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

Agenda Item 8.4

Board of Education Action Item
January 14, 2020

Topic:
The Board is asked to consider the School Accountability Report Cards (SARC) for the Court and Community Schools, Pioneer Technical Center, Madera County Independent Academy, and Special Education.

8.4.1 Endeavor/Voyager Secondary School Summary Description
8.4.2 Pioneer Technical Center (PTC) Summary Description
8.4.3 Madera County Independent Academy (MCIA) Summary Description
8.4.4 Special Education Summary Description

Background:
All districts and County offices are mandated to produce a SARC annually, in which the progress of students and the expenditure of funds for services provided are addressed.

A link to the California Department of Education for these reports will be posted on the Madera County Superintendent of Schools website to provide accessibility to all interested parties.

Financial Impact:
None

Resource:
Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:
It is recommended the Board approve the School Accountability Report Cards for Court and Community Schools, Pioneer Technical Center, Madera County Independent Academy, and Special Education.

Juvenile Hall (Endeavor/Voyager Secondary)

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Fred Cogan, Exec Director Career Tech & Alt Ed

Principal, Juvenile Hall (Endeavor/Voyager Secondary)

About Our School

Principal's Comment

Students are only placed into these programs by the juvenile court. A student's probation officer may make a recommendation to the court for any of these placements.

Contact

Juvenile Hall (Endeavor/Voyager Secondary)
28261 Avenue 14
Madera, CA 93638

Phone: 559-662-6294
Email: fcogan@mcsos.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
Email Address	cmassetti@mcsos.org
Website	http://www.mcsos.org

School Contact Information (School Year 2019—20)	
School Name	Juvenile Hall (Endeavor/Voyager Secondary)
Street	28261 Avenue 14
City, State, Zip	Madera, Ca, 93638
Phone Number	559-662-6294
Principal Ed	Fred Cogan, Exec Director Career Tech & Alt
Email Address	fcogan@mcsos.org
Website	http://www.mcsos.org
County-District-School (CDS) Code	20102072030153

Last updated: 12/20/2019

School Description and Mission Statement (School Year 2019—20)

Endeavor Secondary School and Voyager Secondary School are the assigned school names for the Madera County Superintendent of Schools Juvenile Hall and Academy educational facilities. They are both located in the same lock-down facility, but in seperate parts of the building. While students do not interact with students in other pods during the school day, the teachers rotate throughout the pods providing thier academic programs.
Endeavor students are placed in Juvenile Hall by Madera County Probation, Law Enforcement, or the Juvenile Court judge. The average stay is 10 days, however, several students are often there for a significant amount of time. Voyager is an Academy (Boot Camp) and students are court ordered to attend. The average stay for these students is six months. Both of these programs are fully accredited by the Western Association of Schools and Colleges (WASC). In Jully 2016, the Alternative Education programs of the Madera County Superintendent of Schools were given a six-year term of accreditation with a three-year review occurring in April 2019. The school received a very positive visit from the WASC accreditation team, which was confirmed by the six year accreditation, and confirmed with the review in April. The school offers all
core academic courses and assigns credits toward the completion of a high school diploma.
Mission Statement:
The mission of the Madera County Superintendent of Schools Alternative Education Programs is to provide a safe, positive learning environment that will encourage
inclusion, promote life skills, provide career technical education, increase positive self-esteem, and prepare students for current and future educational and career success.
The vision of the Madera County Superintendent of Schools Programs is to provide engaging educational opportunities in a supportive environment that w ill promote lifelong
learning and positive contributions to students' communities.
SLO's (Student Learning Outcomes)
Be academically successful by:

1. Increasing the percentage of classes completed.

2. Improving performance in all subject areas through increased critical thinking.

3. Working tow ard obtaining a diploma or certificate of completion.

Demonstrate responsibility/accountability by:

1. Attending school on a regular basis.

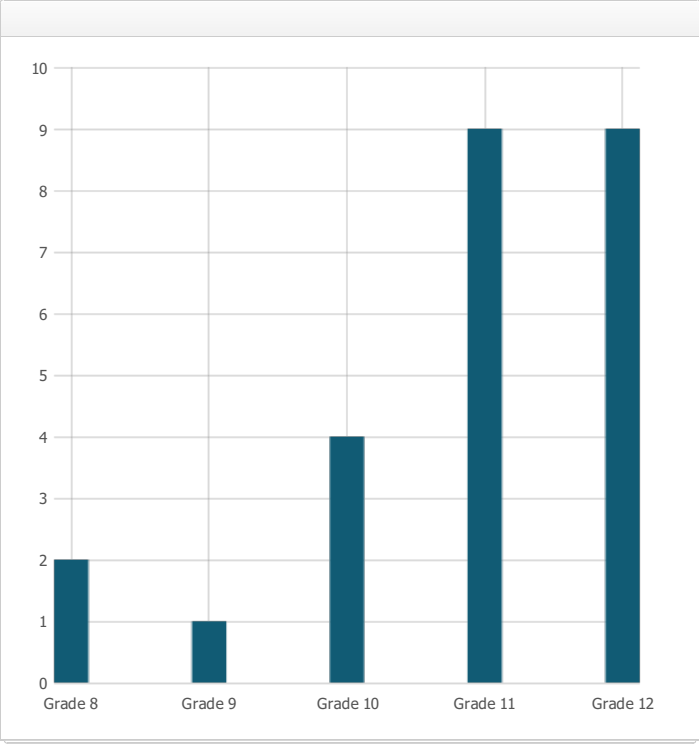
2. Follow ing school/classroom rules and expectations.

3. Being engaged in and connected to school.

Last updated: 12/20/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 8	2
Grade 9	1
Grade 10	4
Grade 11	9
Grade 12	9
Total Enrollment	25



Last updated: 12/20/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.00 %
American Indian or Alaska Native	8.00 %
Asian	%
Filipino	%
Hispanic or Latino	84.00 %
Native Hawaiian or Pacific Islander	%
White	4.00 %
Two or More Races	%
Other	-4.00 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	100.00 %
English Learners	36.00 %
Students with Disabilities	8.00 %
Foster Youth	8.00 %
Homeless	4.00 %

A. Conditions of Learning

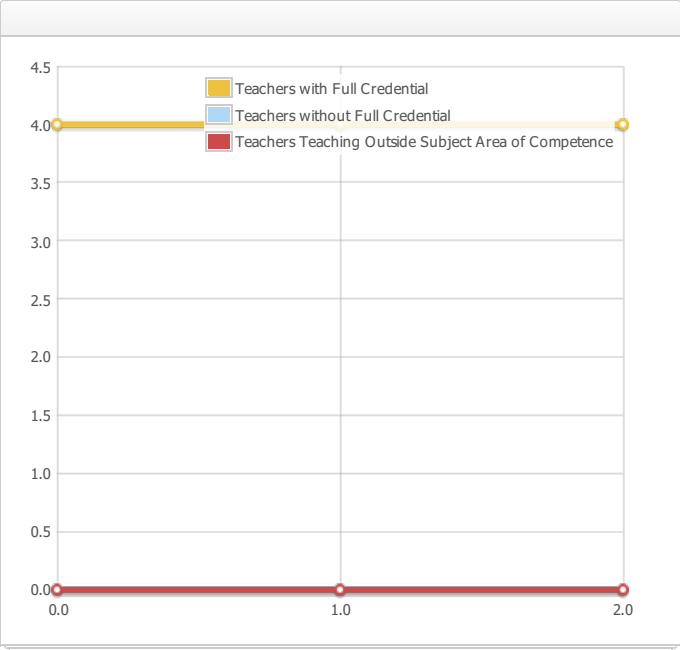
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

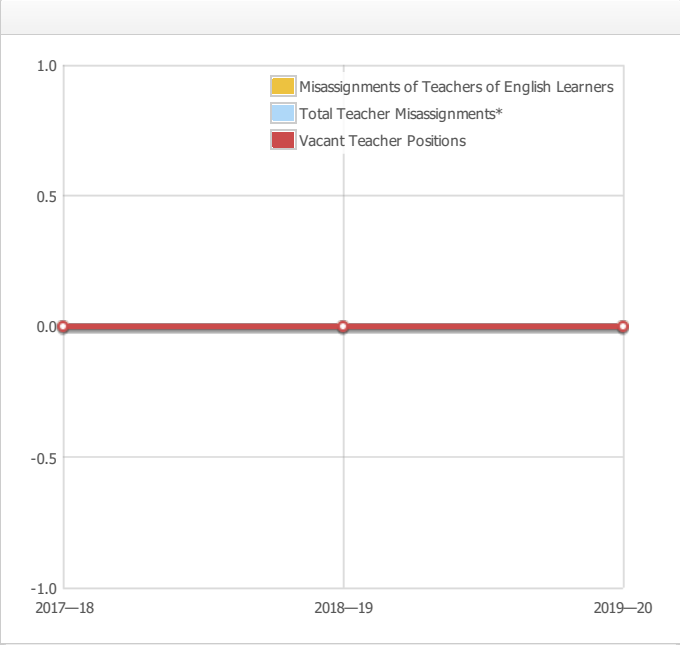
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	4	4	74
Without Full Credential	0	0	0	21
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/20/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/20/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current , standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2019-2020 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Mathematics	All students have access to current , standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2019-2020 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Science	All students have access to current , standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2019-2020 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students have access to current , standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2019-2020 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

School Facility Conditions and Planned Improvements

The facility is owned and maintained by Madera County. If there are any issues we notify the Probation Department who assigns work orders. Items are fixed in a timely manner.

