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

5.3

BOARD OF EDUCATION INFORMATION ITEM

March 12, 2019

Topic:
Pioneer Technical Center Western Association of Schools and Colleges (WASC) Report

Background:
Pioneer Technical Center (PTC) received a Probationary Accreditation Status through June 30, 2021, with a two-day visit in 2021. Pioneer Technical Center is required to prepare an in-depth Progress Report for the Probationary Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Attached is the report put together by the WASC visiting committee and approved by the ACS WASC Commissioners.

Financial Impact:
None

Resource:
Leslie Neumeier
Director
Career Technical and Alternative Education Services

Recommendation:
Information Only

Accrediting Commission for Schools
Western Association of Schools and Colleges

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California Congress of Parents and Teachers,

BARRY R. GROVES, Ed.D.
President

MARILYN S. GEORGE, Ed.D.
Executive Vice President

February 4, 2019

Mr. Alan Macedo
Prinicpal
Pioneer Technical Center
28261 Avenue 14
Madera, CA 93638

Dear Mr. Macedo:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2019 Commission Meeting. The ACS WASC Commissioners have determined Pioneer Technical Center (9 - 12) deviates significantly from the ACS WASC criteria for accreditation in one or more critical areas. This accreditation status is based on all of the information provided by the school, including the self-study report, and the results of the on-site accreditation visit.

Therefore, it is the decision of the Commission to grant Probationary Accreditation Status to Pioneer Technical Center through June 30, 2021, with a two-day visit in 2021.

Pioneer Technical Center is required to prepare an in-depth Progress Report for the Probationary Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Pioneer Technical Center's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

Enclosed please find the ACS WASC Probationary Visit Procedures. For additional information and/or assistance, please contact the ACS WASC office.

The Commission looks forward to Pioneer Technical Center's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Stephen Cathers
Commission Chairperson

Enclosure: ACS WASC Probationary Visit Procedures

cc: Visiting Committee Chairperson
Superintendent

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

<Pioneer Technical Center>

28261 Avenue 14
Madera CA 93638

Constance Oliver
Retired teacher
Linden High School

Gabriel Ramirez, Ed. D.
Dean of Students
Bakersfield CA

Elizabeth Wisnia
Education Programs Consultant
CA Department of Education

NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at www.acswasc.org/document-upload/.

Preface

Pioneer Technical Center serves a diverse socio-economic student population, and is located within the boundaries of Madera Unified School District, Chowchilla High School District, and Chowchilla Elementary School District. It is a school chartered by the Madera County Superintendent of Schools.

Pioneer Technical Center is completing its 4th full self study. The school serves 9 - 12 high risk students from Madera County. Some transfer from juvenile detention facility to school and then back again, thus the student population fluctuates. Because it is a small school of approximately 175 students the staff available to prepare the Focus On Learning report are fewer, but participation by all is required. The faculty and staff served as a Focus group of the whole and devoted time at meetings to discussion of the prompts and how the school measured up to the standards.

The transition from a seat-time school to a largely independent study school has required the staff to carefully evaluate the delivery of content in academics and career education. Thoughtful discussion at staff meetings involved everyone on site as they made the transition. In addition the school has absorbed Madera County SOS students who were expelled or incarcerated from other high schools. Almost all of the students are socio-economically disadvantaged (91.7%) over the last four years, according to Dataquest. Over 70 percent qualify to receive free or reduced lunches under the National School Lunch Program. A large percentage are from migrant families, and approximately half of the parents did not complete a high school education.

Vision and Mission

"Pioneer Technical Center is committed to producing high academic, social, moralistic, and productive individuals who contribute to their community."

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

"PTC PRIDE is motto: **P**ositive **R**espectful **I**nvested **D**riven **E**qual"

Each word is developed into actions for students to emulate.

Through conversations it is apparent that the school objective is to build the confidence of the students to know that they are capable, able to learn and make a successful life. The staff develops relationships with students to encourage their success. Career tech is required for graduation to prepare students for entry level jobs that can launch them. In addition careful attention is paid to the students well being. Early intervention through referrals to assistance gives the students a chance to make better decisions.

Schoolwide learner outcomes and academic standards

PTC emphasizes the Academic SLO because their students are behind in credits and have achievement gaps. Graduation is the goal for most of the students and their parents. Out of necessity they have also

written explanations for the Behavior Expectations and enforcement is consistent.

The gathering and analyzing of data about students and student achievement:

Smarter Balanced Assessment Results are extremely low. Language is below 10% and math is 0%. This population's success must be measured by other means. Scores also reflect the transient nature of the students. Those who catch up on credits return to traditional high schools, others transfer to totally independent study because of family obligations, still others are on probation and may be remanded to custody. During the school year the school may enroll 400 individuals. Weekly students enroll or change schools.

