

**Meeting of
Madera County Board of Education
Tuesday, February 13, 2024
3:30 p.m.**

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

1.1 Flag Salute

2.0 Consideration of Minutes

2.1 Regular Meeting January 9, 2024 (Action) [Board]

3.0 Adoption of Board Agenda

(Action) [Board]

4.0 Information

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)
Executive Committee Meeting Report

[Deniz]

4.5 Madera County Foundation Board Report

[Bustos]

4.6 Member Report(s)

[Member]

- 5.0 Information from the Superintendent and Staff**
- 5.1 Community Schools Technical Assistance [Program update] [Protzman/Castillo]
- 5.2 Countywide Expenses by District and Totals [Review of expenses] [Verduzco]
- 5.3 Quarterly Reports on Williams Uniform Complaint [MCSOS programs and district quarterly reports] [Massetti]
- 5.4 Update on School Accountability Report Card (SARC) for the School Year 2022-2023 [California public schools are required to publish a SARC annually] [Cogan/Drake]
 - 5.4.1 Endeavor/Voyager Secondary School
 - 5.4.2 Pioneer Technical Center
 - 5.4.3 Madera County Independent Academy
 - 5.4.4 Special Education
- 5.5 LCAP Mid-year Review Including Career Technical and Alternative Education Programs and Madera County Superintendent of Schools [LCAP update presentation] [Cogan]
 - 5.5.1 Madera County Independent Academy
 - 5.5.2 Pioneer Technical Center
 - 5.5.3 Madera County Superintendent of Schools
- 6.0 Old Business**
- 7.0 Closed Session**
- 8.0 New Business**
- 8.1 Consideration Issuance of Temporary County Certificates [Ratification of Temporary County Certificates issued previous month] **(Action)** [Casarez]
- 8.2 Consideration Investment Performance Statement [Review and approval of the quarterly rate of return of investments with the county government] **(Action)** [Verduzco]
- 9.0 Other**
- 10.0 Adjournment**

UNADOPTED

Meeting of Madera County Board of Education January 9, 2024

Present: Shelley Deniz, Tammy Loveland, Nancy Prospero, Cathie Bustos, Alfred Soares, Jr., Zimri Padilla, Danny Bonilla, Cecilia A. Massetti, Executive Secretary

Absent: None

Also Present: David Bustos, Joe Casarez, Fred Cogan, Jessica Drake, Dennis Lingo, Jennifer Pascale, Marisol Verduzco, Christina Zakarian

1.0 Call to Order

1.1 Flag Salute

President Tammy Loveland called the meeting to order at 3:32 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting December 12, 2023

Shelley Deniz moved to approve the minutes of December 12, 2023, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prospero, Soares, Jr.

Noes: None

Abstain: None

Absent: None

3.0 Adoption of Board Agenda

President Loveland noted the auditors report would be heard before agenda item 8.1. Danny Bonilla moved to adopt the agenda as amended, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prospero, Soares, Jr.

Noes: None

Abstain: None

Absent: None

4.0 Information

4.1 Public Comment

President Loveland stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to, but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

Dr. Massetti stated MCSOS participated in the Fresno County College Night. A program from that event was recently received. The program was shared with Board members.

The Madera Tribune created a “Year in Review” for 2023. Featured: Excellence in Education and student events winners.

The latest edition of Educational News & Views was provided to the Board.

Copies of the most recent Madera County Schools Directory were provided to the Board. Dr. Massetti noted a typo on page nine, which read that Nancy Prosperi’s term expires in 2026. The term ends in 2024.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

Nothing to report.

4.5 Madera County Foundation Board Report

Nothing to report.

4.6 Member Report(s)

Nothing to report

5.0 Information from the Superintendent and Staff

5.1 Artificial Intelligence (AI)

Chief Information Systems and Technology Services Officer Dennis Lingo reported that “AI is intertwined with everything now a days. From smart phones to Google maps AI is helping the world.”

Mr. Lingo provided an AI demonstration noting that AI has the ability to learn and reason. AI perceives, problem solves, understands languages (ex: Siri and Alexa).

In the K-12 education system, AI is used for intelligent tutoring systems, virtual learning assistants, adaptive testing, predictive analytics, natural language processing, emotional recognition, and automated grading. Some examples include assistive technology like Microsoft Seeing, Proloquo2go, eye gaze, and live transcribe.

Chat Bots such as Google Bard and ChatGPT-4 are capable of writing stories and papers.

5.2 Cyber Security

Mr. Lingo stated there are three forms of cyber security: Information, Network, and Operational. Information cyber security protects data from unauthorized access and use. Network cyber security protects the integrity and usability of networks and data. Operational cyber security is concerned with developing policies and procedures for protecting and handling data.

Cyber security concerns include account hacking, phishing attacks, spam e-mails, and network probing. Firewalls block all traffic except that which is permitted.

5.3 MCSOS Williams Quarterly Report

Ms. Drake stated no complaints were received during the past quarter.

6.0 Old Business

None

7.0 Closed Session

None

8.0 New Business

Agenda item 8.3 was heard before 8.1

8.3 Consideration Review and Accept the 2022-2023 Audit Report

Christina Zakarian of Boarchardt, Corona, Faeth, & Zakarian reviewed the audit report. She noted the report has already been submitted to the state.

Page 1: It is the opinion of Borchardt, Cornona, Faeth & Zakarian that the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Madera County Superintendent of Schools for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Superintendent of Schools' basic financial statements as listed in the table of contents present fairly. Ms. Zakarian said MCSOS had a clean audit and everything aligns with the new accounting principals.

Page 6: The combined net position was \$18.6 million.

Page 7: There was a change in net position, an increase to the prior year by approximately \$13 million largely due to an influx of one-time funds. The restricted program saw the higher balance.

Page 8: Table 4 shows the Governmental Funds Balances and Activity. Several factors contributed to the increase in fund balances. Savings were recognized in some programs, there was a large influx of one-time funds, COLA increases were larger than in the past and additional LCFF funding was provided for County Offices and Charters, and Restricted Programs ended with higher ending balances than in previous years.

Page 57: There was an increase of \$11.5 million. The average daily attendance increased compared to the prior year, but was still lower than pre-COVID. MCSOS is meeting the minimum reserve.

Page 62: MCSOS has complied in all material respects with the laws and regulations of the state programs noted in the table on page 63.

Pg. 68: The pages notes there were no findings in the current year.

Ms. Zakarian thanked Mrs. Verduzco, Ms. Arounsack, and the Business staff for working with them on the audit. New this year was the utilization of an online data portal. This is a real-time check list of audit requests. Ms. Zakarian reported that it worked well.

Dr. Massetti stated the office appreciates working with Borchardt, Corona, Faeth, & Zakarian. The relationship is supportive and MCSOS feels comfortable calling when there is a question on how funds may be spent.

Alfred Soares, Jr., moved to accept the Audit Report, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: None

8.1 Consideration Issuance of Temporary County Certificates

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from December 1-29, 2023. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Shelley Deniz moved to ratify the TCCs, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr.
Noes: None
Abstain: None
Absent: None

8.2 Consideration of School Accountability Report Card (SARC for the School Year 2022-2023)

8.2.1 Endeavor/Voyager Secondary School

8.2.2 Pioneer Technical Center

8.2.3 Madera County Independent Academy

8.2.4 Special Education

Mr. Cogan reported districts and County Offices are mandated to produce a SARC annually. Despite only a portion of the data being available at this time, the SARCs must be approved prior to February 1. An updated document will follow when data is available.

Danny Bonilla moved to approve the SARCs for Endeavor/Voyager Secondary School, Pioneer Technical Center, Madera County Independent Academy, and Special Education, seconded by Nancy Prosperi and carried by unanimous vote.

Alfred Soares, Jr. stepped out of the meeting at 4:34 p.m.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prosperi

Noes: None

Abstain: None

Absent: Soares, Jr.

Alfred Soares, Jr. returned to the meeting at 4:35 p.m.

9.0 Other

None

10.0 Adjournment

Alfred Soares, Jr., moved to adjourn the meeting seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr.

Noes: None

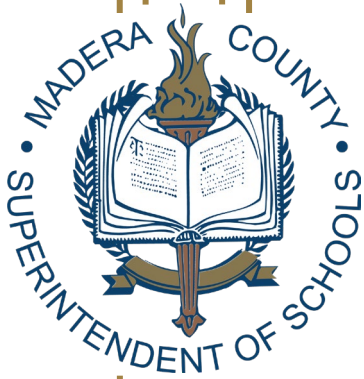
Abstain: None

Absent: None

The meeting adjourned at 4:46 p.m.

Respectfully submitted,

Cecilia A. Massetti, Ed.D.
Executive Secretary



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

Agenda Item 5.2

Board of Education Informational Item February 13, 2024

Topic:

County-Wide Expenditures by District

Background:

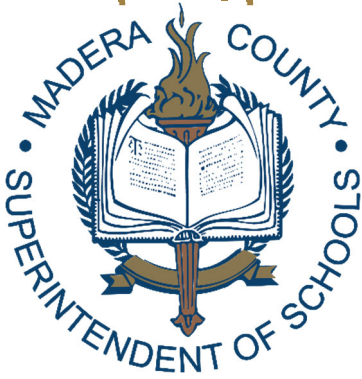
We have completed over half of the Fiscal Year. The graphs that will be presented at the board meeting are a snapshot of each district's Expenses through 01/31/24 compared to their overall budget.

Financial Impact:

None

Resource:

Marisol Verduzco
Chief Officer
Business and Administrative Services



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

Agenda Item 5.3

Board of Education Informational Item February 13, 2024

Topic:

Quarterly Reports on Williams Uniform Complaint

Background:

Pursuant to Education Code 35186 (e), Madera County school districts are required to report to the County Superintendent of Schools, on a quarterly basis, the total number of complaints by general subject area with the number of resolved and unresolved complaints.

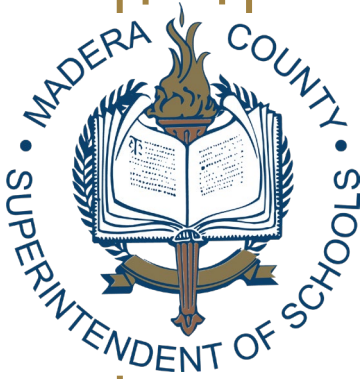
All districts except for Chowchilla Elementary, Madera Unified, and Raymond-Knowles have submitted reports. If any complaints are filed with these districts, they will be brought forward at the next Madera County Board of Education meeting.

Financial Impact:

None

Resource:

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



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

Agenda Item 5.4

Board of Education Informational Item February 13, 2024

Topic:

Update on School Accountability Report Card (SARC) for the School Year 2022-2023 [California public schools are required to publish a SARC annually]

5.4.1 Endeavor/Voyager Secondary School

5.4.2 Pioneer Technical Center

5.4.3 Madera County Independent Academy

5.4.4 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.

The School Accountability Report Cards (SARC) for Career and Alternative Education including Endeavor/Voyager Secondary School, Madera County Independent Academy, Pioneer Technical Center, and Special Education have been posted on the Madera County Superintendent of Schools website to provide accessibility to all interested parties.

Financial Impact:

None

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Endeavor/Voyager Secondary Schools (Juvenile Hall)

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

5.4.1

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

I would like to welcome all of you to the 2023-24 school year. The last couple of years have taught us important lessons to help ensure all students have access to updated technology to continue to make academic progress. The Endeavor/Voyager staff continues to work collaboratively with correctional staff to provide greater access to technology devices and programs for academic support and additional programs and resources to support students' social-emotional needs. We value all of our students and know this arrangement will lead to greater academic success in a safe learning environment. I want you to know that the entire educational staff has worked hard and collaboratively with Juvenile Probation staff to prepare for this school year to continue supporting each student's progress toward high school graduation.

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

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

Students are only placed into these programs by the Juvenile Court. A student's probation officer may make a recommendation to the court for any of these placements.

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

Endeavor students are placed in Juvenile Hall by Madera County Probation, Law Enforcement, or the Juvenile Court judge. The average stay is 24 days, however, several students are often incarcerated for longer periods. Voyager is a Cadet Academy, and students are court ordered to attend. The average stay for cadets is six months. Both of these programs are fully

2023-24 School Description and Mission Statement

accredited by the Western Association of Schools and Colleges (WASC).

Regards,
Hugo Sánchez
Program Director

Mission Statement:

By nurturing meaningful relationships with students, families, and communities, the CAES mission is to provide students the greatest chance at a lifetime of upward mobility by maintaining an inclusive, educational environment supported by empathetic teachers and staff. We will provide challenging core academics, career technical education, and ensure that every student is provided a solid foundation with the opportunity to pursue multiple pathways.

The vision of the Madera County Superintendent of Schools Programs is to provide an inclusive environment that promotes academic and personal achievement, encouraging the development of life-long learners. .

SLO's (Student Learning Outcomes)

Be academically successful by:

1. Increasing the percentage of classes completed.
2. Improving performance in all subject areas through increased critical thinking.
3. Working toward obtaining a diploma or certificate of completion.

Demonstrate responsibility/accountability by:

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	5
Grade 11	2
Grade 12	7
Total Enrollment	16

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	6.3%
Male	93.8%
Black or African American	12.5%
Hispanic or Latino	68.8%
White	18.8%
English Learners	25%
Socioeconomically Disadvantaged	100%
Students with Disabilities	37.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	66.56	26.40	38.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	10.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	33.44	12.90	18.73	12115.80	4.41
Unknown	0.00	0.00	17.60	25.53	18854.30	6.86
Total Teaching Positions	2.90	100.00	68.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	73.14	30.70	42.73	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	12.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	8.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	26.86	11.30	15.77	11953.10	4.28
Unknown	0.00	0.00	14.80	20.66	15831.90	5.67
Total Teaching Positions	3.00	100.00	71.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
Total Out-of-Field Teachers	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current, standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2022-23	Yes	0.00 %

	school year by the Madera County Board of Education with additional textbooks approved annually.		
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 2022-23 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Science	All students have access to current, standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2022-23 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students have access to current, standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2022-23 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Foreign Language	N/A		
Health	All students have access to current, standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 2022-2023 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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

The Juvenile Hall classrooms for Endeavor/Voyager from Madera County Superintendent of Schools (MCSOS) are inspected for the safety and needed repairs on a consistent basis, no less than one time per year. MCSOS employees such as administration, instructional staff and operations/maintenance staff who have been trained in the Williams procedures participate in the inspection. Since the facility is primarily maintained by Madera County Probation Department, needed repairs are addressed in a timely manner. A process is in place where needed repairs are brought to the attention of operations/maintenance staff so that repair/replacements are completed in a timely manner. Classrooms are routinely cleaned and any deep cleaning occurs during extended school breaks.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs required at this time.
Interior: Interior Surfaces	X			No repairs required at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs required at this time.
Electrical	X			No repairs required at this time.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No repairs required at this time.
Safety: Fire Safety, Hazardous Materials	X		No repairs required at this time.
Structural: Structural Damage, Roofs	X		No repairs required at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No repairs required at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	13	9	47	46
Mathematics (grades 3-8 and 11)	--	--	0	1	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

CTE courses were not offered during this time, but a few students have participated in a virtual welding class to encourage and prepare enrollment in CTE courses in their home districts.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

While there are few extracurricular activities for students in Juvenile Hall and Cadet Academy, Endeavor/Voyager parents are kept informed of their child's progress through their teachers, administration, academic counselors, probation officers, and through the mailing of various informational documents. Teachers communicate primarily through phone calls or parent/teacher/principal conferences (IEPs), but as an organization, has started using videoconferencing options to allow parents to participate and give feedback. Parents are invited to observe sports competitions held several times a year outside of the Juvenile Hall facility, along with poetry and essay contests Cadet Academy students participate in. Through the CAES Combined School Site Council (SSC), parents collaborate to approve the annual budget for Title I Part D funds and help develop the School Site Plan, LCAP and updating the Parental Involvement Plan. ParentSquare allows for individual communication between teachers and parents through emails and messaging options, as well as informing all parents of school and informational events. Furthermore, ParentSquare allows for communications to be translated into English and Spanish.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	54.5	46.2	--	22	26.5	27.3	9.4	7.8	8.2
Graduation Rate	18.2	23.1	--	36.7	44.1	28.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	145	46	0	0.0
Female	23	6	0	0.0
Male	122	40	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	1	0	0	0.0
Black or African American	13	6	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	111	35	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	0	0	0.0
White	17	5	0	0.0
English Learners	36	13	0	0.0
Foster Youth	10	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	145	46	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	14	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.02	1.56	0.00	0.21	0.78	1.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make any necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific training includes Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter. Updates to the plan including new goals, objectives and activities are reviewed with instructional staff. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually. This year's plan was approved at the October 10, 2023 meeting.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	4		
Mathematics	12	1		
Science	12	1		
Social Science	9	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	6		
Mathematics	3	2		
Science	5	3		
Social Science	9	4		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	8	0	0
Mathematics	4	6	0	0
Science	4	5	0	0
Social Science	6	8	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	16

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27,517.43	\$10,455.33	\$17,062.11	\$97,012
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		10.6
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	76.7	2.7

Fiscal Year 2022-23 Types of Services Funded

Endeavor/Voyager provides a variety of school/Ed. services for students, including direct instruction from credentialed teachers. Students also receive academic counseling from an academic counselor, social-emotional support from behavioral health counselors, guidance and leadership support from the site Program Director/Principal and Leadership Team. Additionally, students on IEPs receive support from an RSP teacher and/or speech pathologist as prescribed.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,637	\$47,616
Mid-Range Teacher Salary	\$83,209	\$75,580
Highest Teacher Salary	\$99,525	\$100,485
Average Principal Salary (Elementary)	0	\$114,067
Average Principal Salary (Middle)	0	\$123,622
Average Principal Salary (High)	0	\$125,386
Superintendent Salary	0	\$157,977
Percent of Budget for Teacher Salaries	59.09%	27.82
Percent of Budget for Administrative Salaries	3.68%	5.78

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality professional development to its instructional staff including teachers, specialists, and instructional assistants. Eight full days were dedicated to professional development and instructional preparedness, and the remaining 8 days were the sum total of weekly professional development training conducted every Friday for 75 minutes. Specialists from MCSOS provided much of the professional development, which focus primarily on increasing student achievement in English-Language Arts, Mathematics, and English Language Development to meet the needs of English Learners. Another important component of professional development has teachers

Professional Development

modeling research-based, effective instructional practices for the rest of the staff. Additionally, staff is encouraged to seek out professional development and conferences that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. For the 2023-24 school year, the LEA will partner with an outside educational agency to continue focusing on improved mathematics achievement.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	12

Pioneer Technical Center

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

5.4.2

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Pioneer Technical Center
Street	1665 E. Olive Avenue
City, State, Zip	Madera, CA, 93638
Phone Number	559-664-1600
Principal	Hugo Sanchez
Email Address	hsanchez@mcsos.org
School Website	www.mcsos.org
County-District-School (CDS) Code	20102072030229

2023-24 District Contact Information

District Name	Pioneer Technical Center - Madera and Chowchilla
Phone Number	(559) 673-6051
Superintendent	Dr. Cecilia Massetti
Email Address	cmassetti@mcsos.org
District Website	http://www.mcsos.org/

2023-24 School Description and Mission Statement

Welcome to Pioneer Technical Center (PTC) Charter High School! PTC is continually looking for opportunities to expand Career Technical Education (CTE) programs relevant to our students, while staying grounded to core education programs through our unique Independent Study Program. Our program offers a smaller learning environment that maintains a lower student-to-teacher ratio not found in most other schools or districts. Our goal is to give all PTC students the opportunity to explore CTE options while earning their high school diploma and getting prepared for College and Career options.

At Pioneer Technical Center, our staff is committed to providing the best education possible in a school environment open to all students in grades 9-12. Our students have the opportunity to explore a variety of options including Core Content areas, Career Technical Education, enrichment-based field trips, sports competitions, problem-based learning, and character building activities and programs with community service opportunities. Our dedicated staff members provide exceptional educational experiences for the young people within Madera County and encourage and inspire students to follow their dreams and pursue college and career goals.

Each day at Pioneer Technical Center, innovative and relevant learning occurs both inside and outside the classroom. We are fortunate to have students that make us better educators and impress us with their accomplishments. We encourage you to be a part of our school community in the various advisory committees and events scheduled throughout the year to provide feedback and insight to help improve educational offerings and experiences for all students. Please come by Pioneer Technical Center anytime or contact me with any questions or inquiries.

Go Mustangs!

