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

Agenda Item 5.7

Board of Education Action Item
June 8, 2021

Topic:
Consideration of Local Indicators Selection

5.7.1 Madera County Superintendent of Schools
5.7.2 Pioneer Technical Center
5.7.3 Madera County Independent Academy

Background:
The Program Director of Career & Alternative Education Services will provide the Madera County Board of Education with local performance indicator reports. This includes the appropriately assigned teachers, access to curriculum-aligned instructional materials, self-reflection tool for implementation of state academic standards and parent engagement, school climate, and access to a broad course of study.

Financial Impact:
No Impact

Resource:
Frederick Cogan
Executive Director
Career & Alternative Education Services

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Madera County
Superintendent of Schools

Local Performance Indicator Report

Spring 2021

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Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (*lowest to highest*):
   1 – Exploration and Research Phase
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

   English Language Development (Aligned to English Language Arts Standards)
   ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

   Mathematics – Common Core State Standards for Mathematics
   ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5

   Next Generation Science Standards
   ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

   History/Social Science
   ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☑3 ☐ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards
☐ 1 ☐ 2 ☑3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☑1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Next Generation Science Standards
☑1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

History/Social Science
☑1 ☐2 ☐3 ☐4 ☐5

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐2 ☐3 ☑ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards
☐ 1 ☐ 2 ☐3 ☑ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☑ 2 ☐3 ☐ 4 ☐ 5

Next Generation Science Standards
☑ 1 ☐2 ☐ 3 ☐ 4 ☐ 5

History/Social Science
☑ 1 ☐ 2 ☐3 ☐ 4 ☐ 5

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Career Technical Education
☐1 ☑ 2 ☐ 3 ☐ 4 ☐ 5

Health Education Content Standards
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Physical Education Model Content Standards
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Visual and Performing Arts
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

World Language
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5) **Support for Teachers and Administrators**: during the 2020-2021 school year (including summer of 2021), rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Identifying the professional learning needs of individual teachers
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Providing support for teachers on the standards they have not yet mastered
☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision-making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan

Summary:

LEA enacts procedures designed to engage parents/guardians, stakeholders, and advocates in advisory committees. These include holding elections for parent/guardian, stakeholder, and advocate members for the Combined School Site Council.

LEA frequently notifies parent/guardian, stakeholder, and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared at meetings as student's transition to and from the facility and Court/Community School program; additional information is provided at parent visitations; graduation ceremonies; ParentSquare App; and other school activities. The tool for Priority 3 highlighted the need to support families in understanding and exercising legal rights to advocate for their children.

School sites have access to interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. This includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings. Virtual meetings facilitated participation for all families, especially those with mobility issues.

Various school sites in the Career and Alternative Education Services Division provide trainings and/or workshops for parents/guardians, stakeholders, and advocates that are linked to student learning, progress, and/or social emotional development and growth. Increased collaboration with Madera County Department of Public Health has provided professional learning for staff to better support all students' social-emotional needs. The Career and Alternative Education Services Counseling Division provides informational meetings to students on varied topics related to students' academic needs, graduation progress, and post-secondary opportunities related to college and careers.

These measures were selected because they accurately demonstrate the LEA seeks input from parents/guardians, stakeholders, and advocates in decision-making and promotes parental participation in programs in an ongoing attempt to engage parents in their students' education. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population and the individual needs of students and parents.

These findings relate to LCAP Goal 3, which addresses parent/guardian and community engagement at all school sites.

Priority 6

School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Summary:

The LEA administered LCAP Survey in February 2021. This local climate survey measured student perception of school safety and connectedness.

