2022-23 LCAP	100% of teachers received training on MTSS.	All training during second semester of SY 23-24.	100% of all teachers trained in MTSS
14. Reclassification Rate: Percentage of English Learners reclassified as Fluent English Proficient (RFEP)	New metric for 2022-23	New metric for 2022-23	5.3% of students classified as RFEP.	As of December 2023, 6 students have been reclassified as RFEP.	10% of students classified as RFEP.
15. Early Assessment Program (EAP): % PUPILS SCORING “Standard Met or Exceeded” on SBAC ELA and Math Assessments	New metric for 2022-23	New metric for 2022-23	ELA: Overall: 15.38% SED: 17.54% EL: 0% Hispanic: 15.22% Math: Overall: 0% [2022 SBAC Data]	ELA: Overall: 16.46% SED: 16.42% EL: 9.09% Hispanic: 17.74% Math: Overall: 0% [2023 SBAC Data]	ELA: Overall: 25% SED: 25% EL: 15% Hispanic: 25% Math: Overall: 15% [2024 SBAC Data]

Goal Analysis

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.

Action 1.1: In-person and on-line learning were successfully conducted to support students in completing CTE/ROP graduation requirements. The additional Instructional Assistant (IA) was in place to specifically support learning opportunities for Low-income students.

Action 1.2: CAES teachers and counselors registered students in appropriate in-person and online courses, as planned. Edgenuity online learning was the successful online option. Academic counselors completed updated credit evaluations on a regular basis after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time on accessing and using Edgenuity was provided for teachers, on request.

Action 1.3: LAS Links and i-Ready Assessments were successfully used to meet reclassification criteria. The MCSOS ELA/ELD Program Director worked with teachers to incorporate research-based instructional strategies for academic support of EL students. and those strategies were implemented in individual and small group settings.

Action 1.4: Professional development in Math for all teachers and support staff was provided as planned.

Action 1.5: PTC staff provided instruction and instructional materials as intended. Administrators, teachers, and academic counselors regularly reviewed data to improve instruction and close inequalities in achievement.

Action 1.6: PTC successfully reorganized its structure to reduce teachers' caseloads , allowing more time spent with students.

Action 1.7: PTC staff provided instruction and instructional materials to Low-income students as intended. Administrators, teachers, and academic counselors regularly reviewed i-Ready data to improve instruction and close inequalities in achievement. Teachers assigned i-Ready. lessons as part of the required classwork. One teacher helmed Academic Acceleration Classes to manage student education plans, and reported progress administration and teachers for planning purposes.

Action 1.8: As planned, a teacher and an Instructional Assistant provided low-performing students with additional instruction in small group settings to help mitigate learning loss. Additional instructional materials were purchased to support classroom instruction.

Action 1.9: PTC successfully provided high quality professional development from various content providers to increase teacher and staff effectiveness.

Action 1.10: N/A

Action 1.11: Students identified as needing additional academic supports beyond the parameters of the Independent Study appointment were provided additional support from a PTC Chowchilla Instructional Assistant.

Action 1.12: PTC successfully maintained a 1:1 student-device ratio and making devices available for students needing them to study or complete assignments at home.

Action 1.13: Professional Development was successfully conducted as part of MCSOS weekly staff meetings.

Action 1.14: Academic counseling was provided, as planned, for Low-income students, including career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in PTC Student Success Teams (SST) Family information

nights, student activities for graduates, communication with Junior Colleges for Registration-to-Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student class placement.

Action 1.15: Multi-Tier Support Systems (MTSS) training was successfully provided for staff, as planned.

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

Action 1.8 Underbudgeted; More instructional materials were needed to support student learning.
Action 1.9 Overbudgeted; Fewer teachers chose to take advantage of the opportunity for a self-selected targeted professional development.
Action 1.11 Overbudgeted; Employee change from a highly veteran IA to a new employee who started after the school year began.
Action 1.12 Overbudgeted; Individual student devices were not replaced at the anticipated rate and fewer students requested hotspots.
Action 1.15 Overbudgeted; Professional development provider became unavailable to PTC staff. Instead, internal staff received training and provided professional development to PTC staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1: CTE completion was effective as 100% of students graduating in school-year 2022-23 completed at least 20 credits of CTE/ROP.

Action 1.2: Credit recovery was somewhat effective as it showed a significant increase over the prior year. However, was not as effective as expected as reflected in graduation rates declining significantly from 2021, overall and for all reported groups.

Action 1.3: Reclassification action was moderately effective as the reclassification rate increased from 0% to 5.3%, and the percentage of English Learners making appropriate progress increased by 8% points. However, while there has been some progress, there remain significant inequalities in "meeting or exceeding" results for our English Learners in both ELA and math.

Actions 1.4 and 1.13 Professional development was effective as all teacher training was implemented as planned, and students demonstrated significant increases in academic outcomes as 11th grade overall students' assessment scaled score results improved by 20 points in ELA and 13 points in math from the prior year. Eleventh grade Low-income students' assessment scaled score results improved by 55 points in ELA and 21.5 points in math from the prior year.

Actions 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12: The common purpose of these actions is to increase student academic performance and close inequalities in outcomes for Low-Income students and English Learners. The effectiveness of these actions is reflected in the state assessment data. "Distance from Standard" results show that improvements PTC staff have made in the last few years appear to be having a

positive effect on the overall achievement, and in closing academic deficiencies between Low-income students and the overall student population in both ELA and Math. This result is underscored by the "Meeting or Exceeding Standard" percentages, and percentages scoring "Ready" on the EAP. Both results show Low-income students outperforming the overall population. For the EAP, PTC 11th graders overall and Low-income outperformed their peers across Madera County. However, low-income students and students overall have a long way to go to approach standard in math (1.92% and 2.67%, respectively). There remain significant inequalities in "meeting or exceeding" results for our English Learners in both ELA and math.

Action 1.10: N/A

Actions 1.14 and 1.15: Multi-Tier Support Systems (MTSS) training was successfully provided for staff, as planned. Local data for 2022-23 indicates that Chronic Absenteeism rates declined dramatically, by 37% points, overall, and more than 26% points for SED students which we believe is a result of providing the SEL counseling and MTSS to help students address the challenges that our Low-income students often face due to lack of access to resources outside of school.

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.

The metric “Percentage of students with Instruction and materials aligned with Common Core State Standards (CCSS)” changed to “Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms”.
The metric “Number of students receiving academic intervention and supports” changed to “Percent of Special Education students receiving academic intervention and supports.”
The metric “California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency” added.
The metric “Percentage of students showing growth on i-Ready assessments in ELA and Math” changed to “Percentage of Low-Income students showing growth on i-Ready assessments in ELA and Math”.
The metric “Number of students enrolled in Career Technical Education (CTE) introductory welding course” changed to “Number of Students completing credit in a Career Technical Education (CTE) Class” to reflect changes in the action.
The metric “Access to a Broad Course of Study” added to reflect changes in the action.
The metric “Percentage of teachers trained in Multi-Tier Systems of Support (MTSS)” deleted.
Actions 1.1 and 1.15 combined to avoid repetition.
Action 1.4 revised to reflect support for English Learners.
Action 1.6 revised for clarity and changed to Action 1.9.
Action 1.9 revised for clarity and changed to Action 1.10.
Action 1.11 revised to encompass the possibility of more CTE pathways.
Actions 1.7 and 1.10 combined and revised into Action 1.12 for clarity and to avoid repetition.
Action 1.3 re-ordered to Action 1.13 to better align with other charter administered by MCSOS
Action 1.2 re-ordered to Action 1.14 to better align with other charter administered by MCSOS

Action 1.15 “Access to a Broad Course of Study for Low-Income Students” added to ensure broadest possible access for our students

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Number of times transportation is provided to school and/or returning home for SED students.	Due to COVID-19, In 2020-21, PTC provided 0 MAX vouchers or MUSD bus transportation to students in need of transportation to and from school.	Madera Area Express (MAX) for students is currently free of charge for students being transported from designated bus stop to bus stop. MUSD bus transportation to PTC has not resumed its service.	0 students requested transportation to attend school or return home from school.	MAXX passes are currently free of charge for students being transported from designated stop to stop. MUSD bus transportation to PTC has not resumed.	All students or families in need are provided transportation or vouchers/tickets for local public transportation.
2. The number of parenting teens, foster youth and/or homeless students receiving academic and social-emotional services.	19 parenting teens, foster youth, and/or homeless students had access to receive intervention and support services, including social emotional and counseling.	11 student referrals to the CAES Psychologist. 1 Suicide Prevention Professional Training to all CAES staff. 2 SEL Trainings provided to staff from CAES Counseling Team	13 parenting teens, 6 foster youth, and 31 homeless students accessed intervention and support services;	28 student referrals to the Psychologist. 1 Suicide Prevention Professional Training.	Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.
3. The number of student recognition	PTC staff conducted 4 assemblies to	Students recognized at quarter and	5 student recognition ceremonies in 2022-	Students recognized at Quarter and	PTC will maintain or increase the number