Hugo Sanchez
Pioneer Technical Center
1665 E. Olive Avenue
Madera, CA 93638
Phone: 559-662-6211
E-mail: hsanchez@mcsos.org
Principal's Comment:

2023-24 School Description and Mission Statement

Pioneer Technical Center (PTC) is a unique and innovative charter high school authorized by the Madera County Superintendent of Schools (MCSOS) and accredited by the Western Association of Schools and Colleges (WASC) that intentionally differs from the typical high school and many alternative schools. The standard classroom approach to education works well for most students and many excel on a traditional campus. However, there are a variety of reasons why the traditional approach is less effective for other students. Our goal is to provide all PTC students the opportunity to explore a variety of Core Content areas, Career Technical Education (CTE) program options, enrichment-based field trips, athletic competitions, problem-based learning, and visit character-building activities and programs with community service opportunities while earning their high school diploma and preparing them for College and Career options. We are continually looking for opportunities to expand our CTE programs, while staying grounded to core education programs through our unique Independent Studies Program. This program offers a smaller learning environment that maintains a lower student-to-teacher ratio not found in most other schools or districts, which allows for stronger connections and communication between staff, parents, and students. Our CTE programs provide additional motivation for students to stay focused on their academic classes. Our dedicated staff provides exceptional educational experiences for the young people within Madera County and encourage and inspire students to follow their dreams and pursue their college and career goals.

Our target student population includes students wanting a different academic experience, credit deficient and "high-risk" youth. Many PTC students have not been successful at comprehensive high schools for a variety of reasons, as most students enrolled at PTC are looking for an alternative to a comprehensive site, credit deficient and/or struggled on the Smarter Balanced Assessments of California (SBAC), expelled, or on a probationary status. Many of our students are kinesthetic learners and our vocational programs provide additional motivation for students to stay focused on their academic classes. Our program design incorporates both individualized instruction in the core academic courses and a choice of CTE programs approved by Fresno County Regional Occupational Program (ROP). Several factors have kept students from benefitting from elective courses and vocational classes at their home districts, so the opportunity to learn viable skills gives students a greater level of engagement. Many PTC students are looking to either enter the work force upon graduation or complete their graduation and continue to a college or university program.

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 integrity and ambition.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	5
Grade 9	76
Grade 10	83
Grade 11	44
Grade 12	35
Total Enrollment	243

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.4%
Asian	1.2%
Black or African American	2.9%
Hispanic or Latino	79.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.2%
White	14%
English Learners	28.8%
Foster Youth	1.2%
Homeless	2.5%
Socioeconomically Disadvantaged	86.4%
Students with Disabilities	7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	26.25	26.40	38.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	10.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.90	70.16	12.90	18.73	12115.80	4.41
Unknown	0.60	3.59	17.60	25.53	18854.30	6.86
Total Teaching Positions	16.90	100.00	68.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	31.47	30.70	42.73	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	12.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	8.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.50	66.14	11.30	15.77	11953.10	4.28
Unknown	0.30	2.33	14.80	20.66	15831.90	5.67
Total Teaching Positions	15.80	100.00	71.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	11.90	10.50
Total Out-of-Field Teachers	11.90	10.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted	Yes	0.00 %

	beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.		
Mathematics	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
Science	All students at PTC have access to standards-based textbooks and additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
Foreign Language	All students at PTC have access to standards-based textbooks and additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
Health	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
Visual and Performing Arts	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %

School Facility Conditions and Planned Improvements

All facilities, classrooms and equipment at PTC received a Facilities Inspection Tool (FIT) rating of Good for 2020-21. Pioneer Technical Center classrooms are inspected for the safety and needed repairs on a consistent basis, no less than one time per year. MCSOS employees such as administration, instructional staff and operations/maintenance staff who have been trained in the Williams procedures participate in these inspections. A process is in place where needed repairs are brought to the attention of operations/maintenance staff so that repair/replacements are completed in a timely manner. Classrooms are routinely cleaned and any deep cleaning occurs during extended school breaks.

Year and month of the most recent FIT report

October 2023

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	16	13	9	47	46
Mathematics (grades 3-8 and 11)	1	0	0	1	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	79	100.00	0.00	16.46
Female	40	40	100.00	0.00	17.50
Male	39	39	100.00	0.00	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	17.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	79	100.00	0.00	0.00
Female	40	40	100.00	0.00	0.00
Male	39	39	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.85	11.11	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	27	96.43	3.57	11.11
Female	18	17	94.44	5.56	11.76
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

Pioneer Technical Center offers Construction, Welding and Child Development as Career Technical Education (CTE) courses. PTC partners with Fresno County Regional Occupational Programs (ROP) and offered courses follow all guidelines of the Fresno County Regional Occupational Programs (ROP) Career and Technical Education requirements. Each pathway has its own advisory committee made up of industry professionals that meet several times a year to discuss the program and current industry standards alignment. Through the CTE Pathways, students also participate in activities sponsored by Fresno County ROP/CTE, such as the Career Skills Challenge at the Career Tech Expo held at Chukchansi Park. Here, students from many mainstream and county schools, showcase their skills acquired from their classes. Our programs have demonstrated students' workforce preparedness by placing 1st, 2nd, or 3rd in the past several years in exterior construction and welding. Students in the construction trades have also worked installing solar panels on homes of low income families and made improvements on our campus and nearby schools. Several local industry leaders have observed our students at work and have offered them paid internships during the summer and permanent positions after graduation.

Students enrolled in the Child Development pathway assist in a community classroom at a local day care center operated by Madera County Superintendent of Schools. Additionally, students in this pathway gain valuable classroom experience through opportunities to assist elementary school teachers in their classrooms at nearby elementary schools. These real-life opportunities are preparing students for employment immediately upon graduation from high school, another testament to the high quality of our CTE programs at PTC.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	150
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	20.59
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.3	92.7	92.0	90.2	95.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Pioneer Technical Center (PTC), we believe that parental involvement is an essential component in a every student's education. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Each year, PTC hosts a Back to School and Open House Day with extended hours during the day to create more opportunities for parents and guardians to meet their teachers and Leadership team members. Surveys are collected from all parents to gather data to better guide decision making in targeted program improvements. Additionally, parents are invited to participate on the CAES shared School Site Council (SSC) and English Language Advisory Committee (ELAC) where they can contribute to establishing policies, supporting budget decisions and allocation of resources to increase student achievement. Parents are also urged to participate in stakeholder meetings to update the Local Control Accountability Plan (LCAP). PTC hosts quarterly awards assemblies, graduation ceremonies and several athletic events throughout the year; allowing parents to support their children and contribute to a positive and productive school culture and community.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	19.6	29.2	32.3	22	26.5	27.3	9.4	7.8	8.2
Graduation Rate	44.6	50	31.3	36.7	44.1	28.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	99	31	31.3
Female	46	18	39.1
Male	53	13	24.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	80	23	28.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	15	7	46.7
English Learners	32	6	18.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	98	30	30.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	370	344	152	44.2
Female	166	158	60	38.0
Male	204	186	92	49.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	1	50.0
Black or African American	13	13	8	61.5
Filipino	0	0	0	0.0
Hispanic or Latino	297	275	122	44.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	3	75.0
White	51	47	18	38.3
English Learners	104	98	39	39.8
Foster Youth	4	3	2	66.7
Homeless	22	21	7	33.3
Socioeconomically Disadvantaged	343	319	141	44.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	32	31	19	61.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.21	0.78	1.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make any necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific training includes Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter situation. Updates to the plan including new goals, objectives and activities are reviewed with instructional staff. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually. This year's plan was approved at the October 10, 2023 meeting.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	58		1
Mathematics	8	31		1
Science	7	35		1
Social Science	7	77		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	49		1
Mathematics	9	36		
Science	7	28	1	
Social Science	6	59		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	44	0	1
Mathematics	10	32	0	0
Science	7	27	0	0
Social Science	6	47	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	243

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,137.46	\$6,960.78	\$8,176.68	\$88,225
District	N/A	N/A	\$	
Percent Difference - School Site and District	N/A	N/A		-0.6
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	7.2	-8.5

Fiscal Year 2022-23 Types of Services Funded

Pioneer Technical Center provides a variety of scholastic/educational services for students. These services include direct instruction from credentialed teachers, academic counseling from an assigned counselor, social-emotional support from a school psychologist, guidance and leadership support from the site principal and leadership team and Tier 2 and 3 leveled support with an RSP and SDC teacher on site.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,637	\$47,616
Mid-Range Teacher Salary	\$88,225	\$75,580
Highest Teacher Salary	\$99,525	\$100,485
Average Principal Salary (Elementary)	0	\$114,067
Average Principal Salary (Middle)	0	\$123,622
Average Principal Salary (High)	\$116,816	\$125,386
Superintendent Salary	0	\$157,977
Percent of Budget for Teacher Salaries	44.59%	27.82%
Percent of Budget for Administrative Salaries	18.50%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality professional development to its instructional staff including teachers, specialists, and instructional assistants. Eight full days were dedicated to professional development and instructional preparedness, and the remaining 8 days were the sum total of weekly professional development training conducted every Friday for 75 minutes. Specialists from MCSOS provided much of the professional development, which focused primarily on increasing student achievement in English Language Development to meet student proficiency in English/Language Arts and Mathematics, and the continued needs of English Learners. Another important component of

Professional Development

professional development has teachers modeling research-based, effective instructional practices to the staff. Additionally, staff is encouraged to seek out professional development and conferences that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. For the 2023-24 school year, the LEA will partner with an outside educational agency to continue focusing on improved mathematics instruction and student achievement.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	12

Madera County Independent Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

5.4.3

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Madera County Independent Academy
Street	1635 E. Olive Avenue
City, State, Zip	Madera, CA, 93638
Phone Number	559-662-6211
Principal	Hugo Sanchez
Email Address	hsanchez@mcsos.org
School Website	http://www.mcsos.org/
County-District-School (CDS) Code	20102070117184

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Welcome Cheetahs and Parents:

Madera County Independent Academy welcomes all of you to the 2023-2024 school year. MCIA students, family and staff endured some unforeseen challenges last year, but it was great to see everyone working together to ensure students felt safe and continued to grow academically. Some important lessons learned from last year are the need to continue building strong relationships with all families and community members, as well as providing access to technology to all students. MCIA values all students, and students working regularly with technology will lead to greater academic success. MCIA wants to assure all students and families that the entire MCIA staff has worked diligently to prepare for this school year, and everyone at MCIA is excited to have you as part of the Cheetah Family.

MCIA will continue providing a challenging curriculum, social emotional support, and external learning opportunities for all students both in groups, and individually. MCIA encourages all of you, students and parents, to communicate any ideas to make MCIA a better school. Field trips and other school activities will extend learning beyond the classroom, and these rewarding opportunities are available for all students. Additionally, MCIA invites all parents to join advisory groups or committees, such as SSC ELAC, and DELAC, which allow for valuable input and contribute to the best learning opportunities for your child.

Thank you for entrusting the MCIA staff with your child. This school year will fly by, and soon it will be time to decide which school to attend next year. Although MCIA would like for your child to stay with this program, our goal is to ensure all students are successful at any school they will attend. Meanwhile, there will be many fun and engaging opportunities to learn in a safe learning environment. If there is anything MCIA staff can do to support your child's academic success, please share your ideas.

The instructional method at Madera County Independent Academy (MCIA) will emphasize the whole child and frame its academic components with individualized lessons, allowing each child's full potential to unfold. The goal of the MCIA staff is to broaden the educational choices and opportunities for students and families who live in Madera County and adjacent counties. 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 eight. Students who attend Madera County Independent Academy come in search of an alternative educational model and benefit from one-to-one instruction, as well as small cohort instruction to provide opportunities for greater flexibility and individualized instruction. The

2023-24 School Description and Mission Statement

goal for every student is to develop the academic and social skills to be successful in any educational setting.

Regards,

Hugo Sánchez
Program Director

Mission:

By nurturing meaningful relationships with students, families, and communities, the CAES mission is to provide students the greatest chance at a lifetime of upward mobility by maintaining an inclusive, educational environment supported by empathetic teachers and staff. We will provide challenging core academics, career technical education, and ensure that every student is provided a solid foundation with the opportunity to pursue multiple pathways.

Vision:

To provide an inclusive environment that promotes academic and personal achievement, encouraging the development of life-long learners.

Schoolwide Learner Outcomes (SLO's)

Our three Schoolwide Learner Outcomes accurately reflect a wide range of view points.

Our students:

- are proficient thinkers, who can transfer skills to new situations, using logical reasoning to make decisions in their own life, and communicate effectively in a variety of situations.
- exhibit motivation, discipline, respect, compassion, and a connection to their community in order to promote life-long learning and life improvement.
- feel a connection to their school and a commitment to enhancing their school learning experience.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	4
Grade 3	3
Grade 4	3
Grade 5	5
Grade 6	5
Grade 7	6
Grade 8	11
Total Enrollment	48

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8%
Male	54.2%
Hispanic or Latino	79.2%
Two or More Races	6.3%
White	14.6%
English Learners	14.6%
Homeless	4.2%
Socioeconomically Disadvantaged	83.3%
Students with Disabilities	12.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	26.40	38.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	10.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.90	18.73	12115.80	4.41
Unknown	0.00	0.00	17.60	25.53	18854.30	6.86
Total Teaching Positions	3.00	100.00	68.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	30.70	42.73	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	12.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	8.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.30	15.77	11953.10	4.28
Unknown	0.00	0.00	14.80	20.66	15831.90	5.67
Total Teaching Positions	3.00	100.00	71.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2021-2022	Yes	0.00 %

	school year by the Madera County Board of Education with additional textbooks approved annually.		
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 2021-2022 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2021-2022 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2021-2022 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Madera County Independent Academy moved to their current location six years ago, and is using about 8,000 sq ft of the 12,500 sq ft building. The size of the building allows for access to academic counseling services, student technology pods, along with areas for individual appointments with students and teachers, as well as classroom settings. There is a conference room on-site that allows for professional development opportunities for teachers and other staff. The facility is clean, safe, and allows for growth of our dynamic program. MCSOS Maintenance and Facilities staff ensures daily cleaning and sanitation, as well as resolving items requiring repairs.

Year and month of the most recent FIT report

October 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	12	18	13	9	47	46
Mathematics (grades 3-8 and 11)	0	5	0	1	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	38	97.44	2.56	18.42
Female	21	21	100.00	0.00	19.05
Male	18	17	94.44	5.56	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	23.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	37	94.87	5.13	5.41
Female	21	20	95.24	4.76	5.00
Male	18	17	94.44	5.56	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	31	93.94	6.06	6.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.50	13.33	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	15	93.75	6.25	13.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	76.5	77.1	76.3	80.0	60.4
Grade 7	39.1	31.2	30.3	28.5	34.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Madera County Independent Academy (MCIA) staff views and values parental involvement as an essential component to every student's education. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Every year, MCIA hosts Parent-Teacher Conferences and Family Appreciation Days with extended hours during the day to create more opportunities for parents and guardians to meet with their child's teacher and Leadership team members. Surveys (English or Spanish) are collected from all parents to gather data to better guide decision making in targeted program improvements. Additionally, parents are invited to participate on the CAES shared School Site Council (SSC), where they can contribute to establishing policies, supporting budget decisions and allocation of resources to increase student achievement. Parents are also urged to participate in stakeholder meetings to update the Local Control Accountability Plan (LCAP). MCIA hosts student of the month recognition events monthly, promotion ceremonies, and family appreciation weeks; allowing parents to support their children and contribute to a positive and productive school culture and community. To increase parent participation, MCIA uses ParentSquare to inform parents of school and community events and to share information relevant to their children.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	68	58	17	29.3
Female	33	29	6	20.7
Male	35	29	11	37.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	55	47	11	23.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	3	100.0
White	9	8	3	37.5
English Learners	11	9	3	33.3
Foster Youth	0	0	0	0.0
Homeless	9	7	3	42.9
Socioeconomically Disadvantaged	59	49	14	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	1	11.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.21	0.78	1.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make any necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific training includes Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter situation. Updates to the plan including new goals, objectives and activities are reviewed with instructional staff. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually. This year's plan was approved at the October 10, 2023 meeting.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	18	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	20	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	16	1	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	96

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,073.45	\$8,555.60	\$9,802.48	\$85,908
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-5.0
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	25.2	-12.8

Fiscal Year 2022-23 Types of Services Funded

Madera County Independent Academy provides a variety of school/Ed. services for students, including direct instruction from credentialed teachers. Students also receive academic counseling from an academic counselor, social-emotional support from a School Psychologist, Guidance and Leadership support from the Program Director and Leadership Team. Additionally, students on IEPs receive support from an RSP teacher and/or speech pathologist as prescribed.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,637	\$47,616
Mid-Range Teacher Salary	\$85,908	\$75,580
Highest Teacher Salary	\$99,525	\$100,485
Average Principal Salary (Elementary)	0	\$114,067
Average Principal Salary (Middle)	0	\$123,622
Average Principal Salary (High)	0	\$125,386
Superintendent Salary	0	\$157,977
Percent of Budget for Teacher Salaries	30.36%	27.82
Percent of Budget for Administrative Salaries	6.38%	5.78

Professional Development

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality professional development to its instructional staff including teachers, specialists, and instructional assistants. Eight full days were dedicated to professional development and instructional preparedness, and the remaining 8 days were the sum total of weekly professional development training conducted every Friday for 75 minutes. Specialists from MCSOS provided much of the professional development, which focused primarily on increasing student achievement in English Language Development to meet student proficiency in English/Language Arts and Mathematics, and the continued needs of English Learners. Another important component of professional development has teachers modeling research-based, effective instructional practices to the staff. Additionally, staff is encouraged to seek out professional development and conferences that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. For the 2023-24 school year, the LEA will partner with an outside educational agency to continue focusing on improved mathematics instruction and student achievement.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	12

Gould Educational Center

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

5.4.4

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Gould Educational Center
Street	117 West Dunham
City, State, Zip	Madera, Ca, 93637-5468
Phone Number	559-674-0915
Principal	Ms. Tanya Hill, Program Director
Email Address	thill@mcsos.org
School Website	http://mcsos.org
County-District-School (CDS) Code	20102076077200

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The mission of the Madera County Superintendent of Schools (MCSOS) is to identify and provide programs, services and resources for the benefit of students, families, school districts, agencies and the community.