The current school population is 84% male, 16% female, 68% Hispanic and 32% White. From the students surveyed, 91% reported feeling safe at school or they do not feel unsafe. In addition, 76% of students agreed or definitely agreed to being treated fairly by teachers or adults, and 86% felt they had clear behavioral expectations. Overall, 81% of students surveyed reported received needed support from teachers.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies, since 52% of students surveyed stated they were not planning to attend college or a vocational/trade school after high school, but 71% of students expressed wanting to participate in a welding course and 57% an interest in a construction course. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social emotional wellness education. Academic counselors have worked diligently to screen students to determine if they meet California state high school requirements, since many students have not made adequate progress toward graduation, as incarceration has affected the credits earned at their home schools. The LEA will continue to collaborate with outside agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement and participation is comparable to the perception students have of their parents' lack of concern for their schooling. The LEA will continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

All students have access to core classes along with credit recovery options to assist with progress toward graduation. An academic counselor is on site to meet with students regularly. The registrar provides updated transcripts to students within 2 weeks after course completion. An RSP teacher meets with students weekly as required by IEP documentation. All courses are assigned to keep students on track toward graduation with home district. I-Ready Math and ELA diagnostic assessments are used to support student areas of academic weakness through prescriptive lessons that address subskill weaknesses in those subjects. Data from assessments is used to guide professional learning to increase student achievement.

All academic course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home districts. Students have opportunities for credit recovery through textbooks or online courses. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum for all students.

Barriers to students continue to be the various schools and districts that feed into the LEA; however, the master schedule, credit recovery options, and online courses minimize those barriers to student access of curriculum.

This LEA implements diagnostic assessments (pre-, post-) to provide support of increasing student academic achievement. Regular treatment team meetings and weekly meetings with academic counselors and teachers ensure appropriate courses and supports are provided to all students.

Priority 9

Coordination of Services for Expelled Students
COE Only

Standard: County office of education annually measures its progress in coordinating instruction as required by Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

1) Assessing status of triennial plan for providing educational services to all expelled students in the county, including:

A) Review of required data
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

B) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

C) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

2) Coordinating on development and implementation of triennial plan with all local educational agencies within the county.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

3) Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residency and county office of education.

☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Priority 10

Coordination of Services for Foster Youth
COE Only

Standard: County office of education annually measures its progress in coordinating services for foster youth and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics web-based system (California School Dashboard).

Rating Scale (*lowest to highest*):

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

2) Building capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

3) Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) Providing direct educational services for foster youth in local educational agency or county- operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

5) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

6) Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

7) Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

8) Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.

☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

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Pioneer Technical Center
Local Performance
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Spring 2021

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Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 4

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) Recently Adopted Academic Standards and/or Curriculum Frameworks: rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

History/Social Science
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

5) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials aligned to the recently adopted academic standards and / or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☒4 ☐ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☐ 3 ☒4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

History/Social Science
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

6) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☒4 ☐ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

History/Social Science
☐ 1 ☒ 2 ☐ 2 ☐ 4 ☐ 5

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Career Technical Education
☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5

Health Education Content Standards
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

Physical Education Model Content Standards
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

Visual and Performing Arts
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

World Language
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5) **Support for Teachers and Administrators**: during the 2018-2019 school year (including summer of 2018), rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole
☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5

Identifying the professional learning needs of individual teachers
☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5

Providing support for teachers on the standards they have not yet mastered
☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision-making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child'seducation.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

PTC staff members enjoy a great working relationship with the Madera Probation Department and Public Health to facilitate various opportunities for parents. A significant collaborative effort is made with probation, behavioral health, teachers, administrators and academic counselors to support the needs of parents and families. Four PRIDE assemblies are held during the school year; staff, parents, and community members are invited to observe students receiving recognition for academics, attendance, athletics, or PRIDE character efforts. Parents, families, and community stakeholders are all invited to attend graduation ceremonies. Professional development is focused on building relationships with students and best practices for increased student achievement. Academic counselors include parents in transition plan meetings to understand placement and educational rights for incarcerated and expelled youth. Parent input is sought for possibility of students being on modified graduation track by qualifying for AB 2306 or others. Parent input also sought in reclassification of EL students. Surveys are provided to parents in English and Spanish to gather input on program, and surveys are accessible in printed or online versions. ParentSquare was used this year to increase communication with all families, and allows for messages to be emailed or texted, based on preferences. Areas of focus moving forward include providing informational support meetings for parents and provide accommodations to facilitate participation for families with transportation, language barriers, or mobility issues.