The facility is in excellent condition, and is maintained by the Madera County Probation Department. Madera County Superintendent of Schools has the responsibility for classroom furniture, supplies, and whiteboards, which are all in good condition. Each class has a juvenile detention officer assiged to assist with supervision during school hours, and helps to ensure a safe school environment.

Last updated: 12/20/2019

School Facility Good Repair Status

The facility is owned and maintained by Madera County. If there are any issues we notify the Probation Department who assigns work orders. Items are fixed in a timely manor.

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs required at this time.
Interior: Interior Surfaces	Good	No repairs required at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs required at this time.
Electrical: Electrical	Good	No repairs required at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs required at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repairs required at this time.
Structural: Structural Damage, Roofs	Good	No repairs required at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs required at this time.

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good

Last updated: 12/20/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	5%	0%	8%	8%	50%	48%
Mathematics (grades 3-8 and 11)	0%	0%	0%	1%	38%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/20/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	15	93.75%		0.00%
Male	12	12	100.00%		0.00%
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	13	13	100.00%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	16	15	93.75%		0.00%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%		0.00%
Male	11	11	100.00%		0.00%
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	12	12	100.00%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	14	14	100.00%		0.00%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/20/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

We are currently working with Madera County Juvenile Probation Department to explore Career Technical Education relevant courses in a safe manner, in conjunction with a MCSOS charter school, Pioneer Technical Center. The charter school's current CTE offerings are welding and building trades.

Last updated: 12/20/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/20/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 12/20/2019

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	2.00%	0.00%	0.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/20/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

While there are few extracurricular activities for students in Juvenile Hall and Academy, parents are kept informed of their child's progress through their teachers, administration, probation officers, and through the mailing of report cards. Teachers communicate primarily through phone calls or parent/teacher/principal conferences (IEPs). Parents
are invited to observe sports competitions held several times a year outside of the facility. Through the School Site Council, parents collaborate to approve the annual budget for Title 1 funds and help develop the School Site Plan and updating the Parental Involvement Plan.

State Priority: Pupil Engagement

Last updated: 12/20/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

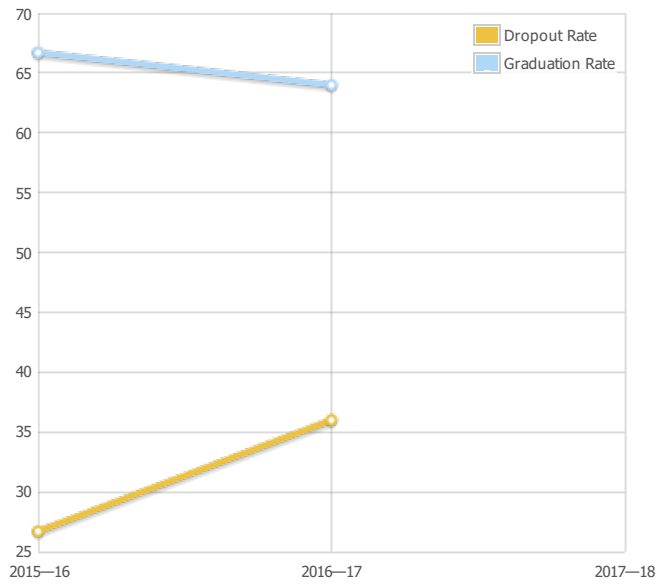
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	26.70%	34.40%	9.70%
Graduation Rate	66.70%	42.90%	--

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	36.00%	--	32.30%	29.20%	9.10%	9.60%
Graduation Rate	64.00%	--	43.50%	77.90%	--	--

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/20/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.80%	0.90%	4.10%	6.00%	6.40%	2.90%	--	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	--	--	--

Last updated: 12/20/2019

School Safety Plan (School Year 2019—20)

Staff at Endeavor/Voyager Secondary will follow all health, safety, and risk management policies adopted by the Madera County Superintendent of Schools. The school has adopted and implemented a comprehensive set of health, safety, and risk management policies, which includes a safety and disaster plan. Policies address immunization records for enrolling students, fingerprinting, tuberculosis inoculation, natural disasters and emergency response, universal precautions, first aid, CPR training, administration of prescription drugs and other medications, and a policy establishing that the school is a drug, alcohol, and tobacco free workplace. A policy to address bullying is in place and it defines bullying, how a student can report bullying, and how administration will investigate and determine an outcome. The safety plan is review ed annually by a committee that includes staff from all divisions of Madera County Superintendent of Schools, and was last reviewed in August 2019.

Last updated: 12/20/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	6	0	0
Mathematics	8.00	5	0	0
Science	10.00	4	0	0
Social Science	11.00	8	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	3	1	1
Mathematics	11.00	4	0	0
Science	11.00	4	0	0
Social Science	17.00	4	0	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	16	0	0
Mathematics	4.00	0	0	0
Science	9.00	0	0	0
Social Science	6.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/20/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/20/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16788.69	$7575.74	$9212.95	$85914.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

Types of Services Funded (Fiscal Year 2018—19)

Students receive academic instruction from credentialed teachers, and social-emotional support from school psychologist or academic counselors. In addition, students receive RSP and other SPED services as prescribed in their IEPs.

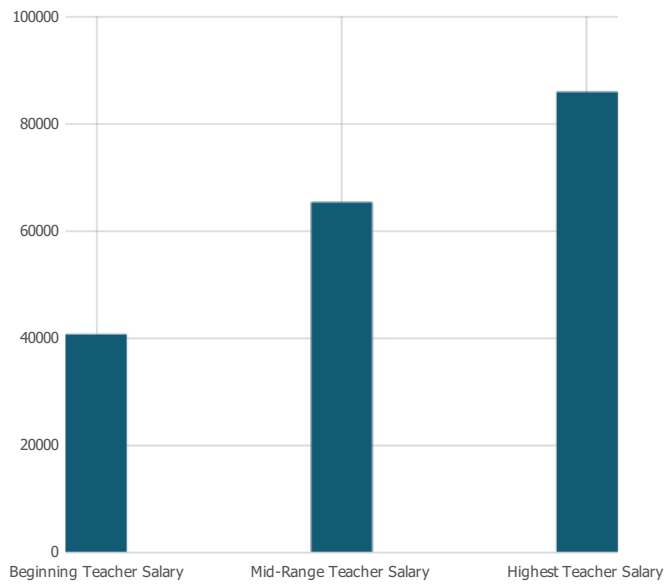
Last updated: 12/20/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

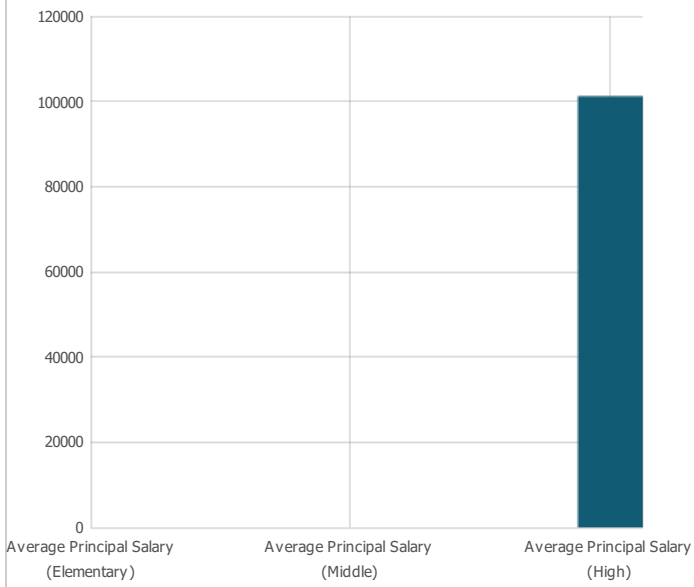
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,625	--
Mid-Range Teacher Salary	$65,281	--
Highest Teacher Salary	$85,863	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$101,196	--
Superintendent Salary	$201,417	--
Percent of Budget for Teacher Salaries	60.0%	--
Percent of Budget for Administrative Salaries	15.0%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/20/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/20/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 12/20/2019

Pioneer Technical Center

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Alan Macedo

Principal, Pioneer Technical Center

About Our School

Hello Pioneer T technical Center Community!

Welcome to the 2018-19 school year! My name is Alan Macedo and I am very excited to be your Principal here at Pioneer Technical Center - "Home of the Mighty Mustangs!" As your Principal, I look forward to our educational and family partnership, as well
as an open, transparent and clear line of communication with our community members. To better assist you in making sure our students are successful in a safe and productive school environment, we require that your child arrive to school on time, be in PTC dress code, and be prepared and ready to participate and learn. In addition, in order for you to create an extension from school to home, we recommend and highly encourage your child to come to school with a positive and proactive "CAN DO" attitude! Also, please discuss with your child's teacher and counselor the importance and details of the Full Independent Studies (FIS) Program. Blended Independent (BIS) Career and Technical Education (CTE) courses for the credit recovery pathway and to ultimately achieve their goal of being College and Career Ready. Parent input and involvement are highly encouraged to essential to make your child's PTC experience more positive and valuable. Our supportive staff here at PTC has aligned with the Madera County Superintendent of Schools' (MCSOS) Vision and Mission statement of "Enhancing life through education!" The more time your student invests in their goals, the more they'll benefit from our educational experience in our productive and positive learning environment. Pioneer T echnical Center (PTC) is a unique program that intentionally differs from the typical high school as a Career and Alternative Educational School (CAES) As the standard classroom approach to education works well for many students on a traditional campus, there are a variety of reasons why a comprehensive approach is less effective for other students. Pioneer Technical Center offers an alternative educational environment for which they are best suited. Specifically, PTC offers smaller class sizes, and a small school environment that supports them to recover credits and get back on to a graduation / CTE pathway. Many of our students have differecnt learning modalities and our variety of patheays provides motivation for students to stay focused for their academic success. Several factors have kept students from benefitting from elective courses and vocational classes at their home districts, so the opportunity to learn viable skills gives students a greatler level of engagement and success. Please feel free contact me anytime and we look forward to having your child be part of our alternative educational program.