The Madera County Superintendent of Schools provides special education services through regionalized programs to identified students with special needs throughout Madera 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 (SDC) at various locations including regular education school sites and a center based educational site. Curriculum and instruction is focused on the individual needs of students with an emphasis on functional life skills based upon adopted standards. Achievement for the majority of the students is measured by the California Alternate Assessment (CAA) 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 designated instructional or 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, behavioral intervention services, and adapted physical education. All staff is committed to assisting students in meeting their maximum potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	30
Grade 2	31
Grade 3	23
Grade 4	23
Grade 5	15
Grade 6	23
Grade 7	20
Grade 8	23
Grade 9	20
Grade 10	21
Grade 11	24
Grade 12	80
Total Enrollment	356

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.6%
Male	67.4%
Asian	0.8%
Black or African American	1.4%
Filipino	0.6%
Hispanic or Latino	76.1%
Two or More Races	2%
White	17.7%
English Learners	37.9%
Foster Youth	0.8%
Socioeconomically Disadvantaged	78.1%
Students with Disabilities	100%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	36.36	26.40	38.35	228366.10	83.12
Intern Credential Holders Properly Assigned	6.00	13.64	7.00	10.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	11.36	5.00	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.90	18.73	12115.80	4.41
Unknown	17.00	38.64	17.60	25.53	18854.30	6.86
Total Teaching Positions	44.00	100.00	68.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	41.10	30.70	42.73	234405.20	84.00
Intern Credential Holders Properly Assigned	7.00	15.56	9.00	12.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	11.11	6.00	8.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.30	15.77	11953.10	4.28
Unknown	14.50	32.23	14.80	20.66	15831.90	5.67
Total Teaching Positions	44.90	100.00	71.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.00	4.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	5.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
---------	--	-----------	------------------

		Recent Adoption ?	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	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	Yes	0%

	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.		
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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	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 integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The special education sites and classrooms for the Madera County Superintendent of Schools (MCSOS) are inspected for the 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 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 is inspected for safety. A large storage facility at the Gould Educational Center is utilized to house equipment necessary to meet the needs for students with significant cognitive and physical needs. Cameras have been secured at various school sites as well as on MCSOS buses to ensure student and staff safety. MCSOS has also had child alert alarms installed on all buses and any repairs that are needed are addressed with bus vendors. MCSOS continues to address the COVID-19 Pandemic, providing additional training on sanitization and fogging and additional sanitizing protocols in all spaces such as classroom, high touch areas, playgrounds, etc. occur regularly.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		All filters are changed every three months. All classrooms have been equipped with air purifiers.
Interior: Interior Surfaces	X		Room 23 at Yosemite High School received new carpeting and painting was done. Paint touch ups are also made as needed on walls and doors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		School sites are inspected weekly to ensure that cleanliness standards are met. Staff have attended additional training on sanitization and have been instructed to do weekly fogging, or as needed/requested. Additional sanitizing protocols are in place for all spaces such as classrooms, high touch areas, and playgrounds, etc.
Electrical	X		No issues, maintenance as needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		All systems are good. All aerators were replaced at all sites and fixtures are changed annually.
Safety: Fire Safety, Hazardous Materials	X		Regular inspections are conducted and corrections are made as needed.
Structural: Structural Damage, Roofs	X		Maintained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		The playground equipment project at Gould Educational Center was started at the end of the 2021/2022 school year and was completed in August of 2022. The entire play structure was replaced and a new pour in place surface was installed with and overhead shade structure.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	2	3	13	9	47	46
Mathematics (grades 3-8 and 11)	0	0	0	1	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	151	130	86.09	13.91	3.08
Female	46	42	91.30	8.70	4.76
Male	105	88	83.81	16.19	2.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	99	86.84	13.16	2.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	20	83.33	16.67	10.00
English Learners	63	57	90.48	9.52	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	106	87.60	12.40	3.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	130	86.09	13.91	3.08

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	151	131	86.75	13.25	0.00
Female	46	42	91.30	8.70	0.00
Male	105	89	84.76	15.24	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	100	87.72	12.28	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	20	83.33	16.67	0.00
English Learners	63	57	90.48	9.52	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	107	88.43	11.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	131	86.75	13.25	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	--	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	54	72.97	27.03	5.56
Female	27	21	77.78	22.22	14.29
Male	47	33	70.21	29.79	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	43	76.79	23.21	6.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	7	58.33	41.67	--
English Learners	26	19	73.08	26.92	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	42	71.19	28.81	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	54	72.97	27.03	5.56

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 invited to participate in school activities and to volunteer in their child's classroom. Parents are encouraged to provide input into the 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 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). The Gould Educational Center also has an active School Site Council.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	15.4	3.7	11.1	22	26.5	27.3	9.4	7.8	8.2
Graduation Rate	11.5	25.9	18.5	36.7	44.1	28.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	5	18.5
Female	--	--	--
Male	17	3	17.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	21	3	14.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	15	2	13.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	27	5	18.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	5	18.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	390	243	62.3
Female	127	125	77	61.6
Male	272	265	166	62.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	6	5	4	80.0
Black or African American	8	7	5	71.4
Filipino	2	2	2	100.0
Hispanic or Latino	297	291	172	59.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	3	50.0
White	74	73	53	72.6
English Learners	165	162	97	59.9
Foster Youth	8	8	4	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	315	306	190	62.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	398	389	242	62.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	1.52	3.51	0.21	0.78	1.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.51	0
Female	0	0
Male	5.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.69	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.41	0
English Learners	2.42	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.52	0

2023-24 School Safety Plan

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspensions 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 includes 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 (October 10, 2023). Updates to the plan including new goals, objectives and activities are reviewed annually and modified as needed by a committee that includes staff from all divisions of the Madera County Superintendent of Schools. The plan was last reviewed, updated and discussed with parents and school faculty in the months of August and September of 2023. The School Site Council for Gould Educational Center approved the 2023-2024 School Safety Plan on August 30, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	4		
3	1	1		
6	3	2		
Other	7	15		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	3		
5	1	1		
6	1	1		
Other	8	18		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	4	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	1	1	0	0
Other	8	19	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	4		
Mathematics	2	6		
Science	4	3		
Social Science	3	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	4		
Mathematics	3	3		
Science	1	2		
Social Science	3	6		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	4	0	0
Mathematics	3	3	0	0
Science	2	3	0	0
Social Science	2	5	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	161.82

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$51,103.50	\$51,031.77	\$71.53	\$78,031.56
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-196.3	

Fiscal Year 2022-23 Types of Services Funded

The special education programs for 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 offered through the SELPA, Workability I, Title II, and Lottery Funds for instructional materials and special education assessment materials, Low Incidence, and Medi-Cal billing. These monies are used to support professional development for instructional staff and administrators, purchasing of textbooks, student work experience and specialized student instruction.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,367	\$47,616
Mid-Range Teacher Salary	\$79,890	\$75,580
Highest Teacher Salary	\$97,025	\$100,485
Average Principal Salary (Elementary)	\$0	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$0	\$157,977
Percent of Budget for Teacher Salaries	25.17%	27.82%
Percent of Budget for Administrative Salaries	4.19%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

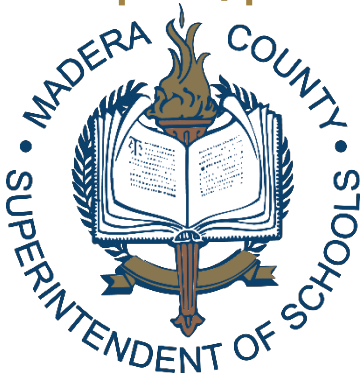
The Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialist, and instructional assistants. Traditionally four (4) days per year can be used for county-wide professional development activities for the special education staff members. For the 2022-2023 school year it was negotiated to add four additional days for staff. Half of those days were dedicated to professional development and the other half of the days were dedicated to serving students who opted for additional classroom time. In addition, minimum days or late starts at specific schools are used to provide professional development and professional learning communities. MCSOS

Professional Development

continues to work with various organizations to provide training on site which are tailored to the needs of students served by MCSOS. During the 2022-2023 school year MCSOS held its first ever, "Choose Your Own Adventure," training for staff. All staff were able to select from a wide variety of offerings. The staff was able to take ownership of their own learning and choose something they felt was applicable to their work assignment. This was a huge success with staff and will be continued. Trainings continue to be focused on the adopted state standards and understanding their implementation specific to the special education student population served including, but not limited to: the development of Individualized Education Plans (IEP), appropriate assessments of students with significant disabilities, assistive technology/augmentative communication systems, appropriate and positive responses to disruptive student behaviors, and research based instruction strategies for students with moderate/severe disabilities and autism. Staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies, especially for those students with identified low incidence disabilities such as visual impairment, deaf/hard of hearing, and/or orthopedically impaired. MCSOS also offers a Professional Learning Coach program which pairs a new teacher with a veteran teacher. In addition to structured mentoring, trainings were developed for new teachers, these trainings were open to all staff as well. In addition to the professional development days that all teachers participate in, new teachers attended an additional day of training prior to the year starting.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	4



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

Agenda Item 5.5

Board of Education Informational Item February 13, 2024

Topic:

LCAP Mid-year Review Including Career Technical and Alternative Education Programs and Madera County Superintendent of Schools [LCAP update presentation]

5.5.1 Madera County Independent Academy

5.5.2 Pioneer Technical Center

5.5.3 Madera County Superintendent of Schools

Background:

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. The Mid-year review update must include: all available Mid-year outcome data related to metrics identified in the current year's LCAP, and all available Mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

Financial Impact:

None.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

5.5.1

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy - MCIA	Mr. Hugo Sanchez Program Director - Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

Goal 1

Goal Description
All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of students performing at grade level in ELA and Math on i-Ready.	Baseline results yield that 26% of students are at grade level in ELA, while math assessment results yield that 16% of K-8 are at grade level.	As of December 2021, 20% of MCIA students are at grade level in ELA and 12% in Math as measured by i-Ready, students regressed in grade level proficiency in both ELA and Math by 6% and 4% respectively.	i-Ready Data, D3-May 2023 Grade Level ELA: 36% grade level proficient Grade Level Math: 6% grade level proficient	Diagnostic result from i-Ready assessments completed in December 2023 yield 19% of students are performing at or above grade-level in Reading and 5% for Math.	Grade-level proficiency will grow 10% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2. Number of EL students being reclassified.	Zero students have been reclassified in the last three years.	ELPAC assessments will begin in March 2022. Data provided in June 2022.	Two MCIA students were reclassified in 2022-23.	Three MCIA students have been reclassified in 2023-24.	10% of all EL students will be reclassified annually.
3. Percentage of teachers accessing professional development (PD)	100% of teachers and staff receive professional development of 90 minutes embedded into the weekly instructional schedule. In addition, teachers and staff are strongly encouraged to access relevant professional development throughout the year.	100% of all MCIA teachers are engaged in weekly professional development. Staff members are also encouraged to seek relevant PD outside of MCIA. 33% of MCIA teachers accessed external PD.	100% of teachers participated in professional development trainings with CAES colleagues from MCSOS and PTC led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning.	100% of teachers participated in professional development trainings with CAES colleagues from MCSOS and PTC led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study, Social-Emotional Learning and Gang Awareness Training.	100% of teachers and staff will participate annually in professional development on California Common Core State Standards in ELA, Mathematics, Social Science, and Science, either through MCSOS or other professional educational organizations. Increased number of teachers accessing professional development through other professional educational organizations.
4. Academic proficiency as measured by the ELA SBAC assessment.	2020-21 SBAC results in ELA show MCIA 8th grade students' mean scaled score of 2454.8, which is 112.2 points below standard met (Data for all other grade levels was not available to smaller cohorts.)	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard: Overall: 80.2 points below standard Hispanic: 75.4 points below standard	Per 2023 CA School Dashboard: Overall: 88.6 points below standard Hispanic: 70.4 points below standard	Annually increase SBAC mean scale score by 40 points.
5. Academic proficiency as measured by the SBAC Math assessment.	2020-21 SBAC results in Math show MCIA 8th grade students' mean scaled score of 2371.9, which is 214.1 points below standard met (Data for all other grade levels was not available to smaller cohorts.)	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard: Overall: 154.1 points below standard Hispanic: 149.7 points below standard	Per 2023 CA School Dashboard: Overall: 150.9 points below standard Hispanic: 136.4 points below standard	Annually increase SBAC mean scale score by 70 points.
6. Academic proficiency on the SBAC ELA and Math assessments for SED students.	2019 SED students' SBAC 12.3% proficient in ELA and 0% proficient in Math	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard: ELA: 77.6 points below standard	Per 2023 CA School Dashboard: ELA: 83.1 points below standard	Annually increase SBAC academically proficient scores by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Math: 155.4 points below standard	Math: 152.7 points below standard	
7. Percentage of students receiving instruction and instructional materials aligned with Common Core State Standards (CCSS).	100% of students have standards based instruction and instructional materials.	100% of MCIA students are receiving standards-based instruction and all curriculum is aligned to CCSS.	100% of MCIA students are receiving standards-based instruction and all curriculum is aligned to CCSS.	100% of MCIA students are receiving standards-based instruction and all curriculum is aligned to CCSS.	100% of students receive standards based instruction and instructional materials.
8. Percentage of teachers appropriately credentialed.	100% teachers are appropriately credentialed in 2020-21.	100% teachers are appropriately credentialed in 2021-22.	100% teachers are appropriately credentialed and assigned. [DataQuest]	100% teachers are appropriately credentialed and assigned. [2021-22 DataQuest]	100% of all teachers will be appropriately credentialed in 2023-24.
9. Percentage of students with access to instructional technology.	During 2020-2021 school year, 100% of students were provided access to instructional technology, including 1:1 Chromebooks and Hotspots.	100% of students were provided access to instructional technology, including Chromebooks and WiFi Hotspots for schoolyear 2021-22. 47.2% of students utilized the offering.	100% of students were provided access to instructional technology, including Chromebooks and WiFi Hotspots for schoolyear 2022-23. ***47.2% of students utilized the offering.	100% of students have access to instructional technology, including Chromebooks and WiFi Hotspots. As of 2/1/24, 41 students have Chromebooks and 20 students have hotspots.	100% of students will have access to instructional technology.
10. Percentage of instructional staff trained in Multi-Tier Support Systems (MTSS)	New action for SY 2022-23	To begin training in the SY 2022-23.	100% of the staff began MTSS training during SY 2202-23	MTSS training for MCIA instructional staff to continue in Spring 2024 semester.	100% of all Instructional staff trained in Multi-Tier Support Systems (MTSS)
11. English Learner Progress Indicator (ELPI): Percentage of EL Making Progress Towards English Language Proficiency	New metric for 2022-23	New metric for 2022-23	Per 2022 CA School Dashboard: 76.9% of English Learners making progress toward English Language Proficiency	Per 2023 CA School Dashboard: Number of English Learners was below 11, so no data were published.	Annually increase ELPI scores for English Learner Progress by 5%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math. To affect greater academic achievement for low-performing SED students, i-Ready diagnostic assessments will be used to measure academic proficiency in ELA and Math (i-Ready was purchased in 2021-22 for 3 years.) School year 2021-22 i-Ready diagnostic results (December 2021) indicated 20% of MCIA students are on grade level in ELA and 12% on grade level in Math. Comparing student data with 2020-21, ELA (26%) and Math (20%) yielded a 6% learning loss in ELA and 4% learning loss in Math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency and meet regularly to disaggregate data to drive instruction and increase student learning. All i-Ready results will be printed and sent home to parents during the 4 reporting periods of the school year.</p>	Yes	Fully Implemented	Two teachers provide direct student support to address student skill deficiencies to students below grade level as measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants who provide intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.	i-Ready contract through June 2024 and staff members	\$184,466.00	\$128,392
1.2	<p>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math This action is a continuance of Action 1.1. Two full-time</p>	No	Fully Implemented	Two teachers provide direct student support to address student skill deficiencies to students below grade level as	Two Instructional Assistants provide direct assistance to	\$87,513.00	\$44,948

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Instructional Assistants (IAs) will assist low-performing SED students with additional instruction in small group settings to mitigate learning loss. The support of IAs will be principally directed to Unduplicated Pupils in grades K-8 by providing individual or small group accelerated interventions using i-Ready prescriptive supports. Additional instructional materials will be purchased to support classroom instruction, as needed.</p> <p>Title I</p>			<p>measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants provide intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.</p>	<p>students requiring academic support in Reading and/or Math</p>		
1.3	<p>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math</p> <p>This action is a continuance of Action 1.1. Based on low-performing SED student achievement scores in mathematics as measured by SBAC assessments(0% proficient 2020-21 testing cycle), i-Ready formative assessment (12% grade-level proficiency in math), MCIA will contract with Fresno County Superintendent of Schools to provide focused, on-going professional development in Math to all teachers and other staff members for effectively teaching math. Aside from the pedagogy to improve instruction, teachers will develop mathematical mindsets and understand the foundational math requirements to better prepare</p>	No	Fully Implemented	<p>Two Instructional Assistants provide intensive support for all students not performing at grade level in Math receive professional development focused on improving math proficiency for students in grades K-8 by a math specialist from FCSS. Training involves 8 half days and one full day of specialized training.</p>	<p>Professional development calendar</p>	\$6,450.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students to be successful at the next grade level. This professional development will improve teachers' instructional practices, and ultimately close the achievement gap for MCIA SED students in K-8 mathematics.						
1.4	<p>Use LAS Links and i-Ready to increase EL Student Reclassification</p> <p>Because MCIA has not reclassified any EL students in the last three years, and to support EL students in achieving English Language reclassification, MCIA staff will use LAS Links and i-Ready English Language Proficiency Assessment as the local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in the speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. Currently, no students have been reclassified in the last 4 school years. MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research-</p>	No	Fully Implemented	ELA/ELD Program Director from MCSOS supports all MCIA teachers to increase effectiveness in meeting the academic needs of EL students. Aside from the monthly meetings with CAES ELD teachers, the Program Director observes and provides coaching to increase effective practices.	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$19,821.00	\$8,945

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>Title I</p>						
1.5	<p>Professional Development for Certificated and Classified Instructional Staff</p> <p>MCIA professional development is designed around meeting the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of unduplicated pupils. Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS. Professional Development to be offered by MCSOS on a weekly basis for 90 minutes per week, aside from PD accessed by staff through other professional educational agencies. Professional development opportunities will be</p>	No	Fully Implemented	<p>Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self-Study, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. IAs have also participated in all of the aforementioned and additionally trained with FCSS in an IA Math cohort designed to improve their instructional support practices.</p>	Professional development calendar	\$1,300.00	\$609

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>provided to all staff to support the use of standards-aligned curriculum and pedagogy.</p> <p>Title I & II</p>						
1.6	<p>Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math</p> <p>MCIA staff will provide instruction and instructional materials to support students' academic growth as measured by SBAC assessments. Summative ELA/Math SBAC assessments will be administered by teachers and summative data will be analyzed by administrators, teachers, and academic counselors. Data analysis will identify student strengths and weaknesses, as well as inform instruction and curricular needs of the MCIA program.</p>	No	Fully Implemented	Instructional staff members provide services to students at MCIA. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.	Staff members, supplies, instructional materials	\$167,872.00	\$107,000
1.7	<p>Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA</p> <p>Based on 2020-21 SBAC results in ELA, MCIA students scored 7.9% meeting or exceeding standard (academically proficient) and 21% nearly meeting standard. MCIA staff will provide instruction and</p>	Yes	Fully Implemented	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials for students	\$2,000.00	\$689

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC, ELPAC, LAS Links and i-Ready assessments will be administered by teachers and results will be analyzed by administrators, teachers, and academic counselors. Additional copies of instructional materials will be provided for students for home use.						
1.8	Provide and Purchase Accelerated Reader Program Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	No	Fully Implemented	Accelerated Reader program is available to all students to increase English Proficiency, reading fluency, and individual love for reading.	Software, books	\$25,000.00	\$3,663
1.9	Retain Highly Effective Teachers MCIA will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. MCIA will also offer competitive salaries to increase teacher retention.	No	Fully Implemented	Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self-Study, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and	Professional development calendar	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Prevention, and LCAP training.			
1.10	<p>Provide Technology Access for SED Students Based on Educational Partner input, only 44% of all SED parents stated their child (ren) have access to technology (Chromebooks and Wifi hotspot) To address this need, these are issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.</p>	Yes	Fully Implemented	SED Students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices.	Device replacements, fees	\$10,000.00	\$2,791
1.11	<p>Maintain Low Student to Teacher Ratio by Adding a Teacher MCIA student to teacher ratio could be as high as 29:1, but during the 2021-22 school year, MCIA was below 25:1. An additional teacher allows students to receive increased support from all teachers, since teacher caseloads are lower. SED students will improve academic achievement in ELA and Math through the increased support.</p>	Yes	Fully Implemented	Teachers are employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1. Currently, MCIA services students at a ratio of 29:1.	Student enrollment	\$72,104.00	\$37,820

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Multi-Tiered Support Systems (MTSS) Professional Development</p> <p>Needs assessment information and educational partner feedback identified low attendance rates in PowerSchool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), and low EL reclassification rates. Instructional staff will be trained in Multi-Tier Support Systems (MTSS) for 2022-23 school year to address all areas of student growth.</p> <p>Title II</p>	No	Partially Implemented	The Career Alternative Education Services (CAES) MTSS team directs each school's evolution toward becoming an MTSS school. CAES staff members participated in an MTSS Professional Development conference during July 2023. These members will help guide further staff development for MTSS program growth during the 2nd semester.	Professional development calendar, conference	\$1,800.00	\$900