Pioneer Technical Center participates in a consolidated School Site Council for multiple school sites that support transiency of students and families through various MCSOS programs. On-going professional development for teachers, academic counselors, and administrators to improve continuously on best practices toward increased student achievement. Administrative Team Meetings with behavioral health, counselors, and administrators serve to ensure a comprehensive approach to educating kids is the continued focus of PTC program.

PTC holds LCAP stakeholder meetings on different days, times, and sites with translation services provided to increase parent participation in guidance of school program.

Priority 6

School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness. A total of 114 students completed the printed survey at Pioneer Technical Center, Pioneer Technical Center Independent Study and Pioneer Technical Center Chowchilla.

The current school population between both PTC Madera and PTC Chowchilla is 146 male (46%) and 170 (54%) female students. Of the 316 students, 63 (20%) are classified as English Language Learners. Of our students surveyed, 87% reported feeling safe at school, which was an increase of about 5% from the previous year. In addition, 84% of students reported that they felt "cared about" by teachers or adults at PTC, while 94% of students stated that PTC teachers want students to succeed. Moreover, 84% of students expressed that teachers or adults at PTC treat students fairly, and 71% of students felt they are part of PTC. Specific items of particular relevance to school safety and impact on student learning, include factors outside of the school setting, such as, social-emotional needs and support, substance and alcohol abuse, gang involvement and unstable family environment. The impact of the COVID-19 pandemic will surely affect social-emotional health of students and teachers.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social-emotional wellness education. The LEA will continue to partner with local agencies and utilize appropriate staff to address areas of need. In addition, the limited parent involvement/participation is addressed by administrators and academic counselors through "CAES Homeruns." Families of students who have been difficult to reach are visited to determine additional supports or referral for best placement. LEA plans to continue to collaborate and focus on increasing parent participation through outreach services, Open House, and other efforts to facilitate meaningful parent involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Summary:

Math and ELA diagnostic i-Ready assessments provide data on academic proficiency also provide prescriptive lessons to support each student's subskill weaknesses. Students have access to Odysseyware online courses to increase offerings and intervention supports, along with other credit recovery options to continue progressing toward program completion and graduation.

An academic counselor is on site to meet with students for counseling in the areas of academics as well as social/emotional needs. The PTC registrar provides updated transcripts for students completing coursework within two weeks of the date of completion. An RSP teacher meets with students as required by Individualized Education Program (IEP) goals and student needs. Courses are assigned to keep students on track to graduation with their home district.

Course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home district. Students also have opportunities for credit recovery through textbooks or online courses from Odysseyware. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to standards-aligned grade-level curriculum. Although students come to PTC from various schools and districts with different graduation requirements, the independent study model allows for individualized grade-level appropriate courses, and online courses. This model provides greater learning opportunities for advanced or struggling students.

Pioneer Technical Center staff implements diagnostic assessments and student results help diagnose and provide necessary supports to increase students' academic achievement. Data from diagnostic assessments is used to guide instructional practices, plan relevant professional learning and discuss supports students require for greater academic success. PTC has a curriculum committee that supports exploring and adopting new curriculum.

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Superintendent of Schools

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Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (*lowest to highest*):
   1 – Exploration and Research Phase
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

   English Language Development (Aligned to English Language Arts Standards)
   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

   Mathematics – Common Core State Standards for Mathematics
   ☐ 1 ☐ 2 ☐ 3 ☑4 ☐ 5

   Next Generation Science Standards
   ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

   History/Social Science
   ☐ 1 ☐ 2 ☑3 ☐ 4 ☐ 5

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Next Generation Science Standards
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

History/Social Science
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

History/Social Science
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Career Technical Education
☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5

Health Education Content Standards
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Physical Education Model Content Standards
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Visual and Performing Arts
☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5

World Language
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5) **Support for Teachers and Administrators**: during the 2018-2019 school year (including summer of 2018), rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole
☐ 1 ☐2 ☐3 ☐4 ☑ 5

