Endeavor/Voyager Secondary (Juvenile Hall)

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Endeavor/Voyager Secondary (Juvenile Hall)
Street	1655 E. Olive Avenue
City, State, Zip	Madera, Ca, 93638
Phone Number	559-662-6211
Principal	Hugo Sanchez
Email Address	hsanchez@mcsos.org
School Website	http://www.mcsos.org/
County-District-School (CDS) Code	20102072030153

2021-22 District Contact Information

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

2021-22 School Overview

I would like to welcome all of you to the 2021-22 school year. The last couple of years have taught us important lessons to help ensure all students have access to updated technology to continue to make academic progress. We continue to work collaboratively with correctional staff to provide greater access to devices for academic support and additional programs and resources to support students' social-emotional needs. We value all of our students and know this arrangement will lead to greater academic success in a safe learning environment. I want you to know that the entire educational staff has worked hard to prepare for this school year to support each student's progress toward high school graduation.

We want to continue providing challenging schoolwork and opportunities to learn in groups and individually. We encourage all of you, students and parents, to communicate with us any ideas you have to make Endeavor/Voyager a better school. Field trips and other school activities will extend learning beyond the classroom, and hope to provide more of these rewarding opportunities. In addition, we invite parents to join formal committees, such as SSC, ELAC and DELAC, since your input is valuable and contributes to the best learning opportunities for your child.

While your child is with us, we will provide challenging, thought provoking learning opportunities to prepare them for success in other educational settings. If there is anything we can do to support your child's academic success, please let us know.

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.

Endeavor Secondary School and Voyager Secondary School are the assigned school names for the Madera County Superintendent of Schools Juvenile Hall and Cadet Academy educational facilities. They are both located in the same juvenile detention facility, but in separate pods of the building. While students do not interact with students in other pods during the school day, the teachers rotate throughout the pods providing academic instruction.

Endeavor students are placed in Juvenile Hall by Madera County Probation, Law Enforcement, or the Juvenile Court judge. The average stay is 24 days, however, several students are often incarcerated for longer periods. Voyager is a Cadet Academy, 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 July 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

2021-22 School Overview

occurring in April 2019, which also supported accreditation through the 2021-2022 school year. The school offers all core academic courses and assigns high school credits toward the completion of a high school diploma.

Regards,
Hugo Sánchez
Program Director

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 will 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 toward obtaining a diploma or certificate of completion.

Demonstrate responsibility/accountability by:
1. Attending school on a regular basis.
2. Following school/classroom rules and expectations.
3. Being engaged in and connected to school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	1
Grade 10	4
Grade 11	4
Grade 12	4
Total Enrollment	13

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.5
Male	61.5
American Indian or Alaska Native	7.6
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	23.1
English Learners	38.5
Foster Youth	7.6
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100
Students with Disabilities	15.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	3.5

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	July 2021

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 2021-22 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 2021-22 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 2021-22 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 2021-22 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Foreign Language	N/A		
Health	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 2020-2021 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The facility is owned and maintained by Madera County. If there are any maintenance or cleaning concerns, educational staff notifies the Probation Department who assigns work orders. Items are fixed/resolved in a timely manner.

The Juvenile Hall classrooms for Endeavor/Voyager from Madera County Superintendent of Schools (MCSOS) are inspected for the safety and needed repairs on a consistent basis, 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. Since the facility is primarily maintained by Madera County Probation Department, needed repairs are addressed in a timely manner. A process is in place where needed repairs are brought to the attention of operations/maintenance staff so that repair/replacements are completed in a timely manner. Classrooms are routinely cleaned and any deep cleaning occurs during extended school breaks.

Year and month of the most recent FIT report	October 2021

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

CTE courses were not offered during this time.

2020-21 Career Technical Education (CTE) Participation

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
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with “N/A.”