Goal 2

Goal Description

The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. 100% of SED students will have external learning opportunities to participate in classroom and outside of school.	In school year 2019-20, 100% of students participated in classroom and extended learning opportunities, which included field trips.	Due to COVID-19, all external learning opportunities were suspended. However, 100% of SED students were provided learning opportunity guest speaker	In school year 2022-23, 100% of students had opportunities to participate in classroom and extended learning opportunities, which included math family	As of 2/1/24 MCIA students have participated in a Math Night, STEM Day, and there are field trips planned for the Spring Semester, including virtual field trips that would not be	100% of SED students will be encouraged to participate in classroom learning and extended learning opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		with "Reptile Ron." 75% of MCIA students attended the event.	night and virtual and live field trips.	feasible given the distance of places to be explored.	
2. Transportation provided to MCIA students who qualify or are in need.	MCIA staff provides Madera Express (MAX) tickets/vouchers to access public transportation for all students.	Students have been provided transportation by parent or guardian. To date, 0% of parents were unable to request Madera Area Express passes (MAX) due to COVID-19 suspension of MAX services.	Students have been provided transportation by parent or guardian. To date, 0% of parents requested Madera Area Express passes (MAX).	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, students have not required public transportation to attend school or school events.	100% of students needing transportation to school will be provided vouchers/tickets for local public transportation to school.
3. 100% of students accessing academic and behavioral health counseling services.	100% of students have access to academic or behavioral counseling services as needed.	100% of students have access to academic or behavioral counseling services by school counselor.	100% of students have access to academic or behavioral counseling services by school counselor.	12 student referrals to the Psychologist. 1 Suicide Prevention Professional Training for all staff.	100% of students needing academic, behavioral, or social-emotional counseling will receive services on site.
4. Number of school-wide events annually for parents and families.	MCIA hosts Open house in the Fall and Family Appreciation Day in the Spring annually.	Due to COVID-19 restrictions, in lieu of an Open House, individual Parent-Teacher conferences were held in October 2021.	MCIA hosted 4 schoolwide events for SY 2022-23 including Halloween STEM Day, Parent Teacher Conferences, Family Math Night, and Spring SEL Family Day.	MCIA hosted two STEM Days, Parent Teacher Conferences, and a Family Math Night during the Fall 2023 semester.	Host at least two school-wide events annually to invite parents and families to our school, at least one in the fall semester and one in the spring semester.
5. The Facilities Inspection Tool (FIT) Score	The Facilities Inspection Tool (FIT) tool results for 2020 show MCIA campus graded as "Good Repair."	The Facilities Inspection Tool (FIT) tool results for 2021 show MCIA campus graded as "Good Repair."	The Facilities Inspection Tool (FIT) tool results for October 2022 show MCIA campus graded as "Good Repair."	The FIT report (October 2023) for MCIA showed facilities in good repair.	The FIT will show MCIA evaluated to be in "Good Repair" annually.
6. Chronic absenteeism for SED students.	Chronic absenteeism for SED students is 53.5% as shown in Data Quest for the most recent available data (2018-19).	Due to COVID-19, student attendance has decreased significantly. According to Dataquest, MCIA is currently at 56.7% chronic absenteeism.	Per 2022 CA School Dashboard: Overall: 51.5% SED: 54.4% Hispanic: 54.3% EL: 47.6% Two or More Races: 36.4% White: 41.7%	Per 2023 CA School Dashboard: Overall: 29.3% SED: 28.6% Hispanic: 23.4% No data reported for EL, students of Two or More Races, or White students because those groups were less than 11 students.	Chronic absenteeism will decrease by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
7. Percentage of students and parents feeling safe and supported by school staff.	At least 90% of students report feeling safe at school, and at least 90% of students report feeling that MCIA staff cares about them according to survey data collected in Spring 2021 LCAP Survey.	As per Spring 2022 LCAP survey, 86.2% of students, and 92% of parents stated they feel safe on campus.	As per Spring 2023 LCAP surveys, 89.8% of students, and 90% of parents stated they feel safe on campus.	The 2023-24 LCAP Student Survey will be given in February 2024.	100% of students will report feeling safe at school, and 100% of students will report feeling that MCIA staff cares about them on school surveys to be completed by all students annually.
8. Student suspension rate	SY 2019-2020 showed MCIA suspension rate was 0%.	SY 2021-2022 MCIA suspension rate is 0% (March 2022)	Per 2022 CA School Dashboard: 0% of students have been suspended	Per 2023 CA School Dashboard: 0% of students have been suspended	Maintain 0% student suspension rate as measured by PowerSchool.
9. Student attendance rate.	MCIA student attendance rate was 85% for January 2020 as reflected in Power School (SIS).	As of January 2022, MCIA was at 81% attendance rate.	As of May, 2023, MCIA was at 93.1% attendance rate.	MCIA student attendance rate was 93.8% through 12/15/23 as reflected in Power School (SIS).	All students will maintain seat-time attendance of at least 90% annually.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Provide external learning opportunities for students. As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics.	Yes	Fully Implemented	MCIA students have participated in a Math Night, STEM Day, and there are field trips planned for the Spring Semester, including virtual field trips.	Student participation on trips	\$9,000.00	\$160

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Provide Student/Parent Transportation Assistance Bus tickets/vouchers will be provided to students/parents whose families have mobility issues or economic challenges to attend MCIA or MCIA events. School staff will provide vouchers to those requesting and document the amount given individually and collectively.</p> <p>Title I Title I</p>	No	Planned	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, neither students nor families have requested public transportation or assistance to attend school or school events.	Zero requests for passes	\$500.00	\$0
2.3	<p>Provide Social-Emotional Learning Services To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures, MCIA will create school environments that welcome and support all student populations. Provide staff resources to teach, model, and practice social-emotional learning skills that support a positive climate for learning and work. All teachers will incorporate digital citizenship lessons to teach and model appropriate, responsible use of technology. Professional development for teachers and instructional staff will address their own SEL needs and better equip them to evaluate and support the</p>	Yes	Fully Implemented	A school psychologist provides mental health screenings and services to students, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools. She has received a total of 12 referrals for MCIA as of 2/1/24.	School psychologist contract	\$11,000.00	\$3537

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	needs of students. All teachers will teach, model and support positive SEL behaviors. School counselors to provide lessons on a variety of topics that affect social-emotional learning and better prepare students to cope with challenges in academic achievement. School psychologist will provide referrals or direct services to identified students as needed. School psychologist will also provide professional development to staff for resources, services, procedures and best practices for students needing SEL interventions.						
2.4	Host Annual School Events At least two events held annually to support greater school connections. Administrators, academic counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all MCIA families.	No	Fully Implemented	MCIA hosted two STEM Days, Parent Teacher Conferences, and a Family Math Night during the Fall 2023 semester. The STEM events have created opportunities for high school CTE students from the Careers in Education class to participate with teachers in planning these events.	MCIA events, Careers in Education students and teacher	\$600.00	\$287
2.5	Maintain School Facilities The link between student learning and desire to be at school is a clean, well-maintained campus that fosters student learning. MCIA staff maintains quality learning facilities by ensuring good communication	No	Fully Implemented	MCIA is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year	FIT Inspections October 2023, maintenance work-order system, and maintenance personnel	\$100,000.00	\$44,006

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with maintenance and facilities staff. Work orders are submitted and attended to in a timely manner, while prioritizing any requests that may pose any safety concerns.			using the Maintenance Support Ticket System.			
2.6	<p>Decrease Chronic Absenteeism Understanding that academic success increases dramatically when students attend school, MCIA staff believe all students achieve more when they attend on a regular basis. MCIA's goal is to decrease chronic absenteeism through effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, student recognition and home visits by administrators, academic counselors, and school psychologist. Students improving attendance at school are recognized by school attendance awards (see Goal 2, Action 9.)</p>	Yes	Fully Implemented	Addressing Chronic Absenteeism is highly important in ensuring students make academic progress and become academically proficient. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly important in keeping families informed of progress. School/program information is translated to keep Spanish-speaking families informed.	School flyers, report cards, ParentSquare messaging, school mailings	\$1,000.00	\$184
2.7	<p>Maintain a Safe School Environment When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt" app (safety reporting web-based application) and</p>	No	Fully Implemented	Maintaining a safe campus is paramount to student achievement. MCIA staff members are part of a Safety Team and plans are created with staff input and feedback about safe practices for school.	Professional development calendar	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ParentSquare to allow for safe and orderly communication between the school and students or parents. Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events.			During the fall semester 2023, Gang Culture Awareness training was provided to entire staff. The StopIT app allows for safe reporting of unsafe or threatening behavior or situations.			
2.8	<p>Maintain Suspension Rate Maintain zero suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and parents communicated in English and Spanish. Parent conferences support communication between home and school, as well as student report cards, progress reporting and regular home contacts.</p>	No	Fully Implemented	Parent communication is a cornerstone to the MCIA program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, MCIA uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools. There have been zero suspensions as of 2/1/24.	ParentSquare, PowerSchool, report card, progress reports	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	<p>Increase Attendance Rate Increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives.</p> <p>Title I</p>	No	Fully Implemented	MCIA students are rewarded for attendance and academic achievement through Student of the Month events. Students and families are invited in to be presented with certificates and school materials in recognition of behavior that increases school attendance.	Students of the Month Certificates	\$800.00	\$319

Goal 3

Goal Description

MCIA staff will have greater educational partner participation and input by developing and fostering meaningful parent and family relationships.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of teachers and staff maintaining a call-log.	100% of teachers and staff maintain a daily call log in PowerSchool for each student on their caseload with daily entries.	100% of teachers and staff maintain a contact log in PowerSchool.	100% of teachers and staff maintain a contact log in PowerSchool	For schoolyear 2023-24, 100% of teachers and staff maintain a contact log in PowerSchool.	100% of teachers and staff will maintain communication log entries in PowerSchool.
2. Number of parents attending school events.	1 Parent attended "Coffee with the Principal and Counselor."	3 MCIA parents attended CAES SSC and ELAC meetings, as well as a high number of parents who attended the Parent-Teacher Conferences. Despite COVID-19, 2 Parents attended Student-	35 parents participated in Parent-Teacher Conferences (Fall semester) 20 parents participated in the Halloween STEM activity day	Parents attended Parent-Teacher Conferences, STEM Day, Math Night.	Number of parents will continue to increase annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		of-the-Month Recognitions in the Fall of 2021.	13 parents participated in the Family Math Night in January 40 parents participated in the Family SEL Activity Day in March		
3. Percentage of parents using Parent Square as an interactive tool.	50% of parents participate in school surveys as demonstrated in the Spring 2021 LCAP Survey.	98% of MCIA parents receive notifications and messages through ParentSquare.	98% of MCIA parents receive notifications and messages through ParentSquare.	98% of MCIA parents receive phone notifications and 85% receive text messages through ParentSquare.	Increase parent participation on school surveys 10% annually.
4. Percentage of parents of EL students in parent advisory committees (PAC).	Less than 10% parent participation in Parent Advisory Committees (PAC).	Currently 0% of MCIA parents have participated in advisory committees.	In 2022-23, 2% of MCIA parents participated in SSC. None were parents of English Learners.	As of 2/1/24, 2% of MCIA parents participate in SSC with zero parents of English Learners participating.	Parent participation for EL students will increase at least 10% annually.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Documenting School to Home Communication Logging of teacher to home communication in PowerSchool by teachers on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students on parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress. Note: Included in teacher salaries in Goal 1 Actions 1,11.	No	Fully Implemented	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.	100% of staff maintain PowerSchool log entries	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>Increase Attendance of Parents and Guardians to School Events Very low rates of parent involvement at MCIA have been shown in rates of completion on 2022 LCAP surveys which were sent via ParentSquare. To increase parent involvement, MCIA will do the following: Academic Counselors will use ParentSquare app/website to promote, deliver, and translate educational information. Targeted events designed for the MCIA EL community will be a priority, with 15% of the student population being EL students. Printed flyers in both English and Spanish will be distributed on site. An MCIA academic counselor will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. MCIA teachers will continue to hold annual parent-teacher conferences as a follow-up to the initial meetings at enrollment. These conferences will focus on i-Ready data growth, academic progress, attendance updates, and general academic planning. Open house and Family appreciation days will be hosted; one event in the fall and one in the spring. ParentSquare will also be used more prominently to survey all parents on a regular basis. MCIA administration team will set parameters and the program</p>	No	Fully Implemented	MCIA staff hosted Parent-Teacher Conferences in the Fall Semester, as well as a Math Night, and Student of the Month recognition events.	Parent-Teacher Conferences, Math Night	\$1,000.00	\$84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	director will disaggregate and disseminate the data.						
3.3	<p>Promote School Communication with Families ParentSquare, which allows for two-way communication between school and home, and phone calls for school events and student recognition, such as student of the month, will be used to contact all families. All communication will be translated to families' preferred languages; currently English and Spanish. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare. Document Tracking Services (DTS) is also contracted to translate plans such as the MCIA LCAP/SPSA, and other program related documents.</p> <p>Title I</p>	No	Fully Implemented	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS educational documents, ParentSquare, MCIA school documents	\$2,500.00	\$0
3.4	<p>Increase feedback from Parents of EL Students MCIA will increase participation of EL students' parents through personal invitations via phone calls by administrators, academic counselors, or other support staff. Parent consultation and feedback</p>	No	Fully Implemented	All school to home documents are available in Spanish meeting the language needs of most families, and ParentSquare allows for translations into 17 different languages.	DTS educational documents, ParentSquare, MCIA school documents	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications into the language of EL students' parents.			School support staff, Program Director, and School Counselor are fluent in English and Spanish which facilitates in-person communication as well.			

Goal 4

Goal Description

Reduce Chronic Absenteeism for SED students from 51.5% to 41.5% by the end of the 2023-2024 school year.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students being identified as chronically absent.	As per the 2022 California School Dashboard, 51.5% of students were identified as Chronically absent during the 2021-2022 school year.		New metric for 2023-2024 LCAP	Per 2023 CA School Dashboard: Overall: 29.3% SED: 28.6% Hispanic: 23.4% No data reported for EL, students of Two or More Races, or White students because those groups were less than 11 students.	MCI staff will reduce student chronic absenteeism by at least 10%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Communicate Attendance Expectations to Students and Families MCIA staff will meet with all SED students and parents upon enrollment to review programmatic expectations including the program master agreement, attendance expectations, academic expectations, and Tiered Re-Engagement Policy.</p>		Fully Implemented	At the start of the school year, all families were required to attend a meeting to address requirements of the program, especially in the areas of attendance and academic progress. Tiered Re-Engagement Process (TRE) meetings are scheduled as needed to determine whether a student needs to be referred to district of residence or if additional academic support may be required.	TRE Process	\$0.00	\$0
4.2	<p>Create Attendance Review Team The CAES Executive Director and/or MCIA Program Director, and CAES counselling specialist will review weekly SED student attendance records as a measure to identify both outstanding school attendees and identify students in danger of becoming chronically absent from school. This team will track student attendance data throughout the year and will communicate findings to teachers and families as a means to intervene before students become chronically absent.</p>		Fully Implemented	Attendance is reviewed weekly to identify potential concerns early and communicate concerns with appropriate educational partners. If deemed necessary, next steps of the TRE are implemented.	Attendance Reports, attendance review meetings, low student turnover for Chronic Absenteeism	\$0.00	\$0
4.3	<p>Create a more positive school culture As a means to create a more inclusive environment for all SED</p>		Fully Implemented	There were several events during the Fall semester and more are scheduled for the Spring	Fall and Winter STEM events, Math Night,	\$20,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students, MCIA staff will create an environment where students feel physically, emotionally, and academically safe to engage in school. MCIA staff will work to increase student attendance and, consequently, student achievement by providing engaging, fun, motivational experiences throughout the school year.			2024 semester, including field trips and other events students and parents have expressed interest in participating.	Spring 2024 Reptile Ron		
4.4	<p>Celebrate Outstanding Student Attendance MCIA staff will celebrate outstanding student attendance for all SED students exhibiting perfect attendance at monthly, quarterly, semesterly, and yearly intervals with increased student incentive activities and field trips based on improved student attendance.</p> <p>MCIA staff will also recognize students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development as a means of growing a positive school climate and culture, which also would directly contribute to positive student attendance, thus decreasing Chronic Absenteeism.</p>		Fully Implemented	Students that meet the criteria of outstanding school attendance will be given the opportunity to participate in extra activities to be held during the Spring semester and include field trips to The Fossil Center, Forestiere Underground Gardens, and the Monterey Bay Aquarium.	Perfect attendance field trips March, May 2024	\$20,000.00	\$6,902

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	<p>Provide Additional Student Supports Some SED students may require additional supports throughout the school year. Chronically absent students have lost instructional time at school and may be absent due to lack of school supplies or other needs that prevent students from attending school.</p>		Fully Implemented	Backpacks and required school materials were purchased for students to ensure access to all subjects and assignments. Students will not feel singled out for attending school without needed supplies or in poor condition. This will positively affect school attendance and decrease chronic absenteeism.	Improvement in overall school attendance, purchased materials	\$10,000.00	\$7,230
4.6	<p>Provide Daily Hybrid Learning Opportunities for K-3 Students In an effort to help build excellent student attendance habits and reduce chronic absenteeism, Kindergarten-3rd grade students will be provided daily, hybrid learning opportunities that will focus on enhancing student learning in core curricular areas and Social-Emotional Learning in an engaging and academically challenging environment that fosters Peer-to-Peer collaboration and builds student connectedness to school.</p>		Planned	School staff have not been able to create a sufficient hybrid schedule as of January 2024.	None	\$60,000.00	\$0
4.7	<p>Academic Tutoring for Low Performing Students MCIA will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.</p>		Planned	MCIA staff is still researching appropriate vendors to provide services to students in an Independent Study program.	None	\$30,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	<p>Increased Parent Education As a result of parent feedback via school enrollment and LCAP surveys for SY 2022-23, a significant number of parents requested parent education on how best to help their children be successful in the Madera County Independent Academy program as a necessary measure for improving student success toward meeting promotion to high school requirements and ultimately, high school graduation. MCIA staff will partner with a Parent Education Organization to empower parents to better assist their children.</p>		Fully Implemented	Contract in place and scheduled with Parent Institute for a Quality Education (PIQE) for parent education sessions to increase student achievement. A series of six sessions is scheduled to start on 2/15/24.	February 2024	\$25,000.00	\$0
4.9	<p>Monitor effectiveness of implementation MCIA staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, MCIA staff will review and analyze data related to "implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. MCIA staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion,</p>		Fully Implemented	Executive Director, Program Director and staff meet at least one time per month to discuss attendance data, plan events to connect students and to school, and organize student recognition activities. Data from PowerSchool (SIS) allows for the collection of relevant, local data to track attendance trends and concerns.	Monthly meetings held, student events held, attendance reward field trips scheduled for March 2024	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.</p>						

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

5.5.2

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Technical Center - Madera and Chowchilla	Mr. Hugo Sánchez Program Director Career Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