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assemblies conducted throughout the year.	recognize students' academics, attendance, and citizenship performance.	semester in the form of certificates for academic achievement, PTC PRIDE, and good attendance. But, due to COVID-19, quarterly assemblies have not resumed.	23, including two graduations and quarterly student recognitions.	Semester for Academic Achievement, PTC PRIDE, and Good Attendance.	of student recognition assemblies throughout the school year.
4. Facilities Inspection Tool (FIT) score.	The October 2020 Facilities Inspection Tool (FIT) Score shows the PTC facilities in "Good Repair."	The FIT report for PTC showed facilities in "Good Repair" for 2021-22.	The FIT report for PTC showed facilities in "Exemplary" for 2022-23.	The FIT report (October 2023) for PTC showed facilities in good repair.	The FIT will show PTC evaluated to be in "Good Repair" annually.
5. Number of students that access support services.	To be established in the Fall of 2021.	To date, 11 referrals have been made to the School Psychologist and 12 home visits necessary for student wellness follow-ups.	41 referrals made to the School Psychologist for social-emotional support of students; home visits made for student wellness checks	To date: 11 referrals to the School Psychologist and 6 home visits necessary for student wellness follow-ups.	PTC will maintain an open pathway for all students to be identified and receive intervention support services listed.
6. Percent of students suspended	In 2020-21, PTC's suspension rate was 0%.	In 2021-22, PTC's suspension rate was .04%	0% [2022 CA School Dashboard]	There have been 3 suspensions at PTC this year.	PTC will maintain a lower suspension rate than Madera County.
7. Percentage of students that feel safe on campus.	2020-21 LCAP survey has 86% of students reported feeling safe on site.	The 2021-22 LCAP Student surveys state 86.2% (+.02%) of students feel safe on their campus and parents state 92.3% of	The 2022-23 LCAP Student surveys state 89.5% of students feel safe on their campus and 89.4% of parents state of their children	*TBD. The 2023-24 LCAP Student Survey will be given in January 2024.	Per annual LCAP survey, 95% of students will state they feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		their children feel safe on their campus.	feel safe on their campus.		
8. Dropout rate for all PTC students.	2019-20 dropout data from ed-data.org reports the 4-year cohort dropout rate for PTC at 28.4%.	19.6% [2020-21 DataQuest Four-Year Adjusted Cohort Outcome]	29.2% [2021-2022 DataQuest Four-Year Adjusted Cohort Outcome]	Dataquest has not been updated with current %.	PTC will reduce the 4-year cohort dropout to under 15%.
9. Number of students participating in external learning opportunities, enrichment activities, athletic competitions and educational field trips.	In school year 2019-20, 15% of students participated in extended learning opportunities, which included field trips and sporting events.	Due to COVID-19 restrictions, 4% of PTC students participated in external learning opportunities (athletics with 8 students and 5 students to the Madera Food Bank)	92 students participated in external learning opportunities including sporting events, CTE Field Trips, and college visits. In addition, several students participated in community classrooms.	2 team competitions in athletics (8 students), 2 CTE trips to MCIA for student support during school functions, and 1 community service trip to Madera Food Bank (5 students,)	Increase number of students participating in external learning opportunities from the prior year.

Goal Analysis

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.

Action 2.1: No students requested transportation services, so this action was not implemented as planned.

Action 2.2: ; All parenting teens, Foster Youth and/or homeless students received increased academic and social-emotional services upon request, and connections/referrals to Madera County Health services, as needed. Professional Development was successfully provided to PTC staff to better support students' SEL needs.

Action 2.3: PTC staff were successful in conducting five student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students were recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies.

Action 2.4: We were successful in maintaining a safe and clean facility through regularly scheduled facilities inspections and communication with site and maintenance staff to identify and address problems in a timely manner.

Action 2.5: Services were coordinated with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling, as planned. Professional Development aligned to substance use and abuse identification and prevention was provided PTC staff.

Action 2.6: The use of Parent Square was successful in supporting regular communication among teachers, administrators, and families to support students' needs. Behavioral concerns were addressed and communicated in a timely manner, and parent conferences successfully conducted. Student report cards, progress reporting and regular calls home were completed, as planned. Professional development was successfully provided to all staff in the areas of behavior intervention.

Action 2.7: PTC was successful in providing a link for electronic access to the parent and student surveys and getting responses. Data from the surveys, SSC, ELAC, and PAC were disaggregated, and shared with staff, as planned. Professional development in the areas of site and student safety was also provided, as planned. Percentages of students feeling safe at school was reported to the Board and the community as part of the annual Local Indicators Report.

Action 2.8: Home visits to students in need of intervention were conducted, as planned, based on the priority list of students to monitor for intervention. Academic counselors and teachers maintained communication and connections with students who were falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents through phone calls, conferences, and ParentSquare kept them aware of academic and attendance issues in a timely manner. Parent education nights were held but were a challenge due to a lack of interest or opportunity to attend on the part of parents.

Action 2.9: We were successful in maintaining regular supervision schedules before school and during breaks and lunch. Professional development in conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics was provided to all staff.

Action 2.10: Guest presenters were provided, as planned, and academic counselors successfully provided workshops on career exploration, SEL, and other relevant topics. The off-campus field trips were a challenge due to the lack of available transportation, so they were not conducted and supporting materials were not purchased.

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

2.1 Overbudgeted; No families requested transportation assistance.

2.4 Underbudgeted; Increased costs due to increase cost of maintenance supplies, higher cost of running physical plant, and increased costs of hiring subs to cover maintenance needs.
2.5 Overbudgeted; Due to participation in the Madera Navigators program, referrals for mental health services were provided to families at no cost.
2.6 Overbudgeted; Due to ParentSquare costs had been paid for previously paid.
2.10 Underutilized due to external learning opportunities provided through use of CSI funds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1: It is difficult to judge the effectiveness of this action, as no students requested transportation services. However, we believe that having those services available, if necessary, remains important.

Action 2.2: This action was effective as the number of referrals and support was almost five time the number from the previous year.

Action 2.3: Holding five student recognition events was more than originally planned, and we believe that the effectiveness of student recognition activities is reflected in the improved performance on state assessments described in the Reflections section of this plan.

Action 2.4: A facilities rating of "Exemplary" shows the success of this action.

Action 2.5: The increased number of referrals and home follow-ups indicate that this action has been effective in providing necessary services to students. This effectiveness is also reflected in the increased percentage of students reporting that they feel safe at school.

Action 2.6: The efforts to use Parent Square, phone calls, written communications, and home visits appear to have been effective in increasing parents' engagement with the school, as evidenced by the significant increase in parents' responses to the survey, from 18% (@50) in 2022 to 100 parents in 2023.

Action 2.7: The element of this action that related to increasing survey responses was effective as indicated by the increase in the number of responses. The improvement of an already high percentage of students who responded that they feel safe at school is not an indication of the effectiveness of this action, but rather a reflection of the effectiveness of the referrals, social-emotional supports, and recognition activities provided as part of actions 2.2, 2.3, and 2.5.

Action 2.8: The metric directly used to measure the effectiveness of this action -- dropout rate -- clearly indicates that this action has not been as effective as planned, with sporadic results; the rate decreased significantly in 2021, then increased in 2022. Part of the challenge is related to the degree to which incoming students have progressed toward graduation; those who enter two or more years behind in credits often find themselves looking at what they consider an insurmountable task in trying to recover those credits and, despite our efforts at intervention and support, drop out. Another challenge faced in sustaining low dropout rates is the transiency of our students. Our "non- stability" rate for the year in which the most recent dropout data are reported was over 62%. With that percentage of students coming and going, it is a challenge

to determine if those who left have dropped out, returned to their school of residence, or transferred to another district, county, or state, as we depend on the receiving agency to keep us informed.

Action 2.9: An 3% points increase in the percentage of students who responded that they feel safe at school indicates that providing active supervision and training staff in conflict resolution, restorative justice, and other social emotional topics was effective.

Action 2.10: The action was not implemented as planned, so it is difficult to judge its effectiveness. If it is considered as a contributing factor to increase school connectedness, then results indicate that the speakers that were provided were somewhat effective, as 78% of students responding to the survey agreed that they felt connected to school.

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.

The metric “Percentage of students with Instruction and materials aligned with Common Core State Standards (CCSS)” changed to “Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms”.
The metric “Number of students receiving academic intervention and supports” changed to “Percent of Special Education students receiving academic intervention and supports.”
The metric “California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency” added.
The metric “Percentage of students showing growth on i-Ready assessments in ELA and Math” changed to “Percentage of Low-Income students showing growth on i-Ready assessments in ELA and Math”.
The metric “Number of students enrolled in Career Technical Education (CTE) introductory welding course” changed to “Number of Students completing credit in a Career Technical Education (CTE) Class” to reflect changes in the action.
The metric “Access to a Broad Course of Study” added to reflect changes in the action.
The metric “Percentage of teachers trained in Multi-Tier Systems of Support (MTSS)” deleted.
Actions 1.1 and 1.15 combined to avoid repetition.
Action 1.4 revised to reflect supports for English Learners.
Action 1.6 revised for clarity and changed to Action 1.9.
Action 1.9 revised for clarity and changed to Action 1.10..
Actions 1.7 and 1.10 combined and revised into Action 1.12 for clarity and to avoid repetition.
Action 1.3 re-ordered to Action 1.13 to better align with other charters administered by MCSOS
Action 1.2 re-ordered to Action 1.14 to better align with other charters administered by MCSOS

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of teachers and staff maintaining a contact log in PowerSchool.	For schoolyear 2020-21 100% teachers and staff maintained a contact log in PowerSchool for each student.	For schoolyear 2021-22. 100% of teachers and staff maintained a contact log in PowerSchool.	For schoolyear 2022-23, 100% of teachers and staff maintained a contact log in PowerSchool.	For schoolyear 2023-24, 100% of teachers and staff maintain a contact log in PowerSchool.	Teachers and staff will log 100% of student/parent contacts on a weekly basis in PowerSchool.
2. Number of school events offered to Parent/family members	During 2020-21 schoolyear, no school events were held due to COVID-19 pandemic.	6 Parent Orientation Workshop Nights hosted and an Open House were held during School Year 2021-22.	7 school events offered to parents/ family members during school year 2022-23.	3 events through December 2023.	Maintain or increase the number of school events offered to parents and students to attend.
3. Increase the number of parent and/or community members providing input or participating	In 2020-21, 31% of parents returned surveys in paper format and 4% in digital format.	In 2021-22, 18% of parents completed surveys in digital format	In 2022-23, 100 parents completed the surveys in digital form. Four participated in the Community Appreciation Day.	Parents complete enrollment surveys at the beginning of the year and LCAP surveys will go out to students and families February 2024.	Increase the number of parent and community responses from the prior year.
4. Increase community partnerships	PTC currently has 2 community partners.	Camarena Heath and Madera County Behavioral Health are	Camarena Heath, Madera County Behavioral Health. Fresno ROP, and	PIQE has become a new educational partner for PTC as well as existing	Increase the number of community partners and connect them with families and students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		two community partners.	Madera County Juvenile Probation are community partners.	partnerships with Camarena Heath, Madera County Behavioral Health. Fresno ROP, and Madera County Juvenile Probation.	

Goal Analysis

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.

