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

8.3

BOARD OF EDUCATION INFORMATION ITEM

January 9, 2018

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.

8.3.1 Endeavor/Voyager Secondary School
8.3.2 Pioneer Technical Center (PTC)
8.3.3 Madera County Independent Academy (MCIA)
8.3.4 Special Education

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.

These reports will be posted on the Madera County Superintendent of Schools website to provide accessibility to all interested parties.

Financial Impact:
None

Resource:
James Sargent
Chief Career Technical and
Alternative Education Services Officer

Cheryl Mohr, M.A.
Director, Special Education Programs & Services

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

1105 South Madera Avenue • Madera, CA 93637 • (559) 673-6051 • FAX (559) 673-5569
www.maderacoe.k12.ca.us

Juvenile Hall (Endeavor/Voyager Secondary)

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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.

Leslie Neumeier, Director

Principal, Juvenile Hall (Endeavor/Voyager Secondary)

About Our School

Two schools share the same CDS code and are reported under Endeavor Secondary School for the School Accountability Report Card. Leslie Neumeier is the Principal for both programs. Both programs are located in the same facility but in separate parts of the facility. Students in the two programs do not interact, instead the teachers rotate amongst programs.

Endeavor Secondary School is the educational program offered at Juvenile Hall in Madera County. It is a secure facility providing temporary care for youth who have been detained and are awaiting a hearing or court-ordered placement. Students receive their education in the facility classrooms on each unit. There are rare circumstances that cause for safety concerns, resulting in an additional unit being occupied by students that will also be included in the teacher rotation in order to provide them with their educational instruction. Students are provided studies at their ability level which assist them in earning credits toward junior high school promotion or high school graduation. Students earn core academic, elective, and Physical Education credits.

Voyager Secondary School is the Madera County Juvenile Correctional Camp (Academy). Students are placed in the Voyager Secondary School/Academy by the Juvenile Court Judge. An educational program is provided to these cadets. Most cadets are in grades 9 through 12 and are provided an academic program that assists them in earning credits toward high school graduation. Cadets rotate in their cohort between teachers. In addition, Voyager program includes physical training and counseling.

Contact

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

Phone: 559-664-1600
E-mail: lneumeier@mcsos.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
E-mail Address	cmassetti@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Juvenile Hall (Endeavor/Voyager Secondary)
Street	28261 Avenue 14
City, State, Zip	Madera, Ca, 93638
Phone Number	559-664-1600
Principal	Leslie Neumeier, Director
E-mail Address	lneumeier@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us
County-District-School (CDS) Code	20102072030153

Last updated: 12/15/2017

School Description and Mission Statement (School Year 2017-18)

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 each other 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 (WAS). In Jully 2015, 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 March 2018. The school received a very positive visit from the WASC accreditation team, which was confirmed by the six year accreditation. The school offers all core academic courses and assigns credits toward the completionn of a high school diploma.

Mission Statement:

The mission of the Madera County Office of Education 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 Office of Education Programs is to provide engaging educational opportunities in a supportive environment that will promote life-long learningand 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.

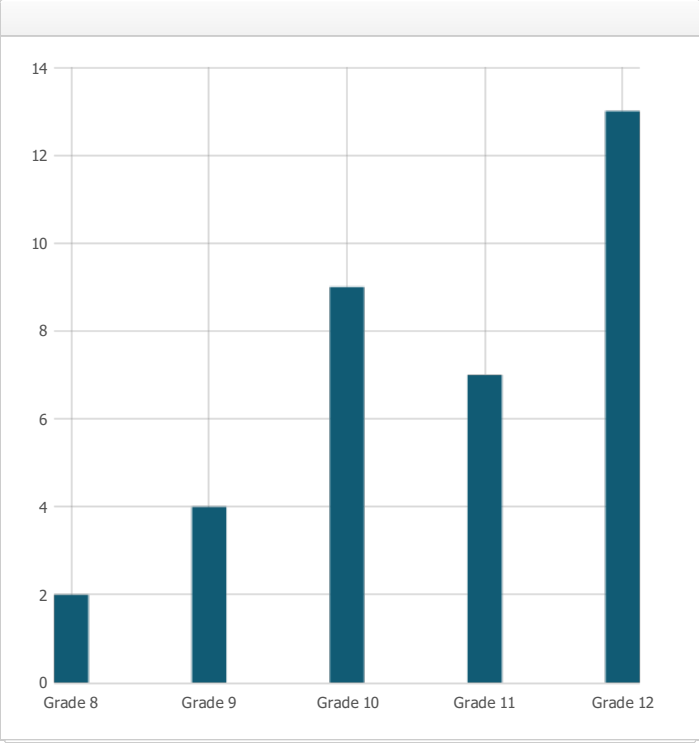
2. Following school/classroom rules and expectations.

3. Being engaged in and connected to school.

Last updated: 12/15/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	2
Grade 9	4
Grade 10	9
Grade 11	7
Grade 12	13
Total Enrollment	35



Last updated: 12/15/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	2.9 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	68.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	25.7 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	100.0 %
English Learners	28.6 %
Students with Disabilities	22.9 %
Foster Youth	0.0 %

Last updated: 12/15/2017

A. Conditions of Learning

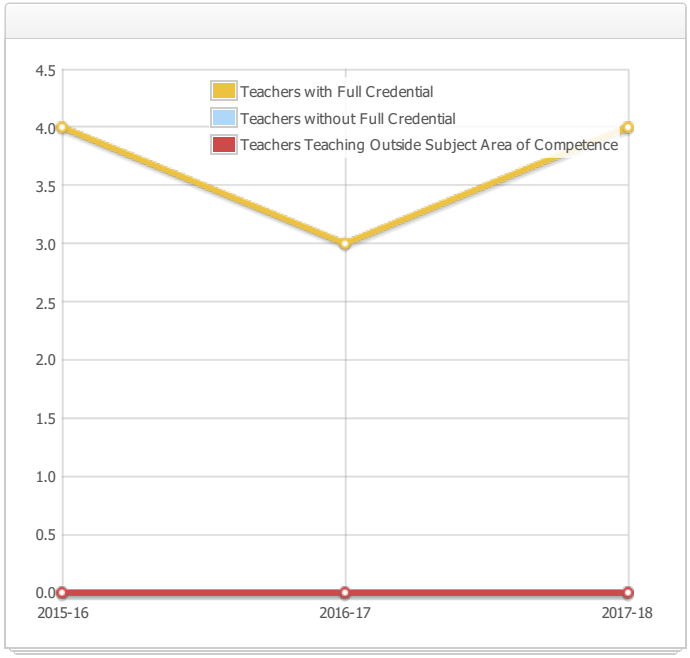
State Priority: Basic

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

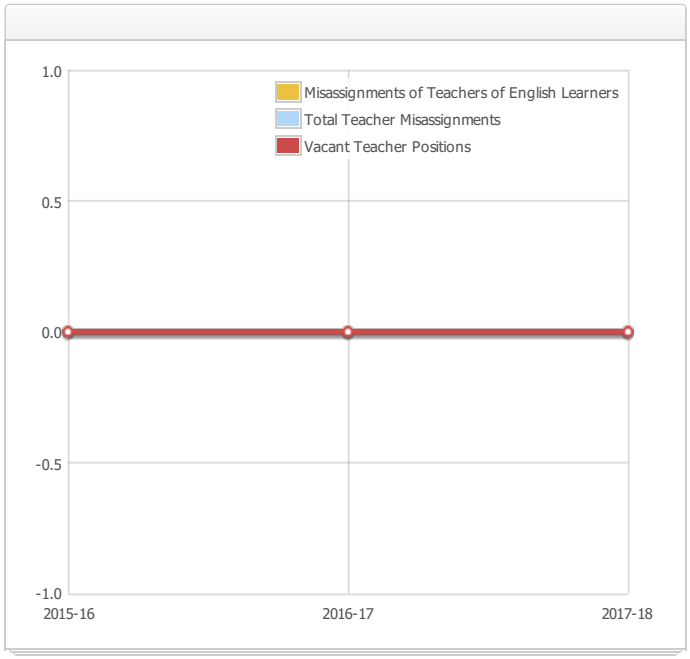
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	3	4	85
Without Full Credential	0	0	0	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/15/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/15/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and 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 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Foreign Language	N/A		0.0 %
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 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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: 12/15/2017

School Facility Conditions and Planned Improvements

The facility is in excellent condition, and is maintained by the Madera County Probation Department. The 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: 12/15/2017

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 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None required at this time.
Interior: Interior Surfaces	Good	None required at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None required at this time.
Electrical: Electrical	Good	None required at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None required at this time.
Safety: Fire Safety, Hazardous Materials	Good	None required at this time.
Structural: Structural Damage, Roofs	Good	None required at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None required at this time.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary

Last updated: 12/15/2017

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 (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	4%	8%	7%	8%	48%	48%
Mathematics (grades 3-8 and 11)		0%	0%	1%	36%	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.

Last updated: 12/15/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.86%	--
Male		--	90.91%	--
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12		91.67%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	15	93.75%	--
Male	13	12	92.31%	--
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	13	92.86%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	12	12	100.00%	--
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	6.0%		56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/15/2017

Career Technical Education Programs (School Year 2016-17)

Currently, we offer Career Technical Education courses in the facility through an on-line curriculum.

Last updated: 12/15/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/15/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Fitness Standards**	**Five of Six Fitness Standards**	**Six of Six Fitness Standards**
9	0.0%	0.0%	0.0%

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.

Last updated: 12/15/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 with phone calls or parent/teacher/principal conferences. They 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 fundsand help develop the School Site Plan and the Parental Involvement Plan.