Entire school program:

In a school with a significant population of minority students (79% Latino) who are academically deficient all teachers are ELD teachers. Lessons must include instruction in academic language. 22% are classified as EL, most families speak Spanish in the home thus students English language needs required careful attention to vocabulary. Many do not perform well on standardized test because of language deficiency. It is evident that the gaps in education resulting from high absenteeism has reduced students to the EL level even though they were reclassified in earlier grades.

The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

School wide
Learner Outcomes (SLO)

Pioneer Technical Center strives to develop students who….

Technical

Demonstrate career and vocational skills
for the 21st century work force.

Academics

Excel in mastering California State Standards
and acquire the academic skills necessary to pursue
post-secondary opportunities.

Behavior

Exhibit the 5 components of PTC PRIDE (Positive,
Respectful, Invested, Driven and Equal)
toward school, themselves and others.

Community

Are compassionate and engaged individuals
who serve as positive role models to their community.

Chapter I: Progress Report

Since the last self-study:

There have been major changes since the last full study. The first is MCSOS decided to merge Enterprise Secondary School (ESS), the school for expelled youth, with Pioneer Technical Center to start the 2016-17 school year. Aside from now having expelled youth as part of the program, Specialized Academic Instruction (SAI, formerly SDC) would now be part to the PTC campus. This change included students on probation and house arrest. In addition students with home issues that prevented them from attending school everyday were added to the independent study component of the school.

Staff changes resulted in a new principal and four teachers from ESS were incorporated into the staff at PTC. Then it was decided to move the PTC students to the former site. In addition they began construction of a CTE building across the street. It is to be completed in the winter of 2018.

Through extensive discussions with all the stakeholders, faculty, staff, students, parents, psychologists and community members a blended program was instituted for the this school year. Some students are independent study with check-ins, others who do not do well on independent study have a 4 day a week seat time classes. Some are enrolled in one of the career technical opportunities offered currently by the school. These include child development and education, construction technology and criminal justice.

Critical areas identified in the 2012 report:

1. **Increasing Positive Student Behavior**

There was a decrease in suspensions until the expelled population was added to the school. These students came with poor behavior which did not improve because they knew there was no further consequences for their choices. Modified schedules, shorter days, after school programs and additional counseling were strategies that the school implemented. Changes are not measured yet because the school year is still in progress.

2. **Focus on Academic Achievement Measures**

The students who show adequate English 14% and math 0%. Graduation rates have increased slightly and attendance is up. The drop out rate is still high, but efforts are being made to provide counseling services and modified school experiences to retain the students.

Incarceration, chronic absenteeism, and other factors continue to be a huge concern, as they affect student learning and academic achievement results. Over 50% of the students are listed as seniors who have been at the school for a short time. Most came with missing credits and large gaps in their foundational education.

The school and faculty is seeking professional development to bridge the gaps and meet the needs of the unique population at PTC. MCSOS is providing additional training and teachers are collaborating to share individual strategies that are working.

3. **Post-Secondary and Career Readiness**

Career tech education is a strength of the school. The CTE teachers maintain relationships with community resources and build strong bonds with the students. Students develop a work ethic that earns them jobs after high school.

Academic counselors assist students in enrolling in community college programs that meet the needs of the students. They assist in completing forms, scholarship applications and meeting with parents and students to make the process transparent. No data is retained to indicate the success of students after leaving the program.

4. **Fully Integrating Literacy into Content Areas**

Because of the nature of the students who attend the school literacy has been a challenge particularly speaking. MCSOS provided an EL teacher who visits classes and offers ideas to the staff on how to increase literacy in the content areas. Google classroom has been infused into the classroom which increases students use of language. Training in the use of quick writes and other strategies make the students more aware of their learning and build rapport with the teacher. PTC has found that the student who is successful in the classroom tends to attend school more regularly

5. **Alignment of action plan items**

Students are respectful and polite. School culture has increased positive behavior among all students including the the expelled and probation young people.
Action plan items that covered student achievement have not been met based on Smarter Balance Results.

CTE is available, however many students particularly, full IS students do not take advantage of the opportunities. The opening of the CTE building will increase available offerings and possibly increase student participation.
Literacy continues to be a challenge for the teachers and students.

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

Pioneer Technical Center is in the city of Madera which is an agricultural community in the Central Valley. 78% of the county population is Latino. Fewer than 50% have completed high school and most are from the lower socioeconomic status.

The school is a charter school authorized by the Madera County SOS and is located on the site of the detention center for the county. Students come to PTC usually behind credits, unable to function in the large public high school environment, kinesthetic learners who challenged with daily life struggles. All are included in a CTE program as well as diploma completion classes. These are seat time classes or independent study.

Analysis of student test data reveals that the students do not score well on state testing. The school has set goals to address their deficiencies however English language acquisition is a challenge because the students homework and social lives often use Spanish as the primary language. Then they come to school to use English.

Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)

Teachers who credentialed to teach independent study are teaching subject matter courses.
EL population is 22%
Dropout rates are not monitored. Often it is a transfer back to the hall or ageing out.
Attendance is about 78%.
1 of 12 students have an IEP.