Sincerely,

Alan R. Macedo - Principal

Pioneer T echnical Center

28261 Avenue 14
Madera, CA 93638
Phone: 559-662-4636
E-mail: amacedeo@mcsos.org

Principal's Comment

Pioneer Technical Center (PTC) is a unique program that intentionally differs from the typical high school and many alternative schools. The standard classroom approach to education works well for most students. Many students excel on a traditional campus. However, there are a variety of reasons why the traditional approach is less effective for other students.

Pioneer Technical Center offers an alternative to students who struggle in an educational environment for which they are ill suited. Specifically, PTC offers smaller class sizes, and a small school environment that reaches out to them. Many of our students are kinesthetic learners and our vocational programs provide additional motivation for students to stay focused on their academic classes. Several factors have kept students from benefitting from elective courses and vocational classes at their home districts, so the opportunity to learn viable skills gives students a greatler level of engagement.

Contact

Pioneer Technical Center
28261 Avenue 14
Madera, CA 93638-5625

Phone: 559-664-1600
Email: amacedo@mcsos.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
Email Address	cmassetti@mcsos.org
Website	http://www.mcsos.org

School Contact Information (School Year 2019—20)	
School Name	Pioneer Technical Center
Street	28261 Avenue 14
City, State, Zip	Madera, Ca, 93638-5625
Phone Number	559-664-1600
Principal	Mr. Alan Macedo
Email Address	amacedo@mcsos.org
Website	http://www.mcsos.org
County-District-School (CDS) Code	20102072030229

Last updated: 12/20/2019

School Description and Mission Statement (School Year 2019—20)

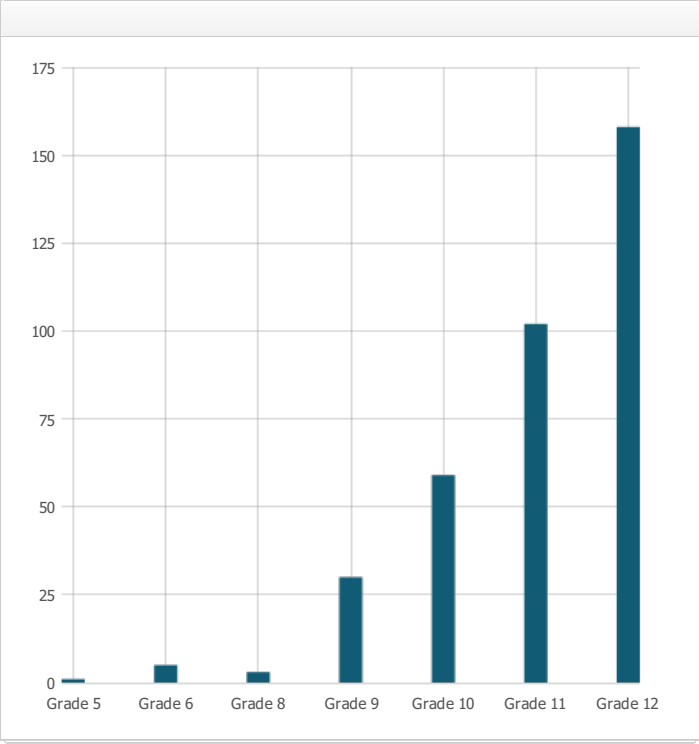
Pioneer Technical Center (PTC) is a unique and innovative charter high school authorized by the Madera County Superintendent of Schools (MCSOS) and accredited by the Western Association of Schools and Colleges (WASC). Our program design incorporates both site-based instruction in the core academic courses and a choice of three programs approved by the Fresno County Regional Occupational (ROP) Career Technical Education (CTE) programs. Our target student population includes students wanting a different academic experience, credit deficient and "high-risk" youth. Generaly speaking, PTC students have not been successful at comprehensive high schools for a variety of reasons, as most of the students enrolled are expelled, on probationary status or behind in their credits. Also, as many students do not meet or exceed standards on the Smarter Balanced Assessments of California (SBAC), many of our students at PTC are looking to either enter the work force upon graduation from high school or complete their graduation on track and continue in a college or university.

Mission Statment: Pioneer Technical Center will provide all students of Madera County, opportunities, experiences, and academic preparation needed to successfully contribute to the global community. Students of Pioneer Technical Center will achieve and demonstrate mastery of core academic subjects in addition to career technical education. Pioneer Technical Center will combine the support of parents, educators, and community resources to develop students with integrity and ambition.

Last updated: 12/20/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 5	1
Grade 6	5
Grade 8	3
Grade 9	30
Grade 10	59
Grade 11	102
Grade 12	158
Total Enrollment	358



Last updated: 12/20/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	1.10 %
Asian	0.80 %
Filipino	%
Hispanic or Latino	73.20 %
Native Hawaiian or Pacific Islander	%
White	11.20 %
Two or More Races	2.00 %
Other	6.10 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	93.00 %
English Learners	18.70 %
Students with Disabilities	4.50 %
Foster Youth	0.60 %
Homeless	3.60 %

A. Conditions of Learning

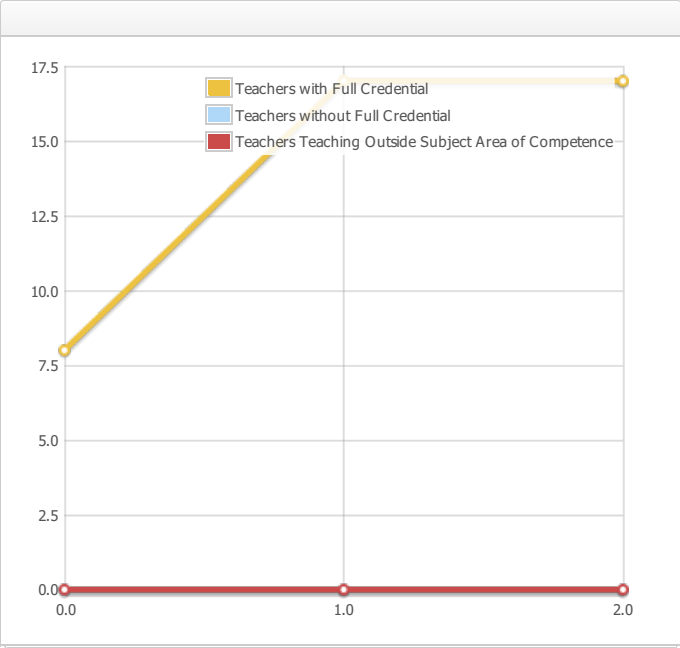
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

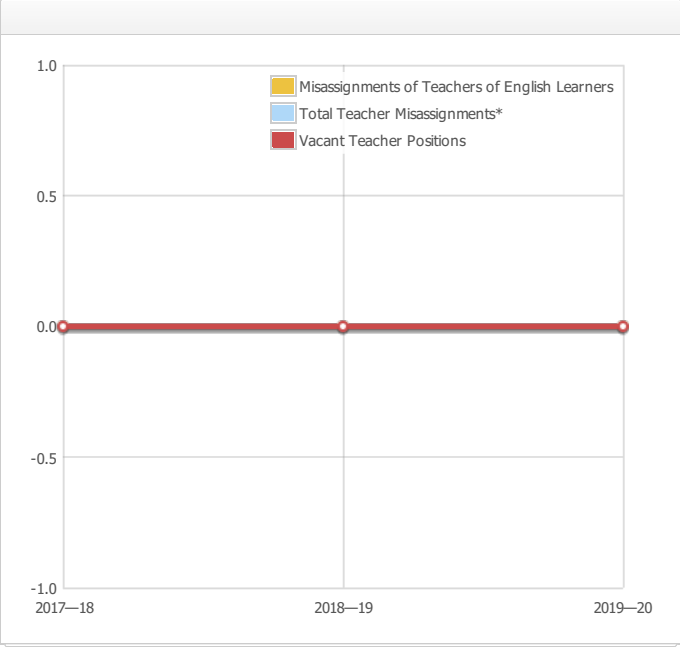
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	17	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/20/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/20/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics	All students at PTC have access to standards-based textbooks, addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.	Yes	0.00 %
Science	All students at PTC have access to standards-based textbooks and addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students at PTC have access to standards-based textbooks, addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.	Yes	0.00 %
Foreign Language	All students at PTC have access to standards-based textbooks and addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.	Yes	0.00 %
Health	All students at PTC have access to standards-based textbooks, addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.	Yes	0.00 %
Visual and Performing Arts	All students at PTC have access to standards-based textbooks, addtional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional sitewere adopted beginning the school year by the Madera County Superinrendent of Schools with addtional textbooks approved annually.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

School Facility Conditions and Planned Improvements

All facilities, classrooms and equipment at PTC received a Facilities Inspection Tool (FIT) rating of Good for 2018-19.