State Priority: Pupil Engagement

Last updated: 12/15/2017

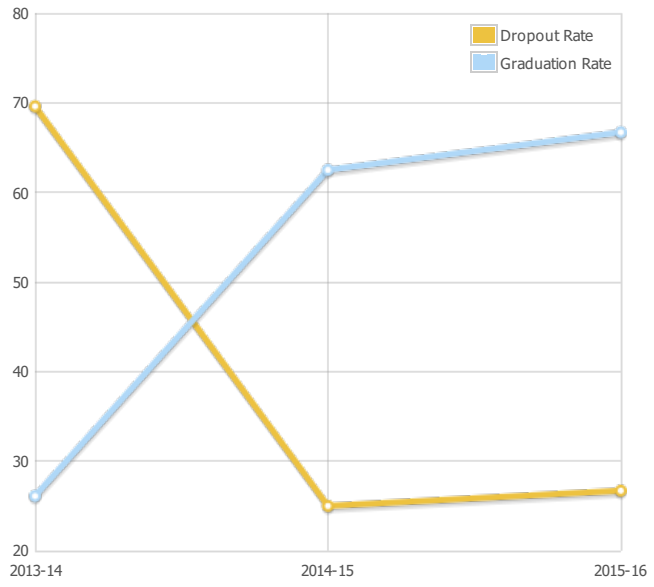
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	69.6%	25.0%	26.7%	44.2%	37.8%	34.4%	11.5%	10.7%	9.7%
Graduation Rate	26.1%	62.5%	66.7%	33.1%	35.3%	42.9%	81.0%	82.3%	83.8%

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



Last updated: 12/15/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	100.0%	53.9%	87.1%
Black or African American	0.0%	25.0%	79.2%
American Indian or Alaska Native	0.0%	66.7%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	100.0%	54.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	55.3%	91.0%
Two or More Races	0.0%	42.9%	90.6%
Socioeconomically Disadvantaged	100.0%	56.0%	85.5%
English Learners	100.0%	40.6%	55.4%
Students with Disabilities	33.3%	13.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

Last updated: 12/15/2017

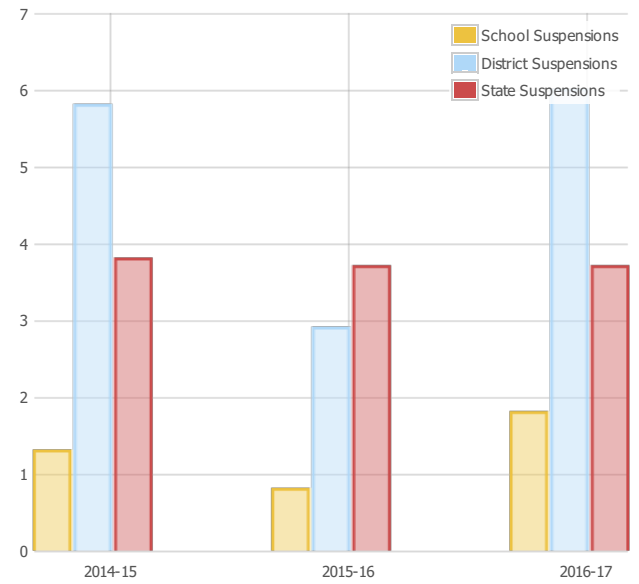
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

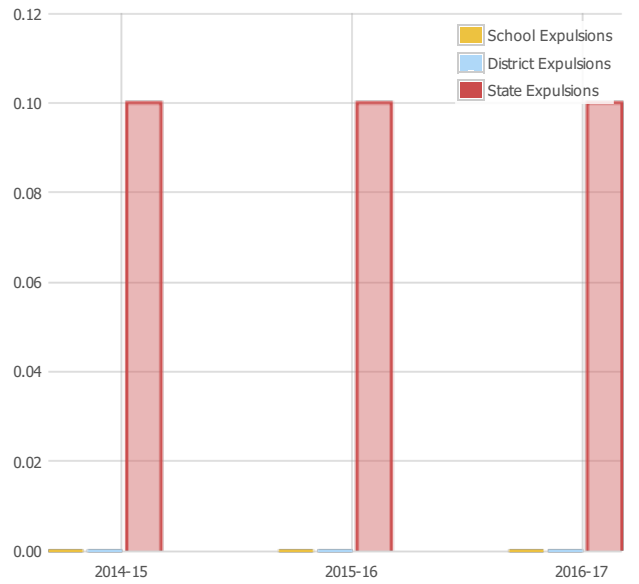
Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.3%	0.8%	1.8%	5.8%	2.9%	6.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/15/2017

School Safety Plan (School Year 2017-18)

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 drud, alcohol, and tobacco free workplace. The past year a new policy to address bullying was implemented and it defines bullying, how a student can report bullying, and how administration will investigate and determine an outcome. The safety plan is reviewed annually by a committee that includes staff from all divisions of Madera County Superintendent of Schools, and was last reviewed in August 2017.

Last updated: 12/15/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0%

Last updated: 12/15/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/15/2017

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	15.0	6	2	0	9.0	4	0	0	13.0	6	0	0
Mathematics	13.0	3	0	1	12.0	2	0	0	8.0	5	0	0
Science	14.0	3	0	1	24.0	0	1	0	10.0	4	0	0
Social Science	25.0	3	0	2	13.0	4	0	0	11.0	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.

Last updated: 12/15/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	80.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.5	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.5	N/A

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

*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: 12/15/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14718.8	$7422.2	$7296.6	$69796.0
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	$6574.0	$0.0
Percent Difference – School Site and State	N/A	N/A	10.4%	200.0%

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

Last updated: 1/2/2018

Types of Services Funded (Fiscal Year 2016-17)

Salaries, Benefits, textbooks, curriculum supplies, facilities, technologies, and support services such as behavioral , mental health, and academic counseling.

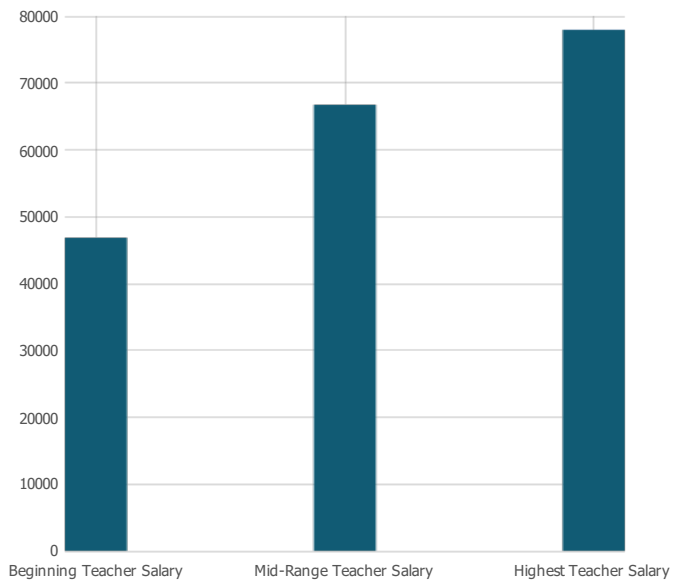
Last updated: 1/2/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

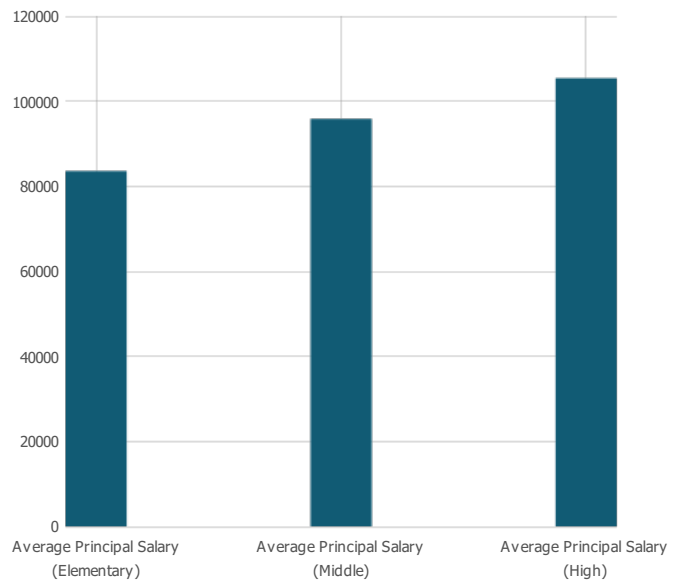
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,843	$
Mid-Range Teacher Salary	$66,732	$
Highest Teacher Salary	$77,944	$
Average Principal Salary (Elementary)	$83,579	$
Average Principal Salary (Middle)	$95,853	$
Average Principal Salary (High)	$105,409	$
Superintendent Salary	$195,201	$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/2/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		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: 1/2/2018

Pioneer Technical Center

8.3.2

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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.

Brett Salinas

Principal, Pioneer Technical Center

About Our School

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 approach to education has helped many students focus on their academic classes. Many of our students take intervention classes in language arts and math and accept the help the staff can provide. They do not see themselves as less capable, but simply in need of review and knowledge of basic skills.

In addition, Pioneer Technical Center recently opened a satellite campus in Chowchilla, CA. This campus allows students to experience a blended learning model, where the students receive instruction in core academics areas as well as have the opportunity for independent study

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.

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At PTC, students h

Contact

Pioneer Technical Center

28261 Avenue 14
Madera, CA 93638

Phone: 559-662 - 4636
E-mail: bsalinas@mcsos.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
E-mail Address	cmassetti@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Pioneer Technical Center
Street	28261 Avenue 14
City, State, Zip	Madera, Ca, 93638
Phone Number	559-662 - 4636
Principal	Brett Salinas
E-mail Address	bsalinas@mcsos.org
Web Site	www.pioneertech.k12.ca.us
County-District-School (CDS) Code	20102072030229

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Pioneer Technical Center (PTC) is a unique, innovative charter high school authorized by the Madera County Board of Education and accredited by the Western Association of Schools and Colleges. Our program designn incoorporates site based instruction in core academic courses and a choice of one of three occupational programs approved by Fresno County Occupational Program/ Career Technical Education. Our target student population is students of "high risk". Typically, PTC students have been unsuccessful in the traditional in the traditional comprehensive high school for a variety of reasons. Most of the students enrolling at PTC are significantly behind in credits and many do not meet or exceed standard on the Smarter Balanced Assessment of California (SBAC). Most of the students at PTC are looking to enter the workforce upon graduation from high school.