The profile is an accurate representation of the school and the students.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The Pioneer Technical Center (PTC)'s Web site states that Vision and Goals are

Vision

Pioneer Technical Center is committed to producing high academic, social, moralistic, and

productive individuals who contribute to their community.

Mission

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

Teachers and support staff have high expectations for students. Many are not reading or writing at grade level and require additional support which the teachers are able to provide through Advisory, Friday resource day and individual attention in the class. Teachers report that when relevant texts and learning materials are not available, they are able to obtain supplemental materials to support student learning by searching and printing materials from the internet to provide to the students. Some teachers are also purchasing supplemental materials out of pocket.

In the blended program there are two certificated teachers at all times so students have access to support. IS students have 1:1 support with their teachers and access to breakfast and lunch if present when meals are served. There are also counselors and a school psychologist on hand to provide wrap-around supports as needed to facilitate learning.

PTC through its blended program and its independent study program uses Odysseyware mostly for credit recovery and does not consider itself as an online school. Most PTC students and families do not have access to the internet outside of campus.

Board and District Support

The meeting with District staff including the Superintendent indicated that the board has high expectations for the students and staff at PTC. It is not always clear how the school is to accomplish the goals. The district has committed to provide professional development for the entire staff that establish norms for developing the relationships that will foster student learning. Access to the internet throughout the county is a goal as well as an increase in the use of project based learning.

The Vision/Mission statements are posted in every classroom and are referred to by the staff. The uppermost goal of every person on campus is that the students become high school graduates with a clear vision of post graduation options.

Standards for behavior in the classroom and on the campus are on posters for all students to read. Interactions with students show that they abide by the standards in their conversations and classroom behavior. When necessary the teacher refers to the poster to remind students of the accepted standards of behavior. Students show respect for adults including the members of the team.

Because the school is a combination of 4 different populations of students the majority of the SD time is spent in behavior management, curriculum and classroom strategies. The vision and mission are subscribed to by the entire staff, but the Schoolwide Learner Outcomes (SLOs) are too generalized to provide lesson applications or evaluation of completion. It is possible that future PLC time will be devoted to refinement of the SLOs.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Most parents are not aware of the LCAP. While a few of the parents (mostly from the IS program) are involved and aware of PTC's Vision, Mission, and SLOs, many are disconnected from happenings at the school, despite efforts to include them. Since SLOs are posted in every classroom, students are aware of them. However--as indicated above--the SLOs are somewhat esoteric and difficult to measure. As there are no standards to know if the Vision, Mission and SLOs are impacting learning as intended. Development of rubrics are a possibility being considered by the leadership.

A2. Governance Criterion

The only data available to the school is the results of Smarter Balance which is not a fair representation of the achievement of the students. Some students have only been at the school for weeks before the test administration, others have poor attendance. The school is seeking an alternative standardized test to measure the progress of the students.

Academics Standards are set by the teacher in each subject and grades are assigned based on subjective measures. The school is exploring the use of project based learning and the use of rubrics to evaluate progress.

While there is a School Site Council (SSC) and Student Leadership Group (SLG), both groups are informal and are lacking robust formalized processes that ensure regular input into standards and educational decisions at PTC. Students in the recently-formed SLG report that they were recently elected by other students and are still trying to determine their role and goals.

While professional staff and teachers seem to have autonomy in guiding individual students, they do not appear to have formalized processes or opportunities to develop or implement policies. Most of the decisions are made by the administrative team which includes 2 teachers on special assignment.

Monitoring Plans:

There do not seem to be regular opportunities to evaluate schoolwide action plans and ensure alignment with the LCAP. The current LCAP continues through 2020.

Governing Board and District Administration:

A linkage between district policies/procedures and specific duties/roles of the Site Council or SLG are unclear. While the district administration seems to be connected to and invested in the success of PTC, the VC was not given examples of any formal connections between district policies/procedures and the duties/roles of groups at PTC.

Governing Board and Stakeholder Involvement:

While a vocal few parents and students have expressed interest in being a part of leadership and governance at PTC, these efforts appear to be in their infancy.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

Staff are trying innovative approaches to keep learners engaged and moving toward graduation. These approaches include:

- Co-teaching subjects so that students are able to see how content learned in one subject relates

to another (e.g., how a History lesson can result in a reflection essay for English)
- Providing opportunities for students to participate in extracurricular activities (e.g., cornhole tournaments,mush ball, flag football)
- Ensuring access to technology and internet while on campus
- Providing breakfast and lunch to IS students if they are on campus when meals are served
- Allowing flexibility and open-door policies to IS students so that they can visit campus and use resources outside the hours of their formally-scheduled time with teachers

Monitoring LCAP

While staff have weekly meetings on Fridays, it was not clear that these meetings are used for any kind of planning or ongoing monitoring.

Broad-Based and Collaborative:

The faculty is new to the blended concept of education in which 2 teacher team teach 30 students. They are collaborating to implement strategies that enhance student learning. Allocation of time to facilitate this model will result increased student success.