Last updated: 12/20/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good

Last updated: 12/20/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	4%	13%	8%	8%	50%	48%
Mathematics (grades 3-8 and 11)	0%	0%	0%	1%	38%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/20/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	108	93.10%		12.96%
Male	58	51	87.93%		15.69%
Female	58	57	98.28%		10.53%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	82	78	95.12%		12.82%
Native Hawaiian or Pacific Islander					
White	19	16	84.21%		18.75%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	108	103	95.37%		11.65%
English Learners	28	28	100.00%		0.00%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	107	92.24%		0.00%
Male	58	50	86.21%		0.00%
Female	58	57	98.28%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	83	78	93.98%		0.00%
Native Hawaiian or Pacific Islander					
White	18	15	83.33%		0.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	108	102	94.44%		0.00%
English Learners	28	28	100.00%		0.00%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/20/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Pioneer Technical Center offers Construction, Welding and Child Development as Career Techincal Education (CTE) courses. These are apporoved and follow all guidelines of the Fresno County Regional Occupational Programs (ROP) Career and Technical Education requirements. Each Pathway has its own advisory committee made up of individuals that work in that particular industry. The advisory groups meet several times a year to discuss the program and align current industry standards to the program. Through the CTE Pathways, students also participate in activities sponsored by Fresno County ROP /CTE, such as the Career Skills Challenge at the Career Tech Expo held at Chukchansi Park. Here, students from many mainstream and county schools, show case their skills aquired from their classes. Our programs have demonstrated that they prepare students to be ready to compete in the workforce, as they have placed 1st, 2nd, and 3rd in the past several years. Students enrolled in the Child Development pathway participate in a community classroom at a local day care center operated by Madera County Superintendent of Schools. Additionally, students in this pathway gain valuable classroom experience by assisting elementary school teachers in their classrooms at nearby elementary schools. These real-life opportunities are preparing students for employment immediately upon graduation from high school. Students in the construction trades have also worked installing solar panels on homes of low-income, qualifying families and made improvements on campus and nearby schools. Several local industry leaders have observed our students at work, and have offered them paid internships during the summer and permanent positions after graduation; another testament to the high quality of our CTE programs at PTC.

Last updated: 12/20/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	164
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/20/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.00%	11.00%	11.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/20/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Here at Pioneer Technical Center, we believe that parental involvement is an essential component in a every student's education. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Every year, PTC hosts a Back to School / Open House Day with extended hours during the day to create more opportunities for parents and guardians to meet their teachers and Leadership team members. Surveys are collected from all parents to gather data to better guide decision making in targeted program improvements. Additionally, parents are invited to participate on the School Site Council (SSC) and English Language Advisory Committee (ELAC) where they can contribute to establishing policies, supporting budget decisions and allocation of resources to increase student achievment. Parents are also urged to participate in stakeholder meetings to update the Local Control Accountability Plan (LCAP). Finally, PTC hosts quarterly Awards Assemblies, Rallies and several athletic events throughout the year, to allow parents to support their children and contribute to a positive and productive school culture and community.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

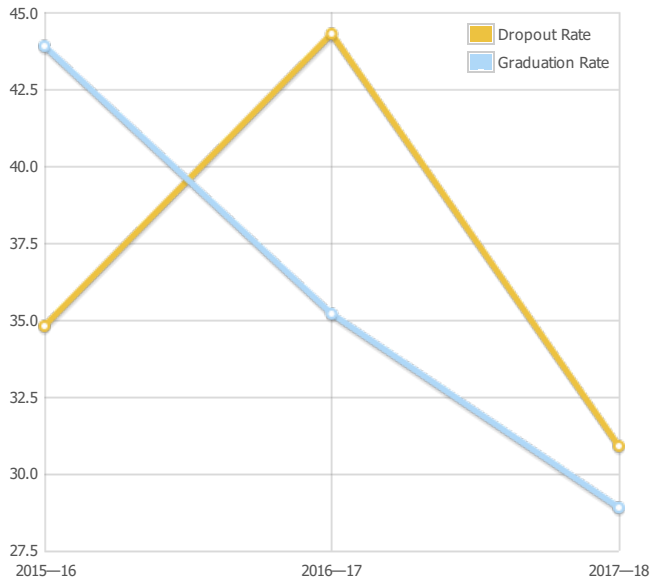
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Our stated graduation percent and dropout rates are not reflective of what actually occurs at PTC. The dropout rate does not include students that are 5th or 6th year students. PTC serves a high risk population. Many of our students enroll with us as much as one year behind in credits. In order to achieve a high school diploma many have to attend a year longer.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	34.80%	34.40%	9.70%
Graduation Rate	43.90%	42.90%	--

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	44.30%	30.90%	32.30%	29.20%	9.10%	9.60%
Graduation Rate	35.20%	28.90%	43.50%	77.90%	--	--

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/20/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.00%	11.60%	0.00%	6.00%	6.40%	0.00%	--	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	--	--	--

Last updated: 12/20/2019

School Safety Plan (School Year 2019—20)

Staff at Pioneer Technical Center will follow all health, safety, and risk management policies adopted by the Madera County Superintendent of Schools. The school has adopted and implemented a comprehensive set of health, safety, and ris-management policies, which include a safety and disaster plans. Measures are in place to ensure that immunization records for students are reviewed and new hires are fingerprinted. Additionally, tuberculosis inoculation is monitored, training for natural disasters and emergency response preparation are required, and staff receive training on universal precautions to avoid exposure to blood-borne pathogens. First aid and CPR trainings are offered, along with classes for proper administration of prescription drugs and other medications. The schools policy establishes PTC as a drug, tobacco, and alcohol free workplace. An anti-bullying policy is in place to define bullying, establish how students can report bullying, how administration will investigate incidents, and determination of the outcome. The safety plan is reviewed annually, and modified as needed, by a committee that includes staff from all divisions of Madera County Superintended of Schools. The plan was last reviewed in Fall 2018.

Here at Pioneer Technical Center, all staff follows the health, safety, and risk management policies adopted by the Madera County Superintendent of Schools. The school has adopted and implemented a comprehensive set of health, safety, and risk management policies, which include safety and disaster plans. Additionally, measures are in place to ensure that immunization records for students are reviewed and newly hired teachers are fingerprinted with FBI / CIA background and refernce checks. Finally, tuberculosis inoculation is monitored, training for natural disasters and emergency response preparation are also required and rehearsed, and staff receive training on universal precautions to avoid exposure to blood-born pathogens. First-aid and CPR trainings are offered, along with classes for proper administration of prescription drugs and other medications. The school's policy establishes PTC as a drug, tobacco, VAPE and alcohol free workplace. An anti-bullying policy is in place to define bullying, establish how students can report bullying on the STOPit App, how administration investigates incidents, and the determination of the outcome. The safety plan is reviewed annually, and modified as needed, by a committee that includes staff from all divisions of Madera County Superintended of Schools. The plan was last reviewed in Fall 2019.

Last updated: 12/20/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	4	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	12.00	5	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	27	1	0
Mathematics	6.00	20	1	0
Science	7.00	14	0	0
Social Science	7.00	30	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	20	0	0
Mathematics	6.00	17	0	0
Science	5.00	9	0	0
Social Science	8.00	25	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	57	1	0
Mathematics	9.00	30	1	1
Science	6.00	39	1	0
Social Science	7.00	68	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/20/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/20/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19817.81	$3921.27	$15896.54	$56350.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

Types of Services Funded (Fiscal Year 2018—19)

Pioneer Technical Center provides a variety of school / Ed. services for students. These include direct instruction from credentialed teachers, academic counsleing from an assigned counselor, social-emotional suppport from a School Psychologist, Guidance and Leadership support from the site Principal and Leadership Team and Tier 2 and 3 leveled support with an RSP and SDC teacher on site.

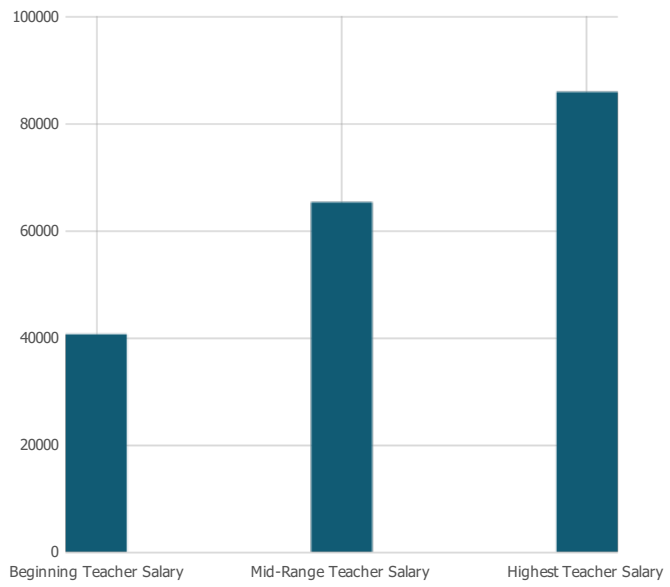
Last updated: 12/20/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

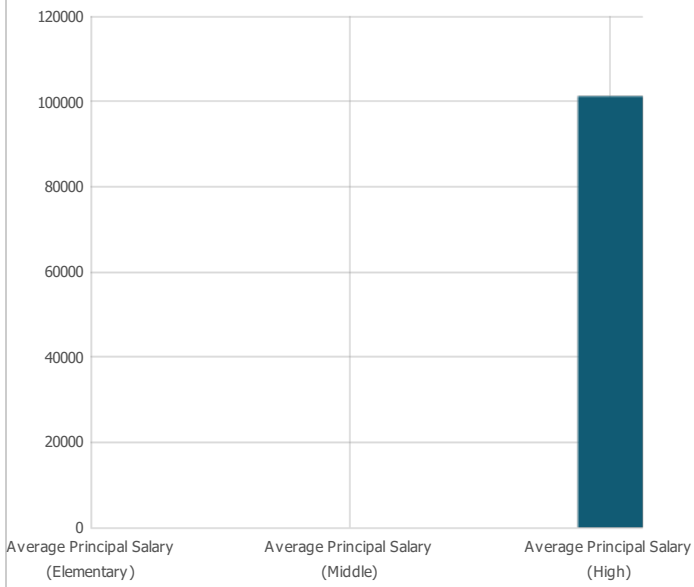
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,625	--
Mid-Range Teacher Salary	$65,281	--
Highest Teacher Salary	$85,863	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$101,196	--
Superintendent Salary	$201,417	--
Percent of Budget for Teacher Salaries	60.0%	--
Percent of Budget for Administrative Salaries	15.0%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/20/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/20/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	19	34

Last updated: 12/20/2019

Madera County Independent Academy

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Fred Cogan, Exec Director, Career Tech & Alt Ed

Principal, Madera County Independent Academy

About Our School

Principal's Comment

The instructional method at Madera County Independent Academy (MCIA) will emphasize the whole child and frame its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold. The goal of MCIA is to broaden the educational choices and opportunities for students and families who live in Madera County and surrounding areas.