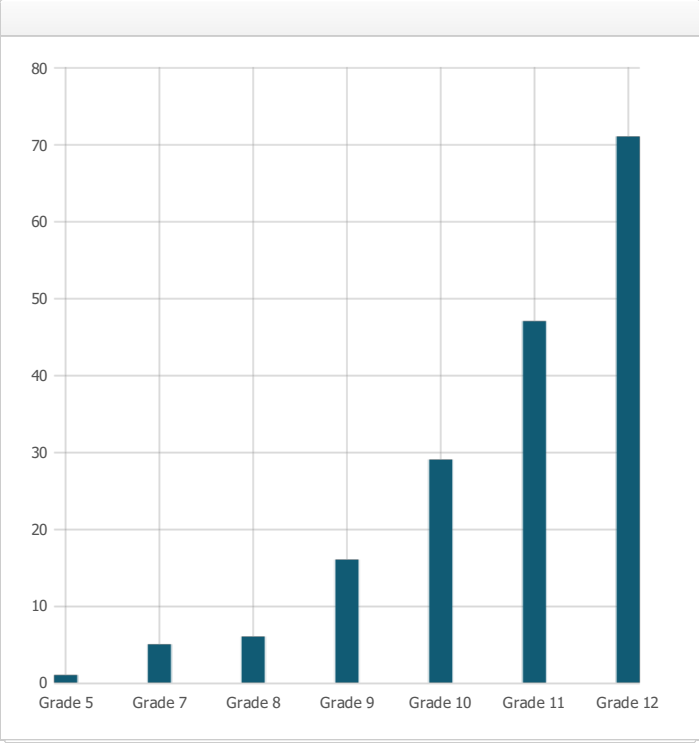
Mission Statement:

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 ambition and integrity.

Last updated: 12/15/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	1
Grade 7	5
Grade 8	6
Grade 9	16
Grade 10	29
Grade 11	47
Grade 12	71
Total Enrollment	175



Last updated: 12/15/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.6 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	81.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	14.9 %
Two or More Races	1.1 %
Other	1.1 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	84.0 %
English Learners	29.1 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

Last updated: 12/15/2017

A. Conditions of Learning

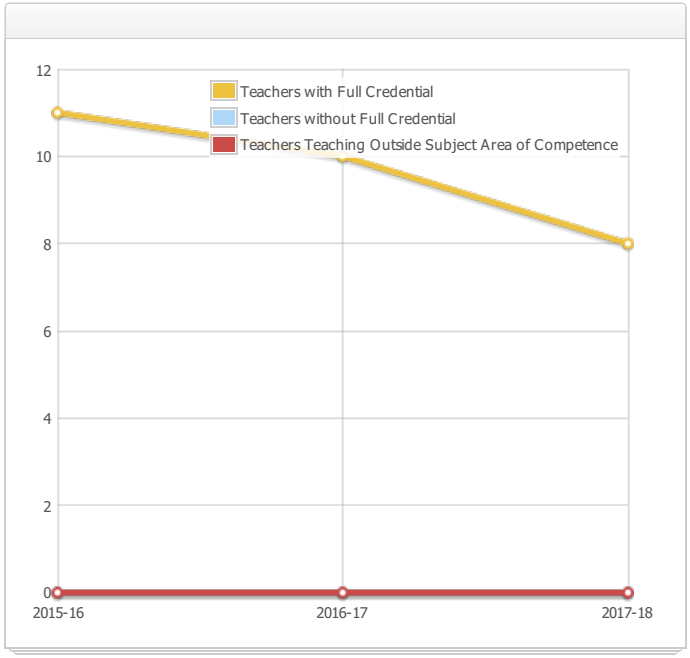
State Priority: Basic

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

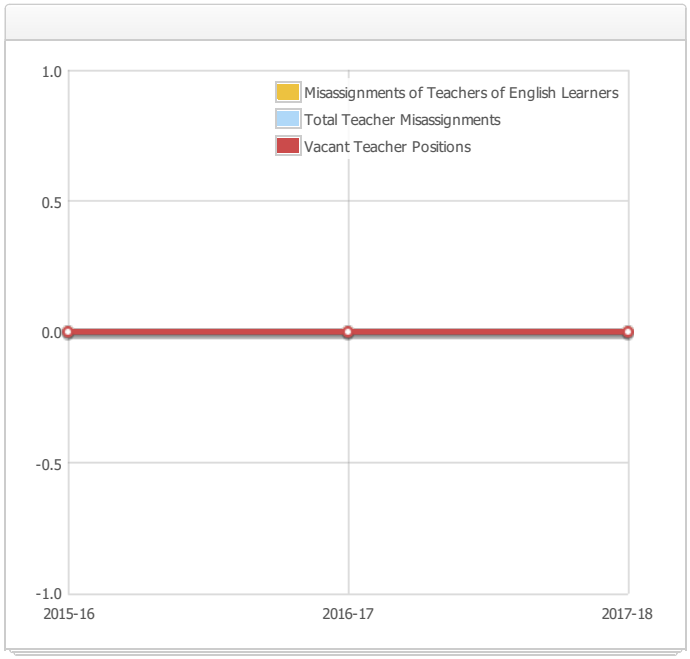
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	10	8	85
Without Full Credential	0	0	0	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/15/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/15/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and 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-bassed textbooks and other instructional materials. All students have a textbook in the core curriculum area. All textbooks placed at this educational site were adopted beginning in the 2016-2017 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Mathematics	All students have access to current, standards-bassed textbooks and other instructional materials. All students have a textbook in the core curriculum area. All textbooks placed at this educational site were adopted beginning in the 2016-2017 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Science	All students have access to current, standards-bassed textbooks and other instructional materials. All students have a textbook in the core curriculum area. All textbooks placed at this educational site were adopted beginning in the 2016-2017 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
History-Social Science	All students have access to current, standards-bassed textbooks and other instructional materials. All students have a textbook in the core curriculum area. All textbooks placed at this educational site were adopted beginning in the 2016-2017 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Foreign Language	As a school for high risk students, our focus is on credit recovery and Career Technical Pathways. Therefore, we do not offer foreign languages other than through on-line courses which are recorded as elective courses.	Yes	0.0 %
Health	All students have access to current, standards-bassed textbooks and other instructional materials. All students have a textbook in the core curriculum area. All textbooks placed at this educational site were adopted beginning in the 2016-2017 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Visual and Performing Arts	The program focus is on Career Technical Education and all students are required to take a course which replaces visual and performing arts.	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: 12/15/2017

School Facility Conditions and Planned Improvements

Pioneer Technical Center is now at a new location, after moving from its original location of more than 15 years. Many renovations were made to the new site to ensure that the campus was ready to provide students a safe and updated learning environment.

Last updated: 12/15/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None required at this time.
Interior: Interior Surfaces	Good	None required at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Campus is clean.
Electrical: Electrical	Good	None required at this time
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None required at this time.
Safety: Fire Safety, Hazardous Materials	Good	None required at this time.
Structural: Structural Damage, Roofs	Good	None required at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The type of door on exterior fencing along with locking mechanism was replaced, and is now in good working condition.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good

Last updated: 12/15/2017

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 (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	14%	8%	7%	8%	48%	48%
Mathematics (grades 3-8 and 11)	0%	0%	0%	0%	36%	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.

Last updated: 12/15/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	76	93.83%	--
Male	49	48	97.96%	--
Female	32	28	87.50%	--
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	62	57	91.94%	--
Native Hawaiian or Pacific Islander				
White	12	12	100.00%	16.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	73	69	94.52%	--
English Learners	20	18	90.00%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	75	92.59%	--
Male	49	47	95.92%	--
Female	32	28	87.50%	--
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	62	57	91.94%	--
Native Hawaiian or Pacific Islander				
White	12	12	100.00%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	73	67	91.78%	--
English Learners	20	18	90.00%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	4.0%				56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/15/2017

Career Technical Education Programs (School Year 2016-17)

Pioneer Technical Center offers the following Career Technical Courses: Criminology, Construction, and Child Development. All courses are approved and follow all the guidelines of Fresno County Regional Occupational Programs/ Career Technical Education. Each pathway has its own advisory committee made up of individuals that work in that particular industry. The advisory groups meet individually several times a year to discuss the program and align current industry standards to the program. Through our CTE pathways, students also participate in activities sponsored by the Fresno County Regional Occupational Programs/ Career Technical Education, such as Career Skills Challenge, where students from many schools, including mainstram schools showcase their skills acquired in their classes. Our programs have demonstrated that they prepare students to be ready to compete in the workforce, as they have won 1st, 2nd, and 3rd place at these events. Students enrolled in our Child Development pathway participate in a community classroom at a local day care center operated by Madera County Office of Education. In addition, students in this pathway gain valuable classroom experience by assisting an elementary school teacher at a nearby elementary school. These real life opportunities are preparing students for employment after completing high school. Students in the construction trade have worked installing solar panels, and made improvements on our campus and other nearby schools. When industry leaders have observed some of our students at work, they have offered them paid internships during the summer; another testament to the quality of our programs.

Last updated: 12/15/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	116
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	6.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/15/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Fitness Standards**	**Five of Six Fitness Standards**	**Six of Six Fitness Standards**
9	22.2%	11.1%	11.1%

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.