Goal 1

Goal Description
All PTC students will graduate and be college and career ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of students completing 20 credits in CTE/ROP courses before graduation.	In school year 2020-21, 20% of PTC students completed a CTE/ROP course before graduation.	*24 PTC students completed CTE/ROP courses Fall 2021-22 and TBD% of PTC students completed CTE/ROP courses in the Spring 2022.	100% of students graduating in school-year 2022-23 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.	100% of PTC students will complete 20 credits of CTE/ROP coursework for graduation.
2. Percentage of SED students who earn credits towards credit recovery.	According to 2020-21 PowerSchool results, 24.5% of SED students earned more than 30 credits; satisfying the	As of Fall semester 2021, 12.1% of PTC SED students earned more than 30 credits; satisfying the	As of the Fall semester 2022, 37.9% of PTC SED students earned more than 30 credits; satisfying the	As of the Fall semester 2023, 60% of 113 SED students earned more than 30 credits; satisfying the minimum credit recovery	100% of PTC SED students will earn more than 30 credits to exceed the minimum requirement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	minimum credit recovery requirement, during the 2020-21 school year.	minimum credit recovery requirement.	minimum credit recovery requirement.	requirement for the semester.	
3. Percentage of EL students making progress towards EL proficiency.	Based on 2018-19 ELPI data from the CA Dashboard, 45.9% of students made progress towards English Language Proficiency	Based on 2021-22 ELPI data available in summer of 2022.	53.7% of EL students making progress towards English proficiency. [2022 CA School Dashboard]	52.9% of EL students making progress towards English proficiency. [2023 CA School Dashboard] 58 EL students (100% of ELs at PTC) are currently enrolled in ELD classes.	90% of EL students will be making progress towards EL proficiency based on CA Dashboard ELPI score.
4. Number of teacher Professional growth and development opportunities presented.	All PTC staff received a minimum of 4 days of professional development annually.	All PTC staff received 4 days of Professional development and weekly Friday training including 11 Math trainings, 2 Social Emotional Learning (SEL) trainings, 2 i-Ready trainings and 1 StudySync (ELA/ELD) training.	100% of teachers participated in professional development trainings with CAES colleagues from MCI and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning.	100% of teachers participated in professional development trainings with CAES colleagues from MCI and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, WASC Self-study, Suicide Prevention, and Social-Emotional Learning during Fall 2023 semester.	PTC staff will attend a minimum of 4 Professional Development days annually.
5. 11th Grade academic proficiency as measured by the ELA and Math SBAC assessment.	2020-21 SBAC results in ELA (2517.5) and Math (2448.3) shows PTC 11th grade students' mean scaled scores were 66 points below standard met in ELA and 179.7 points below standard met in Math.	SBAC results to be released in July 2022.	ELA: 33.4 points below standard. Hispanic: 24.9 points below standard. Math: 167.6 points below standard. Hispanic: 174.8 points below standard. [2022 CA School Dashboard]	ELA: 87.1 points below standard. Hispanic: 85.9 points below standard. Math: 203.2 points below standard. Hispanic: 192.0 points below standard. [2023 CA School Dashboard]	Annually increase SBAC mean scale score by 25 points in ELA and 60 points in Math.
6. Percentage of EL students meeting grade-level proficiency in ELA	1% of EL students scored at grade level in ELA and 0% Math on i-Ready.	Currently *83 students are enrolled in Designated ELD classed with 74 students assigned ELA	3.7% of English Learners are on grade-level as measured by i-Ready assessments.	Currently 40 students are enrolled in Designated ELD class with 22/23	Improve by 10% annually toward grade-level proficiency on ELA and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and Math on the i-Ready assessments.		and/or Math Acceleration Class.		assigned ELA/Math Acceleration Class.	Math i-Ready assessments.
7. 11th Grade academic proficiency on SBAC ELA and Math assessments for SED students.	2020-21 SBAC results in ELA (2509.4) and Math (2441.7) shows PTC SED 11th grade students' mean scaled scores were 73.6 points below standard met in ELA and 186.3 points below standard met in Math.	SBAC data to be released in July 2022.	ELA: 27.5 points below standard. Math: 165.2 points below standard. [2022 CA School Dashboard]	ELA: 87.1 points below standard. SED: 86.3 points below standard. Math: 203.2 points below standard. SED: 204.6 points below standard. [2023 CA School Dashboard]	Annually increase SBAC mean scale score by 25 points in ELA and 65 points in Math.
8. Percent of students chronically absent.	At end of 2020-21, 62% of PTC students were chronically absent. 51.7% of SED students were chronically absent. 27.8% of EL students were chronically absent and 66.7% of Homeless students were chronically absent.	Chronic Absenteeism data to be released in July 2022.	55% of PTC students were chronically absent. 55% of SED students were chronically absent. 57% of EL students were chronically absent. 43% of SWD were chronically absent. Homeless students -- No data reported. Foster Youth -- No data reported. [2022 DataQuest]	By End of Fall 2023: 21.37% of all students were chronically absent 40.9% = SED students chronically absent 27.2% = EL students chronically absent 100% = Homeless students chronically absent 100% = Foster Youth chronically absent	Reduce Chronic Absenteeism by SED students by 5% annually.
9. Percentage of students taught by appropriately credentialed teachers.	100% of students will be taught by appropriately credentialed teachers.	100% of all PTC teachers are appropriately credentialed.	100% of all PTC teachers are appropriately credentialed.	100% of all PTC teachers are appropriately credentialed.	Maintain 100% appropriately credentialed teachers.
10. Percentage of students who have access and receive a broad course of study.	100% of PTC students have access and receive a broad course of study.	100% of PTC students had access to online curricula via Odysseyware.	100% of PTC students had access to Edgenuity online curricula	100% of PTC students had access to Edgenuity online curricula. Approximately 44 students took 92 courses valued at 372.5 credits during the Fall 2023 semester.	Maintain 100% of all students receive access to a broad course of study.
11. Percentage of students who have access to Instructional technology.	During the 2020-21 school year, 100% of students were provided access to	100% of PTC students had access to technology. Currently 213	100% of PTC students had access to technology.	100% have access to 1:1 Currently 213	100% of all students will continue to have access to Instructional Technology.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Instructional Technology, including 1:1 Chromebooks and WiFi hotspots.	Chromebooks and 65 Wifi Hotspots have been issued to students in need.		Chromebooks checked out and 65 Wifi Hotspots.	
12. Percentage of students graduating.	2020-21 Graduation results for PTC students by group: 78.6% = All students 79.0% = SED 79.2% = Hispanic	*Mid-year Graduation Rate as of: 12/19/21. includes: SED = 34 EL = 6 Homeless = 3 Foster Youth = 0 AB 130 Qualified = 20 Adult Student = 18 RFEP = 11 Probation = 1 Parenting Teen = 1	2022 Graduation results: 56.4% = All students 56.8% = SED 54.2% = Hispanic 61.8% = White 33.3% = English Learners 53.8% = Students with Disabilities 52.4% = Homeless students	Mid-year Graduates (12/21/23) include: SED = 13 EL = 6 Homeless = 0 Foster Youth = 0 AB 130 Qualified = 0 Adult Student = 14 RFEP = 6 Probation = 2 Parenting Teen = 0	Increase graduation rate by 6% annually.
13. Percentage of teachers trained in Multi-Tiered Systems of Support (MTSS)	MTSS PD to begin in SY 2022-23	New action for 2022-23 LCAP	100% of teachers received training on MTSS.	All training during second semester of SY 23-24.	100% of all teachers trained in MTSS
14. Reclassification Rate: Percentage of English Learners reclassified as Fluent English Proficient (RFEP)	New metric for 2022-23	New metric for 2022-23	5.3% of students classified as RFEP.	As of December 2023, 6 students have been reclassified as RFEP.	10% of students classified as RFEP.
15. Early Assessment Program (EAP): % PUPILS SCORING "Standard Met or Exceeded" on SBAC ELA and Math Assessments	New metric for 2022-23	New metric for 2022-23	ELA: Overall: 15.38% SED: 17.54% EL: 0% Hispanic: 15.22% Math: Overall: 0% [2022 SBAC Data]	ELA: Overall: 16.46% SED: 16.42% EL: 9.09% Hispanic: 17.74% Math: Overall: 0% [2023 SBAC Data]	ELA: Overall: 25% SED: 25% EL: 15% Hispanic: 25% Math: Overall: 15% [2024 SBAC Data]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Increase CTE Course Completion for SED student population. 90% of PTC students are identified as Socio-Economically Disadvantaged (SED) and 0% of those students have met the College and Career Readiness indicator on the 2019 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning, will ensure that unduplicated students are given the opportunity to complete CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support the SED students in CTE/ROP, an additional Instructional Assistant (I/A) is in place to specifically ensure improved support learning opportunities for SED students.</p>	No	Fully Implemented	All staff positions have been filled since beginning of year and staff members support student learning every day. All graduates must fulfill CTE graduation requirements of 20 credits.	62 students earned 431.5 CTE credits during Fall 2023	\$247,120.00	\$127,471
1.2	<p>Provide Credit Recovery opportunities for SED students A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill the graduation requirement, CAES teachers and counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning course. This will require academic</p>	No	Fully Implemented	PTC students use Edgenuity platform as needed to earn high school credits toward graduation including.	44 students took 92 courses and earned 372.5 credits toward graduation requirements.	\$56,000.00	\$56,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>counselors to update credit evaluations on a regular basis after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support in access and use of the Edgenuity platform.</p> <p>Title I-II</p>						
1.3	<p>Reclassify English Learners To support EL students in achieving English Language reclassification, PTC staff will use LAS Links and i-Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in the speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. Currently, no students have been reclassified in the last 4 school years. MCSOS ELA/ELD Program</p>	No	Fully Implemented	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success.	The Program Director provides direct support to 5 ELD teachers.	\$17,055.00	\$8,945

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Director will continue to work with teachers to incorporate research-based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>Title I</p>						
1.4	<p>Provide Instructional Staff Professional Growth and Development Based on annually low SBAC Math (0% met or exceeds standard) and i-Ready scores (3.7% at grade level) for SED and EL students, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers'</p>	Yes	Fully Implemented	All PTC teachers receive instructional support from a Math expert from Fresno County Superintendent of Schools by way of monthly training in a whole group setting. As of January 19, 2024, the PTC staff has received 2 training sessions with 6 more planned for the second semester. Separate to this: Instructional Assistants have received specialized training from math expert during 4 separate days of math training.	Professional development calendar	\$6,450.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional practices and close the achievement gap for SED students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.						
1.5	<p>Provide instruction and instructional materials to increase student achievement in ELA and Math.</p> <p>To increase student performance in ELA and Mathematics, PTC staff will provide instruction and be provided instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.</p>	No	Fully Implemented	Instructional staff members provide services to students at PTC. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Supplies and instructional materials purchased to support the mission of the school.	Teachers and supplies	\$815,845.00	\$548,301
1.6	<p>Reduce student to teacher caseload ratio.</p> <p>Charter guidelines require student to teacher ratio to remain below the current LEA ratio of 30:1.</p>	Yes	Fully Implemented	Five teachers have been employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1.	Current student to teacher ratio is 29:1.	\$689,651.00	\$354,257

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Unduplicated student groups learn and perform at the highest levels when class sizes are lower. To address this need, PTC will reduce the teacher caseloads by reorganizing the current PTC structure, allowing more time spent with students and providing a more accurate benchmark to measure student success.			Currently, PTC services students at a ratio of 29:1.			
1.7	<p>Improve SED student achievement in ELA and Math</p> <p>PTC SED students scored 27.5 points below standard in ELA and 165.2 points below in Math on the SBAC. To support SED students' academic growth as measured by SBAC ELA and Math assessments, PTC staff will provide instruction and instructional materials. In addition, to support improved student academic performance, i-Ready 2023-24 school year data will be disaggregated. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. 1 teacher will be assigned to the Academic Acceleration Classes to manage student education plans, report progress to administration and I/S teachers, to plan targeted small group instruction and support of students assigned to the Academic</p>	No	Fully Implemented	One teacher provides direct student support to address student skill deficiencies to students below grade level as measured by I-Ready in the core areas of Reading and Mathematics. This teacher requires an Instructional Assistant who provides additional intensive support for all students including progress monitoring for prescriptive lessons for MyPath.	Instructional Assistant provides support to approximately 125 students each week.	\$52,852.00	\$30,576

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Acceleration Classes. Students assigned to these classes will be designated by being 1 or more grade years below grade level as measured by the i-Ready diagnostic assessment. Academic Acceleration teachers will print out all diagnostic summaries and results will be sent home with students for quarter and semester reporting periods.</p> <p>Title I</p>						
1.8	<p>Improve SED student achievement in ELA and Math This action is an accompanying action to Action 1.7. 1 teacher will be assigned and 1 instructional assistant (I/A) will assist low-performing students with additional instruction in small group settings to help mitigate learning loss. Their support will be principally directed to unduplicated pupils in grades 6-12. Additional instructional materials will be purchased to support classroom instruction, as needed. Instructional assistants will provide individual or small group accelerated interventions.</p> <p>Title I</p>	No	Fully Implemented	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials for students	\$3,000.00	\$2,567

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>Retain Highly Effective Teachers PTC will provide high quality professional development from various content providers to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. PTC will also offer competitive salaries to increase teacher retention.</p> <p>Title II</p>	No	Fully Implemented	Pioneer Technical Center instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teacher have participated in weekly training for WASC, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training.	Professional development calendar	\$12,500.00	\$0
1.10	<p>Improve student opportunities for a broader course of study. This action was discontinued due to being duplicative of Goal 1, Action 2.</p>	No	Not Implementing	Action discontinued	Action discontinued	\$0.00	\$0
1.11	<p>Provide intervention and instructional support for struggling learners Students identified as needing additional academic supports beyond the parameters of the Independent Study appointment are provided additional support from a PTC Chowchilla Instructional Assistant.</p>	Yes	Fully Implemented	Additional academic support is provided to struggling learners by an Instructional Assistant at PTC Chowchilla for 7.5 hours per day.	Staff	\$42,411.00	\$19,739

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Provide access to Instructional Technology for all SED students. As 90% of PTC students are SED and previous survey results have shown that SED students do not have access to reliable personal technology at home. PTC will improve the use and access of technology by continuing providing and maintaining a 1:1 student-device ratio. PTC devices (Chromebooks and hotspots) are checked out annually by families and returned at the end of the school year. Student learning is enhanced using Chromebook technology by including, but not limited to the following: access to curriculum, training in digital citizenship, access to all formative and summative online assessments. PTC will increase instructional effectiveness by identifying online training, coaching, new hardware, or other resources teachers may need to support student learning and effective interventions.</p>	Yes	Fully Implemented	<p>SED Students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices. 40 Chromebooks have been replaced during this school year.</p>	Instructional Technology	\$28,245.00	\$3,936
1.13	<p>Provide Instructional Staff Professional Growth and Development Professional Development to be offered by MCSOS on a weekly basis. Aside from PD accessed by staff through other professional educational agencies. Ongoing professional development days provided to all staff to support the</p>	No	Fully Implemented	<p>Pioneer Technical Center instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self Study,</p>	Professional development calendar	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	use of standards aligned curriculum and pedagogy in ELA and ELD.			Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. IAs have also participated in all of the aforementioned and additionally trained with FCSS in an IA Math cohort designed to improve their instructional support practices.			
1.14	<p>Provide academic and SEL counseling for at-promise students</p> <p>Academic counseling for new and existing students, SED, transitioning students from Juvenile Hall to PTC, and other at-promise students. The academic counselor provides the following, but limited to: Career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in PTC Student Success Teams (SST) Family information nights, probation updates on student progress, student activities for graduates, communication with Junior Colleges for Registration-to-Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student class placement.</p>	No	Fully Implemented	A Counseling Support Specialist provides daily support to two school counselors in direct support to students and families. This position serves as a liaison with feeder districts, provides state testing support for teachers and administration, Reg-To-Go support for counselors, etc.	Staff	\$92,063.00	\$48,032

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title I						
1.15	<p>Multi-Tiered Support Systems (MTSS) Professional Development</p> <p>Based on reflections of prior practice including educational partner feedback, current student achievement data analysis in academics, SEL and College and Career Readiness indicators, this new metric/action was added for the schoolyear 2022-23. After a needs assessment demonstrated low attendance rates in Powerschool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), the need for instructional staff trained in Multi-Tier Support Systems (MTSS) continues to be evident for the 2023-24 school year.</p>	No	Partially Implemented	PTC staff has an MTSS team in which several employees participate to help direct the school's evolution toward becoming an MTSS school. Two staff members participated in an MTSS Professional Development conference during July 2023. These members will help guide further staff development for MTSS program growth during the 2nd semester.	Staff attending conference during summer 2023	\$6,800.00	\$3,685

Goal 2

Goal Description

PTC will provide resources and services to ensure the social and emotional wellbeing of students and staff, while providing a safe learning environment and learning opportunities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Number of times transportation is provided to school and/or returning home for SED students.	Due to COVID-19, In 2020-21, PTC provided 0 MAX vouchers or MUSD bus transportation to students in need of transportation to and from school.	Madera Area Express (MAX) for students is currently free of charge for students being transported from designated bus stop to bus stop. MUSD bus transportation to PTC has not resumed its service.	0 students requested transportation to attend school or return home from school.	MAXX passes are currently free of charge for students being transported from designated stop to stop. MUSD bus transportation to PTC has not resumed.	All students or families in need are provided transportation or vouchers/tickets for local public transportation.
2. The number of parenting teens, foster youth and/or homeless students receiving academic and social-emotional services.	19 parenting teens, foster youth, and/or homeless students had access to receive intervention and support services, including social emotional and counseling.	11 student referrals to the CAES Psychologist. 1 Suicide Prevention Professional Training to all CAES staff. 2 SEL Trainings provided to staff from CAES Counseling Team	13 parenting teens, 6 foster youth, and 31 homeless students accessed intervention and support services;	28 student referrals to the Psychologist. 1 Suicide Prevention Professional Training.	Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.
3. The number of student recognition assemblies conducted throughout the year.	PTC staff conducted 4 assemblies to recognize students' academics, attendance, and citizenship performance.	Students recognized at quarter and semester in the form of certificates for academic achievement, PTC PRIDE, and good attendance. But, due to COVID-19, quarterly assemblies have not resumed.	5 student recognition ceremonies in 2022-23, including two graduations and quarterly student recognitions.	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance.	PTC will maintain or increase the number of student recognition assemblies throughout the school year.
4. Facilities Inspection Tool (FIT) score.	The October 2020 Facilities Inspection Tool (FIT) Score shows the PTC facilities in "Good Repair."	The FIT report for PTC showed facilities in "Good Repair" for 2021-22.	The FIT report for PTC showed facilities in "Exemplary" for 2022-23.	The FIT report (October 2023) for PTC showed facilities in good repair.	The FIT will show PTC evaluated to be in "Good Repair" annually.
5. Number of students that access support services.	To be established in the Fall of 2021.	To date, 11 referrals have been made to the School Psychologist and 12 home visits necessary for student wellness follow-ups.	41 referrals made to the School Psychologist for social-emotional support of students; home visits made for student wellness checks	To date: 11 referrals to the School Psychologist and 6 home visits necessary for student wellness follow-ups.	PTC will maintain an open pathway for all students to be identified and receive intervention support services listed.
6. Percent of students suspended	In 2020-21, PTC's suspension rate was 0%.	In 2021-22, PTC's suspension rate was .04%	0% [2022 CA School Dashboard]	There have been 3 suspensions at PTC this year.	PTC will maintain a lower suspension rate than Madera County.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
7. Percentage of students that feel safe on campus.	2020-21 LCAP survey has 86% of students reported feeling safe on site.	The 2021-22 LCAP Student surveys state 86.2% (+.02%) of students feel safe on their campus and parents state 92.3% of their children feel safe on their campus.	The 2022-23 LCAP Student surveys state 89.5% of students feel safe on their campus and 89.4% of parents state of their children feel safe on their campus.	*TBD. The 2023-24 LCAP Student Survey will be given in January 2024.	Per annual LCAP survey, 95% of students will state they feel safe at school.
8. Dropout rate for all PTC students.	2019-20 dropout data from ed-data.org reports the 4-year cohort dropout rate for PTC at 28.4%.	19.6% [2020-21 DataQuest Four-Year Adjusted Cohort Outcome]	29.2% [2021-2022 DataQuest Four-Year Adjusted Cohort Outcome]	Dataquest has not been updated with current %.	PTC will reduce the 4-year cohort dropout to under 15%.
9. Number of students participating in external learning opportunities, enrichment activities, athletic competitions and educational field trips.	In school year 2019-20, 15% of students participated in extended learning opportunities, which included field trips and sporting events.	Due to COVID-19 restrictions, 4% of PTC students participated in external learning opportunities (athletics with 8 students and 5 students to the Madera Food Bank)	92 students participated in external learning opportunities including sporting events, CTE Field Trips, and college visits. In addition, several students participated in community classrooms.	2 team competitions in athletics (8 students), 2 CTE trips to MCIA for student support during school functions, and 1 community service trip to Madera Food Bank (5 students.)	Increase number of students participating in external learning opportunities from the prior year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Provide student transportation as needed to and from school As 90% of PTC students are Socioeconomically Disadvantaged (SED) PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events.	Yes	Planned	Because this service has become free of charge, no passes have been handed out as of January 2024.	Zero requests for passes	\$1,000.00	\$0
2.2	Expand Support Services for Parenting Teens, Foster and Homeless Youth	No	Fully Implemented	A school counselor serves as the Foster Youth Liaison for Madera	PTC participated in a Parenting Teen	\$347,101.00	\$188,555

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Based upon the increased SEL needs of students who are parents themselves and other at-promise youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least 3 times per year by mental health professionals, including the school psychologist.</p>			<p>County, a school psychologist provides mental health screenings and services to students, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools.</p>	<p>Conference, Foster and Homeless activities have included 3 field trips, 4 parent conferences/training sessions, student support including online tutoring, and school psychologist support days for students. Also, staff have participated in two professional development trainings for mental health and McKinney-Vento legal training.</p>		
2.3	<p>Continue Positive Student Recognition Program PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and</p>	No	Fully Implemented	PTC students have been recognized monthly by PTC staff for academic, citizenship successes.	Monthly awards	\$1,500.00	\$834

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parents are contacted using ParentSquare as well.						
2.4	<p>Maintain School Facilities PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.</p>	No	Fully Implemented	Both PTC campuses (Madera and Chowchilla) are maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year using the Maintenance Support Ticket System.	FIT Inspections October 2023	\$227,000.00	\$130,630
2.5	<p>Provide Behavioral Health Intervention and Support Services PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention.</p>	Yes	Fully Implemented	The contracted school psychologist time allocated currently meets the needs of PTC. In addition to this position, Madera County Superintendent of Schools partners with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families or PTC.	11 Psychologist referrals, 6 home visits	\$5,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	<p>Reduce overall suspension rate PTC will reduce the overall suspension rate by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.</p>	Yes	Fully Implemented	Parent communication is a cornerstone to the PTC program as all staff and parents have access to this tool. Home/School communication is easily handled down to the individual family level. Also, PTC and PTCC use school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools.	School staff and families routinely use Parent Square as a means to maintain two-way communication in the preferred home language of the family.	\$4,000.00	\$218
2.7	<p>Increase number of annual climate survey responses and improve survey results A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site</p>	No	Fully Implemented	Students, parents, and staff members are provided links to complete LCAP surveys to inform the development of the next LCAP. These links are sent out during the winter to educational partners for feedback. Additional partner feedback is solicited through School Site Council and ELAC,	Parent, student, and staff LCAP surveys Spring 2024	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent-teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.</p> <p>Percentages of students feeling safe at school and feeling connected to school will be reported to the Board and the community as part of the annual Local Indicators Report presented each June.</p>			<p>of which there have been two meetings of each during the fall semester. Additionally, staff members had Gang Culture Awareness training hosted by the Madera Police Department during this first semester.</p>			
2.8	<p>Reduce EL, Homeless, and SED student drop out rate To address dropout rates, PTC will do the following: Administrators and Academic Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff</p>	Yes	Fully Implemented	<p>Addressing the student dropout rate is highly important in ensuring students have access to completing their high school requirements. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly</p>	School flyers, report cards	\$1,800.00	\$375