IS is totally independent and there is little collaboration. They actively support one another.

Single School Plan for Student Achievement Correlated to Student Learning:

There is an effort to increase student achievement, but the primary goal is behavior modification, attitude adjustment and graduation with a HS diploma.

Internal Communication and Planning:

The school needs to establish formal written policies and procedures for identifying and monitoring school procedures. Staff and teachers should be provided with written instructions on how to request professional development approval, course changes, grievance and decisions making.

A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff:

Assignment of staff members to specific courses is on an as needed basis. Because the teachers are from the IS program they are considered to be highly qualified even when their preparation is in another subject area. As the program expands more attention to assignments matched to preparation will be possible.

Defining and Understanding Practices/Relationships:

Through the chartering agency a new employee training handbook is provided. Orientation is provided by MCSOS. There is no faculty/staff handbook available at the school site. Currently the staff speaks to the administrator and waits for an answer.

Support of Professional Development/Learning and Measurable Effect on Student Learning: *What specific PD opportunities are in place?*

The staff and faculty participates in PLC's, TLC's ad Professional Development activities. Some are applicable to the blended teachers and not the IS teachers. Teachers have access to county provided PD. There is an expectation that a teachers who attends PD outside of the school share out in a TLC.

PD will continue to be a need for the type of education model they are developing and the administration agrees to make the opportunities available to staff.

Supervision and Evaluation:

A formal evaluation process is in place as per Ed code and has been shared with the teachers.

A5. Resources Criterion

Allocation Decisions and Their Impact:

Facilities:

MCSOS has renovated the school site to meet the needs of IS and blended students. The facilities are neat, clean, free of graffiti and provide outdoor areas. The school leadership makes decisions on the allocation of resources along with librarian.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Instructional Materials and Equipment:

The school is developing the procedures for orders of instructional materials. These orders are channeled through the chain of command and then are sent to the MCSOS.

Well-Qualified Staff:

Because of the size of the school positions are filled by available teachers. They diligently prepare for their students often spending long hours to meet the challenges of teaching in an area that was not their training.

Long-Range Planning:

LCAP drives the planning and allocation of resources. The current LCAP expires in 2020 and will be renewed using the results of this visit to modify the goals.

A6. Resources Criterion [Charter Schools only]

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:

Finances are handled by the chartering agency Madera County SOS. The school is given a budget including FTE and administration makes decisions for the year.

Most decisions are made by administrators and staff is provided information.

CTE involves community input and stakeholders review the goals of the programs.

Regular Accounting and External Audit Procedures:

County provided

Processes for Implementation of Financial Practices:

County provided

Budgeting Process — Transparency:

Controlled by administration.

Adequate Compensation, Staffing, Reserves:

County recruits, qualifies and hires staff.

County provides adequate reserves.

Marketing Strategies:

PTC is planning to use the addition of the CTE building to advertise to the community to attract students who want be learn the skills required for a career offer by PTC. CTE offerings are planned for the expansion and will be a draw for students who want the hands-on training while completing their graduation requirements. Opportunities for internships and job placements will also enhance the draw.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Students reported that the campus is less chaotic and more organized than last school year. Staff seem to share the vision of helping students recover credits and graduate.
- MCSOS support of PTC by building a new tech center, refurbishing the buildings and providing computers for student use as well as some PD.
- Promoting Administrative Services Credential Training to teachers to enable some the take a more active role in the governance of the school.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resource:

- The vision staff seems to share is not aligned with the vision and mission articulated on the PTC Web site. Staff report being unaware of any formal decision-making processes/policies/procedures and express frustration with the lack of transparency/collaboration when making decisions at PTC.
- Staff report wanting more professional development and collaboration opportunities that align specifically with the tasks and duties they are asked to perform, being required to teach outside of their subject matter expertise, and being given inadequate supplies and resources to successfully navigate all of the changes happening at PTC.
- Governance groups such as the Site Council and newly-elected SLG seem ad hoc and lacking in focus and organization. It is unclear how or if these groups have meaningful input into decisions made at PTC.
- In addition to staff and students reporting disorganization and lack of awareness of formal, regular opportunities to assist with governance and decision-making, documentation of established policies/procedures and regular opportunities for input/collaboration

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Focus Team A meeting

Conferences with teachers, staff and students

Available documentation

PD agendas and minutes

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Students and staff report lack of consistency and coherence in curriculum that supports SLOs and academic standards. There are differences in the educational offerings available in IS and those offered in the blended program. Staff report inadequate support and lack of organized, formalized procedures for transitioning students from one program to another (e.g., blended to IS).

With the reassignment of many teachers (who are teaching different subjects than they have taught previously) and the requirement that teachers co-teach; staff reports that regular, ongoing professional development opportunities are either non-existent or insufficient. While some staff mention that there is a key person at the district for them to reach out to for professional development opportunities it is unclear if staff are being provided relevant PD that they themselves feel they need or want to increase student learning and engagement.