Last updated: 12/15/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Pioneer Technical Center believes that parental involvement is an essential component in a student's education. The greater parent involvement in the student's education, the greater the likelihood that the student will be successful in school. Every year, PTC hosts a back to school night to encourage parents and guardians to meet teachers and other staff. In addition, teachers contact parents to share that their child is doing well, or asking for support for academic or behavior reasons. Parents are invited to participate on the School Site Council, where they can contribute to establishing policies or supporting budget decisions. Parents are also urged to participate in meetings to update the Local Control and Accountability Plan (LCAP). There are also athletic events or an open house in the spring to allow parents to support their child and see some of the great work they have done throughout the year.

State Priority: Pupil Engagement

Last updated: 12/15/2017

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

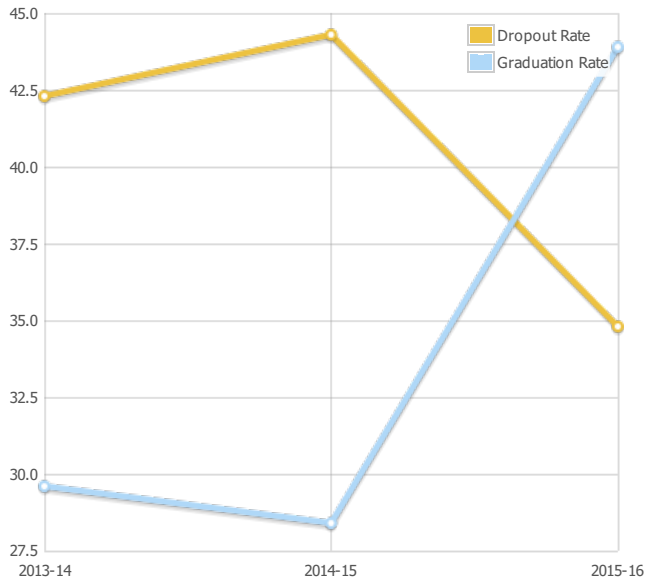
- High school dropout rates; and
- High school graduation rates

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.

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	42.3%	44.3%	34.8%	44.2%	37.8%	34.4%	11.5%	10.7%	9.7%
Graduation Rate	29.6%	28.4%	43.9%	33.1%	35.3%	42.9%	81.0%	82.3%	83.8%

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



Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	76.7%	53.9%	87.1%
Black or African American	50.0%	25.0%	79.2%
American Indian or Alaska Native	100.0%	66.7%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	74.1%	54.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	55.3%	91.0%
Two or More Races	66.7%	42.9%	90.6%
Socioeconomically Disadvantaged	72.9%	56.0%	85.5%
English Learners	40.9%	40.6%	55.4%
Students with Disabilities	33.3%	13.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

Last updated: 12/15/2017

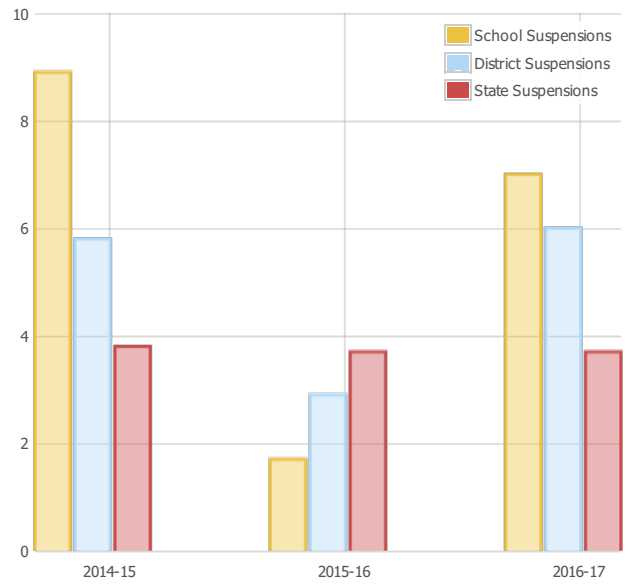
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

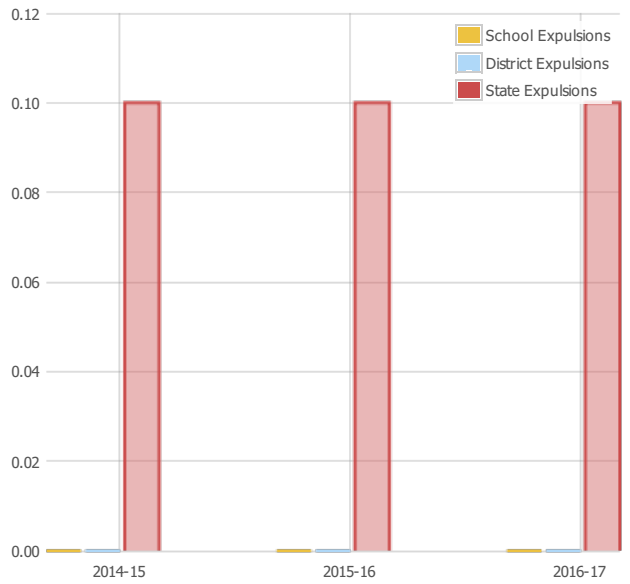
Suspensions and Expulsions

	School			District			State		
Rate	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	8.9%	1.7%	7.0%	5.8%	2.9%	6.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/15/2017

School Safety Plan (School Year 2017-18)

Staff at Pioneer Technical Center will follow all health, safety, and risk management policies adopted by the Madera County Office of Education. The school has adopted and implemented a comprehensive set of health, safety and risk-management policies, which include a safety and disaster plan. Measures are in place to ensure that immunization records for students are reviewed prior to enrolling and new hires are fingerprinted. In addition, tuberculosis inoculation is monitored, and training for natural disasters and emergency response preparation are required, and trainings include universal precautions to avoid 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, and the determination of the outcome. The safety plan is reviewed annually by a committee that includes staff from all divisions of Madera County Office of Education. The plan was last reviewed in Fall 2017.

Last updated: 12/15/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0%

Last updated: 12/15/2017

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	12.0	14	1	0	9.0	15	0	0	6.0	27	0	0
Mathematics	8.0	15	0	0	7.0	12	1	0	6.0	20	0	0
Science	8.0	6	0	0	10.0	7	0	0	7.0	14	0	0
Social Science	11.0	17	2	0	8.0	25	0	0	7.0	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.

Last updated: 12/15/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	125.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	5.0	N/A

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

*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: 12/15/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12982.6	$2882.1	$10100.5	$52405.0
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	$6574.0	$0.0
Percent Difference – School Site and State	N/A	N/A	42.3%	200.0%

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

Last updated: 1/3/2018

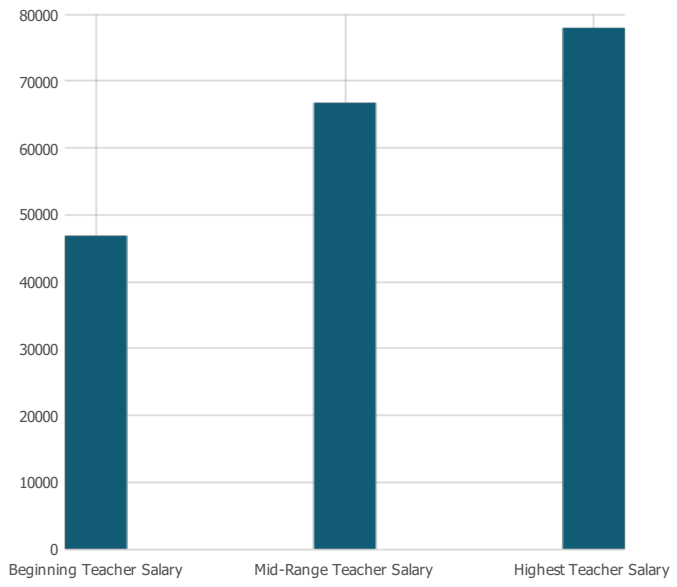
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category

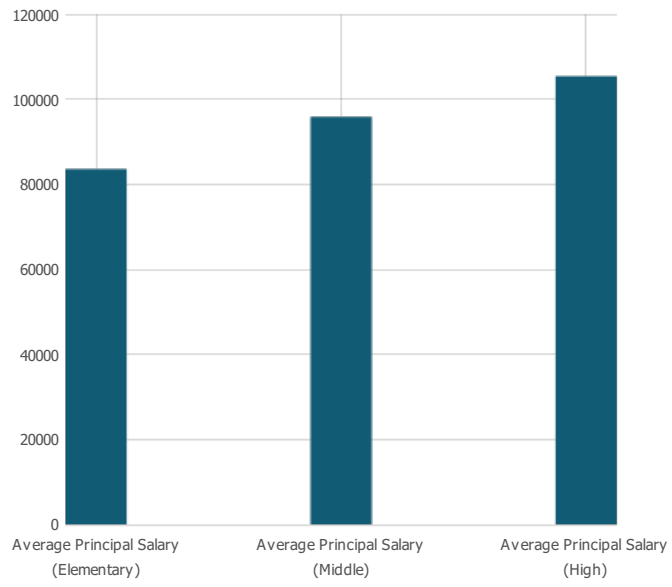
Beginning Teacher Salary	$46,843	$
Mid-Range Teacher Salary	$66,732	$
Highest Teacher Salary	$77,944	$
Average Principal Salary (Elementary)	$83,579	$
Average Principal Salary (Middle)	$95,853	$
Average Principal Salary (High)	$105,409	$
Superintendent Salary	$195,201	$
Percent of Budget for Teacher Salaries	--	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/3/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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: 1/3/2018

Professional Development

The Madera County Superintendent of Schools 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 staff members. In addition, minimum days at specific school sites can also provide opportunities for professional development and professional learning communities. Activities have 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.

Last updated: 1/3/2018

Madera County Independent Academy

8.3.3

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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.

Leslie Neumeier, Director CAES Division

Principal, Madera County Independent Academy

About Our School

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 be reached. 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 grades kindergarten through grade twelve. Students who attend Madera County Independent Academy will come in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction.

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.

