Madera County
Superintendent of Schools

Pioneer Technical Center
Local Performance
Indicator Report

Fall 2019

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Priority 1

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

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

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

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

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

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

World Language
☐ 1 ☒2 ☐ 3 ☐ 4 ☐ 5

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

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

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

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

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

Priority 3

Self-Reflection Tool for Parent Engagement

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

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

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

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

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

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

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

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

Summary:

The LEA enacts procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees. These include holding separate elections for parent / guardian, stakeholder and advocate members for School Site Council (SSC) and English Language Advisory Committees (ELAC).

Since the population of students we serve is transient, the LEA frequently notifies parent/guardian, stakeholder and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared through Blackboard Connect; letters; personal phone calls; and parent meetings and other school activities. In addition, the LEA mails parent notification packets with advisory committee information to student homes on an annual basis, along with regular meeting notifications throughout the school year. Furthermore, a parent survey was distributed to all parents in English and Spanish with the option of completing it online or on paper. Arrangements were made for parents to utilize technology when necessary at the individual school sites.

School sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. This includes full translation of English to Spanish of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings.

School sites provide trainings or workshops for parents/guardians, stakeholders and advocates that are linked to student learning and/or social-emotional development and growth. The Madera County Superintendent of Schools Career and Alternative Education Services Counseling Division provides informational meetings on varied topics related to students' academic needs and post-secondary plans, while gathering feedback from parents regarding academic needs of support services for students or families.

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

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

Priority 6

School Climate

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

Summary: The LEA administered 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:

An integral component of the LEA is Career and Technical Education (CTE), which offers relevant 21st Century Skills to students. Students enrolled in CTE / ROP courses have an opportunity to participate in community classrooms to develop and refine skills required in the workforce. Aside from the three CTE pathways that are currently offered, the LEA is researching other viable pathways that are of interest to students.

English Language Learners (ELL) make up 15% of the student population. Thus, developing and providing necessary supports for EL students continues to be a priority for the LEA. As a result, professional development has been scheduled and delivered on a weekly basis to ensure implementation of research-based methodologies across the curriculum. Additionally, teachers have received on-going professional development with English Language Development Standards, Tech integration, Engagement strategies, CCSS and Classroom Management.

In order to better support the needs of all students, the LEA utilizes online curriculum through Odysseyware and i-Ready program. Both allow students to complete approved A-G online courses and diagnostics, and on-going formative assessments and intervention. These courses also allow for expansion of the master schedule and offer Foreign Languages along with additional career exploration courses. In addition to the academic and career technical options at the LEA, Positive Behavioral Interventions and Supports (PBIS) the WASC aligned Schoolwide Learning Outcomes (SLO) continues to assist and support students' behavioral, emotional, and social well-being.

The LEA will establish procedures to ensure student progress is measured more regularly through progress reports, updated credit evaluations and online data provided by the i-Ready Program. Scheduled parent meetings with Leadership and academic counselors will ensure appropriate supports are in place to help students with deficits. The greatest obstacles with our transient population of students is the year-round enrollment, chronic absenteeism, and gaps in academic subskills. In order to achieve and support student achievement, the LEA will assign academic counselors a caseload based on grade level, seek out parent feedback regularly through phone calls, letters, parent meetings and surveys. In addition, academic counselors will provide informational workshops to keep parents and students informed of academic requirements, student progress and post-secondary academic and career opportunities.