Identifying the professional learning needs of individual teachers
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Providing support for teachers on the standards they have not yet mastered
☐ 1 ☐2 ☐3 ☐ 4 ☑ 5

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision-making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

A significant strength of MCIA is Teacher-student relationships. Staff is bilingual and culturally sensitive of all students. Students have numerous and varied opportunities (times, days, and locations) for engagement. MCIA staff utilizes multiple methods of notification for parents and families of MCIA activities. ParentSquare was instituted this year, and provided great data in regard to determining whether notifications were received by parents. Teachers and parents shared liking the ease of communication and accessibility through various devices. Inclusion of parents, families, and community stakeholders in promotion and student recognition ceremonies as a regular occurrence. Professional development continued to focus on building relationships with all students. Parent input is included in reclassification of EL students, IEPs, and LCAP input meetings. Surveys are provided for all parents in English and Spanish to gather input about the MCIA program, and components. Seat time classes for K – 3, 4 – 6, and 7 - 8 students were available to support academic needs, develop behavioral/social-emotional skills and increase parent contact with MCIA staff.

MCIA will work to increase parent participation for all students by providing more meetings that are informational related to preparing for high school and post-secondary options; MCIA staff will also increase time students need to attend school to develop a greater connectedness to the overall program, and student achievement. To provide greater opportunities for parent engagement, MCIA help parent-teacher conferences to allow meeting each student's parents/guardians. Teachers also had a one-hour block of time reserved for office hours to create opportunities for parents to learn about their child's progress, or behavioral and academic concerns.

MCIA is part of a Consolidated School Site Council for multiple sites that supports transiency of students and families through various MCSOS programs. MCIA staff receive ongoing PD for teachers, academic counselors, and administrators to improve continuously on best practices toward increased student achievement. Electronic monitors in lobby provide updates on site student information, stakeholder meetings, and activities available to students. MCIA holds LCAP stakeholder meetings on different days, times, and sites with translation services provided to increase parent participation in guidance of school program.

Priority 6

School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness.

The current school population is 56% males and 44% female, 31% in K – 3, 31% in 4 – 6, and 38% of students are in grades 7 and 8. Of the student's surveyed, 74% percent reported feeling safe at MCIA, while 85% of surveyed parents shared that their child was safe on campus. In addition, 94% of students reported that staff create a trusting and respectful relationships. 93% of students reported being happy at MCIA, yet only 70% feel like they are part of the school. Survey data indicated that only 77% of students felt that their parents participate in school events. Specific items of particular relevance to school safety and connectedness include factors outside of the school setting which include emotional needs, substance and alcohol abuse, gang involvement, transportation and challenging family environments.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse; gang involvement; participation in acts of violence and criminal activity; truancy from school; socialization; and emotional wellness concerns. The LEA will continue to partner with collaborative agencies and utilize appropriate staff to address areas of need. This year, MCIA collaborated more with Madera County Department of Public Heath to provide information and resources to all staff to be able to support the social-emotional and behavioral needs of all students. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Summary:

MCIA has an academic counselor on site to meet with all students as needed. An RSP teacher meets with students as required by IEPs. Teachers use Math and ELA i-Ready diagnostic assessments results to guide instruction, diagnose and support areas of academic weaknesses for all students. Leadership team and teachers disaggregate student data to support effective instructional practices and strategies designed to increase student achievement.

All students are assigned courses aligned to California Common Core State Standards and relevant to each grade level. MCIA offers seat-time classes for K – 3, 4 – 6, and 7-8 cohorts to provide students support for their academic and social needs, in addition to weekly independent study appointments for each student. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum.

Barriers continue to be the various schools and districts that feed into the LEA; however, the independent study model allows for individualized grade-level appropriate courses, and online courses to minimize those barriers and provide greater learning opportunities for advanced or struggling students. Almost all academic work is completed at home, requiring MCIA to support families and build capacity to ensure students are able to achieve at grade-level.

MCIA staff implements diagnostic assessments and student results help design individualized lessons and provide necessary supports to increase students' academic achievement. Data from diagnostic assessments is used to guide instructional practices and discuss support students require for greater academic success.