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Contact

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

Phone: 559-662-6294
E-mail: lneumeier@mcsos.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
E-mail Address	cmassetti@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Madera County Independent Academy
Street	28123 Avenue 14
City, State, Zip	Madera, Ca, 93638-4905
Phone Number	559-662-6294
Principal	Leslie Neumeier, Director CAES Division
E-mail Address	lneumeier@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us
County-District-School (CDS) Code	20102070117184

Last updated: 12/15/2017

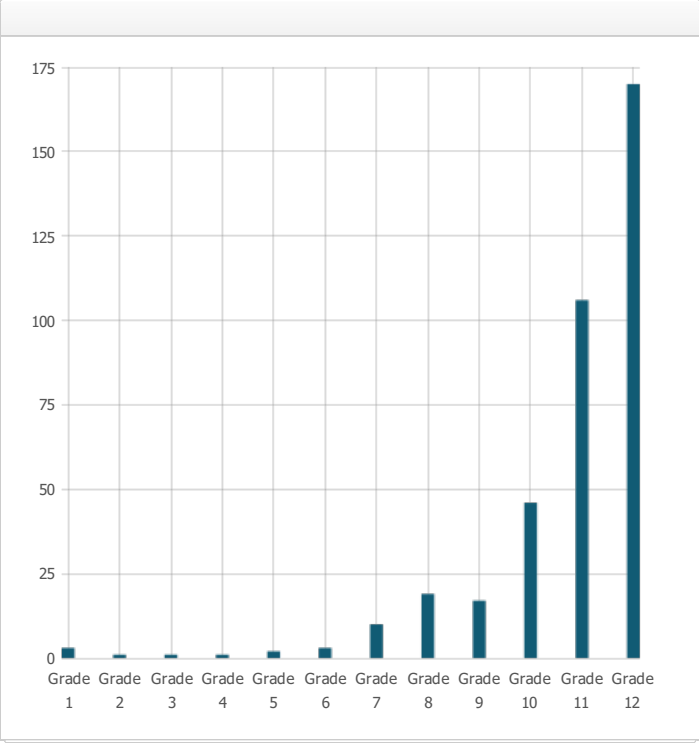
School Description and Mission Statement (School Year 2017-18)

Madera County Independent Academy is chartered by Madera County Superintendent of Schools. The goal of the school is to help students develop strong core academic skills, including critical thinking, tehcnological proficiency, and creative expression in all aspects of life and learning. Our students have access to a virtual academy as well as numerous curricula. Students meet teacher individually at least once a week, and have opportunities to take courses offered in classrooom settings. These courses are also offered once per week. Comupters are available to students throughout the day.

Last updated: 12/15/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 1	3
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	2
Grade 6	3
Grade 7	10
Grade 8	19
Grade 9	17
Grade 10	46
Grade 11	106
Grade 12	170
Total Enrollment	379



Last updated: 12/15/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.5 %
Asian	0.0 %
Filipino	0.3 %
Hispanic or Latino	85.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	10.0 %
Two or More Races	1.3 %
Other	0.8 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	94.2 %
English Learners	21.9 %
Students with Disabilities	3.7 %
Foster Youth	1.8 %

Last updated: 12/15/2017

A. Conditions of Learning

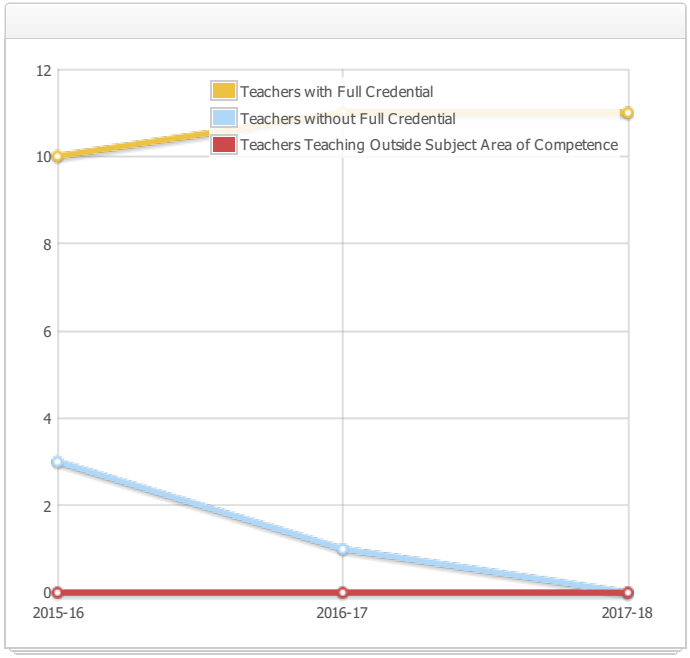
State Priority: Basic

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

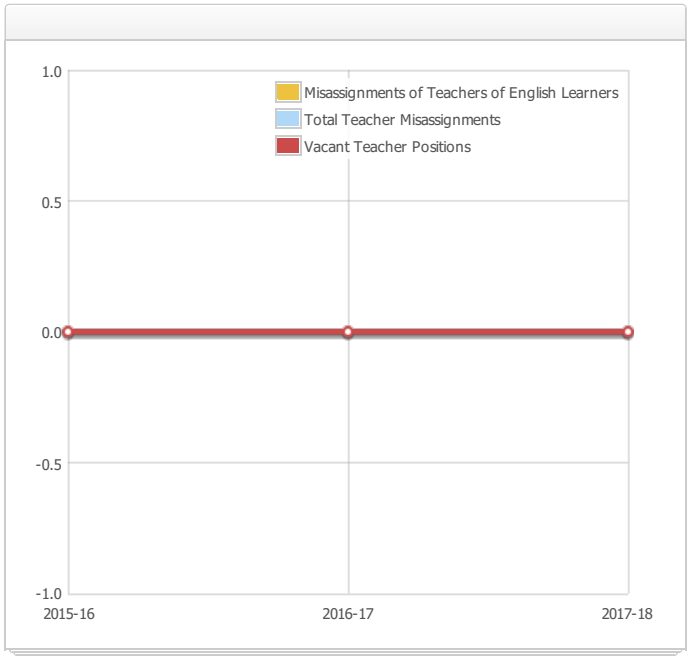
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	11	11	85
Without Full Credential	3	1	0	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/15/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/15/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and 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 the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
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 the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Foreign Language	Currently, we offer foreign language through online courses.	Yes	0.0 %
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 the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.0 %
Visual and Performing Arts	All students have access to current, standards based textbooks and other instructional materials. In addition, students are able to take music, art, and photography classes. Students who want to benefit from these additional courses must attend school on the designated day and time, which does not conflict with their scheduled appointment time. All textbooks placed at this educational site were adopted beginning the 2017-2018 school year by the Madera County Board of Education with additional textbooks approved annually.	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: 12/15/2017

School Facility Conditions and Planned Improvements

Madera County Independent Academy moved in to their current facility five years ago. MCIA is using approximately 8000 sq ft of the 12,500 sq ft building. It is approximately 6000 sq ft more than we had at our previous location. With the additional square footage, MCIA created a computer lab, a music lab, conference room, and each teacher is now able to have their own office. The facility is clean, in a safe area, and will allow for future growth of the program.

Last updated: 12/15/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None required at this time.
Interior: Interior Surfaces	Good	None required at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None required at this time.
Electrical: Electrical	Good	None required at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None required at this time.
Safety: Fire Safety, Hazardous Materials	Good	None required at this time.
Structural: Structural Damage, Roofs	Good	None required at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None required at this time.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good

Last updated: 12/15/2017

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 (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	8%	12%	7%	8%	48%	48%
Mathematics (grades 3-8 and 11)	1%	1%	0%	1%	36%	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.

Last updated: 12/15/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	136	92.52%	11.76%
Male	74	69	93.24%	--
Female	73	67	91.78%	14.93%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	122	113	92.62%	--
Native Hawaiian or Pacific Islander				
White	21	19	90.48%	21.05%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	135	126	93.33%	11.11%
English Learners	48	45	93.75%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	138	93.88%	--
Male	74	70	94.59%	--
Female	73	68	93.15%	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	122	115	94.26%	--
Native Hawaiian or Pacific Islander				
White	21	19	90.48%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	135	127	94.07%	--
English Learners	48	45	93.75%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/15/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	9.0%				56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/15/2017

Career Technical Education Programs (School Year 2016-17)

Students a MCIA have the option of taking Regional Occupational Program/ Career Technical Education Courses through Pioneer Technical Center (PTC). PTC offers courses in Construction, Child Development, and Criminology. Students also have the option of taking online Career Technical Education courses. Many of our students choose the Independent Study option, since they have to work to help support their families. These students can elect to enroll in a work experience course.

Last updated: 12/15/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/15/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	90.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

Last updated: 12/15/2017

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	0.0%	0.0%	0.0%
9	19.0%	9.5%	0.0%

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.

Last updated: 12/15/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Madera County Independent Academy (MCIA) believes the parent is an essential component in a student's education. The greater the parent's involvement in the student's educational process, the greater the likelihood of the student's success. Many parents attendthier child's weekly meetings and are required to attend the orientation when their child enrolls at MCIA. We have set up several meetings with parents through the Local Control Accountability Plan (LCAP) process. Parents also participate on the School Site Council.