Action 3.1: PTC staff were successful in communicating with parents of students in their home language 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 information regarding school administration, activities, student progress and attendance. Bilingual translations were provided for all parent meetings, as planned. Staff were also successful in recording daily communication in PowerSchool to maintain an accurate record of communication with students and families.

Action 3.2: Counseling staff successfully used the ParentSquare app/website to promote, deliver, and translate important information to parents, and English/Spanish language flyers were distributed on site. Presentations specifically designed for parents of English Learners community were provided. CAES counselors used parent surveys and follow-up contact to determine and conduct parent seminars and workshops throughout the year. Parent-teacher conferences were conducted, as planned; otherwise, community events continued to present a challenge in getting more than scant parent/family attendance. Conducting the career fair was also a challenge. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning.

Action 3.3: A digital Google link was sent out to all families via ParentSquare and parents successfully used it to respond to surveys and requests for input. PTC also provided opportunities for parent input through the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Advisory Committee (PAC). The Principal/Program Director and teachers sent weekly messages to parents and students to keep information up to date, as planned. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning.

Action 3.4: PTC leadership continued 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 successfully coordinated with both Madera Community College and Merced Community College to provide students with financial aid

information nights, and a Registration-to-Go information night each semester. Partnerships were continued with Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.

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

There were no material differences for the associated actions of this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1, 3.2, 3.3, and 3.4 have the overarching goal to increase the engagement and participation of parents and families in their child's education. The increase in participation in surveys indicates a small measure of effectiveness. However, in-person and sustained engagement remains a challenge that have resisted our efforts through these actions. At a deeper level, family engagement is about improved academic and student engagement outcomes, such as increased achievement on state assessments, less chronic absenteeism, and a higher grad rate. As we see improvements in those metrics, we can infer the increasing effectiveness of these actions.

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.

Metric 3.3 "Increase the number of parent and/or community members providing input or participating" revised to "Educational Partner Input and Participation" and renumbered to 3.6
Metric 3.4 "Increase community partnerships" revised to "Community Outreach Opportunities" and renumbered to 3.5
Added new metrics numbered 3.1 and 3.2 for alignment with other MCSOS sponsored charter: Percentage of Parents Using ParentSquare to Communicate with the School, and Percentage of Parents of English Learners Using ParentSquare to Communicate with the School
Added new metric 3.4 "Number of Parents Attending School Events"
Added Action 3.2 "Promote Participation of Families of English Leaners" created with a focus for increased communication with parents and families of English Leaners
Action 3.1 title revised to "Promote School Communication" for better alignment with other MCSOS charter
Action 3.2 changed to new Action 3.3 for better alignment with other MCSOS charter
Action 3.3 changed to new Action 3.5 for better alignment with other MCSOS charter

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	56.4% graduation rate according to the 2022 CA School Dashboard.	New Metric for 2023-24.	New Metric for 2023-24.	41.9% [2023 California School Dashboard]	66.5% graduation rate according to CA School Dashboard.

Goal Analysis

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.

Action 4.1: Increased Support for EL Students -- Due to a significant increase in the English Leaner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re- designation and graduation rates. This action was successful, as four long-term English Learner students were redesignated fluent English proficient at PTC during the 2023-24 school year.

Action 4.2: Increased Parent Education -- This action was successful: As a result of parent feedback via school enrollment and LCAP surveys for SY 2022-23, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will partner with a Parent Education Organization to empower parents to better assist their children. PTC partnered with PIQE and significantly increased the number of parents participating in parent education/input meetings with 64 parents attending at least one session.

Action 4.3: Increase school connectedness for all students -- This action was successful: Student attendance increased 4% at PTC Madera and 5.2% at PTC Chowchilla. Additionally, 96.4% of students stated they feel they are part of the school and 97.5% of students stated they feel safe at school.

Action 4.4: Increase curriculum access for English Learners and low performing students -- This action was successful: Classroom sets of computers will be purchased for both the ELD and Academic Acceleration Classrooms for all students to ensure access to digital curriculum and seat time instruction.

Action 4.5: Edgenuity Licenses -- Although this action was not implemented, since there were not any students needing access to Edgenuity courses, beyond the licenses purchased. Fluctuations in enrollment may require this Action to be implemented in the 2024-25school year. Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements

Action 4.6: Academic Tutoring for Low Performing Students -- This action was not implemented based on educational partner feedback with data supporting that this resource is not effective. For 2024-25, PTC will continue to explore and implement effective academic support for students to access in-person tutoring. PTC will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.

Action 4.7: Supplemental Curriculum for English Learners -- This action was not implemented: The curriculum researched did not meet the academic needs of English Learner students in an Independent Study setting. PTC uses StudySync as the curriculum for English Language Arts, and the StudySync Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level I and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.

Action 4.8: Monitor Plan Effectiveness -- This action was effective. Attendance was monitored regularly, along with student achievement data. PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.

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

4.3 Overbudgeted; Due to lower number than estimated students.
4.4 Underbudgeted; Increased transportation costs.
4.5 Overbudgeted; Due to decreased student demand for site licenses.
4.6 Overbudgeted; Due to concerns raised by educational partners that services would be under utilized.
4.7 Overbudgeted; Best curriculum to meet student needs has not been determined and still researching appropriate curriculum.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1: This action was effective and PTC was able to RFEP four English Learners.

Action 4.2: This action was effective as parent participation increased significantly, as evidenced by 64 parents participating in at least one session, with many attending all five parent education sessions.

Action 4.3: This action was effective, since student attendance increased 4% at PTC Madera and 5.2% at PTC Chowchilla. Additionally, 96.4% of students stated they feel they are part of the school and 97.5% of students stated they feel safe at school.

Action 4.4: This action was effective and the additional Chromebooks allowed SED students to fully charged devices to be used in the designated ELD classes, as well as Academic Acceleration classes. These were also used for formative and summative assessments.

Action 4.5: This action was somewhat effective, as there was not a need for additional licenses for the 2023-24 school year. These funds will be used during the 2024-25 school year.

Action 4.6: This action was not effective as online tutoring is not accessed according to an educational partner who previously purchased this type of student academic support. PTC will explore other options.

Action 4.7: This action was not effective. However, there were several options considered, but the curriculum did not seem suitable for an Independent Study setting. PTC will continue to work with MCSOS ELA/ELD Program Director to find the supplemental curriculum.

Action 4.8: This action was effective.

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.

No changes at this time.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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. Hugo Sánchez Program Director Career Alternative Education Services	hsanchez@mcsos.org (559) 662-6211 559-662-6211

Plan Summary [2024-25]

General Information

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

Pioneer Technical Center (PTC) is a non-classroom based Independent Study Charter School authorized by the Madera County Board of Education and operated by the Madera County Superintendent of Schools (MCSOS), serving students countywide in grades TK through 12. The PTC Madera site is open to students in grades 9-12, while the Chowchilla site serves students in grades 5-12.

The two PTC sites are located in the cities of Madera and Chowchilla and, in 2023-24, served a combined 243 students. PTC's population is approximately 26.7% English Language learners with Spanish as their primary home language. PTC Madera and Chowchilla student population consists of 82.7% Hispanic, 14.9% White, 3.3% African American, 1.2% of Two or More Races, and less than 1% Asian. The majority of PTC students (94.7%) are socioeconomically disadvantaged (SED) or Low-Income. Approximately 6.2% 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 prior to enrollment.

The PTC program offers an Independent Study (IS) program to serve all student academic needs. Upon enrollment, students are assigned an IS teacher and provided their weekly course schedule. Students performing below grade level in Reading or Math, as identified by i-Ready assessments taken prior to enrollment, are enrolled in Academic Acceleration Classes to address subskill weaknesses identified on these diagnostic results. The Academic Acceleration course provides individualized lessons that are prescribed for the individual academic needs of each student and assist students in achieving grade-level proficiency. English Leaner students are enrolled in a Designated English Language Development (DELD) class according to their English Language Proficiency level. These support classes allow greater access to instruction in all courses including 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 partners with Fresno County Superintendent of Schools Regional Occupational Program (ROP). Students are enrolled in academic classes and have a choice of an in-person Career Technical Education course or online CTE courses through Edgenuity.

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

The number of English Learner (EL) students has fluctuated over the past few years, and English Learner students, along with Reclassified Fluent English Proficient (RFEP) students, comprise a significant percentage of the student population. In addition to having designated English Language Development (DELD) classes, teachers integrate ELD standards into their instruction, which benefit all students, but are academically necessary for English Learners. Professional Development has been dedicated to connect ELA and ELD standards to core content areas, and Math has been a significant focus for all staff members. Finally, as the ELPAC assesses the four language domains in the speaking, listening, writing, and reading, greater focus on these specific language domains has been increased during instruction as well.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

State Assessments, California School Dashboard:
ELA Change from 2022 MATH Change from 2022
Overall 87.1 Points Below Standard 52.4 Points Decline 203.2 Points Below Standard 31.3 Points Decline
Hispanic 85.9 Points Below Standard 61.0 Points Decline 192.0 Points Below Standard 13.8 Points Decline
English Learners (EL) 103.3 Points Below Standard No Data 203.7 Points Below Standard No Data
Low-income (SED) 86.3 Points Below Standard 57.4 Points Decline 204.6 Points Below Standard 34.4 Points Decline
Students/Disabilities No Data No Data

Overall results, and those for Low-Income students and Hispanic students, were all in the "Very Low" performance level in both ELA and Math. As a result, specific actions to address those areas will be included in this LCAP. In both subject areas, inequalities are evident when English Learners are compared to All Students. While our Low-Income students' scores are not significantly different than those Overall, when compared to statewide average scores for that group, our students score 40 points lower in ELA and 124.6 points lower in Math, demonstrating clear inequalities experienced by our Low-Income students.

State Assessments, Meeting or Exceeding Standard:
ELA Math
Overall 16.5% (Madera County, 34.0%) 0% (Madera County, 20.1%)
English Learners 9.09% (Madera County, 10.4%) 0% (Madera County, 8.0%)
Low-income 16.1% (Madera County, 30.0%) 0% (Madera County, 17.2%)

Students with Disabilities No Data No Data

The data clearly show the discrepancy in ELA results when our English Learners are compared to the Overall student population. When Low-Income students are compared to their peers countywide, the gaps in results for both ELA and Math highlight discrepancies in those areas, as well. These results were echoed in the Early Assessment Program (EAP) percentages scoring "Ready" with slightly over 1% on all students and Low-Income students reaching that mark in ELA, and no English Learners. In Math, no Low-Income students or English Learners scored "Ready".