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration and academic counselor will maintain a priority list of students to monitor for intervention.			important in keeping families informed of progress. School/program information is translated to keep Spanish speaking families informed of all offerings.			
2.9	<p>Maintain a Safe Campus PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.</p>	No	Fully Implemented	Maintaining a safe campus is paramount to student achievement. PTC staff members are part of a Safety Team and plans are created with their input and feedback about safe practices for school. During the fall semester 2023, Gang Culture Awareness training was provided to entire staff.	Staff, safety plan, professional development	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.10	<p>Provide external learning opportunities for students. For the school year 2023-24, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.</p>	Yes	Fully Implemented	PTC students have participated in athletic competitions (2 in the fall), as well as 2 CTE trips also during the fall. Several trips are planned for the spring semester for students in the areas of academics, CTE, and athletics.	Student participation, trips	\$7,500.00	\$525

Goal 3

Goal Description

PTC will encourage greater educational partnership and input by developing meaningful community, parent and family relationships.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of teachers and staff maintaining a contact log in PowerSchool.	For schoolyear 2020-21 100% teachers and staff maintained a contact log in PowerSchool for each student.	For schoolyear 2021-22. 100% of teachers and staff maintained a contact log in PowerSchool.	For schoolyear 2022-23, 100% of teachers and staff maintained a contact log in PowerSchool.	For schoolyear 2023-24, 100% of teachers and staff maintain a contact log in PowerSchool.	Teachers and staff will log 100% of student/parent contacts on a weekly basis in PowerSchool.
2. Number of school events offered to Parent/family members	During 2020-21 schoolyear, no school	6 Parent Orientation Workshop Nights hosted and an Open House were	7 school events offered to parents/ family members	3 events through December 2023.	Maintain or increase the number of school events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	events were held due to COVID-19 pandemic.	held during School Year 2021-22.	during school year 2022-23.		offered to parents and students to attend.
3. Increase the number of parent and/or community members providing input or participating	In 2020-21, 31% of parents returned surveys in paper format and 4% in digital format.	In 2021-22, 18% of parents completed surveys in digital format	In 2022-23, 100 parents completed the surveys in digital form. Four participated in the Community Appreciation Day.	Parents complete enrollment surveys at the beginning of the year and LCAP surveys will go out to students and families February 2024.	Increase the number of parent and community responses from the prior year.
4. Increase community partnerships	PTC currently has 2 community partners.	Camarena Heath and Madera County Behavioral Health are two community partners.	Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation are community partners.	PIQE has become a new educational partner for PTC as well as existing partnerships with Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.	Increase the number of community partners and connect them with families and students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Increase Parent Communication frequency Based on research the Harvard Graduate School of Education written by Kraft and Dougherty, "teacher-family communication increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by 15%." With 72% of the SED student population being credit deficient, 17% of the students are EL learners, and 29.7% of students be redesignated fluent English proficient (RFEP) with languages other than English being spoken at home, there is a need for increased teacher-parent communication. PTC	No	Fully Implemented	PTC staff uses complete translations on all programmatic documents shared with parents and guardians. PTC staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS educational documents	\$6,500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>administration, counseling, and teaching staff will provide effective communication with parents of regular, EL, and Special Education students in home language regarding school administration, activities, student progress and attendance. Communication will occur through personal phone calls, home visits, the Parent Square application/website, an updated and maintained school website, and quarterly progress reports and semester report cards; with all communication provided in primary languages translated by support staff where necessary. Bilingual translation provided by counseling and support staff will be available for all parent meetings including: IEPs, SSTs, #504 and Parent/Teacher/Student conferences.</p> <p>Direct daily communication from administrative, counseling, teaching and support staff will be recorded in PowerSchool to maintain a accurate record of communication with students and families.</p> <p>Title I</p>						
3.2	<p>Increase Parent Involvement and Attendance in School Functions PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including</p>	No	Fully Implemented	PTC staff have utilized Parent-Teacher Conferences for the fall semester. PTC school counselor has held numerous college, financial aid, and	Parent-Teacher conferences, DTS	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following: Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being an EL student and RFEP (30% of enrollment) students. Printed flyers in both English and Spanish will be distributed on site. Two CAES counselors will use parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i-Ready data analysis, academic progress, attendance updates, and general academic planning. Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. ParentSquare will be used to survey and poll all</p>			<p>graduation meetings with parents and families and will continue to do so during the spring semester.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and disseminate the data from those surveys.						
3.3	<p>Increase Educational Partner Input and Participation</p> <p>As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare. PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The Principal/Program Director and</p>	No	Fully Implemented	PTC Staff has developed parent and student surveys for LCAP input and will send to families in February 2024. Also, throughout school year 23-24, all families enrolling with PTC take an enrollment survey which provides instant programmatic feedback and generates parent volunteers for school committees.	SSC/ELAC meeting minutes, survey results	\$500.00	\$312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. Currently 98% of parents are able to be contacted through the website. PTC administration and program directors will set poll parameters and the program director will disaggregate and disseminate the data from those polls.</p>						
3.4	<p>Develop greater Community Outreach opportunities Since 90% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students.</p> <p>PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children (CSEC) meetings, and quarterly Juvenile Justice Coalition</p>	Yes	Fully Implemented	<p>School administrators participate in Madera County COMPACT, FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory committee members to discuss current trends and needs of preparing students for career opportunities after graduation.</p>	<p>CTE meetings, student competitions, Juvenile Justice Meetings</p>	\$500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities.</p> <p>To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future.</p>			PTC staff also partner with DSS for potential job placement of students.			

Goal 4

Goal Description

By June 30, 2024, Pioneer Technical Center will increase the graduation rate by 10%.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate	56.4% graduation rate according to the 2022 CA School Dashboard.	New Metric for 2023-24.	New Metric for 2023-24.	December 2023 had 21 graduates as members of the graduating class of 2024.	66.5% graduation rate according to CA School Dashboard.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Increased Support for EL Students</p> <p>Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.</p>		Fully Implemented	Beginning August 2023, Instructional Assistant provides 10 hours of instructional support for English Learner students in Designated ELD classes.	Master schedule for instruction	\$16,000.00	\$7489
4.2	<p>Increased Parent Education</p> <p>As a result of parent feedback via school enrollment and LCAP surveys for SY 2022-23, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical</p>		Fully Implemented	During Fall 2023, PTC staff partnered with PIQE (Parent Institute for Quality Education) to host an online series of 6 classes for parents to learn how to better support their child's	46 parents participated and 28 parents completed the course.	\$15,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will partner with a Parent Education Organization to empower parents to better assist their children.			social, emotional, and academic needs as students.			
4.3	<p>Increase school connectedness for all students Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.</p>		Fully Implemented	PTC staff have held on-campus events at school to help students feel connected to staff and teachers. Field trips and/or other incentives are planned for the second semester.	Perfect Attendance, Academic Achievement, and Citizenship awards	\$20,000.00	\$627
4.4	<p>Increase curriculum access for English Learners and low performing students Classroom sets of computers will be purchased for both the ELD and Academic Acceleration Classrooms for all students to ensure access to digital curriculum and seat time instruction.</p>		Fully Implemented	Classroom Chromebooks were purchased for both ELD classes and Academic Acceleration classes as a means to assisting students with learning in classrooms.	60 units, and 2 carts purchased	\$22,000.00	\$41,373
4.5	<p>Edgenuity Licenses Additional Edgenuity licenses will be purchased to provide low performing students access to A-G</p>		Planned	As of January 2024, need not yet presented with students.	Zero new licenses	\$26,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and CTE approved courses that will meet graduation requirements						
4.6	Academic Tutoring for Low Performing Students PTC will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.		Planned	As of January 2024, Principal seeking appropriate vendor for PTC students.	None	\$50,000.00	\$0
4.7	Supplemental Curriculum for English Learners PTC uses StudySync as the curriculum for English Language Arts, and the StudySync Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level 1 and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.		Planned	Principal and teacher working with Program Director, ELA/ELD for appropriate supplemental curriculum.	None	\$16,090.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	<p>Monitor Plan Effectiveness PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to "implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.</p>		Fully Implemented	As of January 2024, Executive Director and Program Director meet monthly or more to monitor program effectiveness for PTC staff and students.	Monthly meetings	\$1,000.00	

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

5.5.3

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (Endeavor and Voyager Schools)	Hugo Sanchez Program Director - Career Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

Goal 1

Goal Description
Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of teachers and staff attending professional development trainings.	100% of teachers and staff received ongoing professional development of 90 minutes embedded into the weekly instructional schedule throughout school year 20-21. In addition, teachers accessed additional professional development.	100% of teachers attended professional development trainings with CAES colleagues from MCIA and PTC led by MCSOS staff in the areas of Math, SEL and ELD. In addition, Madera County Behavioral Health provided professional learning on Mental Health First Aid.	100% of teachers participated in professional development trainings with CAES colleagues from MCIA and PTC led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study	Currently, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training.	100% of teachers and staff will participate annually in professional development on California Common Core State Standards in ELA, Mathematics, Social Science, and Science, either through MCSOS or other professional educational organizations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			and Social-Emotional Learning.		
2. Average number of credits earned by credit-deficient students.	For school year 2020-21, 142 incarcerated students earned 586.5 credits for an average of 4.13 credits per student.	For school year 2021-22, 95 incarcerated students earned 525.5 credits for an average of 5.53 credits per student.	For school year 2022-23, 145 incarcerated students earned 1,139.5 credits for an average of 7.9 credits per student. (May 22, 2023)	As of January 29, 2024, 117 incarcerated students earned 757.25 credits for an average of 6.47 credits per student.	Increase the average number of credits earned by credit-deficient students.
3. Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	Baseline data unavailable due to 2020-21 COVID-19 protocols for incarcerated youth.	Career Assessment survey to be given in Spring 2022. School Counselor meets with all graduating seniors to assist with college matriculation and financial aid applications.	20 students completed an Individual Transition/Progress Plan Survey. Access to CA Career Zone was made available February, 2023. However, due to technical difficulties with the program, students were unable to complete the survey as of May 19, 2023. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options.	21 students completed an Individual Transition/Progress Plan Survey. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options. Career Assessments will be conducted Spring 2024.	All Endeavor/Voyager students who are in longer than 15 days will receive an Individual Graduation Progress Plan and a career assessment survey.
4. Percentage of English Learner (EL) reclassifications.	0% of EL students have been reclassified in 2020-21.	0% of EL students were reclassified for SY 21-22	0% of EL students were reclassified as of Spring 2023.	0% of EL students were reclassified as of January 2024	10% of EL students will be reclassified annually.
5. Percentage of students with Instruction and materials aligned with Common Core State Standards (CCSS).	100% of students have access to standards based instruction and instructional materials in 2020-21.	100% of students have access to standards based instruction and instructional materials.	100% of students have access to standards based instruction and instructional materials.	100% of students have access to standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials.
6. Distance from Standard (DFS) standard as measured by SBAC.	SBAC data not available for baseline due to minimum cohort requirement of 11 students not met.	Results to be analyzed after SBAC Assessment given in Spring 2022.	SBAC data not available due to minimum cohort requirement of 11 students not met.	SBAC data not available due to minimum cohort requirement of 11 students not met.	Continue to increase SBAC scores annually to meet standard.
7. Number of students graduating with a high school diploma.	3 Students graduated in 2019-20.	In June 2022, 3 Endeavor and 5 Voyager students graduated.	As of May 2023, 6 Endeavor students graduated.	As of January 2024, 2 Endeavor students graduated.	All students fulfilling graduation requirements will receive a high school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Overall -- 37.5% Low-Income -- 37.5%		diploma from Endeavor/Voyager.
			[CA School Dashboard]		
8. Number of students receiving academic intervention and supports.	All students with an IEP receive interventions and supports identified on their IEP in 2020-21.	All students with an IEP receive interventions and supports identified on their IEPs.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.	All students with an IEP will receive interventions identified on their IEP.
9. Percentage of students showing growth on i-Ready assessments in ELA and Math.	Baseline data unavailable due to 2020-21 COVID-19 protocols for incarcerated youth.	As indicated by results from i-Ready diagnostic 2 in January 2022 to Diagnostic 3 in Spring 2022, an increase of 6% of students were on grade level in ELA. No measurable growth indicated in Math from diagnostic 2 to 3 in 2022.	54.5% achieved a one or more grade level increase in ELA, and 60% a similar increase in Math.	Diagnostic results from i-Ready assessments completed in December 2023 yield 18% of students are performing at or above grade-level in Reading and 0% at grade level in Math. However, Math results indicate 9% of students showed growth of at least one grade-level during the first semester.	100% of Endeavor/Voyager students will show growth on i-Ready diagnostic assessments in ELA and Math.
10. Number of students screened to qualify for modified graduation track or grade level reclassification.	All 11th and 12th grade students were screened in the 2020-21 school year.	30 students have been screened. Of those students, 18 were officially placed on an Assembly Bill/Modified Graduation track. Another 7 of the 30 were approved but were not placed on the modified graduation track either because they were released before we were able to do so or their guardian failed to attend the appointment. Of the currently enrolled students, 8 are on an AB graduation track.	25 students have been screened. Seven of those student were placed on a modified graduation track.	21 students have been screened. Four students were placed on a modified graduation track.	All students in 11th and 12th grades will be assessed or screened to determine qualification for grade level reclassification or modified graduation requirements.
11. Number of students enrolled in Career Technical Education (CTE)	0 students accessed virtual welding course during 2020-21 school	Currently, there are 8 students in the Cadet Academy who are enrolled	As of March 2023, 14 students in the Cadet Academy enrolled and	As of January 2024, 6 students in the Cadet Academy enrolled and	The number of students in the Cadet Academy taking

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
introductory welding course.	year due to COVID-19 protocols for incarcerated youth.	in the Introduction to Welding course.	completed the Introduction to Welding course.	completed the Introduction to Welding course.	virtual welding course will increase annually.
12. Percentage of teachers appropriately credentialed and assigned	100% of teachers are appropriately credentialed in 2020-21.	100% of teachers are appropriately credentialed in 2021-22.	100% of teachers are appropriately credentialed in 2022-23.	100% of teachers are appropriately credentialed in 2023-24.	Maintain 100% of teachers being appropriately credentialed.
13. Percentage of teachers trained in Multi-Tiered Systems of Support (MTSS)	MTSS PD to begin in SY 2022-23	New metric for 2022-23 LCAP.	100% of teachers have participated in MTSS training.	100% of teachers have participated in MTSS training during previous year. New training will resume Spring of 2024.	100% of all teachers trained in MTSS

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Teacher Professional Development specific to English Learners</p> <p>Professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of English Learners. Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS.</p>	Yes	Fully Implemented	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success.	The Program Director provides direct support to 5 ELD teachers, supplies purchased	\$2,100.00	\$755

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Provide Credit Recovery Options for All Students Endeavor/Voyager students come from various districts from Madera and other counties. Furthermore, the majority of students are significantly credit deficient. To help students recover credits needed to fulfill graduation requirements, online courses such as Odysseyware or Edgenuity will be used. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants also will be able to provide additional support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner.</p>	No	Fully Implemented	Endeavor/Voyager students use Edgenuity platform as needed to earn high school credits toward graduation including.	24 students completed 13 courses and earned 73.25 credits.	\$225,082.00	\$130,355
1.3	<p>Create Individual Progress Plans and Career Assessment Surveys Academic Counselor will meet with all students in the Cadet Academy, and students enrolled in Endeavor for more than 15 days to complete Individual Progress Plan and Career Assessment Survey. Academic Counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.</p>	No	Fully Implemented	20 students completed an Individual Transition/ Progress Plan Survey. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options. Career Assessments will be conducted Spring 2024.	Student/ Counselor meetings	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Reclassify EL Students To support EL students in achieving English Language reclassification, Endeavor/Voyager educational staff will use LAS Links English Language Proficiency Assessments as a local assessment to meet reclassification criteria. LAS Links provides English Learner proficiency results in speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (Bilingual Coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. 0% of English learners have been reclassified in the last three school years.</p>	No	Fully Implemented	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success.	The Program Director provides direct support to 5 ELD teachers.	\$17,055.00	\$8,945
1.5	<p>Provide CCSS Curriculum and Materials for SED students Since 0% of low-income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math, Endeavor/Voyager will provide SED students with high-quality, standards aligned instructional support materials in ELA, Math,</p>	Yes	Fully Implemented	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials for students	\$5,000.00	\$512

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>ELD, Social Science, and Science. Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency. The most recent California School Dashboard results from 2019 show that 0% of students are at standard or meeting the College/Career Indicator.</p>						
1.6	<p>Improve academic proficiency of SED Students on SBAC Math and ELA assessments Based upon 0% proficiency in ELA and Math for SED students, Endeavor/Voyager staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC assessments will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and academic counselors.</p> <p>Since state data may not be available given the small sample size of students required to complete the assessments, i-Ready assessments are used to show academic growth. School year 2022-23 i-Ready summative results indicate 0% of students are on grade level in ELA, and 0% in Math. Teachers will use formative i-Ready assessments and prescriptive</p>	Yes	Fully Implemented	<p>All teachers receive instructional support from a Math expert from Fresno County Superintendent of Schools by way of monthly training in a whole group setting. As of January 2024, the E/V staff has received 2 training sessions with 6 more scheduled for the second semester. Separate to this: Instructional Assistants have received specialized training from math expert during 4 separate days of math training.</p>	Professional development calendar	\$2,994.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency.</p> <p>In order to evaluate and plan instruction using those data, instructional staff will receive professional learning provided by Fresno County Superintendent of Schools.</p>						
1.7	<p>Maintain students on track for Graduation Counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation. Academic Counselor to facilitate updated Credit Evaluation so that teachers can assign coursework. All students enrolled in Endeavor/Voyager at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon release. An Aftercare Liaison will assist returning students to home districts for the purposes of reengagement and support through graduation.</p>	No	Fully Implemented	A Counseling Support Specialist provides daily support to two school counselors in direct support to students and families. This position serves as a liaison with feeder districts, provides state testing support for teachers and administration, Reg-To-Go support for counselors, etc.	Mailings, district communication	\$500.00	\$200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p>Support students with IEPs All teachers receive a daily roster of students with IEPs, which allows teachers to make appropriate instructional accommodations for students. In addition, the RSP teacher meets individually or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensures identified students are receiving appropriate support. Support for students can be push-in or pull-out to provide additional instructional options.</p>	No	Fully Implemented	RSP Teacher provides instructional support to incarcerated students on IEPs throughout the year.	Student enrollment in Endeavor/ Voyager and staff assignment	\$22,876.00	\$11,969
1.9	<p>SED students to make academic progress as measured by i-Ready assessments As 0% of SED students are meeting or exceeding standard on SBAC assessments for ELA and Math, i-Ready will be used to provide individually prescribed lessons to support subskill weaknesses for each student. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state assessments is</p>	Yes	Fully Implemented	An additional teacher provides instruction in the core academic area of mathematics to all incarcerated youth. i-Ready is an additional learning tool for students that are below in grade level and need additional academic support to become grade-level proficient.	Master Schedule	\$28,597.00	\$15,003

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis. An additional teacher will support low-performing SED students through an additional five periods of weekly math instruction.						
1.10	<p>Modify Graduation Requirements and Grade Level Reclassification, as needed</p> <p>Academic Counselor to grade level reclassify all qualifying students based on credits earned, as opposed to years in high school. In addition, academic counselors screen students for AB2306 or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses.</p>	No	Fully Implemented	21 students completed an Individual Transition/Progress Plan Survey. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options. Career Assessments will be conducted Spring 2024.	21 students have been screened. Four of those students were placed on a modified graduation track.(AB 2306)	\$0.00	\$0
1.11	<p>Increase students completing CTE Introductory Course</p> <p>In order to increase the number of students enrolled in CTE courses, an Introduction to Welding course will be provided. These virtual</p>	Yes	Fully Implemented	CTE teacher provides weekly instruction in "Virtual Welding" which includes the use of virtual welders. The expectation at the end of the course	Master Schedule	\$29,126.00	\$10,940