State Priority: Pupil Engagement

Last updated: 12/15/2017

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

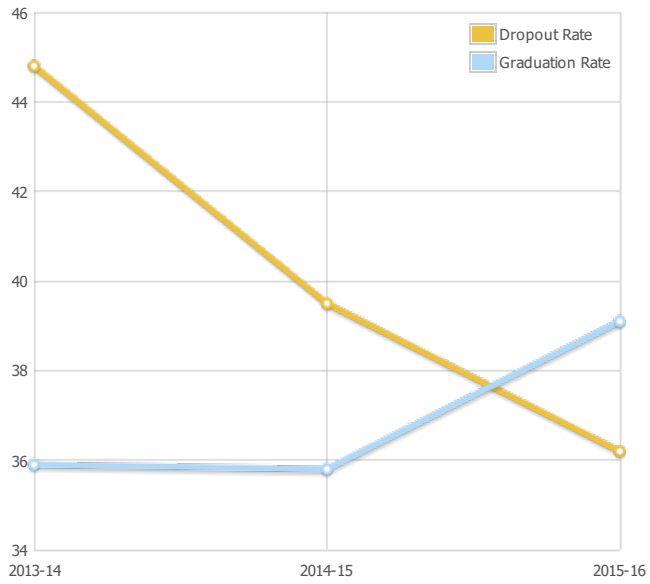
- High school dropout rates; and
- High school graduation rates

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.

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	44.8%	39.5%	36.2%	44.2%	37.8%	34.4%	11.5%	10.7%	9.7%
Graduation Rate	35.9%	35.8%	39.1%	33.1%	35.3%	42.9%	81.0%	82.3%	83.8%

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



Last updated: 12/15/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	55.4%	53.9%	87.1%
Black or African American	0.0%	25.0%	79.2%
American Indian or Alaska Native	0.0%	66.7%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	55.3%	54.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	83.3%	55.3%	91.0%
Two or More Races	25.0%	42.9%	90.6%
Socioeconomically Disadvantaged	56.0%	56.0%	85.5%
English Learners	46.0%	40.6%	55.4%
Students with Disabilities	66.7%	13.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

Last updated: 12/15/2017

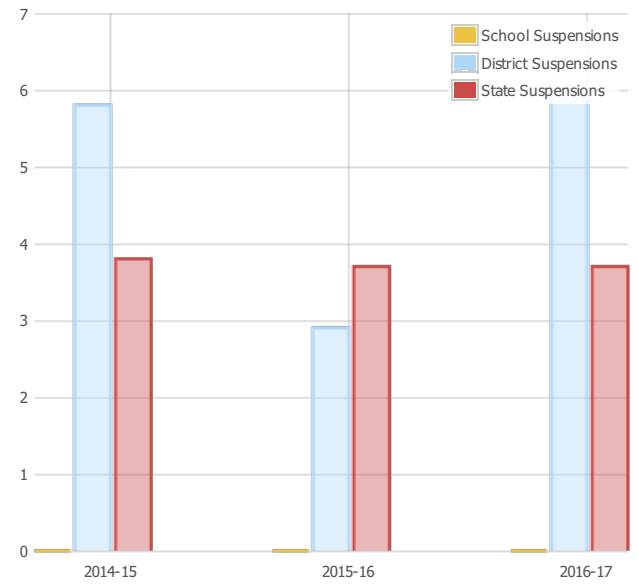
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

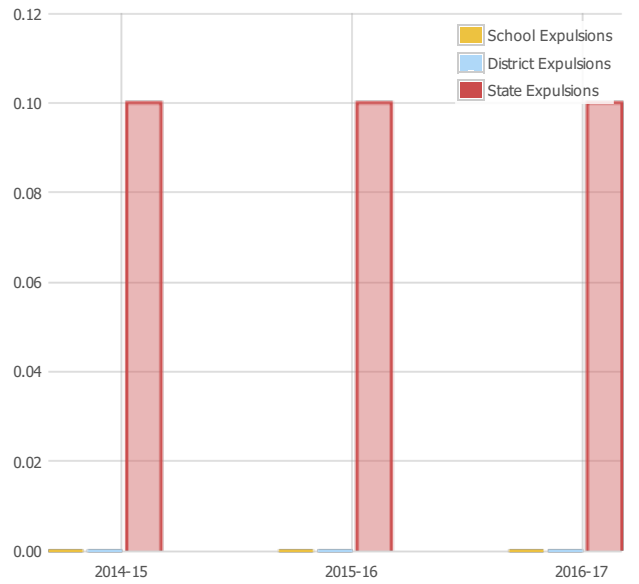
Suspensions and Expulsions

	School			District			State		
Rate	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	0.0%	0.0%	0.0%	5.8%	2.9%	6.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/15/2017

School Safety Plan (School Year 2017-18)

Staff at Madera County Independent Academy (MCIA) 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 drud, alcohol, and tobacco free workplace. The past year a new policy to address bullying was implemented and it defines bullying, how a student can report bullying, and how administration will investigate and determine an outcome. The safety plan is reviewed annually by a committee that includes staff from all divisions of Madera County Superintendent of Schools, and was last reviewed in August 2017.

Last updated: 12/15/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0%

Last updated: 12/15/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/15/2017

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0	45	0	2	28.0	34	3	2	28.0	58	0	0
Mathematics	28.0	44	1	0	28.0	32	2	1	28.0	34	0	0
Science	28.0	20	0	2	28.0	24	0	2	28.0	34	0	0
Social Science	28.0	40	2	2	28.0	34	8	2	28.0	76	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: 12/15/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	200.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	3.0	N/A

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

*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: 12/15/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8208.5	$1984.6	$6223.8	$71337.0
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	$6574.0	$0.0
Percent Difference – School Site and State	N/A	N/A	-5.5%	200.0%

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

Last updated: 1/3/2018

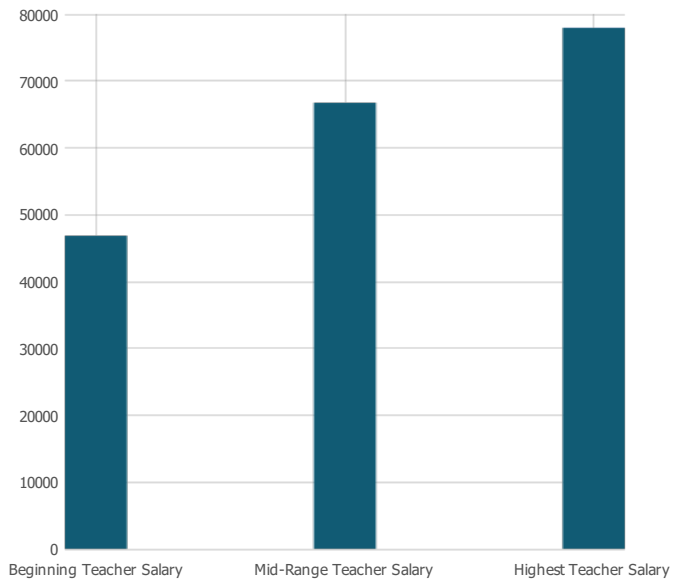
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category

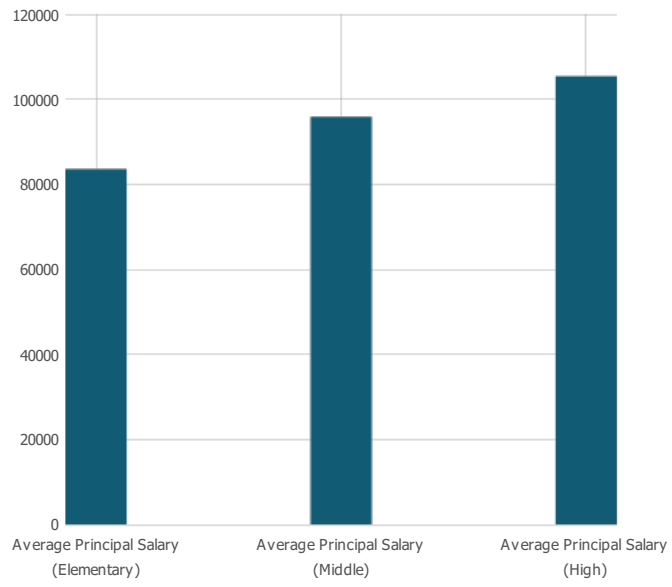
Beginning Teacher Salary	$46,843	$
Mid-Range Teacher Salary	$66,732	$
Highest Teacher Salary	$77,944	$
Average Principal Salary (Elementary)	$83,579	$
Average Principal Salary (Middle)	$95,853	$
Average Principal Salary (High)	$105,409	$
Superintendent Salary	$195,201	$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/3/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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: 1/3/2018

Professional Development

The Madera County Superintendent of Schools 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 staff members. In addition, minimum days at specific school sites can also provide opportunities for professional development and professional learning communities. Activities have 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.

Last updated: 1/3/2018

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Madera County Superintendent of Schools
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
E-mail Address	cmassetti@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Gould Educational Center
Street	117 West Dunham
City, State, Zip	Madera, Ca, 93637-5468
Phone Number	559-673-6051
Principal	Cheryl Mohr, Executive Director
E-mail Address	cmohr@mcsos.org
Web Site	http://www.maderacoe.k12.ca.us
County-District-School (CDS) Code	20102076077200

Last updated: 12/12/2017

School Description and Mission Statement (School Year 2017-18)

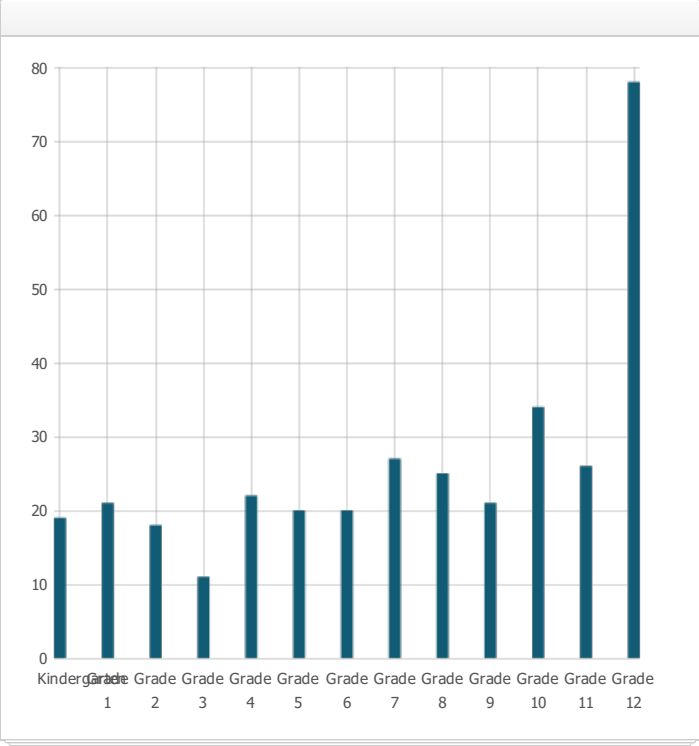
The mission of the Madera County Superintendent of Schools (MCSOS) is to seek opportunities to deliver services responsive to the needs of students, parents, school districts, agencies, and the community. To that end, MCSOS believes that our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character in the students served.