English Learner progress in acquiring language skills, as measured by the ELPAC (English Language Proficiency Assessment for California) as reported on the 2023 Dashboard was 52.9%, a slight decline from 2022.
Steps taken by PTC to increase grade-level proficiency rate include English Learner students receiving standards-based and rigorous direct instruction in the Math, LAS Links assessments to identify specific subskill needs for language proficiency, attending designated ELD classes and enrollment in i-Ready Math Acceleration classes for intervention and support. In the 2023-24 school year, 58 English Learner students (100% of English Learners at PTC) were enrolled in ELD classes.

2023 California School Dashboard, College and Career Readiness:
Overall 2.0%
Low-Income 2.0%
English Learners 0%
Hispanic 2.5%

All groups were assigned the "Very Low" performance level on this indicator. As a result, specific actions to address those areas will be included in this LCAP.

PTC staff also utilizes i-Ready diagnostics, common formative assessments and prescriptive intervention lessons to support sub-skill growth in ELA and Math. All PTC students demonstrated the following growth from the 1st to 2nd i-Ready formative assessments in 2022-23: (August to May)
MATH***
0% = On grade level
4.7% = 1 year below grade level 95.3% = 2+ years below grade level
Growth:
1% = On grade level (0% on grade level on formative assessment 1)
0% = 1 year below grade level (33% 1 year below grade level on formative assessment 1)
- 21% = 2+years below grade level (66% 2+years below grade level on formative assessment 1)

50% = Increased by at least one grade level from formative assessment 1
ELA:***
16% = On grade level 36% = 1 year below 48% = 2+ years below
Growth
1% = On grade level (15% on grade level on formative assessment 1)
7% = 1 year below (31% 1 year below grade level on formative assessment 1)

91% = 2+ years below (6% increase 2+years below grade level to 2 years below grade level on formative assessment 1) 50% = Increased by at least one grade level from formative assessment 1

The i-Ready Diagnostic 2 data for school year 2022-2023 suggests that continued efforts in English language arts, combined with acceleration classes are having a very positive impact on academic achievement. Almost half on students assessed (48.8%) showed one grade level or greater growth from Diagnostic 1, with the same percentage showing one or more levels growth in Math. i-Ready Acceleration classes will continue to be provided to all students scoring below grade level on their i-Ready ELA and Math diagnostic results. An Instructional Assistant will also be provided for each core area of Math and ELA. Students at grade level on formative assessment 1 did not have to complete formative assessment two.

2023 California School Dashboard, Graduation Rates:
Overall 41.9% (Madera County, 83.2%)
English Learners 29.7% (Madera County, 72.6%)
Low-income 40.9% (Madera County, 80.9%)
Hispanic 38.7% (Madera County, 81.7%)

One-Year Grad Rate:
All Students 93.3%
Hispanic 94.6%
English Learners 81.8%
SED 95.2%

Graduation rates declined from the prior year and were all in the "Very Low" performance level. As a result, specific actions to address those areas will be included in this LCAP. Significant differences are not evident among PTC students, with the exception of English Learners, which may reflect the result of a lack of academic proficiency mentioned above. Academic deficiencies for Low-income students and English Learners become clear when they are compared to their peers countywide. As a result of graduation rates below 68%, PTC is eligible for Comprehensive Support and Improvement (CSI) and plans to address CSI and improve graduation rates as described in LCAP Goal 1.

PTC staff were very pleased that, in the Fall semester of 2023, 60% of 113 Low-Income students earned more than 30 credits; satisfying the minimum credit recovery criteria. This is an increase of 23% from the prior year.

Chronic Absenteeism:
Chronic absenteeism rates continued to decrease by almost half from the prior year to 14.3% for All students and for Low-Income students. PTC staff members believe that steps taken to address this area include building positive relationships with students and families, engaging students in standards-based and rigorous direct instruction in the CORE areas, parent outreach through ParentSquare and connective support with site leadership and counseling staff to invite parents to events planned throughout the year. Parent events' topics include; financial aid workshops, creating conducive learning environments at home, financial aid, college matriculation, and many others. Although parent-teacher conferences have a higher percentage of parent participation, PTC staff continues to examine how to increase parent participation for other school events.

90% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP, and the remaining 10% of graduating students were exempt from these courses, having qualified to meet state minimum high school graduation requirements to receive their diploma. All students have the option to complete CTE courses via Edgenuity or in-person CTE classes for the 2024-25 school year.

51.2% of PTC students earned more than 30 credits toward graduation, increasing their chance of graduating with their high school cohort. PTC continues to address concerns about students enrolling credit-deficient and will use established courses and Edgenuity online program for students to recover credits.

There was a 3.1% increase in dropout rate to 32.3% for PTC students in 2022-23, while the dropout rate deceased by 4% for the same year. To date, the dropout rate for 2023-24 is 17.2%.

Long-term English Learner students being reclassified to RFEP continued, as there were four during the 2023-24 school year. Steps taken by PTC to address this area include all English Learner students receiving standards-based and rigorous direct instruction in the core areas of ELA and Math, attending designated ELD classes and being enrolled in i-Ready Acceleration classes for ELA and Math support. Additionally, students performing below grade level on i-Ready assessments are required to complete prescribed lessons weekly to address subskill needs identified in the diagnostic.

Suspension rates were 0% as reported on the 2023 California School Dashboard, and PTC has maintained this rate since 2019. Due to the continuing impact of the pandemic on student learning, PTC has focused on providing adequate social and emotional learning (SEL) support for its students. The Madera County Superintendent of Schools (MCSOS) along with the Madera County Behavioral Health Department (MCBH) Department, provided multiple professional learning opportunities, focusing on the social-emotional needs for all students and staff. These trainings provided the PTC staff with skills necessary to better identify and address the needs of PTC students, by creating a systemic approach to make referrals to a site psychologist and utilize the Student Success Team (SST) process to help develop supports for struggling students. PTC's professional learning has also assisted staff members in understanding signs of fatigue and stress by maintaining positive social-emotional health and awareness for community members as well. To continue the focus on SEL needs for students, parents and staff, a CAES SEL team was formed to plan events, activities and presentations to support social-emotional health of students, families, and staff.

PTC Successes include the following:

- 2023-24 LCAP survey responses indicated that the feelings of campus safety remain high, with 89.5% of students feeling safe and 89.4% of parents stating that their children feel safe on campus. Students' connectedness to school improved to 78%.
- PTC students continue to be taught by fully credentialed teachers, and PTC staff maintained a low teacher to student ratio (1:29 or lower, with a 1:1 Independent Study instructional format).
- 100% of all PTC students have broad access to resources for credit recovery, including 100% of students with access to instructional technology including 1:1 Chromebooks and Wi-Fi hotspots (as needed).
- All instructional materials are state standards-aligned and new Social Studies and Edgenuity Online Learning curricula has been implemented for 2023-24 school year.
- Academic and SEL counseling remains available to all PTC students.

- A total of 13 parenting teens, 6 foster youth, and 31 homeless students accessed intervention and support services; including social emotional and counseling. 41 referrals were made to the School Psychologist and home visits were made for student wellness follow-ups.
- PTC students were recognized for quarterly awards in the areas of academics, attendance, and citizenship performance.
- The Facilities Inspection Team (FIT) report for PTC shows all facilities in "Good Repair" for 2023-24.
- 100% of teachers of PTC staff maintained updated Parent Contact Logs in PowerSchool for full communication about student progress on a weekly basis.
- In school year 2023-24, PTC hosted 7 Parent Orientation Workshop Nights, an Open House and Parent-Teacher conferences.
- In 2023-24, 100 parents completed surveys using the ParentSquare digital survey; a 53.8% increase from the previous year.
- In 2023-24, 256 students completed student surveys; a 38.4% increase from the previous year.
- PTC provided 0 MAX vouchers or MUSD bus transportation to students in need of transportation to and from school, but Dial-A-Ride is offering door to door transportation at no cost to students under the age of 17.
- Students participated in external learning opportunities, enrichment activities, athletic competitions throughout the year. Students enrolled in Childhood Development participated in Community Classroom at Madera County Independent Academy (MCIA) and Early Childhood Education Center.
- Community partnerships have increased to include: Camarena Health, Madera County Behavioral Health, Madera Juvenile Probation, Fresno ROP, Parent Institute for Quality Education (PIQE) and Madera-Area COMPACT.

The PTC staff successfully earned a new WASC accreditation of 6 years after a self-study visit during November 2023.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

Based of the 2023 CA School Dashboard, PTC has met the "Graduation Rate" eligibility criteria for CSI, meaning our grad rate was under 68%. The Graduation Rate was at the "very low level", meaning we met the criteria, since the Graduation Rate for PTC is 41.9%.

Support for Identified Schools

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

In order to address the graduation rate, Goal 4 was created to outline both the matrix and actions that can lead us to increase that percentage of students completing the requirements to graduate successfully.
The District will allocate and align supplemental materials to provide the following support to the identified school in developing and implementing CSI plans:

- Create a CSI Improvement Team consisting of school partners and District leadership;
- Designate a District “lead” to serve as the point of contact for services related to Comprehensive Support and Improvement requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Provide evidenced-based intervention training and support to the identified school. The selection, implementation, and monitoring of evidence-based interventions should reflect considerations of the school’s needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address CSI.
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.

The local needs assessment will be conducted by the CSI Improvement Team comprised of the Program Director, teachers from the school, and the Executive Director. The Team will examine student data, classroom practices, and input from other school staff, parents, and students. The District will support the school site staff in the development of the School Plan with the assistance of the Executive Director.

The District will also use the services of a consultant with broad experience in SPSA development, state and federal regulations, and plan alignment. The surveys and data used in conducting the local needs assessment included in the School Plan are administered by the District, which will support release time, as needed, for data evaluation and root cause analysis by the school staff The District's Fiscal Manager will provide support in fiscal analysis to determine if any resource inequities existed.