MCIA will accept applications for enrollment from any student qualified by the State Charter School Law. the targeted student population consists of educationally disadvantaged students of grade kindergarten through twelve. Students who attend Madera County Indepdendent Academy will come in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instructions.

Contact

Madera County Independent Academy
28123 Avenue 14
Madera, CA 93638-4905

Phone: 559-662-6294
Email: hsanchez@mcsos.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
Email Address	cmassetti@mcsos.org
Website	http://www.mcsos.org

School Contact Information (School Year 2019—20)	
School Name	Madera County Independent Academy
Street	28123 Avenue 14
City, State, Zip	Madera, Ca, 93638-4905
Phone Number	559-662-6294
Principal Ed	Fred Cogan, Exec Director, Career Tech & Alt
Email Address	hsanchez@mcsos.org
Website	http://www.mcsos.org
County-District-School (CDS) Code	20102070117184

Last updated: 12/20/2019

School Description and Mission Statement (School Year 2019—20)

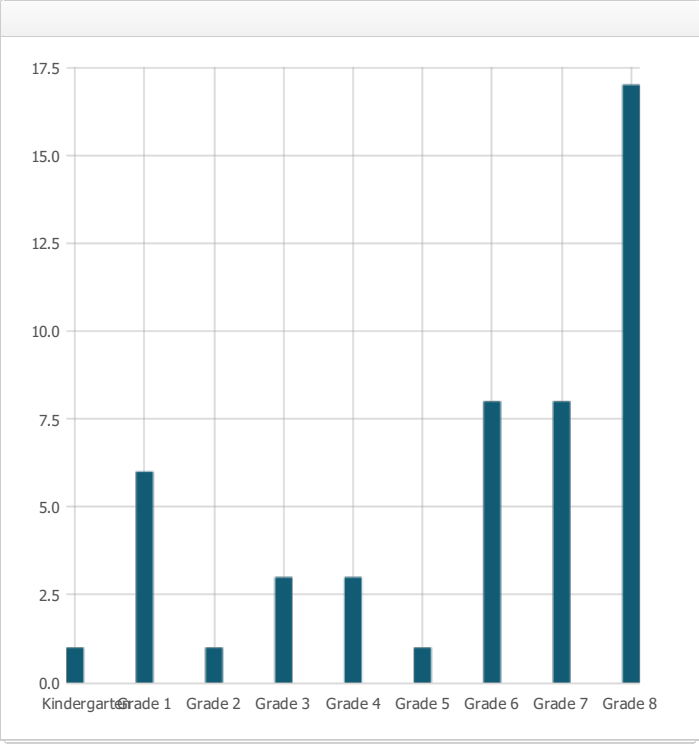
Mission:
The mission of Madera County Independent Academy (MCIA) is to broaden the educational choices and opportunities for students and families who live in Madera County
and surrounding areas. The instructional method w ill emphasize the whole child and frame its academic components within an artistic, creative, and imaginative context allow ing each child's full potential to unfold.

Vision:
The vision of MCIA is for all students to be self-motivated, competent, life-long learners, to improve employability of youth by high school completion, and to encourage post-secondary education.
Schoolwide Learner Outcomes (SLO's)
Our three Schoolw ide Learner Outcomes accurately reflect a wide range of view points.
Our students:
• are proficient thinkers, who can transfer skills to new situations, using logical reasoning to make decisions in their own life, and communicate effectively in a variety of situations.
• exhibit motivation, discipline, respect, compassion, and a connection to their community in order to promote life-long learning and life improvement.
• feel a connection to their school and a commitment to enhancing their school learning experience.

Last updated: 12/20/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	1
Grade 1	6
Grade 2	1
Grade 3	3
Grade 4	3
Grade 5	1
Grade 6	8
Grade 7	8
Grade 8	17
Total Enrollment	48



Last updated: 12/20/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.40 %
American Indian or Alaska Native	4.20 %
Asian	%
Filipino	%
Hispanic or Latino	50.00 %
Native Hawaiian or Pacific Islander	%
White	18.80 %
Two or More Races	%
Other	8.30 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	95.80 %
English Learners	16.70 %
Students with Disabilities	8.30 %
Foster Youth	%
Homeless	8.30 %

A. Conditions of Learning

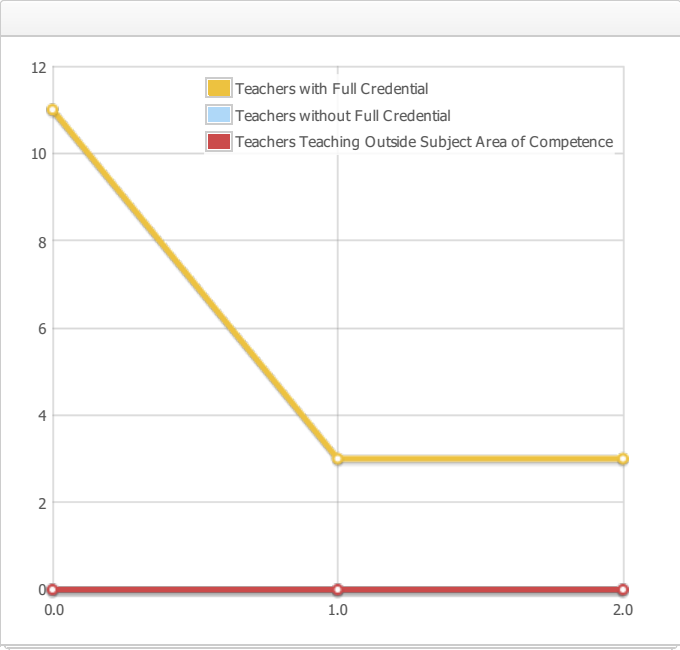
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

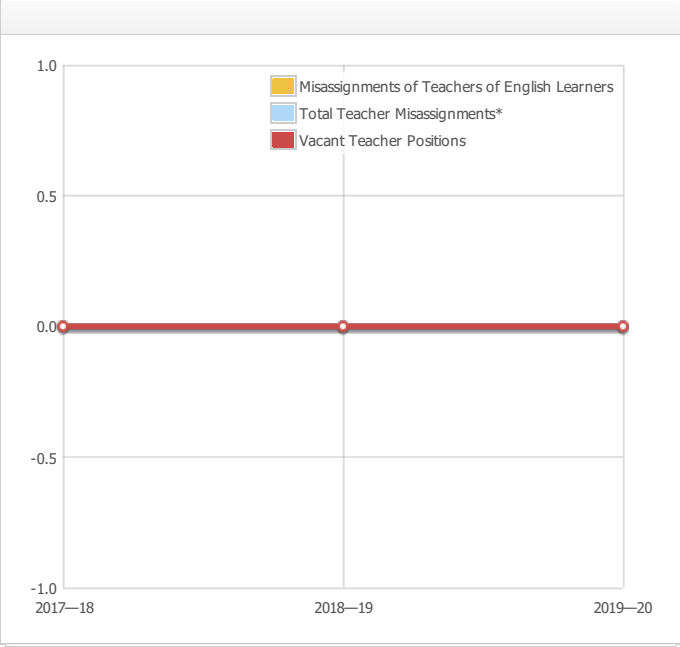
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	11	3	3	74
Without Full Credential	0	0	0	21
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/20/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/20/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month the data were collected: August 2018

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site w ere adopted beginning the 2019-2020 school year by the Madera County Board of Education w ith additional textbooks approved annually.	Yes	0.00 %
Mathematics	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site w ere adopted beginning the 2019-2020 school year by the Madera County Board of Education w ith additional textbooks approved annually.	Yes	0.00 %
Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site w ere adopted beginning the 2019-2020 school year by the Madera County Board of Education w ith additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site w ere adopted beginning the 2019-2020 school year by the Madera County Board of Education w ith additional textbooks approved annually.	Yes	0.00 %
Foreign Language	Foreign languages offered only through online courses.	Yes	0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

School Facility Conditions and Planned Improvements

Year and month of most recent FIT Report: October 2018

Madera County Independent Academy moved to their current location six years ago, and is using about 8000 sq ft of the 12,500 sq ft building. The size of the building allow s for access to academic counseling services, student technology pods, along with areas for individual appointments w ith students and classroom settings. There is a conference room on site that allow s for professional development opportunities for teachers and other staff. The facility is clean, safe, and allows for growth of our dynamic program. During the summer of 2019, a major remodel was done and incorporated technology needs for professional development, parent engagement, and student access.

