Madera County
Superintendent of Schools

Pioneer Technical Center
Local Performance
Indicator Report

Fall 2019

Contents

Priority 1 *Page* 3
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Priority 2 *Page* 4
Self-Reflection Tool for Implementation of State Academic Standards

Priority 3 *Page* 9
Self-Reflection Tool for Parent Engagement

Priority 6 *Page* 11
School Climate

Priority 7 *Page* 12
Access to a Broad Course of Study

Priority 1

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

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

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

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

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

Priority 4

Self-Reflection Tool for Implementation of State Academic Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

Next Generation Science Standards
☐ 1 (x) 2 ☐ 3 ☐ 4 ☐ 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

World Language
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

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

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

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

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

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

Priority 3

Self-Reflection Tool for Parent Engagement

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

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

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

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

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

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

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

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

Summary:

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

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

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

Priority 6

School Climate

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

Summary: The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness. A total of 191 students, up from 141, completed the on-line survey at Pioneer Technical Center, Pioneer Technical Center Independent Study and Pioneer Technical Center Chowchilla.

The current school population between both PTC Madera and PTC Chowchilla is 173 male (49%) and 180 (51%) female students. Of the 353 students, 54 (15%) are classified as English Language Learners. Of our students surveyed, 82.7% reported feeling safe at school or they do not feel unsafe at school. In addition, 90% of students reported feeling respected by staff and teachers, while 80.6% stated they were encouraged to participate in school events. Moreover, 88% of students expressed they felt the school considers their individual needs and 76% of students felt teachers set high standards for them and provided sufficient feedback on their achievement. Specific items of particular relevance to school safety relevance include factors outside of the school setting, which include emotional need and support, substance and alcohol abuse, gang involvement and unstable family environment.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social / emotional wellness education. The LEA will continue to partner with collaborative agencies and utilize appropriate staff to address areas of need. In addition, the limited parent involvement / participation is comparable to the perception students have of their parents' involvement in their schooling. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services, Open House, and other efforts to facilitate increased parent involvement.

Priority 7

Access to a Broad Course of Study

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

Summary:

Math and ELA diagnostic assessments to support areas of academic weaknesses for all students. Students have access to Odysseyware online courses to increase offerings and intervention supports, along with other credit recovery options in progress toward program completion and graduation.

An academic counselor is on site to meet with students for counseling in the areas of academics as well as social/emotional needs. The PTC registrar provides updated transcripts for students completing coursework within 2 weeks of the date of completion. An RSP teacher meets with students as required by IEP goals and student needs. Courses are assigned to keep students on track to graduation with their home district.

Course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home district. Students also have opportunities for credit recovery through textbooks or online courses from Odysseyware. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to standards-aligned grade-level curriculum.

Barriers continue to be the various schools and districts that feed into the LEA; however, the independent study model allows for individualized grade-level appropriate courses, and online courses to minimize those barriers and provide greater learning opportunities for advanced or struggling students.

Pioneer Technical Center staff implements diagnostic assessments and student results help diagnose and provide necessary support to increase students' academic achievement. Data from diagnostic assessments is used to guide instructional practices and discuss support students require for greater academic success. PTC staff uses WASC focus groups as instructional support committees to ensure mission of the school and professional development are aligned to student achievement.