Evidence based interventions will be identified and selected through a process of examining research into the nature of the intervention, its effect size, and consideration of the likelihood of success within the local context. Since they will be implemented school wide, all teachers will participate in the consideration and selection of the interventions.

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District and school-level budgets cited above. The Executive Director, Fiscal Manager, and the consultant will provide support to the Program Director and site staff regarding how resource inequities might be identified, and that all resources, not just fiscal, must be examined.

Monitoring and Evaluating Effectiveness

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

The District will monitor and evaluate the plan in the following manner:

- Plan approval by the MCOS Board of Trustees by the end of June, 2024, and prior to approval of the District's LCAP;
- Regularly scheduled meetings – at least four times per year – of the CSI Improvement Team consisting of school partners and District leadership. Meetings shall include:
- Review and analysis of data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- Review and analysis of data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- The effectiveness of the plan shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness

will be based on the school exiting CSI.

- Reports to the Superintendent or designee regarding progress;
- Summative review, analysis, and evaluation of the plan to determine if revisions to the CSI plan and/or LCAP are recommended for the following year.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Meetings on August 3, 2023 and December 8, 2023. Surveys in December 2023.
Parents	Meetings on 9/28/23, 12/13/23, 4/3/24, 5/6/24, 5/13/24 and 5/29/24. Surveys in January 2024.
Students	Meetings on 9/28/23, 11/6/23, 12/13/23, 2/8/24, 4/3/24, and 5/29/24. Surveys in January 2024.
School Site Council	Meetings on 9/28/23, 12/13/23, 2/8/24, 4/3/24, and 5/29/24.
Parent Advisory Committee	Meetings on 5/6/24 and 5/13/24.
English Learner Advisory Council	Meetings on 9/28/23, 12/13/23, 4/3/24, 5/9/24 and 5/29/24.
Principal/Administrators	Ongoing meetings throughout the course of the year and surveys in December 2023.
Support Staff	Meetings on August 3, 2023 and December 8, 2023. Surveys in December 2023.
Bargaining Units	Meetings on 5/6/24 and 5/13/24.
SELPA	Consultations on 5/29/24.
Community	The Public Hearing on the LCAP was held on June 11, 2024.
Governing Board	The LCAP was adopted by the Madera County Board of Education on June 18, 2024. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2024-25 budget was approved subsequent to the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Gathering Educational Partners' input and feedback is a valuable process in the evaluation and development of the LCAP. PTC staff believes this input actively drives the LCAP process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members and the community, over the course of the year in conducting multiple opportunities for input by administering surveys and meetings for these groups. To maintain optimal access for our community partners, all School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings were held via a Zoom format to accommodate parents with mobility issues given our programs operate under a consolidated School Site Council format due to program size and small staffing. Translation services were also provided at each meeting, as needed, and PTC made all efforts to ensure all voices were heard from our partners representing all English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, LCAP process, student achievement data, and program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, Program Directors, Principals, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were addressed, the focus on goals and actions were given highest priority in the writing of the LCAP. To obtain educational partner input in the development and approval of the PTC LCAP, the Career Alternative Education Services (CAES) Division hosted a series of educational partnership input meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Pioneer Technical Center students will stay on course to graduate college and career ready through state adopted standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Overall "Distance from Standard" results, and those for Low-Income students and Hispanic students, were all in the "Very Low" performance level in both ELA and Math. As a result, specific actions to address those areas will be included in this LCAP. In both subject areas, inequalities are evident when English Learners are compared to All Students. While our Low-Income students' scores are not significantly different than those Overall, when compared to statewide average scores for that group, our students score 40 points lower in ELA and 124.6 points lower in Math, demonstrating clear inequalities experienced by our Low-Income students.The data clearly show the inequality in ELA results when our English Learners are compared to the Overall student population. When our Low-Income students are compared to their peers countywide, the gaps in results for both ELA and Math highlight inequalities in those areas, as well. These results were echoed in the Early Assessment Program (EAP) percentages scoring "Ready" with slightly over 1% on all students and Low-Income students reaching that mark in ELA, and no English Learners. In Math, no Low-Income students or English Learners scored "Ready".

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms	MET -- Results reported 100% of students have access to standards aligned curriculum materials.			MET -- Results reported 100% of students will have access to standards aligned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reported to the MCSOS Governing Board	State standards are implemented in all classrooms and reported to the Board			curriculum materials. State standards will be implemented in all classrooms.	
1.2	Number of Special Education Students Receiving Academic Intervention and Supports.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per iReady results.			All students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on iReady results.	
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training.			100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.	
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report	31.5% of teachers are appropriately credentialed in 2021-22.			100% of teachers will be appropriately credentialed in 2024-25.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teacher assignment data.)					
1.5	Average Number of Credits Earned by Credit-Deficient Students	As of the Fall semester, 2023, 60% of 113 Low-Income students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.			100% of students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.	
1.6	California School Dashboard: Distance from Standard (DFS) As Measured by the SBAC	ELA Distance from Standard: Overall -- 87.1 Points Below English Learners -- 103.3 Points Below Low-income -- 86.3 Points Below Hispanic -- 85.9 Points Below Math Distance from Standard: Overall -- 203.2 Points Below English Learners -- 203.7 Points Below Low-income -- 204.6 Points Below Hispanic -- 192.0 Points Below [2023 California School Dashboard]			ELA Distance from Standard: Overall -- 60 Points Below English Learners -- 65 Points Below Low-income -- 60 Points Below Hispanic -- 60 Points Below Math Distance from Standard: Overall -- 160 Points Below English Learners -- 160 Points Below Low-income -- 160 Points Below Hispanic -- 150 Points Below [2026 California School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of English Learner reclassifications.	5.3% of students reclassified as RFEP			10% of students reclassified as RFEP	
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	52.9% of EL students making progress towards English proficiency. [2023 California School Dashboard]			60% of EL students making progress towards English proficiency. [2026 California School Dashboard]	
1.9	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math. ELA Growth: EL Group - 12.2% SED Group - 23.6% Math Growth: EL Group - 12.5% SED Group - 29.2%			Low-income and English Learners will show growth toward grade-level proficiency as measured by i-Ready in ELA and Math: ELA Growth: EL Group - 27.2% SED Group - 32.6% Math Growth: EL Group - 27.5% SED Group - 38.2%	
1.10	Percentage of students completing 20 Credits in CTE/ROP Courses Before Graduation	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.			100% of students graduating in Fall of 2026 will complete at least 20 credits of CTE/ROP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	California School Dashboard: Graduation Rate	Overall -- 41.9% English Learners -- 29.7% Low-income -- 40.9% Hispanic -- 38.7% [2023 California School Dashboard]			Overall -- 70% English Learners -- 70% Low-income -- 70% Hispanic -- 70% [2026 California School Dashboard]	
1.12	11th Grade Academic Proficiency on SBAC ELA, Math, and Science Assessments for Low-Income and English Learner Students	ELA Meeting/Exceeding Standard: Overall -- 16.5% English Learners --9.0% Low-income -- 16.1% Math Meeting/Exceeding Standard: Overall -- 0% English Learners --0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 11.1% English Learners -- n/d Low-income -- 13.0%			ELA Meeting/Exceeding Standard: Overall -- 35% English Learners -- 30% Low-income -- 35% Math Meeting/Exceeding Standard: Overall -- 20% English Learners -- 20% Low-income -- 20% Science Meeting/Exceeding Standard: Overall -- 25% English Learners -- 25% Low-income -- 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percentage of students who have access to Instructional technology	100% of students have access to 1:1. Currently 213 Chromebooks checked out and 65 Wifi Hotspots.			100% of students will have access to 1:1.	
1.14	Percentage of students who have access and receive a broad course of study.	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.			100% of PTC students had access to a broad course of study including Edgenuity online curriculum.	
1.15	Early Assessment Program (EAP): % PUPILS SCORING “Standard Met or Exceeded” on SBAC ELA and Math Assessments	ELA: Overall: 1.27% SED: 1.49% EL: 0% Hispanic: 1.61% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2023 SBAC Data]			ELA: Overall: 6% SED: 6% EL: 6% Hispanic: 6% Math: Overall: 5% SED: 5% EL: 5% Hispanic: 5% [2026 SBAC Data]	
1.16	2023 California School Dashboard: College and Career Indicator (Percentage of Students "Prepared")	Overall: 2% SED: 2% EL: 0% Hispanic: 2.5% [2023 California School Dashboard]			Overall: 10% SED: 10% EL: 10% Hispanic: 10% [2026 California School Dashboard]	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	The Pioneer Technical Center (PTC) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards. Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math. An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Pioneer Technical Center will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.		
1.2	Support Students with IEPs	Since students are enrolled at Pioneer Technical Center on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional . Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.	$76,961.00	No
1.3	Instructional Staff Professional Development Program	Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS)	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.		
1.4	Low-Income Students to Make Academic Progress in Math	Based on annually low SBAC and i-Ready Math scores for Low-Income students and English Learners, described in the "Reflections" section, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.	$3,500.00	Yes
1.5	Retain Highly Effective Teachers Through Individualized Professional Development	To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, PTC staff 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. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth that meets the needs of the teacher will be emphasized. Title II	$8,862.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	To increase student performance in ELA and Mathematics, PTC staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.	$1,250,478.00	No
1.7	Maintain Low Student-to-Teacher Ratio	Charter guidelines require student to teacher ratio to remain below ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so PTC will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.	$1,032,484.00	Yes
1.8	English Learner Support	PTC will provide English Language Development (ELD) instruction in order to support students' language acquisition and increased access to core curriculum. PTC also provides professional development to support teachers in their ELD instruction. PTC will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties. To support English Learner students in achieving English Language reclassification, PTC will use i- Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research- based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings.	$19,247.00	No