Last updated: 12/20/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at this time.
Interior: Interior Surfaces	Good	No repairs needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed at this time.
Electrical: Electrical	Good	No repairs needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at this time.
Structural: Structural Damage, Roofs	Good	No repairs needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed at this time.

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good

Last updated: 12/20/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	10%	12%	8%	8%	50%	48%
Mathematics (grades 3-8 and 11)	0%	0%	0%	1%	38%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/20/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	73	94.81%		12.33%
Male	35	32	91.43%		3.13%
Female	42	41	97.62%		19.51%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	42	39	92.86%		12.82%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	72	68	94.44%		13.24%
English Learners	20	19	95.00%		10.53%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	73	96.05%		0.00%
Male	34	32	94.12%		0.00%
Female	42	41	97.62%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	41	39	95.12%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	71	68	95.77%		0.00%
English Learners	19	19	100.00%		0.00%
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/20/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Currently serving students in grades K-8, and have not established CTE Programs.

Last updated: 12/20/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/20/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 12/20/2019

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/20/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

The SARC provides the following information relevant to the State Priority 3, Parental Involvement: Efforts the school district is making to seek parent input in making decisions for the school district and each school site.

Madera County Independent Academy (MCIA) believes that parental involvement is an essesntial component to a student's education. The greater the parental involvement in the student's educational experience, the greater the likelihood of the student's success. Many parents attend their child's weekly meetings, and are required to attend an orientation upon enrolling their child at MCIA. There are surveys that are collected from parents to gather data to guide decision making in improving the program and students' academic experience. Informational meeting w ith academic counselors, and meetings with parents also provide opportunities for input for the Local Control Accountability Plan (LCAP), and offer ideas for improving student achievement. Parents also participate on the School Site Council.

State Priority: Pupil Engagement

Last updated: 12/20/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

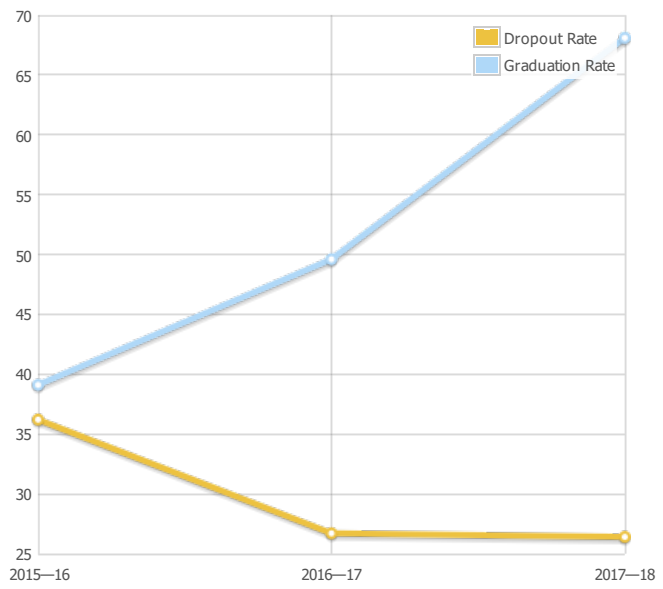
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

As a charter school Madera County Independent Academy focuses on high risk students. Many of our students enroll with us in what would be their 12th grade year. However, the vast majority are significantly behind in credits when they enroll. Many of these students will become 5th year and 6th year seniors. The current calculation for dropouts does not take this into consideration so our percentage of dropouts is lower for that reason. If you take into consideration the number of students that actually graduate as a 5th or 6th year senior our dropout rate and graduation rate would be very different.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	36.20%	34.40%	9.70%
Graduation Rate	39.10%	42.90%	--

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	26.70%	26.40%	32.30%	29.20%	9.10%	9.60%
Graduation Rate	49.60%	68.10%	43.50%	77.90%	--	--

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/20/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	6.00%	6.40%	2.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/20/2019

School Safety Plan (School Year 2019—20)

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make and necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific trainings include Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually at the October meeting. Before going to the Madera County Superintendent of Schools board, updates to the plan including new goals, objectives and activities are reviewed with instructional staff. The Safe Schools Plan was last reviewed during the fall of 2019.

Last updated: 12/20/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	3.00	1	0	0
1	4.00	1	0	0
2	3.00	1	0	0
3	1.00	1	0	0
4	4.00	1	0	0
5	4.00	1	0	0
6	4.00	1	0	0
Other**	1.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/20/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	58		
Mathematics	6.00	34		
Science	5.00	34		
Social Science	6.00	76		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	43	0	0
Mathematics	6.00	32	0	0
Science	5.00	25	0	0
Social Science	5.00	59	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/20/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.40
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/20/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11815.62	$2804.19	$9011.43	$89627.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

Types of Services Funded (Fiscal Year 2018—19)

Madera County Independent Academy provides a variety of school / Ed. services for students, including direct instruction from credentialed teachers. Students also receive academic counseling from an academic counselor, social-emotional suppport from a School Psychologist, Guidance and Leadership support from the site Principal and Leadership Team. Additionally, students on IEPs receive support from an RSP teacher or speech pathologist as prescribed.

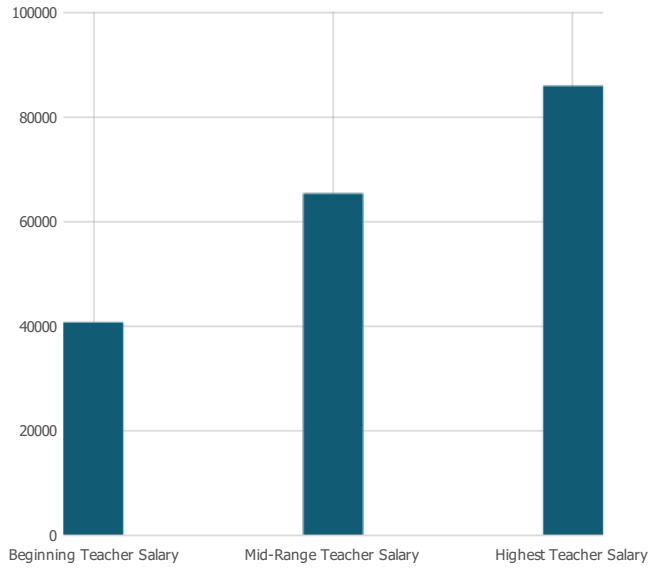
Last updated: 12/20/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

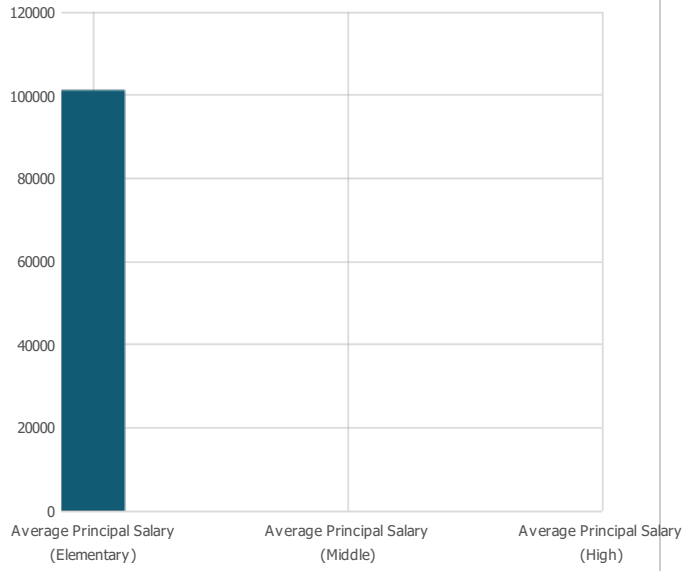
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,625	--
Mid-Range Teacher Salary	$65,281	--
Highest Teacher Salary	$85,863	--
Average Principal Salary (Elementary)	$101,196	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	$201,417	--
Percent of Budget for Teacher Salaries	60.0%	--
Percent of Budget for Administrative Salaries	15.0%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/20/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/20/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	19	34

Last updated: 12/20/2019

Gould Educational Center

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
Email Address	cmassetti@mcsos.org
Website	http://www.mcsos.org

School Contact Information (School Year 2019—20)	
School Name	Gould Educational Center
Street	117 West Dunham
City, State, Zip	Madera, Ca, 93637-5468
Phone Number	559-674-0915
Principal	Ms. Tanya Hill, Program Director
Email Address	thill@mcsos.org
Website	http://www.mcsos.org
County-District-School (CDS) Code	20102076077200

Last updated: 12/19/2019

School Description and Mission Statement (School Year 2019—20)

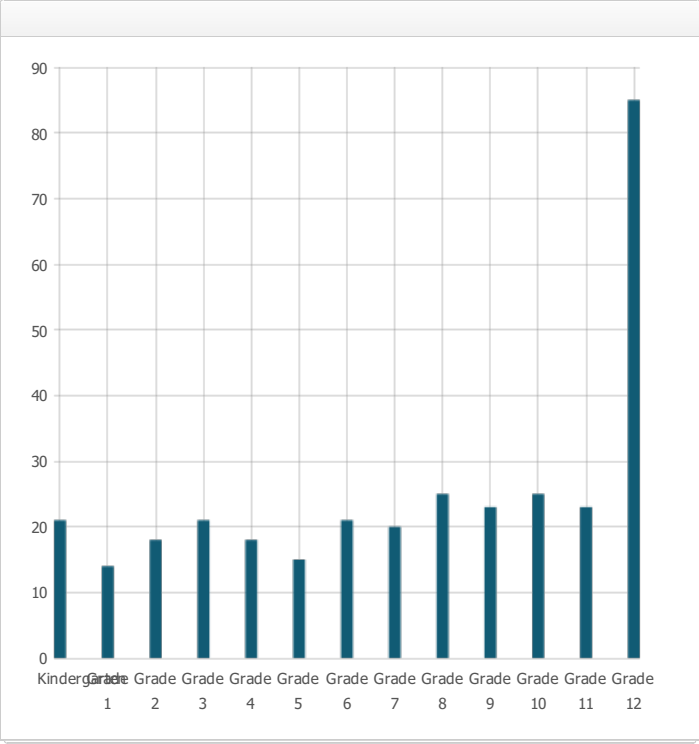
The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies and the community.