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

While there are few extracurricular activities for students in Juvenile Hall and Cadet Academy, parents are kept informed of their child's progress through their teachers, administration, academic counselors, probation officers, and through the mailing of various informational documents. Teachers communicate primarily through phone calls or parent/teacher/principal conferences

2021-22 Opportunities for Parental Involvement

(IEPs), but as an organization, has started using videoconferencing options to allow parents to participate and give feedback. Parents are invited to observe sports competitions held several times a year outside of the facility, along with poetry and essay contests Cadet Academy students participate in. Through the CAES Shared School Site Council (SSC), parents collaborate to approve the annual budget for Title 1 funds and help develop the School Site Plan, LCAP and updating the Parental Involvement Plan. ParentSquare was instituted during the 2020-21 school year and allows for individual communication between teachers and parents, as well as informing all parents of school and informational events. Furthermore, ParentSquare allows for communications to be translated into English and Spanish.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	57.1	52.9	54.5	62.1	29.1	22	9	8.9	9.4
Graduation Rate	38.1	47.1	18.2	34	42.3	36.7	84.5	84.3	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	2	18.2
Female	2	1	50
Male	9	1	11.1
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	9	2	18.2
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	2	2	0
English Learners	0	0	0
Foster Youth	0	0	0

Homeless	0	0	0
Socioeconomically Disadvantaged	11	11	18.2
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	98	98	0	0
Female	17	17	0	0
Male	81	81	0	0
American Indian or Alaska Native	2	2	0	0
Asian	0	0	0	0
Black or African American	7	7	0	0
Filipino	0	0	0	0
Hispanic or Latino	68	68	0	0
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	2	2	0	0
White	15	15	0	0
English Learners	21	21	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	98	98	0	0
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	15	15	0	0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.1	1	2.9		3.5	
Expulsions	0	0	0	0	0.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.2	1.7	2.5
Expulsions	0	0	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2021-22 School Safety Plan

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. Updates to the plan including new goals, objectives and activities are reviewed with instructional staff. The Safe Schools Plan was last reviewed during fall 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	4	0	0
Mathematics	7	4	0	0
Science	7	4	0	0
Social Science	7	4	0	0

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	4	0	0
Mathematics	9	4	0	0
Science	9	4	0	0
Social Science	9	4	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	3	0	0
Mathematics	5	3	0	0
Science	5	3	0	0
Social Science	5	3	0	0

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	30

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,098.64	$8,756.71	$5,431.93	$86,879
District	N/A	N/A		$78,167
Percent Difference - School Site and District	N/A	N/A		10.6
State				$84,531
Percent Difference - School Site and State	N/A	N/A		2.7

2020-21 Types of Services Funded

Endeavor/Voyager 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 support from behavioral health counselors, guidance and leadership support from the site Program Director and Leadership Team. Additionally, students on IEPs receive support from an RSP teacher or speech pathologist as prescribed.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,928	$45,813
Mid-Range Teacher Salary	$66,456	$70,720
Highest Teacher Salary	$82,975	$93,973
Average Principal Salary (Elementary)	$108,014	$108,104
Average Principal Salary (Middle)	$108,014	$108,104
Average Principal Salary (High)	$108,014	$108,014
Superintendent Salary	$219,515	$150,704
Percent of Budget for Teacher Salaries	40%	29.11%
Percent of Budget for Administrative Salaries	13%	6.27%

Professional Development

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialists, and instructional assistants. Of the 34 days of professional development for the 2019-20 school year, four were full days and 30 were weekly professional development trainings conducted every Friday for 75 minutes. Specialists from MCSOS provided much of the professional development, which focused primarily on increasing student achievement in English Language Arts and meeting the academic needs of English Learners (EL). Another important component of professional development has teachers modeling research-based effective lessons to the rest of the staff. In addition, staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. In 2020-21, four full days and weekly professional development trainings conducted every Friday for 75 minutes, totaled 12 days dedicated to professional development. For 2021-22, four additional professional days for student assessment and placement were added to the existing four professional days for a total of eight. Additionally, weekly professional development trainings conducted every Friday for 75 minutes, totaled 16 days dedicated to professional growth and development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	34	12	16