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	welders will allow the CTE instructor to create a live welding scenario in a safe environment.			is for the student to be able to apply skills and theory learned in the class and be able to apply to a regular Welding class upon return enrollment to local school after period of incarceration.			
1.12	Deleted from 2023-24 LCAP Deleted	Yes	Not Implementing	Deleted	Deleted	\$0.00	\$0
1.13	Maintain low student to teacher ratio Student to teacher ratio should be 16:1, but during the 2021-22 school year, Endeavor/Voyager was below 7:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ration is significantly lower. SED students are significantly behind grade level as measured by i-Ready assessments for ELA and Math. Students will improve academic achievement in ELA and Math through the increased support and availability of the teachers. The additional teacher allows students to benefit from increased in-person course offerings.	Yes	Fully Implemented	Incarcerated students have significant needs during their periods of incarceration which requires greater academic support. E/V staff is made of 3 full time teachers to support approximately 25 students (on average) for all curricular needs.	Master Schedule	\$300,046.00	\$158,086
1.14	Retain Highly Effective Teachers MCSOS will provide high quality professional development to	No	Fully Implemented	Endeavor/Voyager instructional staff participate in a weekly	Professional development calendar	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. MCSOS will also offer competitive salaries to increase teacher retention.			ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teacher have participated in weekly training for WASC Self-Study, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training.			
1.15	<p>Multi-Tiered Support Systems (MTSS) Professional Development</p> <p>Based on reflections of prior practice, this new metric/action was added for the schoolyear 2022-23. After a needs assessment demonstrated low attendance rates in Powerschool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), the need for instructional staff trained in Multi-Tier Support Systems (MTSS) is evident for the 2022-23 school year.</p>	No	Fully Implemented	E/V staff has an MTSS team in which several employees participate to help direct the school's evolution toward becoming an MTSS school. One staff member participated in an MTSS Professional Development conference during July 2023. This member will help guide further staff development for MTSS program growth during the 2nd semester.	Staff member attended conference during summer 2023, staff professional development Spring 2024	\$1,800.00	\$1,407

Goal 2

Goal Description

MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe and conducive learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Student to teacher ratio.	Student to teacher ratio is 7:1 during 20-21	Student to teacher ratio is 7:1 during 2021-22 SY.	Student to teacher ratio is 8:1 during 2022-23 SY.	Student to teacher ratio is 8:1 during 2023-24.	Maintain student to teacher ratio no greater than 12:1.
2. Number of annual presentations to students.	2 presentations were made in school year 2020-21	There were 2 presentations to students held in school year 2021-22.	There have been 13 presentations to students during SY 2022-23.	There have been 7 presentations to students during SY 2023-24.	Maintain or increase presentations to students on topics of interest and need.
3. Percentage of Chronic Absenteeism.	0% of students are chronically absent in 2020-21.	0% of students were chronically absent in 2021-22.	Data not reported on 2022 CA School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022-23.	Data not reported on 2023 CA School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022-23.	Maintain chronic absenteeism rate of 0%.
4. Facilities Inspection Tool (FIT) score.	FIT in October 2020 scored Endeavor/Voyager in "Good Repair"	FIT in October 2021-22 scored Endeavor/Voyager in "Good Repair"	FIT in October 2022 scored Endeavor/Voyager in "Good Repair"	FIT in October 2023 scored Endeavor/Voyager in "Good Repair"	Maintain FIT score of "Good Repair" annually.
5. Suspension rate.	Suspension rate was 2.6% in School year 2020-21 per DataQuest.	Suspension rate was .03% in school year 2021-22.	Suspension rate was 1.6% in school year 2022-23	Per 2023 California School Dashboard: 0% for Juvenile Hall (Endeavor/Voyager Secondary)	Suspension rate will be 0% annually.
6. Percentage of students participating in learning opportunities outside of the classroom.	In school year 2019-20, 100% of students participated in extended learning opportunities, outside the classroom which include, but not limited to field trips, essay and poetry contests, and athletic competitions.	In school year 2021-22, 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contest, and a Mushball Tournament.	In school year 2022-23, 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contests, sport teams at tournaments, and cadets color guard presenting colors at numerous civic events.	In school year 2023-24, 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contests, field trips, sports teams at tournaments.	100% of students will participate in extended learning opportunities outside the classroom.
7. Percentage of students stating a positive school environment.	Spring 2021 LCAP survey states 95% of students feel encouraged to succeed.	CAES student LCAP surveys in Jan. 2022 state 92.3% of students feel encouraged to be successful by school staff.	CAES student LCAP surveys in February 2023 state 94% of students feel encouraged to be successful by school staff.	CAES student LCAP surveys will be administered in February 2024.	100% of students will state they are encouraged to succeed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
8. Number of SEL presentations to staff by Madera County Behavioral Health and other agencies.	In school year 2020-21 there were 3 presentations to MCSOS staff.	In school year 2021-22, staff has received 5 SEL professional growth and development trainings.	In school year 2022-23, staff has received six SEL professional growth and development trainings. Additionally, staff and probationary team hosted a "Family Fun Day" in which all youth participated in various activities to support SEL health.	In school year 2023-24, staff has received two SEL professional development trainings. Other opportunities will happen during the second semester.	Increase to at least 6 SEL presentations by the 2023-24 school year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Maintain Increased Student Supports MCSOS will maintain a low teacher to student ratio to better support students academically, socially, emotionally, and behaviorally. Current ratio is lower than 10:1, allowing students to receive increased academic support from teachers.</p> <p>In order to support those teachers and students in making academic progress and stronger social-emotional relationships, an Instructional Assistant will provide additional support to Low-Income students, English Learners, and Foster Youth. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.</p> <p>This Action works in conjunction with Goal 1, Action 13.</p>	Yes	Fully Implemented	By maintaining a ratio of students to teachers to a number fewer than 10:1, staff are able to maintain significant student support to help students meet academic success. The use of an Instructional Assistant only deepens the support for student learning each day.	Master Schedule	\$54,584.00	\$29,957

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Counseling Presentations Academic counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.</p>	No	Fully Implemented	7 presentations have been made through CAES Academic Counseling Services. Topics include: * Tobacco & Vaping - Madera County Public Health * Nutrition & Diet - Madera County Public Health * Tips for Academic Success - School Counselor * Community College Overview - School Counselor * Suicide Awareness - School Psychologist * Financial Literacy - Educational Employees Credit Union * Project Rebound - Fresno State	Student sign-in sheets	\$0.00	\$0
2.3	<p>Maintain Low Chronic Absenteeism Rate Students in Endeavor/Voyager have historically high levels of truancy and academic struggles in their districts of residency. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings</p>	No	Fully Implemented	Staff members participate in monthly team treatment meetings to continually learn how best to support students and help maintain students on track toward completing courses and graduation requirements. Students traditionally do not miss school because of the connectedness to a committed staff.	As of January 2024, 117 incarcerated students earned 757.25 credits for an average of 6.47 credits per student.	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with corrections staff to learn of issues and supports for students who are struggling with incarceration, which can impact school attendance. Provide students with incentives for excellent attendance.						
2.4	<p>Maintain access to technology Students in Endeavor/Voyager will have access to curriculum and resources in a cybersafe environment and use technology appropriately. GoGuardian ensures students work on appropriate internet sites only. Students will be better prepared to access online assessments, such as ELPAC and SBAC state assessments, along with local assessments. In addition, online courses will allow students to stay on course to graduate in accordance with home district requirements. In an effort to support student learning and academic proficiency, teachers will have access to upgraded hardware and software, toner and ink cartridges to print student data results. Professional Learning will continue to provide pedagogy and resources for all teachers and students.</p>	No	Fully Implemented	Staff use GoGuardian to help students better access ELPAC, SBAC, Edgenuity for learning. Staff use funds for maintaining technology and software.	GoGuardian, technology supplies	\$5,200.00	\$750
2.5	<p>Reduce Suspension Rate Reduce suspensions by creating opportunities for students to</p>	No	Fully Implemented	Increased communication with all educational partners is	Parent Square	\$300.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated to provide appropriate interventions. Parent conferences help communication between home and school, as well as other reporting opportunities like student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school.</p>			<p>the key to success when working with incarcerated youth. The most difficult connection for educational staff to make is with parents, and Parent Square removes that barrier. Staff maintain communications with families for the best intent for working with incarcerated youth.</p>			
2.6	<p>Increase Student Participation Extended learning opportunities, such as field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field trip destinations now allow for virtual access, which can also contribute to learning goals.</p>	Yes	Fully Implemented	<p>Students have accessed Monterey to support learning of John Steinbeck and his works. The trip was attended by both educational and probationary staff with students. This field trip was an academic trip in addition to other events in which Endeavor/Voyager students have participated.</p>	Meal gift cards	\$1,000.00	\$60
2.7	<p>Maintain a Positive Learning Environment When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective</p>	Yes	Fully Implemented	<p>The school psychologist works with other educational staff to use SEL strategies to model effective learning and communicating strategies for all youth.</p>	School psychologist contract	\$12,274.00	\$7,074

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>communication between the school and parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. After two years of being in the pandemic, academic counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. Academic counselor, RSP teacher and school psychologist to provide services to students to support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.</p>						
2.8	<p>Increase collaboration with Madera County Department of Behavioral Health (MCDBH) In order to support the SEL needs of Endeavor/Voyager students, MCSOS will collaborate with MCDBH to provide additional SEL professional development to MCSOS staff. These trainings are free of charge and can be incorporated into regularly scheduled PD time.</p>	Yes	Planned	E/V staff participate in SEL professional development opportunities as a means of expanding knowledge base in better ways to teach and connect with students, families, colleagues.	Professional development calendar	\$0.00	\$0

Goal 3

Goal Description

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Average percentage of Foster Youth caregiver participation in monthly workshops.	Baseline data unavailable due to 2020-21 COVID-19 protocols. To be established in 2021-22.	For the school year 2021-22, the average percentage of Madera County Foster Youth caregivers who participated in monthly caregiver workshops was 4%.	During the 2022-23 school year, 6% of Foster Youth caregivers participated in monthly caregiver workshops.	To date, 6% of Madera County caregivers have participated in monthly workshops.	On average, 25% of caregivers/parents will participate in monthly parent workshops.
2. Percentage of caregivers who believe they have the capacity to meet the educational and social-emotional needs of students in foster care (via Annual Caregiver feedback survey).	Baseline was generated in 2021-22 due to COVID restrictions. 83% of caregivers believe that they have the capacity to meet the educational and social-emotional needs of students in foster care.	Spring, 2022 was the first time caregivers were surveyed for feedback regarding whether they believe they have the capacity to meet the educational and social-emotional needs of students in foster care. 83% of respondents felt that they do have the capacity to support foster youth.	An annual Caregiver Survey was completed April, 2023. 84% of caregivers who responded said they feel they have the capacity to meet the educational and social-emotional needs of students in foster care. 16% of respondents said they feel they "somewhat" have the capacity to meet their needs. Caregivers indicated they would like additional support in the following areas: * Trauma and its behavioral and academic effects on children * Strategies to better support the academic success of children * Strategies on how to manage behavior at home	The annual Caregiver Survey is scheduled to be administered Spring 2024.	100% of surveyed caregivers believe they have the capacity to meet the educational and social-emotional needs of students in foster care.
3. Percentage of teachers making PowerSchool log entries.	0% of Teachers made log entries in 2020-21.	100% of Teachers were provided access to	100% of Teachers were provided access to	100% of Teachers were provided access to	100% of teachers will make log entries into PowerSchool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		PowerSchool to log entries in 2021-22	PowerSchool to log entries in 2022-23	PowerSchool to log entries in 2023-24.	
4. Percentage of parents attending school events.	0% of parents attended school events or advisory committee meetings in 2020-21.	1% of parents attended a PAC meeting in February 2022.	20 parents attended school events, including the poetry contest, Endeavor or Voyager graduation ceremonies, local rotary speech competition, or the MLK, Jr. local ceremony in 2022-23.	10 parents/family members attended high school graduation ceremony in December 2024.	Increase parent attendance to school events or advisory meetings by 10% annually.
5. Percentage of parents using ParentSquare to communicate with school.	ParentSquare was implemented in 2021-22.	83% of parents are in contact with teachers via ParentSquare texting feature.	83.5% of parents are in contact with teachers via ParentSquare texting feature.	100% of parents are in contact with teachers via ParentSquare texting feature.	Increase percentage of parents using ParentSquare to communicate with school.
6. Percentage of parents of EL and SED students attending Endeavor/Voyager Parent Advisory Committee (PAC) meetings.	0% of parents of EL and SED students attend Parent Advisory Committee (PAC) in 2020-21.	1% of parents attended a PAC meeting in February.	0 parents of EL and SED students attended Parent Advisory Committee (PAC) in 2022-23.	0 parents of EL students and 1 parent of an SED student attended Parent Advisory Committee (PAC) in Fall 2023.	Parent participation for EL and SED students will increase at least 10% annually.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth. Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College	No	Fully Implemented	To date, 4 workshops have been conducted in the following topics: * Social-Emotional Well-Being of Your Child * Suicide Awareness and Prevention * AB490 Overview * Technology 101 (School Platforms)	Sign-in Sheets, fliers	\$296,415.00	\$155,567

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate.						
3.2	<p>Document Home-School Communication Documentation of all communication in PowerSchool by teachers on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.</p>	No	Fully Implemented	For schoolyear 2023-24, 100% of teachers and staff maintain contact logs in PowerSchool of Home-School communication.	PowerSchool log entries	\$0.00	\$0
3.3	<p>Endeavor/Voyager School Events Increase parent participation at school events and informational meetings to support identified needs of families. Voyager hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions or academic competitions as well. There are</p>	No	Fully Implemented	Endeavor/Voyager staff make MAXX passes available, but no passes have been used as of January 2024. Parents/families have attended events including one Cadet Academy Graduation, high school graduation ceremony and Rotary	No MAXX passes requested to date	\$200.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.			Speech Contest. One parent actively participates in the CAES School Site Council.			
3.4	Parents Attending School Events Program Director to work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance. Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.	No	Fully Implemented	Endeavor/Voyager staff make MAXX passes available, but no passes have been used as of January 2024. Parents/families have attended events including one Cadet Academy Graduation, high school graduation ceremony and Rotary Speech Contest. One parent actively participates in the CAES School Site Council.	No MAXX passes requested to date	\$0.00	\$0
3.5	Promote School Communication with Families ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be translated to families' preferred languages,	No	Fully Implemented	E/V staff uses complete translations on all programmatic documents shared with parents and guardians. ParentSquare also has instant translations into 17 languages.	ParentSquare, school documents/ letters	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	currently English and Spanish. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.						
3.6	<p>Increase feedback from EL Parents MCSOS will increase participation of EL parents through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of EL students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking, which is the primary language of more than 99% of EL students enrolled in Endeavor/Voyager.</p>	No	Fully Implemented	E/V staff continues to use tools such as ParentSquare, DTS translated documents, and translated parent and student LCAP surveys to better meet the needs of EL parents and gain greater opportunities for parents to participate in school events, committees, etc. The ongoing concern with E/V students revolves around short periods of incarceration.	Mailings, surveys, phone calls, etc.	\$0.00	\$0