The Madera County Superintendent of Schools provides special education services through regionalized programs to identified students with special needs throughout the 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 (SCD) at various locations including regular education school sites and a center based educational site. Curriculum and instruction focus on the individual needs of students with an emphasis on functional life skills leading to the greatest degree of independence as possible. Students' Individual Education Plans (IEP) guide instruction and goals and objectives are developed based upon adopted standards. Achievement for the majority of the students is measured by a state-approved alternate assessment 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 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: 1/3/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	19
Grade 1	21
Grade 2	18
Grade 3	11
Grade 4	22
Grade 5	20
Grade 6	20
Grade 7	27
Grade 8	25
Grade 9	21
Grade 10	34
Grade 11	26
Grade 12	78
Total Enrollment	342



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	1.2 %
Asian	0.3 %
Filipino	0.3 %
Hispanic or Latino	71.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	21.9 %
Two or More Races	2.3 %
Other	0.6 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	72.2 %
English Learners	35.4 %
Students with Disabilities	100.0 %
Foster Youth	1.5 %

Last updated: 12/18/2017

A. Conditions of Learning

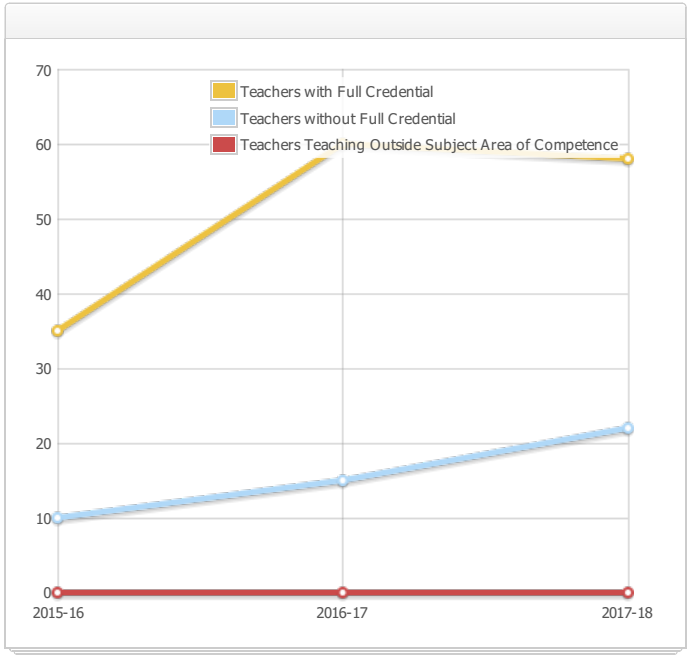
State Priority: Basic

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

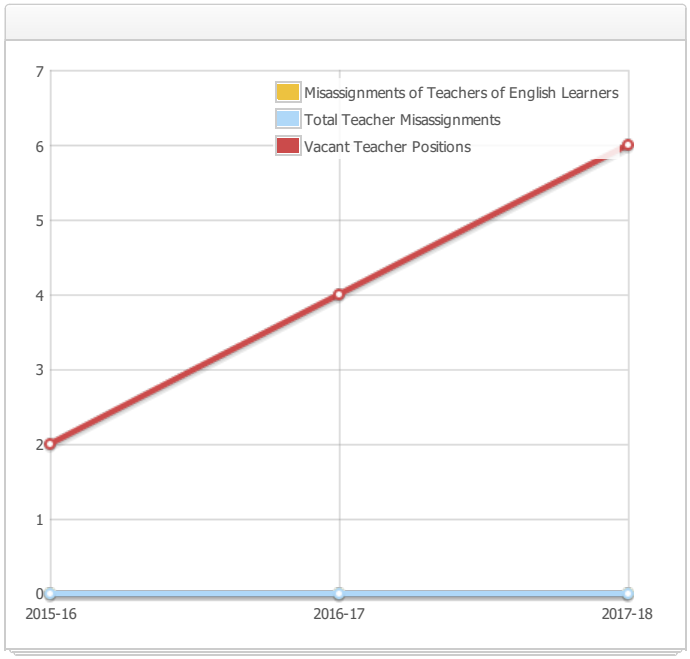
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	60	58	85
Without Full Credential	10	15	22	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	4	6



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: 1/2/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and 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 MCSOS are located. Students are than able to gain access to the general education curriculum with their typically developing peers.	No	0.0 %
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 than able to gain access to the general education curriculum with their typically developing peers.	Yes	0.0 %
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 than able to gain access to the general education curriculum with their typically developing peers.	Yes	0.0 %
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 than able to gain access to the general education curriculum with their typically developing peers.	No	0.0 %
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 than able to gain access to the general education curriculum with their typically developing peers.	Yes	0.0 %
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 than able to gain access to the general education curriculum with their typically developing peers.	No	0.0 %
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 than 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: 1/3/2018

School Facility Conditions and Planned Improvements

The special education sites and classrooms for the Madera County Superintendent of Schools (MCSOS) are inspected for 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 these 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 inspected for safety. A large storage facility was completed at the Gould Educational Center to house equipment necessary to meet the needs for students with significant cognitive and physical needs. Remodernization is in process at MCSOS's former Pioneer Technical Center site to house the Early Start program that serves identified infants and toddlers with special needs and their families.

Last updated: 1/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repairs were completed in the kitchen area of the special education site at Howard Elementary in Madera which included the replacement of Formica and FRP wallboard.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Drinking fountains were replaced at the special education sites at Howard Elementary in Madera and at Yosemite High School in Oakhurst.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	The roof for the special education classrooms at Yosemite High School in Oakhurst was redone. The roof on one of the buildings at Coarsegold Elementary of the Yosemite Unified School District needs to be repaired. Two special education classes operated by the Madera County Superintendent of Schools are located in this district building.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good

Last updated: 1/3/2018

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 (School Year 2016-17)

The majority of students served by the Madera County Superintendent of Schools 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 the Smarter Balanced Summative Assessment at each grade level is so few, the scores are not reported in this document to protect student privacy or to prevent statistical inaccuracy.

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	4%	3%	7%	8%	48%	48%
Mathematics (grades 3-8 and 11)		1%	0%	1%	36%	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.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	130	84.42%	--
Male	105	86	81.90%	--
Female	49	44	89.80%	--
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	108	92	85.19%	--
Native Hawaiian or Pacific Islander				
White	37	32	86.49%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	109	91	83.49%	--
English Learners	63	53	84.13%	--
Students with Disabilities	153	130	84.97%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	126	82.89%	--
Male	104	83	79.81%	--
Female	48	43	89.58%	--
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	106	90	84.91%	--
Native Hawaiian or Pacific Islander				
White	37	31	83.78%	--
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	107	87	81.31%	--
English Learners	62	50	80.65%	--
Students with Disabilities	151	126	83.44%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		33.0%	6.0%	13.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

Career Technical Education Programs (School Year 2016-17)

Students attending the Special Day Classes (SDC) operated by the Madera County Superintendent of Schools begin to plan for their transition to adulthood beginning at age 14. Instruction is provided to prepare these students with the most significant cognitive disabilites 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 Plans (IEP) and in their Individual Transition Plans specifically address the acquisition of these necessary skills.

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/18/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

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.

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Fitness Standards**	**Five of Six Fitness Standards**	**Six of Six Fitness Standards**
5	--	--	--
7	--	--	--
9	--	--	--

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.

Last updated: 12/18/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 invitedto 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 the 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

Last updated: 12/18/2017

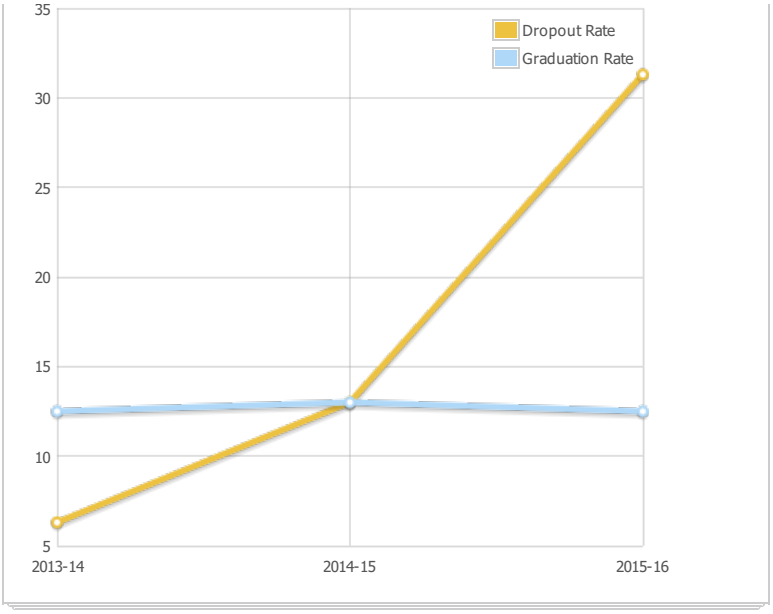
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	6.3%	13.0%	31.3%	44.2%	37.8%	34.4%	11.5%	10.7%	9.7%
Graduation Rate	12.5%	13.0%	12.5%	33.1%	35.3%	42.9%	81.0%	82.3%	83.8%