Further, current course offerings do not feature "integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education…" required by the California Healthy Youth Act and other mandates. Delivery of such curriculum seems especially important in populations of teen parents and students who have a history of participating in high risk behaviors. Health courses are offered through the IS program but it is not clearly a requirement for students on campus.

Standards Based Learning

Staff reports that textbooks are outdated and standards used to teach curriculum are varied and unclear. Due to recent changes in programs, teachers, and scheduling teachers don't feel they are at the point where they can create assessments to analyze student growth and learning. No data tool is being used to show student growth or learning either on a daily basis or over the course of a unit of study.

Current Educational Research and Thinking:

The Career Technical Education (CTE) opportunities available to students in construction and child development provide students with meaningful and marketable skills.

With all trades (including construction) relying increasingly on technology, curriculum should feature more integration of technology. Even though many PTC students lack internet and access to devices outside the home, familiarity with the technology and the basic principles of digital citizenship are essential to success in future careers. Students could benefit from the integration of more technology and computer skills.

Academic and College- and Career-Readiness Standards for Each Area:

Indicators for academic success and college-and-career readiness are unclear and seem to vary from one class to another. No clear tool is being used on campus to collect student college readiness data.

Congruence:

While there is clear connection between CTE courses and readiness for careers beyond high school, congruence between concepts and SLOs/academic standards is less clear.

Integration among Disciplines:

When successful, co-teaching facilitates some integration and alignment among academic disciplines (e.g., a History lesson on slavery is coupled with an essay in English). Further, one on one support provided to IS students ensures some integration of outsourced curriculum. This said, regular, ongoing access to professional development and collaboration opportunities would greatly enhance efforts in this area. Not all teachers seem assured as of yet that a full week of co-teaching is the best practice to ensure student success. Some teachers mentioned the success that a traditional schedule coupled with occasional co-teaching had on student learning and in generating engaging lessons. Teachers seem to be needing more PD relating to how the co-teaching model can enhance learning in the classroom, engage students, and aid teachers in providing meaningful and cross-curricular lessons.

Articulation and Follow-up Studies:

PTC offers opportunities for college visits and assistance in filling out college applications, financial aid paperwork, resumes and more. While one example of continued connection with a former graduate was provided, formal follow-up studies and other measures of program effectiveness are not in place.

B2. Access to Curriculum Criterion

Staff and students both report stark differences in educational offerings available to blended students and offerings available to IS students. IS students were unaware of supports and opportunities (e.g., meals, extracurriculars) that blended students are versed in. Blended students are unaware of opportunities available to IS students (e.g., photography, music). While administration admitted that the opportunities offered in both programs are available to the entire student population they acknowledge that students are not taking advantage of the opportunities and that the school site needs to do a better job of informing all students of opportunities available through both programs.

Variety of Programs — Full Range of Choices:

Child Development and Construction CTE programs provide career experience. Students and staff report interest in expanding CTE offerings to include other options such as robotics, mechanics, cosmetology, and culinary arts. Staff hope the completion of the new CTE building will allow for more space for core courses on the main campus as well as more involvement in CTE by core subject teachers. For students wishing to pursue postsecondary options, PTC offers support in identifying options and filling out paperwork (e.g., applications for admission, financial aid applications).

Accessibility of All Students to Curriculum, including Real World Experiences:

CTE offers real-world experience through community partnerships at schools/preschools for students enrolled in Child Development CTE and building tiny house for those students in Construction CTE. CTE Construction students also work with companies in completing projects that include solar panel installation. PTC's construction programs also has helped place students into jobs due to their real world experiences in the program.

Student-Parent-Staff Collaboration:

Staff is caring and available to parents and students. Staff provides direct contact information to parents and students. Parents and students are encouraged to avail themselves of campus resources even outside of formal meeting times. While some parents are involved, others do not avail themselves of the resources made available by staff. Site administration uses an "All-Call" system to inform parents of upcoming meetings and events but acknowledge that a parent portal would also be beneficial as a one stop for parents to be able to find information about upcoming events, student progress monitoring, and other student related information.

Post High School Transitions:

As indicated above, focused one-on-one assistance with college and career preparation are available. However, no formal mechanisms for evaluating effectiveness are in place. No method of keeping track of students after graduation is in place either. Staff mentioned that simple use of a exit survey might help collect some data to analyze how well students were able to transition to postsecondary options.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum

- Great opportunities for students to do hands-on learning through the available CTE programs/courses (construction, careers in education, child development). CTE programs such as construction also have great community partners to enhance the students experience.
- Teachers are utilizing the CTE programs/courses to also do cross-curricular lessons with other subject areas such as math. STEM/Coding lessons also being utilized in child development courses.