The Madera County Superintendent of Schools provides special education services through regionalized programs to identified students with special needs throughout Madera county. Infants and toddlers, ages zero to three, with identified special needs or who are considered at risk for delays are served through the Early Start Program. Services are provided in the home environment with parents as instructional partners. Students aged three to twenty-two with severe disabilities, significant emotional and behavioral needs, or who are deaf/hard of hearing are served in Special Day Classes (SDC) at various locations including regular education schools sites and a center based educational site. Curriculum and instruction focuses on the individual needs of students with an emphasis on functional life skills based upon adopted standards. Achievement for the majority of the students is measured by the California Alternate Assessment (CAA) as well as the attainment of individual goals and objectives, progress in a curriculum specifically developed for students with significant disabilities, and the Student Annual Needs Determination Inventory (SANDI). Students often receive additional designated instructional or related services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired including Braille transcription, orientation and mobility services, specialized health care, behavior intervention services, and adapted physical education. All staff is committed to assisting students in meeting their maximum potential.

Last updated: 12/19/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	21
Grade 1	14
Grade 2	18
Grade 3	21
Grade 4	18
Grade 5	15
Grade 6	21
Grade 7	20
Grade 8	25
Grade 9	23
Grade 10	25
Grade 11	23
Grade 12	85
Total Enrollment	329



Last updated: 12/19/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.80 %
American Indian or Alaska Native	1.20 %
Asian	0.30 %
Filipino	%
Hispanic or Latino	72.30 %
Native Hawaiian or Pacific Islander	%
White	19.80 %
Two or More Races	2.70 %
Other	-3.60 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	82.40 %
English Learners	38.30 %
Students with Disabilities	100.00 %
Foster Youth	1.20 %
Homeless	5.50 %

A. Conditions of Learning

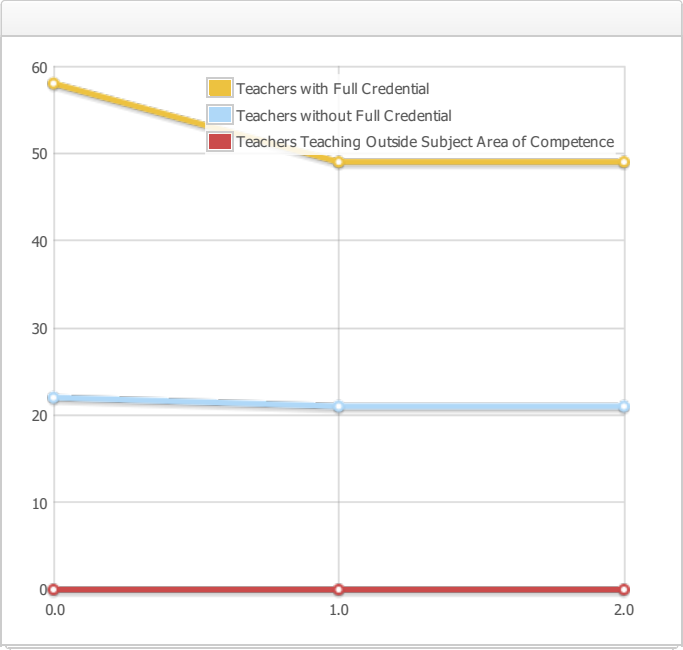
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

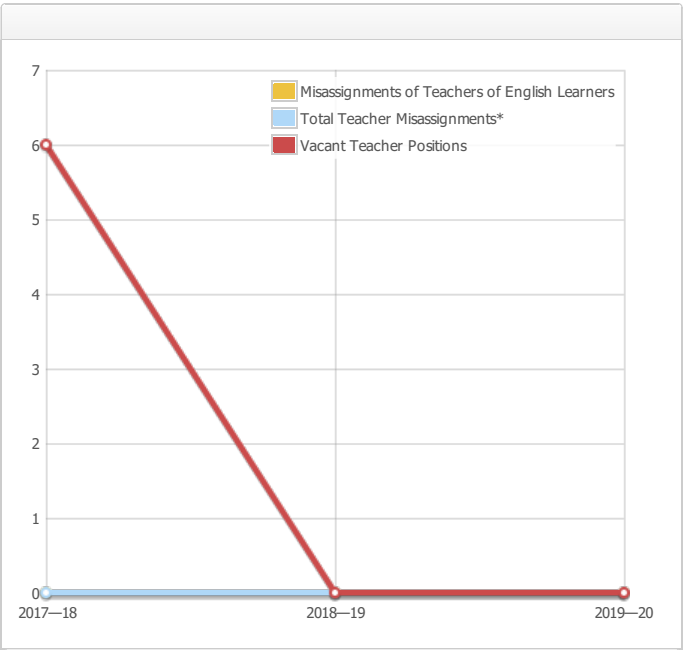
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	58	49	49	74
Without Full Credential	22	21	21	21
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	6	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.00 %
Mathematics	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.00 %
Science	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers. This year our Districts are working on the adoption of new science curriculum. In June of 2019, K-6 curriculum was adopted while grades 7-12 are still using previously state adopted curriculum until the adoption cycle is complete.	No	0.00 %
History-Social Science	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.00 %
Foreign Language	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.00 %
Health	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.00 %
Visual and Performing Arts	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the Unique curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrated sites where special day classes operated by MCSOS are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/19/2019

School Facility Conditions and Planned Improvements

The special education sites and classrooms for the Madera County Superintendent of Schools (MCSOS) are inspected for the safety and needed repairs on a consistent basis and no less than one time per year. MCSOS employees such as administration, instructional staff, and operations/maintenance staff who have been trained in the Williams procedures participate in the inspection. The majority of the sites are in good condition. A process is in place where needed repairs are made known to the operations/maintenance staff so that repairs/replacements are completed in a timely manner. Classrooms are routinely cleaned and any deep cleaning occurs during extended school breaks. Grounds are consistently landscaped and playground equipment is inspected for safety. A large storage facility at the Gould Educational Center is utilized to house equipment necessary to meet the needs for students with significant cognitive and physical needs. Additional cameras have been secured at various school sites as well as on MCSOS buses to ensure student and staff safety. MCSOS has had child alert alarms installed on all buses and any repairs that are needed are addressed with bus vendors.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	This year classrooms at Millview and Horward are scheduled to be painted and any repaires to wall boards or baseboards are completed on an as needed basis at all sites.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School sites are inspected weekly to ensure that cleanliness standards are met.
Electrical: Electrical	Good	Lighting relays are scheduled to be replaced December 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	This year a new water heater has been installed in room 28 at Yosemite High School and all of the pipes under room 21 have been replaced as well.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	This year all of the doors at Gould Educational Center have been painted and the rest of the siding is scheduled to be painted as well.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 12/18/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

The majority of students served by the Madera County Superintendent of Schools (MCSOS) have significant cognitive delays and therefore participate in the California Alternate Assessment. A very small number of students with an identified emotional disturbance or who are deaf/hard of hearing can participate in the CAASPP testing with their non-disabled peers as determined by the Individual Education Plan (IEP) team. Because the number of students who participate in this assessment at each grade level is so few, the scores are either not reported in this document to protect student privacy or to prevent statistical inaccuracy. Those students assessed by the CAASPP actually demonstrate greater achievement as measured by the IEPs than these test results would indicate.

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	12%	12%	8%	8%	50%	48%
Mathematics (grades 3-8 and 11)	0%	0%	0%	1%	38%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/18/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	33	60.00%		12.12%
Male	39	25	64.10%		16.00%
Female	16	8	50.00%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	30	19	63.33%		0.00%
Native Hawaiian or Pacific Islander					
White	16	10	62.50%		40.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	50	29	58.00%		13.79%
English Learners	17	11	64.71%		0.00%
Students with Disabilities	55	33	60.00%		12.12%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	31	56.36%		0.00%
Male	39	23	58.97%		0.00%
Female	16	8	50.00%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	30	17	56.67%		0.00%
Native Hawaiian or Pacific Islander					
White	16	10	62.50%		0.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	50	27	54.00%		0.00%
English Learners	17	10	58.82%		0.00%
Students with Disabilities	55	31	56.36%		0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/18/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Students attending the Special Day Classes (SDC) operated by the Madera County Superintendent of Schools (MCSOS) begin to plan for their transition to adulthood beginning at the age of 14. Instruction is provided to prepare these students with the most significant cognitive disabilities to become as independent as possible focusing on functional living skills and skills that could lead to future employment in the students' areas of interest. Goals and objectives on the students' Individual Education Plan (IEP) and in their Individual Transition Plans specifically address the acquisition of these necessary skills.