Action #	Title	Description	Total Funds	Contributing
		Title I, Part A		
1.9	Provide Intervention and Instructional Support for Struggling Learners	Students identified as needing additional academic support beyond the parameters of the independent study appointment will be provided additional support from an Instructional Assistant at Pioneer Technical Center, Chowchilla.	$37,045.00	Yes
1.10	i-Ready Assessments for Grade Level Proficiency	i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and 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. One Instructional Assistant (IA) will assist students performing below grade level in reading and mathematics during Academic Acceleration classes. The IA will provide individual or small group support to students in the class. Classroom supplies and materials will be provided to students in the Acceleration Class to increase academic proficiency in ELA and Math. Title I, Part A	$61,658.00	No
1.11	Increase Students Completing CTE Courses	86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation.	$255,289.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Increase Student Support Toward Completing CTE Courses	86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support SED students in CTE/ROP, an Instructional Assistant (I/A) will provide support during learning opportunities for Low-Income students, English Learners, and Foster Youth students	$38,900.00	Yes
1.13	Increase Reading Proficiency	PTC will purchase the Accelerated Reader program to encourage recreational reading to build reading proficiency. Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	$10,000.00	Yes
1.14	Academic and Social Emotional Counseling for At-Promise Students	The School Counselor will grade-level reclassify all qualifying students based on credits earned, as opposed to traditional freshman, sophomore, junior, and senior years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as graduation requirements may change. The School Counselor will inform the Counseling Specialist and teachers to ensure records are updated and students are enrolled in appropriate classes. The counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Title I, Part A	$179,794.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Provide Credit Recovery Options for Low-Income Students	A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill graduation requirement, CAES school counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning courses. This will require school counselors to update credit evaluations after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support accessing and using the Edgenuity platform. Title I, Part A	$47,000.00	No
1.16	Access to a Broad Course of Study for Low-Income Students	PTC is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, PTC will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.	$13,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, Educational Partner consultation, and other collected data, the site identifies this goal and subsequent actions as priorities for the site. The increase in dropout rate to 32.3%, with a rate of over 37.5% for English Learners, is cause for concern that indicates the need for increased school connectedness. Goal 2 is a broad goal focused on improving performance across a wide range of metrics listed below. In order to be an effective learning environment for all students to connect to, each child must feel safe emotionally, physically, and cognitively. The future socio-emotional needs of PTC students is unknown, and preparing to meet the those needs, even at a general level, is paramount to the school success. Being prepared to continue to meet these needs, will help create a more conducive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism (Grades K-8)	All Students -- 14.3% Low-Income -- 14.3% No other groups reported due to numbers <11. [2023 California School Dashboard]			All Students -- 5% Low-Income -- 5% [2026 California School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Number of Student Recognition Assemblies Conducted Throughout the Year	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance. Five ceremonies conducted in 2023-24.			PTC will maintain or increase the number of student recognition ceremonies conducted in the 2026-27 school year.	
2.3	Number of Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24: Two team competitions in athletics (eight students) Two CTE trips to MCIA for student support during school functions One community service trip to Madera Food Bank (5 students)			Increase number of students participating in external learning opportunities from the prior year.	
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school --96.2%. [2024 Local Climate Surveys]			Students responding that they feel safe at school --98%. Students responding that they feel connected to school --98%. [2027 Local Climate Surveys]	
2.5	California School Dashboard: Suspension Rate	0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]			[2026 California School Dashboard]	
2.6	Attendance Rate	93% as of 4/29/24. [Local Calculation]			100% [Local Calculation]	
2.7	Facilities Inspection Tool (FIT)	The FIT report for PTC (October 2023) showed facilities in good repair.			The FIT report for PTC (October 2026) will. show facilities in good repair.	
2.8	High School Dropout Rate	All Students -- 32.3% Low-Income -- 32.7% English Learners -- 37.5% Hispanic -- 31.3% White -- 33.3% No other groups reported due to numbers <11. [2022-23 DataQuest Four-Year Adjusted Cohort Outcomes]			All Students -- 6.5% Low-Income -- 6.5% English Learners -- 6.5% Hispanic -- 6.5% White -- 6.5% Target based on 2022-23 Statewide data. [2025-26 DataQuest Four-Year Adjusted Cohort Outcomes]	
2.9	Expulsion Rate	0% [2022-23 DataQuest Expulsion Rate]			0% [2025-26 DataQuest Expulsion Rate]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Number of Times Needed Home-School Transportation Is Provided for Low-Income Students	MAXX passes are currently free of charge for students being transported from designated stop to stop. 14 students have used this method of transportation during the 2023-24 school year. MUSD bus transportation to PTC has not resumed.			All students or families in need will be provided transportation or vouchers/tickets for local public transportation.	
2.11	Number of Parenting Teens, Foster Youth and/or Homeless Students Receiving Academic and Social-Emotional Services	In 2023-24, there were 32 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.			Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain a Safe Campus	PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.	$1,500.00	Yes
2.2	Maintain School Facilities	PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.	$227,000.00	No
2.3	Host Annual School Events	At least two events held annually to support greater school connections. Administrators, Principal, School Counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all PTC families.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Provide Student Transportation As Needed to and from School	As 90% of PTC students are Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events.	$500.00	Yes
2.5	Increase Student Attendance	Understanding that academic success increases when students attend school, PTC staff believe all students achieve more when they attend on a regular basis. PTC will increase student attendance rates and decrease chronic absenteeism rates by celebrating and recognizing good attendance through the use of incentives. Students with perfect attendance will be celebrated monthly with certificates and other school incentives. Additionally, effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, and home visits by administrators, academic counselors, and the school psychologist will increase school connectedness and the desire to attend regularly.	$54,872.00	No
2.6	Counseling Presentations	School Counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.	$1,000.00	Yes
2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	To address dropout rates, PTC will do the following: Administrators/Principal and School Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents to help intervene and support their students academics and attendance issues. Site Administration/Principal and School Counselor will maintain a priority list of students to monitor for intervention.		
2.8	Provide Behavioral Health Intervention and Support Services	PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention.	$1,000.00	Yes
2.9	Suspension Rates	PTC will maintain low suspension rates by continuing opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.	$1,500.00	No
2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth	Based upon the increased SEL needs of students who are parents themselves and other at-promise youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist.	$17,086.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Positive Student Recognition Program	PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and parents are contacted using ParentSquare as well.	$1,000.00	Yes
2.12	Climate Survey Responses	A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.	$0.00	No
2.13	External Learning Opportunities for Students	For the 2024-25 school year, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.	$10,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]			100% of parents will be in contact with teachers via ParentSquare texting feature. [Local Data]	
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature.			100% of parents of English Learners will be in contact with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[Local Data]			teachers via ParentSquare texting feature. [Local Data]	
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]			100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]	
3.4	Number of Parents Attending School Events	4 school events offered to parents/ family members in 2023-24. 15 parents/family members attended events. [Local Data]			7 school events will be offered to parents/ family members in 2026-27. 50 parents/family members will attend events. [Local Data]	
3.5	Community Outreach Opportunities	With the additional of PIQE, PTC now has 6 community partners. Five families participated in the Community Appreciation Day.			Increase the number of community partners and connect them with families and students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Educational Partner Input and Participation	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 15 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.			Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote School Communication	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare. Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.	$3,150.00	Yes
3.2	Promote Participation of Families of English Learners	Spanish is the primary language of more than 99% of English Learner students enrolled in PTC. PTC staff will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistants and support staff are Spanish-speaking and facilitate clear and prompt communication.	$2,692.00	No
3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. • Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being English Learner students and RFEP (30% of enrollment) students. • Printed flyers in both English and Spanish will be distributed on site. • Two CAES counselors will use parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. • PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i-Ready data analysis, academic progress, attendance updates, and general academic planning. • Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. • ParentSquare will be used to survey and poll all parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and disseminate the data from those surveys.		
3.4	Develop Greater Community Outreach Opportunities	Since 90% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students. PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children CSEC) meetings, and quarterly Juvenile Justice Coalition (JJC) meetings with Madera	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities. To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future. Parent Institute for Quality Education (PIQE) has become a new educational partner for PTC. Existing partnerships include Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.		
3.5	Increase Educational Partner Input and Participation	As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare. PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and provides translation of all text information. The Principal/Program Director and teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. Currently 98% of parents are able to be contacted through the website. PTC administration and program directors will set poll parameters and the program director will disaggregate and disseminate the data from those polls.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 30, 2025, Pioneer Technical Center will increase the graduation rate by 10%.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Pioneer Technical Center was identified for CSI based on low graduation rate (overall) of 41.9% for School Year 2022-23. Specific to that graduation rate are 3 student groups identified in the "Very Low" graduation category including Hispanic students (38.7%), Socio-economically Disadvantaged Students (40.9%), and White students (61.8%). A deeper review of California School Dashboard 2022 Data revealed a "Very Low" 5-year graduation rate for English Learners (29.7%). As an alternative school, Pioneer Technical Center has a 1-year graduation rate of 92% overall, but only 75% for English Learners. Based on this state data, educational partner surveys and consultation, and other collected data, the site identifies this goal and subsequent actions as priorities in order to increase the graduation rate for all students.