Key issues for Standards-Based Student Learning: Curriculum:

- No analysis tool is being used to look at student learning and growth. Faculty have expressed need in professional development related to assessments, data analysis, instructional technology, and co-teaching strategies. Professional development that has been offered has been viewed as not pertinent to some, not what is needed, and not focused to the specific programs at the site. Teachers and staff would benefit from formal written policies and procedures for professional development.
- Some instructional technology is available for staff but in many cases use is not consistent due to lack of training. While some teachers are using Google Classroom it is not used by the entire site, which is the similar experience seen with some of the hardware as well.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Interviews with staff and students

Observations around campus and in the classrooms.

Agenda of Technology Integration professional development from September 21, 2018.

Technology available in resource rooms

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

There does not appear to be a clear sign that PTC teachers are using assessments and data analysis to measure student learning and college readiness. Student are offered class in core, elective, and CTE disciplines but according to students and staff the co-teaching model sometimes deprives students of opportunities to be in a course they need credit for, partly because students might not be aware of the IS opportunities they could take advantage of during their co-teaching block schedule.

Students also expressed concern that they were not familiar with how many credits they had or needed for graduation. Staff attributes this partially to lack of student retention of information. Both administrators and staff believe the advisory period could be better used to relay this information to students multiple times along with information about electives available to them through the IS program.

Student staff members are not consistently integrating technology into their curriculum. They also do not have any tools or methods in place to evaluate the impact it has on student learning. Staff have expressed interest in professional development related to the integration of technology and some have also expressed interest in attending conferences to learn more about differentiated instruction related to technology implementation and about topics such as robotics and coding.

C2. Student Engagement Criterion

Hands on experience is given to students through PTC's CTE programs and experience beyond textbooks is also given through an array of field trips. However, technology doesn't seem to be being used beyond Odysseyware, which means students are not being actively engaged with 21st century skills. Tools like Google Suite are not being consistently used and no technology/software is being used to look at student work and analyze/measure student learning. Students at PTC would benefit and be more engaged if teachers utilized technology to drive their lessons through the Substitute, Augment, Modify, Redefine (SAMR) model.

Current Knowledge:

Teacher do not feel knowledgeable enough to incorporate technology into their curriculum. Staff members have requested technology integration PD and despite a couple using some form of software in their classrooms they had admitted they are definitely behind the curve in technology implementation.

Teachers as Coaches:

No evidence was visible of students using technology to support learning or demonstrating higher level

thinking and problem solving during instructional time. Teachers also said that they were not at the place yet where they could start looking at student work and analyzing it for application of knowledge, growth, and learning. Due to this it does not appear that teachers are engaging students to their full potential.

Real World Experiences*:*

Students have the opportunity and are encouraged to participate in the either the two CTE programs, construction or child development, or one of the many CTE courses offered through Odysseyware.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- Teachers and administration have blocked out weekly time for PLCs, TLCs, and PD opportunities.
- The school site also uses Odysseyware prescriptive learning path that allows for students to test out of material they already have mastered and complete courses in a shorter amount of time.
- Some technology such as Chromebooks, Chromeboxes, and SMARTBoards are available on campus for students and faculty to use.

Key issues for Standards-Based Student Learning: Instruction:

- Teachers at PTC have begun integrating technology into the classroom, but they have admitted that they are behind on implementation of EdTech into lessons to engage students and increase student learning.
- Teachers need training on how to use assessments to analyze student learning and growth over a unit of study and on a daily basis.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Classroom observations

Student and teacher interviews.

Focus Group C

Conference with Administration

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school uses teacher made assessments to evaluate student progress and report results to students and parents. IS teachers have a backlog of assessment they have developed over the years or they use the test that accompany the textbook. Parents are regularly informed of their child's progress in meeting their goals and their completion of credits toward graduation. Because there is only one teacher per subject in the blended program there is no standard assessments or benchmarks established. Staff indicates that these are in the plan for the future.

Disaggregated data is not available. The only test administered is the CaaSP in the junior year. Too few students complete the test and there is no consequences for poor scores so students are not motivated to do their best.

Evaluation of Data compared to LCAP and Site Plan

At this time there is not use of data to guide the school's programs. Much of the plans pertain to behavior goals which do not lend themselves to analysis. The development of rubrics by stakeholders including students will enable to school to properly evaluate the goals.

CTE standards and ROP objectives will form the basis of evaluation of data collected by the school.

Professionally Acceptable Assessment Process:

I.E.P.s are used for all the students with special needs as were shared with the sending school. RSP and SAI teachers and paraprofessionals use the IEP to guide instruction modification to meet the needs of the students. Some data is available from the IEP but for the most part it is up to the teacher to analyze student performance. Meetings are held with the student, teachers, parents, admin. and a translator if needed for each student on an annual basis. County staff assists in these meetings when needed.

Basis for Determination of Performance Levels:

Consistency is the purview of the single teacher who teaches the subject. IS teachers have their individual measurement tools for student growth and performance. There is no indication that IS teachers share performance levels or rubrics.