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



Last updated: 12/18/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	3.0%	53.9%	87.1%
Black or African American	0.0%	25.0%	79.2%
American Indian or Alaska Native	0.0%	66.7%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	2.1%	54.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	5.9%	55.3%	91.0%
Two or More Races	0.0%	42.9%	90.6%
Socioeconomically Disadvantaged	2.3%	56.0%	85.5%
English Learners	0.0%	40.6%	55.4%
Students with Disabilities	3.0%	13.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

Last updated: 12/18/2017

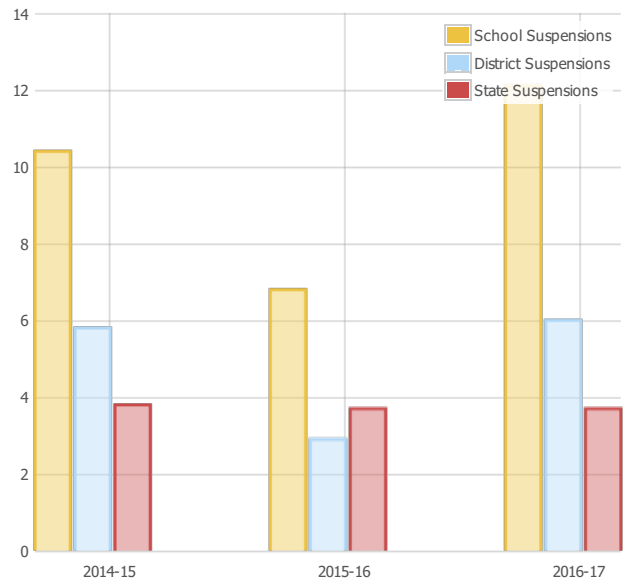
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

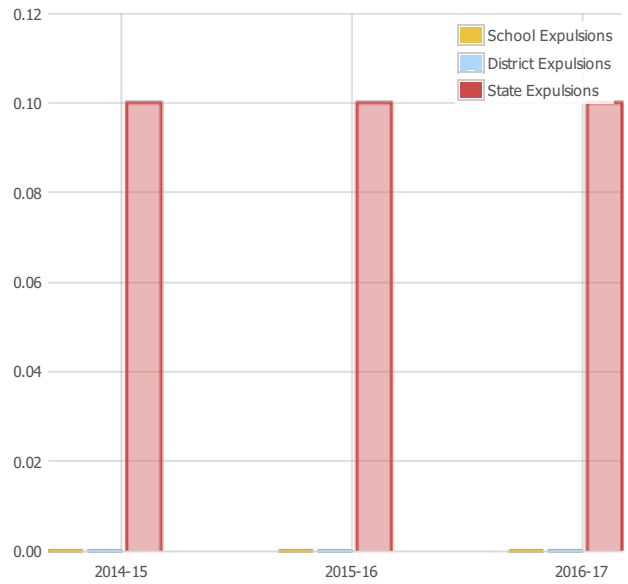
Suspensions and Expulsions

	School			District			State		
Rate	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	10.4%	6.8%	12.1%	5.8%	2.9%	6.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/18/2017

School Safety Plan (School Year 2017-18)

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 any necessary changes based upon recommendations. Members include administrators, teachers, classified staff, 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 training included 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 MCSOS board, updates to the plan including new goals, objectives and activities are reviewed with instructional staff.

Last updated: 12/18/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0%

Last updated: 12/18/2017

Average Class Size and Class Size Distribution (Elementary)

The Madera County Superintendent of Schools strives to provide a high staff to student ratio in each of the Special Day Classes operated by MCSOS. Classes for students with the most significant disabilities and for those students with an identified emotional disturbance or who are deaf/hard of hearing average 8-10 students with a teacher and two paraprofessionals with some classes being higher at certain grade levels. Additional support staff are determined on an individual basis and are discussed as part of the student's Individual Education Plan (IEP).

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	4.0	5	0	0	5.0	7	0	0	8.0	4	0	0
1	1.0	1	0	0	0.0	0	0	0	8.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	10.0	1	0	0
3	6.0	1	0	0	6.0	2	0	0	8.0	0	0	0
4	5.0	1	0	0	5.0	3	0	0	8.0	2	0	0
5	0.0	0	0	0	2.0	1	0	0	4.0	2	0	0
6	8.0	4	0	0	7.0	3	0	0	8.0	3	0	0
Other	8.0	5	0	0	7.0	1	0	0	8.0	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/18/2017

Average Class Size and Class Size Distribution (Secondary)

The Madera County Superintendent of Schools (MCSOS) strives to provide a high staff to student ratio in each of the Special Day Classes operated by MCSOS. Classes for students with the most significant disabilities and for those students with an identified emotional disturbance or who are deaf/hard of hearing average 8-10 students with a teacher and two paraprofessionals with some classes being higher at certain grade levels. Additional support staff are determined on an individual basis and are discussed as part of the student's Individual Education Plan (IEP).

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	2.0	15	0	0	2.0	14	0	0	2.0	22	0	0
Mathematics	2.0	9	0	0	2.0	9	0	0	2.0	12	0	0
Science	6.0	1	0	0	2.0	8	0	0	2.0	7	0	0
Social Science	2.0	6	0	0	2.0	7	0	0	2.0	9	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: 12/18/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	5.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	4.1	N/A
Social Worker	0.0	N/A
Nurse	3.9	N/A
Speech/Language/Hearing Specialist	20.2	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other	9.0	N/A

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

*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: 12/18/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$31825.0	$31747.2	$77.8	$66344.9
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	$6574.0	$0.0
Percent Difference – School Site and State	N/A	N/A	-195.3%	200.0%

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

Last updated: 1/2/2018

Types of Services Funded (Fiscal Year 2016-17)

The special education programs of 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 not limited to: Special Education Staff Development (SELPA), Workability I, Title II and lottery funds for instructional materials and special education assessment instruments, Low Incidence, and Medi-Cal LEA billing. These monies re used to support professional development for instructional staff and administrators, purchasing text books and standards aligned curriculum for students with moderate/severe disabilities, and student work experiences.

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, dear/hard of hearing services, specialized health care, services for visually impaired including Braille transcription, and specialized transportation.

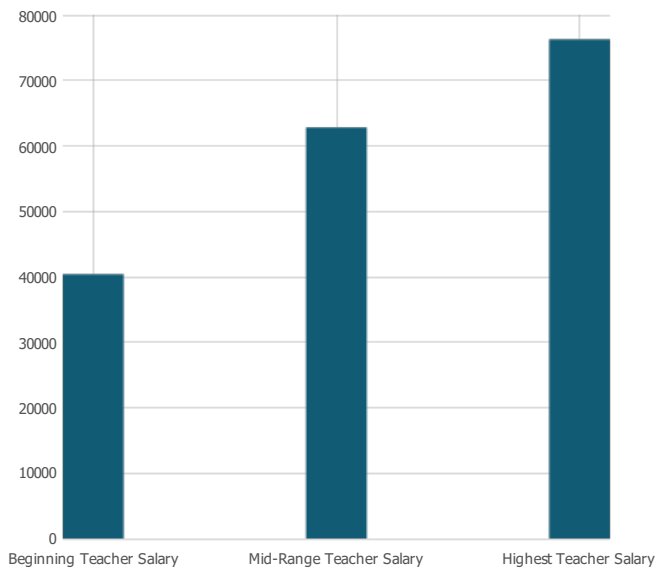
Last updated: 1/2/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

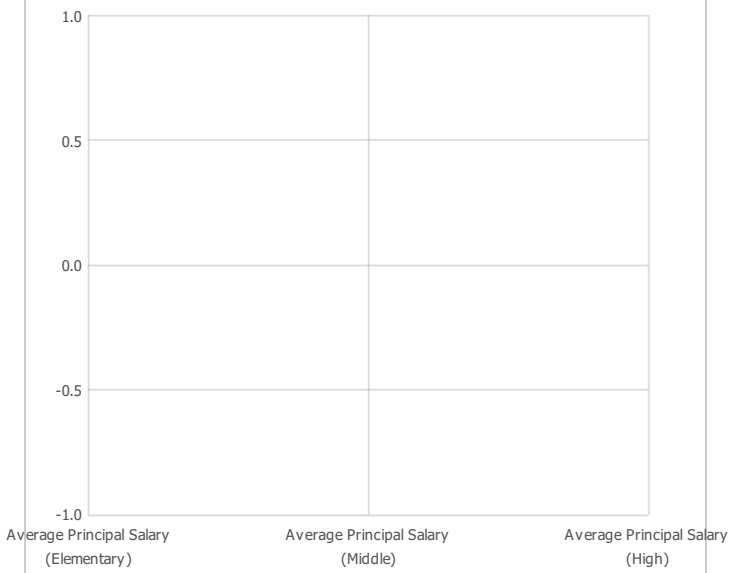
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,387	$
Mid-Range Teacher Salary	$62,813	$
Highest Teacher Salary	$76,285	$
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$	$
Average Principal Salary (High)	$	$
Superintendent Salary	$	$
Percent of Budget for Teacher Salaries	28.5%	0.0%
Percent of Budget for Administrative Salaries	4.4%	0.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/2/2018

Professional Development

The Madera County Superintendent of Schools 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 school sites can also provide opportunities for professional development and professional learning communities. Activities have 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), appropriate assessment of students with significant disabilities, assistive technology/augmentative communication systems, appropriate and positive responses to disruptive student behaviors, and research based instructional strategies for students with moderate/severe disabilities. Staff is encouraged to seek out trainings, conferences, and inservices that address the most current research based instructional strategies especially for those student with identified low incidence disabilities such as visually impaired, deaf/hard of hearing, and/or orthopedically impaired.

Last updated: 1/3/2018