Goal 4 is a targeted goal focused on improving graduation rates for Hispanic, White. and Socio-economically Disadvantaged students. This goal will be achieved using actions that address multiple factors that may contribute to improving graduation rates for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	41.9% graduation rate according to the 2023 CA School Dashboard.			Grad rate will be 71.9% according to the CA School Dashboard.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Support for EL Students	Due to a significant increase in the English Leaner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.	$16,000.00	No
4.2	Increased Parent Education	As a result of parent feedback via school enrollment and LCAP surveys, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will continue to partner with a Parent Education Organization to empower parents to better assist their children.	$19,568.00	No
4.3	Increase School Connectedness for all Students	Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Monitor Plan Effectiveness	PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.	$1,090.00	No
4.5	Edgenuity Licenses	Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements.	$26,000.00	No
4.6	Academic Support for Low-Performing Students	Pioneer Technical Center staff uses i-Ready diagnostic assessments and prescriptive lessons as a means of remediating all SED and English Learner students in the areas of Reading and Mathematics to ensure students become grade level proficient and meet graduation requirements.	$57,432.00	No
4.7	Supplemental Curriculum for English Learners	PTC uses StudySynch as the curriculum for English Language Arts, and the StudySynch Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level I and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.	$16,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,143,065	$146,297

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.250%	25.489%	$684,365.25	67.739%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Instructional Staff Professional Development Program **Need:** English Learner proficiency in ELA continues to be a focal point for PTC Staff because four English Learners met re-designation criteria in 2023-24. To meet the learning needs of these students, this action will be continued.	Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners	• California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	• Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) • Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS CAES Division, cited Goal 1 Action 5. PTC staff expect that 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• Redesignation Rate • i-Ready ELA assessments • California School Dashboard: ELA Distance from Standard • California School Dashboard: • Students Graduating with a High School Diploma
1.4	**Action:** Low-Income Students to Make Academic Progress in Math **Need:** School year 2023-24 CAASPP results indicate 0% of students are meeting or exceeding standard in Math. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. **Scope:** Schoolwide	MCSOS CAES Division will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at PTC are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms. PTC staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our instructional staff with an enhanced "toolkit" of math instructional strategies to meet the individual	• i-Ready Math assessments • California School Dashboard: Math Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs of each student, and to more effectively group students based on their abilities. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an Schoolwide basis.	
1.7	**Action:** Maintain Low Student-to-Teacher Ratio **Need:** School year 2023-24 CAASPP results indicate 0% of students are meeting or exceeding standard in Math, and 16.46% meeting or exceeding standard in ELA. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. **Scope:** Schoolwide	Student to teacher ratio should be lower that the ratio for Madera Unified. Having an extra teachers allows students to receive increased individualized support from all teachers, since the student to teacher ratio is lower. As a result, PTC staff expects that students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teachers allow students to benefit from increased, in-person course offerings. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• i-Ready ELA assessments • California School Dashboard: ELA Distance from Standard • i-Ready Math assessments • California School Dashboard: Math Distance from Standard • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Redesignation Rate
1.9	**Action:** Provide Intervention and Instructional Support for Struggling Learners	Aside from having a lower student to teacher ratio, students will benefit from an Instructional Assistant being available to provide direct academic support to low-performing students. As a result, PTC staff	• i-Ready ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: School year 2022-23 CAASPP results indicate 0% of students are meeting or exceeding standard in Math, and 16.46% meeting or exceeding standard in ELA. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. **Scope:** Schoolwide	expects that students will improve academic achievement in ELA and Math through the increased support. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• California School Dashboard: ELA Distance from Standard • i-Ready Math assessments • California School Dashboard: Math Distance from Standard • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Redesignation Rate
1.12	**Action:** Increase Student Support Toward Completing CTE Courses **Need:** California School Dashboard indicates only 2% of PTC students are "prepared' for the College/Career Indicator. **Scope:** Schoolwide	To provide Low-Income students with access to an in-person CTE courses, an Instructional Assistant will provide additional support to Low-income students to increase College and Career Readiness Metric, since the 2023 California School Dashboard indicates only 2% of students are prepared. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	Graduating students will have earned at least 20 CTE credits Increase in College/Career indicator on California School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Increase Reading Proficiency **Need:** School year 2022-23 CAASPP results 16.46% meeting or exceeding standard in ELA, which is well below the state level. Formative and summative math assessments, indicate that students are not progressing in ELA and are at risk of not fulfilling high school diploma requirements. **Scope:** Schoolwide	All students will benefit from AR books of various topics and interests at their academic/reading level. Most recent SBAC results indicate fewer than 20% of students are meeting or exceeding standard in ELA. This Action, along with Goal 1 Action 10 will contribute to low-performing students increasing their academic language proficiency. PTC staff expect to see increases in ELA achievement as instructional staff use assessments to measure student progress and to make instructional decisions based on those results. Formative and summative assessments will be used to identify specific needs of a student and enable staff to respond to that need. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• i-Ready ELA assessments • California School Dashboard: ELA Distance from Standard • STAR Testing • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • English Learner Redesignation Rate
2.1	**Action:** Maintain a Safe Campus **Need:** Students enrolling at PTC have demonstrated high levels of chronic absenteeism and poor attendance, leading to academic struggles while in their districts of residence. This has resulted in students transferring to PTC behind high school credits and at risk of not graduating with their respective cohorts. **Scope:**	Creating a cognitively, physically, and emotionally safe campus will contribute to students increasing their attendance rates and decreasing chronic absenteeism. Additionally, all teachers will create a positive learning environment to encourage students to attend class. Teachers, school counselors, administrators and principal review attendance regularly and try to identify support needed for students having poor attendance. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, PTC staff expect to achieve high	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	attendance rates. PTC staff also expects to maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	
2.4	**Action:** Provide Student Transportation As Needed to and from School **Need:** Low-income students have fewer resources, and PTC staff want to reduce or eliminate barriers that may impact school attendance, which may include access to transportation. **Scope:** Schoolwide	With a high percentage of PTC students identified as Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC school/advisory events. PTC is an independent study charter school that meets with students for individual one hour appointments once a week. Attendance for the student is based on attending this appointment each week, along with completion of homework between appointments. For PTC's SED student population, regular and consistent transportation can be a challenge. To help meet the needs of attending on a regular basis, PTC continues working with families to provide necessary transportation through vouchers for local public transportation, Madera Area Express (MAX). In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • Graduation Rate
2.6	**Action:** Counseling Presentations **Need:** This year has shown another increase in student referrals for counseling services. This	PTC administration, school counselors, teachers, and other staff will plan and conduct ongoing presentations for students to build connections to the school community, affect positive school culture, and outreach to parents. Students participation in presentations will increase their	• Number of presentations provided • Number of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of Low-income students. **Scope:** Schoolwide	connections to resources and services in the community. PTC staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences that maintain high percentages of students who feel connected to school. Since this action provides significant support and encouragement through positive role models in the community, PTC staff expects to maintain greater student participation in the presentations provided.	participating in counseling presentations • Percentage of Students Participating in Learning Opportunities Outside of the Classroom • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected
2.7	**Action:** Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students **Need:** With a four or five-year graduation rate of 41.9%, 58.1% of students are at greater risk of dropping out of high school as a result of not graduating with their respective cohorts. **Scope:** LEA-wide	All teachers will create a positive learning environment to encourage students to attend class. Teachers, academic counselor and Program Director to participate in regular conversations regarding attendance. Attendance will be reviewed weekly and communication with families will be maintained and documented in log entries. ParentSquare, phone calls, and mailers sent home will keep families informed. Meeting with principal will be held to identify potential barriers to academic success at PTC, and if needed, referrals to district of residence will be made. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, PTC staff expect to maintain very high attendance rates, as well as high percentages of	• Number of presentations provided • Number of students participating in counseling presentations • Percentage of Students Participating in Learning Opportunities Outside of the Classroom • School Climate Survey:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students who feel safe at and connected to school. In turn, students will increase their likelihood of graduation from high school with their cohorts and decrease drop-out rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	Percentage of Students Responding they Feel Safe and Connected
2.8	**Action:** Provide Behavioral Health Intervention and Support Services **Need:** Student referrals for counseling services and to school psychologist continued to increase. Students not feeling safe at school either cognitively, physically, or emotionally are at greater risk of not graduating from high school due to poor attendance. Referrals to other mental health agencies will be made by school psychologist to ensure students receive appropriate mental health services. **Scope:** LEA-wide	In a 2020 survey done by Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of feeling anxiety and depression disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The beginning of the 2021-22 school year was an uncertainty regarding the the social-emotional well being of students who arrived in the Fall. To address this, PTC continued to consult with local county behavioral health department to provide professional development for staff to help identify students under duress. This will help staff make informed notifications to the school psychologist for support and resources. Mental health is a focus, but related concerns are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues will continue to be addressed. PTC continues its partnership with Madera County Behavioral Health services at their site until the number of students in need are great enough to potentially work with students on the PTC site. This action supports reducing student dropout rates by helping meet a variety of needs that directly relates to the focus of Goal 2 by	• Number of referrals to School Psychologist • Number of referrals to other mental/behavioral health agencies • Attendance rates • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensuring opportunities to provide for the social-emotional needs of PTC students and staff. This action will be measured by the number of students receiving support, or that were directed toward services provided outside of MCSOS.	
2.11	**Action:** Positive Student Recognition Program **Need:** This year has shown another increase in student referrals for counseling services. This is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of incarcerated youth. **Scope:** Schoolwide	PTC administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well. PTC staff expect the activities in this action to further engage our Low-Income students in positive experiences that maintain high percentages of students who feel connected to school. Because this action provides significant support and encouragement through recognition and incentives, PTC staff expects to maintain very high attendance rates.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
2.13	**Action:** External Learning Opportunities for Students **Need:** Students having poor attendance and a graduation rate of less than 50% requires providing external learning opportunities and making connections to learning provided via the curriculum at PTC. **Scope:** LEA-wide	PTC staff will provide external learning opportunities for students to build a foundation upon for closing learning gaps by providing common experiences. In a study led by James Banks, SED students lack the same enrichment experiences as their middle and upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With 90% of PTC students classified as SED, these opportunities	• Number of students participating in external learning opportunities • Number of external learning opportunities • Attendance rates • School Climate Survey: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		are vital in addressing learning gaps. PTC staff will provide several external learning opportunities that include in person and virtual trips; bringing in guest presenters on a variety of topics; provide experiences in career exploration, SEL, and college experiences.	Students Responding they Feel Safe and Connected
3.1	**Action:** Promote School Communication **Need:** A survey of family Educational Partners found that parents of Low-Income students and English Learners cited frequent communication from the school as something they found very useful and appreciated very much. A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. **Scope:** Schoolwide	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. PTC staff expects this action to continue the 100% participation of parents in communication through ParentSquare. DTS provides services that allow PTC to share accountability documents. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• Percentage of Low-Income Parents Using ParentSquare to Communicate with the School • Percentage of Parents of English Learners Using ParentSquare to Communicate with the School • Percentage of Teachers Making ParentSquare Log Entries
3.4	**Action:** Develop Greater Community Outreach Opportunities **Need:** A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. **Scope:**	PTC staff will Increase parent participation at school events and informational meetings to support identified needs of families. PTC will invite parents to various informational and advisory meetings hosted throughout the year. Furthermore, parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express	•Number of parents attending school events, informational meetings, and advisory meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	tickets/vouchers to access transportation to attend school events to eliminate some of the barriers to participation.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

PTC will use the additional 15% of concentration funding for 2024-25 to continue one teacher FTE at a cost of $110,000. The additional 15% allocation is slightly greater than this cost. This action directly supports Goal 1, Action 7, as this teacher will provide direct services to SED students, an unduplicated group larger than 55% (94.7% actually) at Pioneer Technical Center. The addition of this teaching position will maintain a lower student to teacher ratio to stay below the LEA wide 30:1 ratio.