Monitoring of Student Growth:

The school regularly reports grades to students and parents. Notices are sent home when students are failing or missing classes. Counselors follow up with students and the school assigns attendance at Friday school for makeup and reteaching help.

As reported by teachers, SLOs are more in the affective area and a process will be established to develop restructuring of the individual goals with rubrics shared with students and parents so achievement can be monitored. If the outcomes are an integral part of the school program then they must be assessed so all stakeholders can be assured of a common understanding of success. It will be critical to include students in the establishment of the rubrics.

Assessment of Program Areas:

Teacher evaluations are conducted by formal observations and informal walkthroughs by administration. Blended teachers and CTE teachers submit the weeks lesson plans on the previous Friday afternoon and the principal reviews them and makes comments. Copies are sent back to the teacher and the school

secretary so they will be available on Monday if a sub is required.

Graduation requirements are established by Madera County Superintendent of Schools as the charter agency. When the students has met the course completion requirements is up to the teachers. Independent study course packets are developed by the librarian for each of the subjects required for graduation. These are accompanied by assessments. They are available to IS students as well as blended students who need to makeup credits for graduation.

PTC is just beginning the process of developing challenging relevant courses with project learning as a basis for evaluation of success.

Schoolwide Modifications Based on Assessment Results:

Staff is being challenged to create project based learning as well as cooperative tasks. Teachers are requesting PD in the area of project development and cooperative learning. These trainings will allow teachers to implement these teaching strategies to enhance student learning and develop new types of assessment to measure success.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies:

Odysseyware does an excellent job of using appropriate formative and summative assessments. The teachers of the blended program have not had sufficient time to develop these assessments. If students consistently fail to understand a concept the team teachers develop an alternate method of instruction to ensure student success. Sometimes that means Friday school or independent study assignments.

Demonstration of Student Achievement:

IS teachers use individual interviews to measure student understanding and use these sessions to modify and adjust instructional approaches. In the blended classroom these process is more difficult. Often the partner teacher and the pushin aide assists students needing modified instruction while the main teacher of the lesson works with the rest of the class.

Student Feedback:

Students are regularly surveyed to determine the tenor of the campus and the attitudes shared. How these are used is to be determined as the school grows and modifies its approaches to education. The counselors meet with students who are nearing graduation. CTE teachers monitor and survey students to determine success in the objectives of the class. In addition students are interviewed to determine the involvement in off campus engagement in job sites and volunteer activities.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability

- CTE teachers provide assessment of the students skills and evaluate performance at off campus activities related the class allowing students to monitor their own progress.
- Odysseyware is available to all students with an in depth assessment and accountability to allow students to progress at their own pace. However, for many students the reading level is more challenging than they are ready to undertake.
- Computers are available in classrooms and in learning center. These are available to students during class and in extended day which allow students to prepare assignments and evaluate their own progress.
- Teachers share students grades and progress in the course on a weekly basis with written reports sent to the family at 6, 12 and end of semester periods to keep parents aware of their students progress.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- The faculty in both blended and IS programs recognize the need to development rubrics to fairly evaluate on a consistent basis student work, essays, behavior and even SLO's to enable students to evaluate their own strengths and areas needing to be improved.
- Increase the use of academic English in writing, speaking, listening and reading to prepare students for the increased rigor in classwork and to better prepare them for college or career choices.
- Develop benchmark assessments as well as formative assessments that are consistent throughout a course possibly with input from teachers from other similar schools with comparable challenges. These would be developed to provide data that can be disaggregated to guide additional instruction and increase the rigor of the course.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Focus Group meeting

PTC Self study

Interviews with blended and IS teachers

County office input

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth

PTC strengths for schools culture and support for student personal and academic growth include:

- Opportunities for community resources to extend services to the school and its students (e.g., CTE Construction GRID solar panel installation presentations/tiny house construction projects, CTE Child Development placements in local schools and child care centers).
- Student enrichment through CTE, targeted ELD instruction as needed and electives (e.g., photography, financial literacy, music) and field trips (e.g., college campuses, Yosemite, and the ocean)
- Regular contact with parents via personal phone calls from teachers, Blackboard, progress reports, and parent information events (e.g., quarterly Parent Engagement Nights, Back to School Day, Open House).
- Ongoing assistance and support for students in monitoring progress toward graduation, completing job/college/financial aid applications/paperwork, and access to wrap-around supports (e.g., psychological counseling, meals, clothing assistance) as needed.
- DELAC, LCAP, and Site Council meetings to solicit parent input on important decisions.
- Safe, clean, and orderly environment that includes systems to promote safe, respectful behavior (e.g., male and female faculty members are present near the restrooms to provide vigilance and safety for students,solicitation of student input/buy-in to establish the classroom norms).
- Opportunities for collaboration during co-teaching blocks and team building activities/PLCs/TLCs on Fridays.
- Implementation of PBIS [e.g., Students who demonstrate Mustang PRIDE (Positive, Respectful, Invested, Driven, Equal) earn Mustang Bucks that can be used to purchase snack/food items and "Pizza with the Principal")].
- Planned expansion of CTE opportunities for students with the construction of a new facility opening soon.