Last updated: 12/18/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

While we had seven students enrolled in CTE courses not all were seniors. There were three seniors and one of them graduated with a high school diploma.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/19/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

Based upon the student population served, AP courses are not offered to student with the most significant disabilities. Students with other disabilities such as deaf/hard of hearing or those students with an emotional disturbance could participate in AP courses with their typically developing peers if determined to be appropriate by the Individual Education Plan (IEP) team. The students and their parents would be active participants in those discussions.

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 12/19/2019

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Many of the students served in the regionalized special education programs operated by the Madera County Superintendent of Schools in addition to significant cognitive delays also demonstrate limited physical abilities. Although all of the students in the designated grade levels are administered the physical education test, often the skills are challenging and the results are limited.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/19/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are an integral part of their child's education. They are viewed as valuable members of the Individual Education Plan (IEP) team assisting in the determination of appropriate programs and services as well as helping in the development of specific goals and objectives for the instruction of their child. As partners in the educational process, parents provide additional opportunities to their children to practice learned skills. Parents are invited to participate in school activities and to volunteer in their child's classroom. Parents are encouraged to provide input into decision making process for local plans and instructional practices. Parents are also encouraged to participate in trainings provided by the Madera/Mariposa Special Education Local Plan Area (SELPA) and Madera County Superintendent of Schools. Parents are given the opportunity to participate on committees and to attend stakeholders meetings to provide input into the development or any necessary revisions to the Local Control Accountability Plan (LCAP).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

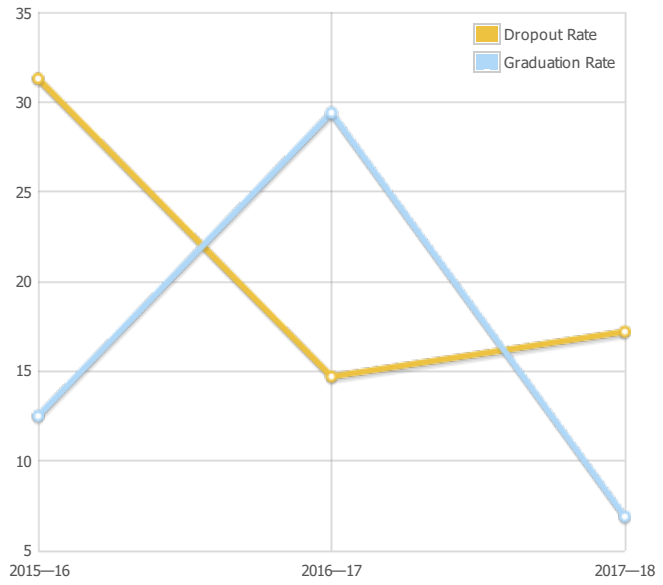
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Because of their significant cognitive delays, the majority of students with special needs served by the Madera County Superintendent of Schools (MCSOS) are on a non-diploma track instead receiving a Certificate of Completion at age 22. Some of the students served by MCSOS who can receive a diploma have needed an additional year to obtain the number of credits necessary for a diploma. Statistically, these 5th year students are considered dropouts.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	31.30%	34.40%	9.70%
Graduation Rate	12.50%	42.90%	--

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	14.70%	17.20%	32.30%	29.20%	9.10%	9.60%
Graduation Rate	29.40%	6.90%	43.50%	77.90%	--	--

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/19/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	12.10%	11.30%	7.10%	6.00%	6.40%	2.90%	--	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	--	--	--

Last updated: 12/19/2019

School Safety Plan (School Year 2019—20)

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make and necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific trainings include Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually at the October meeting. Before going to the Madera County Superintendent of Schools board, updates to the plan including new goals, objectives and activities are reviewed with instructional staff.

Last updated: 12/19/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.00	4		
1				
2	10.00	1		
3				
4	6.00	2		
5	4.00	2		
6	5.00	3		
Other**	8.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	7.00	5		
1				
2				
3	7.00	4		
4	5.00	1		
5	3.00	1		
6	5.00	4		
Other**	8.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.00	5		
1				
2	5.00	2		
3	6.00	2		
4	3.00	1		
5				
6	8.00	3		
Other**	6.00	5		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/19/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	22		
Mathematics	2.00	12		
Science	2.00	7		
Social Science	2.00	9		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	12		
Mathematics	3.00	5		
Science	2.00	6		
Social Science	2.00	7		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	5		
Mathematics	2.00	6		
Science	4.00	2		
Social Science	3.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/19/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.00
Social Worker	
Nurse	4.00
Speech/Language/Hearing Specialist	17.00
Resource Specialist (non-teaching)	11.00
Other	8.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/19/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$37510.30	$37410.36	$99.94	$66216.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

The special education programs for the Madera County Superintendent of Schools (MCSOS) are supported by designated/restricted federal, state and local special education funds. Other categorical funding sources may include, but are no limited to: Special Education Staff Development (SELPA), Workability I, Title II, and Lottery Funds for instructional materials and special education assessment materials, Low Incidence, and Medi-Cal billing. These monies are used to support professional development for instructional staff and administrators, purchasing of textbooks, student work experience and specialized student instruction.

Support services to special education students served in programs operated by MCSOS include speech/language therapy, adapted physical education, orientation and mobility, occupational therapy, behavior intervention services, deaf/hard of hearing services, specialized health care services, services for the visually impaired including Braille transcription and specialized transportation.

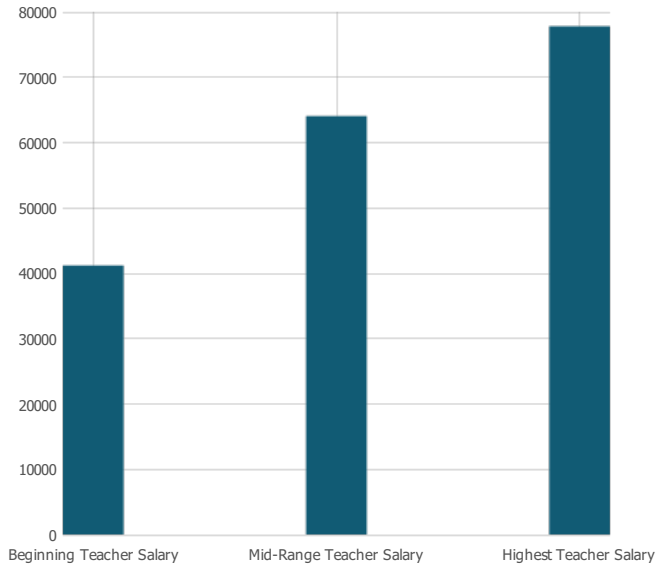
Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

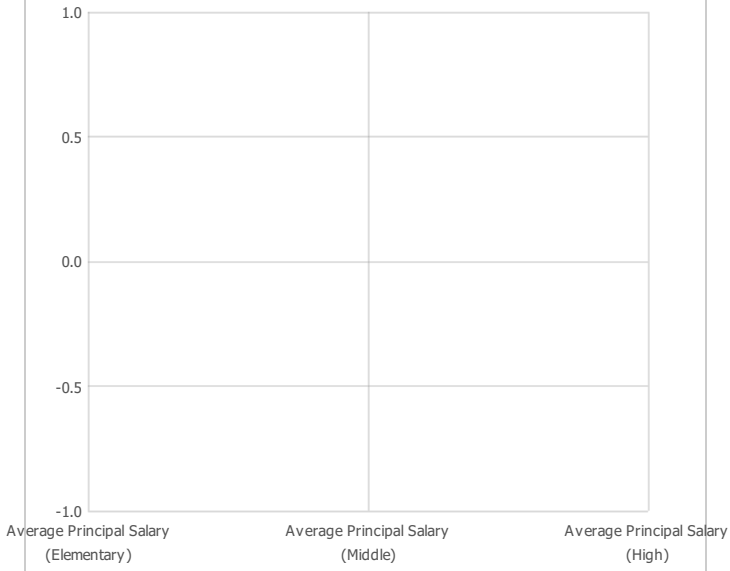
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,195	--
Mid-Range Teacher Salary	$64,069	--
Highest Teacher Salary	$77,811	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	26.2%	--
Percent of Budget for Administrative Salaries	4.8%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/19/2019

Professional Development

The Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialists, and instructional assistants. Four (4) days per year can be used for county-wide professional development activities for the special education staff members. In addition, minimum days at specific schools sites are used to provide professional development and professional learning communities. MCSOS continues to work with the Central California Diagnostic Center to provide various trainings on site which are tailored to the needs of students served by MCSOS. County-wide trainings continue to be focused on the adopted state standards and understanding their implementation specific to MCSOS's student population as well as other areas specific to the special education student population served including but not limited to: the development of Individualized Education Plans (IEP), appropriated assessments of students with significant disabilities, assistive technology/augmentative communication systems, appropriate and positive responses to disruptive student behaviors, and research based instructional strategies for student with moderate/severe disabilities and autism. Staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies especially for those students with identified low incidence disabilities such as visual impairment, deaf/hard of hearing, and/or orthopedically impaired. In 2018/2019 the Professional Learning Coach program which pairs a new teacher with a veteran teacher was piloted. In addition to the structured mentoring, monthly trainings were developed for new teachers, these trainings were open to all staff as well. In addition to the four professional development days that all teachers participate in, new teachers attended and additional day of training prior to the year starting.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 12/16/2019