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,705,449	1,143,065	42.250%	25.489%	67.739%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,018,632.00	$179,919.00		$331,057.00	$3,529,608.00	$3,071,364.00	$458,244.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	All	No					$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.2	Support Students with IEPs	Students with Disabilities	No					$76,461.00	$500.00		$76,961.00			$76,961.00	
1	1.3	Instructional Staff Professional Development Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Low-Income	No					$0.00	$8,862.00				$8,862.00	$8,862.00	
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	All	No					$1,242,978.00	$7,500.00	$1,250,478.00				$1,250,478.00	
1	1.7	Maintain Low Student-to-Teacher Ratio	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,029,984.00	$2,500.00	$1,032,484.00				$1,032,484.00	
1	1.8	English Learner Support	English Learners	No					$18,997.00	$250.00				$19,247.00	$19,247.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$37,045.00	$0.00	$37,045.00				$37,045.00	
1	1.10	i-Ready Assessments for Grade Level Proficiency	All	No					$60,158.00	$1,500.00	$1,500.00			$60,158.00	$61,658.00	
1	1.11	Increase Students Completing CTE Courses	All	No					$233,289.00	$22,000.00	$233,289.00	$22,000.00			$255,289.00	
1	1.12	Increase Student Support Toward Completing CTE Courses	Low Income	Yes	Schoolwide	Low Income	All Schools		$38,900.00	$0.00	$38,900.00				$38,900.00	
1	1.13	Increase Reading Proficiency	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.14	Academic and Social Emotional Counseling for At-Promise Students	All	No					$178,594.00	$1,200.00	$131,094.00			$48,700.00	$179,794.00	
1	1.15	Provide Credit Recovery Options for Low-Income Students	SED Students	No					$0.00	$47,000.00		$9,000.00		$38,000.00	$47,000.00	
1	1.16	Access to a Broad Course of Study for Low-Income Students	All	No					$0.00	$13,000.00	$13,000.00				$13,000.00	
2	2.1	Maintain a Safe Campus	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.2	Maintain School Facilities	All	No					$67,000.00	$160,000.00	$227,000.00				$227,000.00	
2	2.3	Host Annual School Events	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.4	Provide Student Transportation As Needed to and from School	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$500.00	$500.00				$500.00	
2	2.5	Increase Student Attendance	All	No					$54,872.00	$0.00		$54,872.00			$54,872.00	
2	2.6	Counseling Presentations	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.8	Provide Behavioral Health Intervention and Support Services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.9	Suspension Rates	All	No					$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth	Parenting Teens, Foster and Homeless Youth	No					$17,086.00	$0.00		$17,086.00			$17,086.00	
2	2.11	Positive Student Recognition Program	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.12	Climate Survey Responses	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.13	External Learning Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Promote School Communication	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$3,150.00	$3,150.00				$3,150.00	
3	3.2	Promote Participation of Families of English Learners	All	No					$0.00	$2,692.00	$2,692.00				$2,692.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	All	No					$0.00	$0.00	$0.00				$0.00	
3	3.4	Develop Greater Community Outreach Opportunities	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.5	Increase Educational Partner Input and Participation	All	No					$0.00	$0.00	$0.00				$0.00	
4	4.1	Increased Support for EL Students	All	No					$16,000.00	$0.00				$16,000.00	$16,000.00	
4	4.2	Increased Parent Education	All	No					$0.00	$19,568.00				$19,568.00	$19,568.00	
4	4.3	Increase School Connectedness for all Students	All	No					$0.00	$20,000.00				$20,000.00	$20,000.00	
4	4.4	Monitor Plan Effectiveness	All	No					$0.00	$1,090.00				$1,090.00	$1,090.00	
4	4.5	Edgenuity Licenses	All	No					$0.00	$26,000.00				$26,000.00	$26,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.6**	Academic Support for Low-Performing Students	All	No					$0.00	$57,432.00				$57,432.00	$57,432.00	
4	**4.7**	Supplemental Curriculum for English Learners	All	No					$0.00	$16,000.00				$16,000.00	$16,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,705,449	1,143,065	42.250%	25.489%	67.739%	$1,144,579.00	0.000%	42.306 %	**Total:**	$1,144,579.00
								LEA-wide Total:	$12,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,132,579.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Instructional Staff Professional Development Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	Schoolwide	Low Income	All Schools	$3,500.00	
1	1.7	Maintain Low Student-to-Teacher Ratio	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,032,484.00	
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,045.00	
1	1.12	Increase Student Support Toward Completing CTE Courses	Yes	Schoolwide	Low Income	All Schools	$38,900.00	
1	1.13	Increase Reading Proficiency	Yes	Schoolwide	Low Income	All Schools	$10,000.00	
2	2.1	Maintain a Safe Campus	Yes	Schoolwide	Low Income	All Schools	$1,500.00	
2	2.3	Host Annual School Events				All Schools	$1,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Provide Student Transportation As Needed to and from School	Yes	Schoolwide	Low Income	All Schools	$500.00	
2	2.6	Counseling Presentations	Yes	Schoolwide	Low Income	All Schools	$1,000.00	
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000.00	
2	2.8	Provide Behavioral Health Intervention and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.11	Positive Student Recognition Program	Yes	Schoolwide	Low Income	All Schools	$1,000.00	
2	2.13	External Learning Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.1	Promote School Communication	Yes	Schoolwide	Low Income	All Schools	$3,150.00	
3	3.4	Develop Greater Community Outreach Opportunities	Yes	Schoolwide	Low Income	All Schools	$1,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,838,483.00	$2,897,911.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increase CTE Course Completion for SED student population.	No	$247,120.00	261,954
1	**1.2**	Provide Credit Recovery opportunities for SED students	No	$56,000.00	56,000
1	**1.3**	Reclassify English Learners	No	$17,055.00	17,889
1	**1.4**	Provide Instructional Staff Professional Growth and Development	Yes	$6,450.00	3,800
1	**1.5**	Provide instruction and instructional materials to increase student achievement in ELA and Math.	No	$815,845.00	825,029
1	**1.6**	Reduce student to teacher caseload ratio.	Yes	$689,651.00	743,924
1	**1.7**	Improve SED student achievement in ELA and Math	No	$52,852.00	57,629
1	**1.8**	Improve SED student achievement in ELA and Math	No	$3,000.00	6,800
1	**1.9**	Retain Highly Effective Teachers	No	$12,500.00	3,900
1	**1.10**	Improve student opportunities for a broader course of study.	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Provide intervention and instructional support for struggling learners	Yes	$42,411.00	33,717
1	1.12	Provide access to Instructional Technology for all SED students.	Yes	$28,245.00	19,251
1	1.13	Provide Instructional Staff Professional Growth and Development	No	$0.00	0
1	1.14	Provide academic and SEL counseling for at-promise students	No	$92,063.00	96,065
1	1.15	Multi-Tiered Support Systems (MTSS) Professional Development	No	$6,800.00	3,235
2	2.1	Provide student transportation as needed to and from school	Yes	$1,000.00	0
2	2.2	Expand Support Services for Parenting Teens, Foster and Homeless Youth	No	$347,101.00	359,982
2	2.3	Continue Positive Student Recognition Program	No	$1,500.00	950
2	2.4	Maintain School Facilities	No	$227,000.00	326,434
2	2.5	Provide Behavioral Health Intervention and Support Services	Yes	$5,000.00	0
2	2.6	Reduce overall suspension rate	Yes	$4,000.00	512
2	2.7	Increase number of annual climate survey responses and improve survey results	No	$0.00	0
2	2.8	Reduce EL, Homeless, and SED student drop out rate	Yes	$1,800.00	750
2	2.9	Maintain a Safe Campus	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Provide external learning opportunities for students.	Yes	$7,500.00	525
3	3.1	Increase Parent Communication frequency	No	$6,500.00	3,152
3	3.2	Increase Parent Involvement and Attendance in School Functions	No	$0.00	0
3	3.3	Increase Educational Partner Input and Participation	No	$500.00	312
3	3.4	Develop greater Community Outreach opportunities	Yes	$500.00	0
4	4.1	Increased Support for EL Students		$16,000.00	20,621
4	4.2	Increased Parent Education		$15,000.00	15500
4	4.3	Increase school connectedness for all students		$20,000.00	13,058
4	4.4	Increase curriculum access for English Learners and low performing students		$22,000.00	26,922
4	4.5	Edgenuity Licenses		$26,000.00	0
4	4.6	Academic Tutoring for Low Performing Students		$50,000.00	0
4	4.7	Supplemental Curriculum for English Learners		$16,090.00	0
4	4.8	Monitor Plan Effectiveness		$1,000.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,119,326	$786,557.00	$837,707.00	($51,150.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Provide Instructional Staff Professional Growth and Development	Yes	$6,450.00	3,800		
1	1.6	Reduce student to teacher caseload ratio.	Yes	$689,651.00	794,467		
1	1.11	Provide intervention and instructional support for struggling learners	Yes	$42,411.00	33,717		
1	1.12	Provide access to Instructional Technology for all SED students.	Yes	$28,245.00	3,936		
2	2.1	Provide student transportation as needed to and from school	Yes	$1,000.00	0		
2	2.5	Provide Behavioral Health Intervention and Support Services	Yes	$5,000.00	0		
2	2.6	Reduce overall suspension rate	Yes	$4,000.00	512		
2	2.8	Reduce EL, Homeless, and SED student drop out rate	Yes	$1,800.00	750		
2	2.10	Provide external learning opportunities for students.	Yes	$7,500.00	525		
3	3.4	Develop greater Community Outreach opportunities	Yes	$500.00	0		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,684,975	1,119,326	15	56.689%	$837,707.00	0.000%	31.200%	$684,365.25	25.489%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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