Throughout the VC visit, the care and concern staff and teachers have for students was evident. Though many expressed frustration with the many changes they've had to navigate and the lack of training/resources/support they've felt at times, their love for students is clear. It is undeniable that students at PTC feel surrounded by caring adults who are committed to helping them be successful. Teachers at PTC regularly go above and beyond (e.g., staying long hours, purchasing supplies out of pocket) to ensure that students have the supports they need to succeed in school and in life. There are many competent, caring, eager-to-learn staff who have the potential to create a cohesive, caring community if given the right combination of resources, PD, and support.

Key Issues for School Culture and Support for Student Personal and Academic Growth

While many report strong positive relationships amongst staff and bonds between students and teachers, frustrations expressed included:

- Divisions between IS and blended programs (e.g., PD and team building have been more relevant to blended than IS, students in IS report not knowing about extracurricular opportunities/meals, blended students report not having access to the same electives as IS

students)

- Staff and teachers being asked to perform duties outside of areas of expertise/wear multiple hats with little to no notice/training and inadequate support.
- Lack of transparency/inclusion in decision-making and trust
- Regular, ongoing professional development and support for co-teaching, integration of technology, and supporting students in crisis is lacking
- Mixed reactions and concerns with the block scheduled/co-teaching model from both staff and students
- Some students report that they do not receive regular feedback on educational progress/requirements are required to attend classes that they've already completed because of the co-teaching block model
- SLOs are currently nebulous and difficult to understand/measure, it is difficult to align supports to the SLOs.
- Students in the blended program expressed frustration at not being able to participate in IS electives and students in the IS program reported that they are not receiving information about extracurriculars, availability of meals during the school day, and other activities at PTC.
- Though a Student Leadership Group (SLG) was recently elected and formed, some students in the SLG are chronically absent and the Vision/Mission/Goals of the SLG are unclear. Further, requests by PTC Leadership for a teacher to support the SLG have not resulted in a volunteer to advise/guide/support the SLG in providing meaningful input at PTC.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Focus Group Meeting

Student and Staff Interviews

Classroom Observations

SLOs Posted in Each Classroom

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. The campus has been remodeled to meet the needs of the teachers and students. It is well maintained.
2. Technology is available in the form or ChromeBooks, tech pods, SmartBoards and availability to use Odysseyware.
3. Weekly time has been designated for teacher/staff development, PLC's and collaboration activities.
4. Student behavior is respectful, polite and cooperative which enhances opportunities for learning and developing life skills.

Synthesize schoolwide critical areas for follow-up and list numerically.Schoolwide Critical Areas for Follow-Up

The visiting committee has identified critical areas for follow-up action. These are summarized below:

1. **Professional Development**: School Site Leadership will provide teachers with regular, ongoing opportunities for professional development and collaboration, especially in the areas of technology integration and co-teaching. Teachers will receive professional development targeted to the subjects they are asked to teach and tasks they are asked to perform. Teachers will receive professional development that incorporates academic counseling skills and support for students in crisis.

2. **Technology Integration:** School Site Leadership will work toward continuing implementing instructional technology already available at PTC through professional development, which will show how the current technology in place can be used to engage students, increase student learning, and monitor student academic growth. School Site Leadership will also research other technologies (hardwares and softwares) that will aid teachers in instruction, data analysis, and engaging students. School Site Leadership will look at professional development opportunities that will introduce teachers to new instructional technologies and provide them opportunities to learn how to implement those technologies in their classrooms.

3. **Assessment and disaggregated data:** Develop benchmark assessments as well as formative assessments that are consistent throughout standards based courses. These would be developed to provide data that can be disaggregated to guide additional instruction and increase the rigor of the course.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Implement a process for shared decision making.
2. Continue to develop CTE options using the CTE building under construction.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

The school has developed an action plan that covers two of the three areas that the team identified. It is adequate to meet the needs of the students and has due dates and measures of completion as well as personnel responsible. Especially in the CTE area students will have enhanced opportunities to study career options and develop skills that may lead to employment after graduation.

The school now needs to refine the third area for growth that their plan does not cover.

Resources are available and the MCSOS is committed to support the school in the development of options to enhance the opportunities for the students who otherwise do not usually complete their education to the diploma.

This is a caring, dedicated staff that works diligently for the success of the students. They are concerned about the whole child including behavior, self worth, academic success and career/college readiness.

The action plan is directly aligned to the LCAP.

The construction of the new CTE building is to be completed in Jan 2019 and the construction trade will move into their new quarters. A health clinic is being sought to move in on the corner and thus allow for the addition of medical trades through an ROP pathway.

Communication with stakeholders including parents and community is a constant challenge to the school considering the challenges the students face in their daily lives. This is a school of last resort for some students.

Go Mustangs! Let's do this!