Goal 4

Goal Description

Facilitate the county-wide coordination of services for the educational success of students in foster care.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Percentage of LEA/district liaisons who feel they have the capacity to meet the academic and social-emotional needs of Foster Youth in their district (via Annual LEA feedback survey)	Survey to be conducted in Spring 2022 due to COVID-19.	Survey conducted April, 2022. 100% of LEA/district liaisons responded that they feel they have the capacity to meet the academic and social-emotional needs of foster youth in their district. Half of the respondents indicated, however, that they would like additional support including: *increased awareness of community resources *more professional development *assistance to provide case management services for students *assistance to coordinate post-secondary preparation activities/events	LEA/district liaison survey was completed April, 2023. 60% of LEA/district liaisons responded that they definitely feel they have the capacity to meet the academic and social-emotional needs of Foster Youth in their district. 40% indicated that they "somewhat" feel they have the capacity to meet the academic and social-emotional needs of Foster Youth in their district. Liaisons responded that they would like additional support in the following areas: *Increased familiarity with community resources/agencies *Assistance to ensure school stability *Assistance to provide case management support *Assistance to identify policies/practices that may impact foster youth	Liaison Survey to be conducted Spring 2024	100% of district liaisons feel they have the capacity to meet the academic and social-emotional needs of Foster Youth
2. School stability rate (as measured in DataQuest)	52.6% of Madera County Foster Youth were determined to have a stable enrollment during the academic year. (2018-2019 CDE DataQuest Report)	LEA has begun tracking mobility using the new CDE Dataquest Stability Rate tool. 2020-2021 CDE DataQuest Report indicates that 60.2% of Madera County Foster Youth had stable enrollment during the academic year.	The 2021-2022 CDE DataQuest report indicates that 52.7% of foster youth had stable enrollment during the academic year.	The 2022-2023 CDE DataQuest report indicates that 58.5% of foster youth had stable enrollment during the academic year.	70% of Madera County Foster Youth will be identified as having a stable enrollment during the academic year.
3. Number of Educational Partner professional development and training	8 professional development and training opportunities provided in	9 Professional Development workshops have been offered:	11 professional development workshops	To date, 5 professional development workshops have been offered:	The number of professional development/training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
opportunities provided in areas relevant to Foster Youth.	2019-20 and included in Foster Youth Services Coordinating Program (FYSCP) EOY Report data.	<ul style="list-style-type: none"> *AB 490 Overview *How to Support the Positive Social-Emotional Well-Being of your Child *Support Youth Through Early College Awareness and Preparation *Ensuring Healthy Relationships for Your Child *Human Trafficking Awareness *The Special Education Process *Trauma Informed Strategies for Behavior at Home (offered twice) *Suicide Awareness. 	<p>have been offered including:</p> <ul style="list-style-type: none"> *Technology 101 *AB490 Overview *Supporting Youth Through Early College Awareness & Preparation *Ensuring Healthy Relationships for Your Child *Trauma Informed Strategies for Behavior at Home *Suicide Awareness *How to Support the Positive Social-Emotional Well-Being of Your Child (x2) *Meeting the High School Needs of Foster Youth *Foster Youth & School Stability *Financial Aid 101 	<ul style="list-style-type: none"> * Social-Emotional Well-Being * Suicide Awareness * AB 490 Overview x 2 * Technology 101 * Meeting the HS Needs of Foster Youth 	opportunities for liaisons and other stakeholders will be maintained or increased.
4. Development and sharing of best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services.	Best practices in the identified areas have not been collected.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	Best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services will be developed and disseminated to all district liaisons and relevant community educational partners.
5. Number of Foster Youth served through case management services.	120 Foster Youth served in 2019-20.	170 students were served in the FY program during the 2021-2022 school year.	181 students were served in the FY program during the 2022-2023 school year.	97 students have been served in the FY program to date.	Maintain or increase the number of Foster Youth that will be served through case management services.
6. Number of liaisons who utilize the Foster Focus Database to track school mobility.	3 liaisons utilized Foster Focus Database in 2019-20.	4 liaisons are currently utilizing the Foster Focus database to track changes in school placement among foster youth.	4 liaisons are currently utilizing the Foster Focus database to track changes in school placement among foster youth.	4 liaisons currently utilize the Foster Focus database to track school mobility.	All district liaisons will utilize the Foster Focus database to track school mobility/stability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		5 of the 9 district liaisons have started using the new CDE Dataquest stability tool.	9 of the 9 district liaisons have started using the new CDE Dataquest Stability tracking tool.	9 of 9 school districts continue to use CDE DataQuest to monitor stability rates.	
7. Number of college visits and other student event/activity opportunities.	9 college visits and student events/activities held in 2019-20.	*2 Field trips have been held at the Fresno Chaffee Zoo and CSU Fresno - November 22 and November 23, 2021. *1 post-secondary preparation workshop held on September 30, 2021. *3 Senior support workshops held on October 7 ,November 18, 2021 and February 24, 2022. *Annual College and Career Fair held on March 4, 2022. *Digital Arts Workshop Series held Spring, 2022 (5 sessions) *Field trip to CSU, Monterey Bay and the Monterey Bay Aquarium held on April 12, 2022.	*Field trips conducted: CSU Stanislaus 10/17/22 Madera Community College 11/10/22 CSU San Jose 12/12/22 CSU Cal Poly 1/26/23 CSU Fresno 3/24/23 *Annual RISE Conference (college/career fair) held on February 27, 2023 *Virtual Senior Support Workshop Series: 10/13/22; 11/17/22; 12/8/22; 2/23/23 Post Secondary Preparation Workshops: 9/15/22; 12/1/22; 2/16/23	Field Trips conducted to date: * Discovery Kingdom 9/16/23 * UC Santa Cruz 10/2/23 * UC Merced 10/20/23 * CSU Bakersfield 11/17/23 * San Jose City College 1/25/24 College & Career Connection Workshops to date: <ul style="list-style-type: none"> • 9/19/23 • 10/25/23 • 11/15/23 • 12/13/23 	Opportunities to visit colleges and to participate in various student events/activities will be available for all Foster Youth in grades 1st-12th grade. Provide 10 opportunities per year.
8. Number of youth that participate in the Skills4Success work experience program.	12 youth participated in work experience program.	8 youth participated in work experience during the 2021-22 school year.	6 youth participated in work experience during the 2022-2023 school year.	The FYSCP is currently securing a new contract for services for Summer 2024	Maintain or increase the number of work experience opportunities for Foster Youth.
9. Number of students who participate in the annual College and Career Fair.	34 students participated in annual fair held in 2018-19 school year.	59 students participated in the 2022 College and Career Fair (R.I.S.E. Conference).	56 students participated in the 2023 RISE Youth Conference.	The Annual RISE Youth Conference is scheduled to take place on February 26, 2024	Maintain or increase the number of Foster Youth grades 7th-12th grade that will participate in the annual College and Career Fair.
10. Percentage of seniors who participate in the Senior Support Workshop Series.	No prior data. Baseline will be established 2021-22	25% of Seniors participated in Senior Support Workshops.	19% of Seniors participated in Senior Support Workshops.	To date, 10% of seniors have participated in a Senior Support Workshop.	100% of seniors interested in completing the community college matriculation process will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		25% will serve as the baseline.			participate in the Senior Support Workshop Series.
11. Development and dissemination of best practices to ensure access to college/career readiness courses and services (i.e. summer school, credit recovery, dual enrollment, A-G and CTE courses, etc.)	Best practices in the identified areas have not been collected	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	Best practices to ensure access to college/career readiness courses and services (i.e. summer school, credit recovery, dual enrollment, A-G and CTE courses, etc.) will be developed and disseminated to all liaisons and pertinent school staff.
12. Percentage of youth that participate in grade level transition and SEL activities.	No prior data. Baseline will be established during the 2022-2023 school year as 2021-2022 will be used to research and gather best practices for the identification of services/activities.	Planning of grade level services is scheduled for Spring/Summer 2022.	Grade level transition services have been conducted at the site level.	Grade level transition services continue to be conducted at the site level.	100% of Foster Youth identified for SEL support will participate in SEL activities; 100% of Foster Youth in K, 6th, 8th, and 12th grades will receive grade level transition support.
13. Number of trauma-informed professional development and training opportunities.	4 trauma-informed professional development and training opportunities in 2019-20.	2 trauma-informed professional development and trainings were held in 2021-22.	3 trauma-informed professional development trainings were held in 2022-2023.	A trauma-informed professional development workshop is scheduled to take place on March 6, 2024.	Maintain or increase the number of trauma-informed trainings and professional development opportunities for liaisons and other school staff
14. Gathering and sharing of SEL resources with stakeholders	SEL resources have not been compiled.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	SEL resources will be gathered and regularly shared with stakeholders and will be maintained/updated as necessary.
15. Development and sharing of best practices to increase Foster Youth access to school-based SEL resources and interventions.	Best practices on how to increase Foster Youth access to school-based SEL resources and interventions have not been compiled	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	Best practices on how to increase Foster Youth access to school-based SEL resources and interventions will be gathered and shared with liaisons and other pertinent school staff regularly and as requested.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
16. Gathering and sharing of best practices/evidence-based mentoring programs.	Best practices/evidence-based mentoring programs have not been compiled.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.	Best practices in mentoring and evidence-based mentoring program options will be gathered and shared with LEAs; support will be provided as requested for the development and implementation of local programs, services or activities
17. Percentage of youth that participate in mentoring activities.	No prior data. Baseline will be established during the 2022-2023 SY as 2021-2022 will be used to research and gather best practices/evidence-based program information for the identification of services/activities.	Research and gathering of best practices/evidence-based programs will take place Summer, 2022.	The FYSCP Program is finalizing a contract for services with Court Appointed Special Advocates (CASA).	A new contract with Court Appointed Special Advocates (CASA) was finalized and has been implemented. This contract will allow for an additional 30 children in foster care as well as their caregivers to receive on-going academic and social-emotional support services in Madera County.	100% of Foster Youth identified for mentoring will participate in mentoring activities
18. Average number of caregivers attending monthly workshops.	Average number of caregiver attendance in monthly workshops is 21 participants in 2019-20.	An average of 6 caregivers attended monthly workshops during the 2021-2022 school year.	An average of 10 caregivers attended monthly workshops during the 2022-2023 school year.	An average of 13 caregivers have attended workshops to date.	Maintain or increase average number of attendance for caregivers that will participate in monthly parent workshops.
19. Percentage of caregivers who believe they have the capacity to meet the educational and social-emotional needs of students in foster care (via Annual Caregiver feedback survey).	To be established Fall 2021.	100% of caregivers who responded to the feedback survey indicated that they feel they have the capacity to meet the educational and social-emotional needs of students in foster care. However, 75% of respondents indicated that they feel they need additional information/support regarding strategies on how to talk with their children about healthy relationships. Additionally,	Caregiver survey link was sent to district liaisons 3/31/23 to disseminate.	86% of caregivers who responded to a survey Spring 2023 indicated that they felt they have the capacity to meet the educational and social-emotional need of students in foster care.	100% of surveyed caregivers believe they have the capacity to meet the educational and social-emotional needs of students in foster care.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		half of respondents indicated they would like more strategies to better support the academic success of their child as well as more information about the special education process.			
20. Average number of students who participate in quarterly College & Career Readiness Workshops.	Average of 12 students participated in quarterly College & Career Readiness Workshops.	Average of 10 students participated in quarterly College & Career Readiness Workshops in 2021-22.	An average of 5 students participated in quarterly College & Career Readiness Workshops in 2022-23.	To date, an average of 4 students have participated in quarterly College & Career Readiness Workshops.	Maintain or increase the average of Foster Youth in grades 7th-12th that will participate in quarterly College and Career Workshops.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Build LEA capacity to support the educational needs of Foster Youth.</p> <p>Provide professional development and training opportunities to LEAs in areas relevant to foster youth; gather and share best practices for immediate enrollment, school stability, youth engagement, grade/credit protection, engagement in extracurricular activities, etc.; Assist LEAs to review policies and practices in areas that impact foster youth (i.e. discipline, attendance, behavior, enrollment); gather and share grade-level transition support best practices and provide LEA assistance to implement transition support services; provide case management support and academic/tutorial support as requested; continue facilitating</p>	No	Fully Implemented	5 monthly Advisory Council meetings have been held where relevant information regarding best practices in foster youth education, legislative updates, event/activity announcements, and opportunities to collaborate have been provided to local LEAs and other partners. Meetings included local foster youth attendance and discipline data review. Additionally, two virtual professional development trainings have been offered for LEA liaison and other staff on the legislative mandates of AB490 and strategies on meeting the	Agendas, sign in sheets	\$2,000.00	\$883

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	monthly Executive Advisory Council meetings.			needs of high school foster youth.			
4.2	<p>Ensure school stability by minimizing changes in school placement if in the best interest of the youth.</p> <p>Provide accessibility and training on Foster Focus (a Foster Youth database) to all liaisons to help monitor school mobility. Facilitate the completion and implementation of a county-wide interagency agreement that includes a best-interest determination check-list and a school of origin transportation plan and provide relevant stakeholders with training/overview of the agreement; develop and share best practices to increase school stability and provide staff training to implement school stability; continue facilitating monthly Executive Advisory Council meetings where educational partners are able to discuss individual youth and work to ensure the best school placement option.</p>	No	Fully Implemented	All district foster youth liaisons have accessibility to the Foster Focus Database system. During monthly Executive Advisory Council meetings, liaisons have received training on accessing the CDE DataQuest school stability report. In addition, a county-wide agreement detailing a school placement "best interest determination" process as well as the procedure to ensure transportation if needed has been fully implemented. This agreement is scheduled to be updated/extended Spring, 2024. A training, "Foster Youth & School Stability" is scheduled to take place May 2024 as well.	Advisory Council meeting agenda/sign in sheets; interagency agreement	\$1,500.00	\$0
4.3	<p>Develop and coordinate college and career readiness and awareness support services and activities.</p> <p>Develop and share best practices to ensure access to summer school, credit recovery, dual enrollment, A-</p>	No	Fully Implemented	A county-wide College & Career Awareness student conference is scheduled to take place on February 26, 2024. To date, 5 College & Career Connection	Student sign-in sheets, fliers	\$50,800.00	\$28,226

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>G and CTE enrollment, academic counseling, etc.; develop and provide support for grade level transition services; provide support for work experience opportunities; coordinate and facilitate post-secondary preparation support services and activities; provide case management support; coordinate college visits and other student event opportunities; coordinate and facilitate monthly caregiver workshops to ensure post-secondary preparation knowledge; coordinate and facilitate an annual College and Career Fair; coordinate and facilitate Senior Support workshops; coordinate other academic/social-emotional enrichment activities.</p>			<p>workshops have been offered to middle and high school students. Workshops are focused on career awareness and exploration and post-secondary preparedness. In addition, field trips to UC Merced, CSU Bakersfield, and San Jose Community College have been held. The MCSOS FYSCP also collaborated with and supported a local school district to facilitate trips to UC Santa Cruz and UC San Francisco. Currently, a contract is being developed with the local Workforce Development to offer work experience to students Summer 2024. Additionally, monthly caregiver workshops focus on topics to increase caregiver knowledge on how to best support the educational success of foster youth. Four workshops have been held to date. Senior Support workshops are held to facilitate the community college matriculation process and the FAFSA completion. Two senior support workshops have been conducted.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p>Build LEA capacity to support the social-emotional needs of Foster Youth. Ensure staff working with Foster Youth have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth; gather and share best practices on ways to increase access to and participation in available school-based SEL resources and intervention systems and extra-curricular activities; assist to review policies/practices to ensure Foster Youth experiencing school discipline receive priority access to positive behavior supports, Pupil Services counseling, mental health services, and other positive behavior modification services; Provide assistance for case managers; research, gather and share best practices in mentoring programs and share with LEAs; support LEAs to develop and implement local mentoring programs as needed.</p>	No	Fully Implemented	Currently, the MCSOS FYSCP is collaborating with local school districts to sign up to participate in the Neuro-sequential Model in Education (NME) pilot cohort that the FYSCP TAP team (CDE) is facilitating. Through this effort, local LEAs have been invited to participate in Trauma Responsive Schools: The Four Pillars Training Series being offered through this pilot program. Participants learn about the fundamentals of trauma, brain/body response, vicarious trauma, and learn about interventions and supports. A representative from the Madera County Behavioral Health Department is scheduled to talk to local district liaisons and other stakeholders about the effects of trauma during an Executive Advisory Council meeting Spring 2024. Also, through a new partnership with Court Appointed Special Advocates (CASA), children are receiving on-going support to meet academic and social-emotional needs.	Agendas (agenda items for discussion); CASA Contract	\$50,000.00	\$12,500
4.5	<p>Build caregiver capacity to support the educational and</p>	No	Fully Implemented	To date, four caregiver workshops have been	Fliers, sign-in sheets	\$500.00	\$420

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>social-emotional needs of Foster Youth. Coordinate monthly workshops to inform caregivers about the unique needs of Foster Youth. Workshop topics include AB490, Overview of Resources and Support Services, Trauma Informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate.</p>			<p>held to support the educational and social-emotional needs of foster youth. Topics to date include: * Understanding AB490 (foster youth educational rights) * Technology 101 - becoming familiar with school platforms used in order to monitor academic progress and to be able to communicate/collaborate with school personnel in support of foster youth. * Suicide Awareness - helping to familiarize caregivers with warning signs and how to respond. * Social-Emotional Well-being of children - Trauma and its impact was highlighted.</p>			

Goal 5

Goal Description

Facilitate the county-wide coordination of services for the educational success of expelled youth.

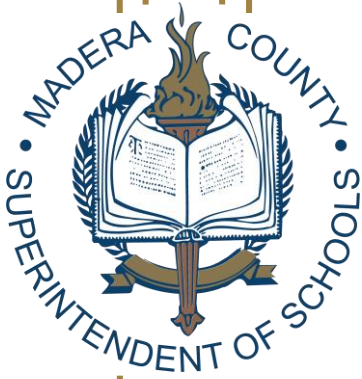
Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.Madera County Student Expulsion Rate	Madera County currently has a 0.13% expulsion rate	2020-21 had a .01% expulsion rate of students from Madera County.	2021-22 had a .02% expulsion rate of students from Madera County.	2022-23 had a .03% expulsion rate of students from Madera County. (DataQuest)	Maintain or reduce the expulsion rate annually.
2. Annual Meeting	Plan approved for 2021-2024 cycle.	3-year meeting was held in Spring of 2022.	Meeting held May 25, 2023 with district representatives to monitor outlined services to expelled youth throughout the county.	Meetings are being held to craft the next Expelled Youth Plan for Madera County.	MCSOS will facilitate annual meetings to review, monitor, and discuss impact and effectiveness of plan.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Triennial Meetings MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES) Division, will lead the process with representatives from each of the other districts in Madera County.	No	Fully Implemented	CAES Executive Director has begun the review process with all districts as part of the triennial process. Completing the plan will require several meetings amongst district representatives for a May 2024 completion.	Scheduled meetings, work time to develop plan	\$13,574.00	\$4,749
5.2	Annual Reviews Annual review and monitoring of Expelled Youth Plan to ensure	No	Fully Implemented	Currently reviewing the previous plan with district	Scheduled meetings	\$200.00	\$120

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion.			representatives for new plan iteration.			



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

Agenda Item 8.1

Board of Education Action Item February 13, 2024

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from January 1, 2024. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Dr. Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

Financial Impact:

None

Resource:

Joe Casarez
Chief Human Resources Officer
Educational Services

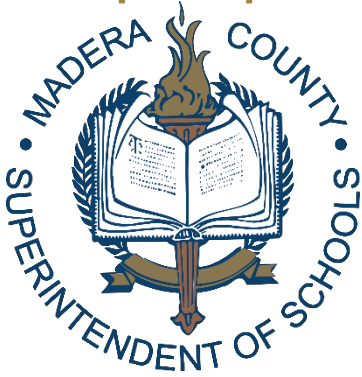
Recommendation:

It is recommended the Board ratify the issuance of Temporary County Certificates from January 1-31, 2024.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 01/01/2024-01/31/2024

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Burns	Thomas	CCSD EL Authorization Waiver	11/01/2023-12/01/2024	Madera USD	1/31/2024	New
Castellanos	Eduardo	Prospective Sub Teaching Permit	01/12/2024-02/01/2025	County-Wide Substitute Teacher List	1/31/2024	Renewal
Davis	Timothy	Short Term Staff Permit	01/08/2024-02/01/2025	Chawanakee USD	1/31/2024	New
Hurst	Kayla	Prospective Sub Teaching Permit	02/01/2024-03/01/2024	County-Wide Substitute Teacher List	1/31/2024	Renewal
Lewis	Ryan	Prospective Sub Teaching Permit	01/05/2024-02/01/2025	County-Wide Substitute Teacher List	1/31/2024	New
Martinez-Conejo	Isaiah	Prospective Sub Teaching Permit	01/08/2024-02/01/2025	County-Wide Substitute Teacher List	1/31/2024	New
Perdue	Karena	Provisional Internship Permit	01/01/2024-02/01/2025	Golden Valley USD	1/31/2024	New
Salama	Carley	Short Term Staff Permit	11/01/2023-12/01/2024	Chowchilla Elementary SD	1/31/2024	New
Sandlin	Jeannie	Provisional Internship Permit	12/01/2023-01/01/2025	Chowchilla Elementary SD	1/31/2024	New
Shanley	Stephanie	TPSL- Multiple Subject	01/01/2024-01/01/2025	Chowchilla Elementary SD	1/31/2024	New



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

Agenda Item 8.2

Board of Education Action Item February 13, 2024

Topic:

Investment Performance - Quarterly Report of Investments

Background:

Section 53646 of the Government Code requires the chief fiscal officer of each local agency to provide to the governing board a report of investments, on a quarterly basis. However, if all of an agency's funds are placed in the county treasury, Local Agency Investment Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions will suffice. If an agency has any other investments, additional reporting is required.

Following its 2023 Investment Policy, all Madera County Superintendent of Schools funds are deposited in the Madera County Treasury, including the proceeds of the tax revenue anticipation notes (TRAN) program, when MCSOS participates. Therefore, we have attached a copy of the latest monthly investment report from the Madera County Co-Mingled Investment Pool which includes its most recent list of investments.

The County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 3.19% and compared to last year's rate of return of 1.08% for the same time period.

Financial Impact:

Approximately \$20,000 per year.

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the report as presented.



COUNTY OF MADERA
OFFICE OF THE TREASURER/TAX COLLECTOR
TRACY KENNEDY
200 W. 4th Street, 2nd Floor, Madera, CA 93637
Telephone: (559) 675-7713
e-mail: treasurer@maderacounty.com

MEMORANDUM

Date: January 18, 2024
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – December 2023

REQUIREMENT

In compliance with Government Code 53646 (b) the County Treasurer is, at a minimum, required to submit a quarterly investment report within 45 days following the end of each quarter. The Treasurer, however, elected to exceed the minimum requirement by increasing its frequency to a monthly report and disseminate to all pool participants.

Also required in the report is a disclosure of type of investment, name of issuer, date of maturity, par value and the sub total amounts invested for each category held by the County Treasurer including the market value provided by our custodial bank, Principal Custody Solutions. For your convenience, our investment reports can also be found on our website at:

www.maderacounty.com/government/treasurer-tax-collector

While the County Treasurer takes all economic conditions under advisement, our primary goal is to ensure proper liquidity is available for all depositors while taking into consideration all pool expenditure requirements.

- c.c. Alview-Dairyland
Bass Lake School District
Chawanakee Unified School District
Chowchilla Cemetery District
Chowchilla Elementary School District
Chowchilla High School District
County Administrative Officer
County Auditor-Controller
County Board of Supervisors
County Superintendent of Schools
First 5 Madera County
Golden Valley School District
Madera Cemetery District
Madera County District Attorney
Madera County Transportation Commission
Madera Unified School District
Raymond-Knowles School District
Philip Toler, County Special Districts
Yosemite Unified School District



M E E D E R
PUBLIC FUNDS

Monthly Internal Investment Report

County of Madera Treasurer's Investment Pool

December 2023

**Portfolio Management by Fund
Portfolio Management
Portfolio Summary
December 31, 2023**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM
Medium Term Notes	102,030,000.00	97,036,478.10	98,307,747.83	9.58	1,340	990	3.779
Federal Agency Coupon Callables	276,285,714.29	261,677,930.00	272,395,413.68	26.55	1,483	629	1.488
Treasury Coupon Securities	217,000,000.00	208,069,850.00	210,517,639.45	20.52	1,180	762	3.094
Allspring Money Market Fund	96,207.24	96,207.24	96,207.24	0.01	1	1	5.350
Bank of America Interest Checking	4,031,485.98	4,031,485.98	4,031,485.98	0.39	1	1	2.050
CAMP: CA Asset Mgmt Program	129,239,189.54	129,239,189.54	129,239,189.54	12.60	1	1	5.550
Commercial Paper Disc. -Amortizing	7,000,000.00	6,802,880.00	6,707,656.69	0.65	268	193	5.912
Federal Agency Disc. -Amortizing	37,500,000.00	37,073,500.00	36,694,661.14	3.58	153	77	5.280
Local Agency Investment Funds	456,685.64	456,685.64	456,685.64	0.04	1	1	3.929
Federal Agency Bullets	249,200,000.00	242,480,096.00	247,298,706.41	24.10	1,121	581	2.926
Municipal Bonds	8,044,692.00	8,034,799.00	8,044,692.00	0.78	5,462	3,480	3.474
Supranational	5,000,000.00	5,128,250.00	4,938,093.19	0.48	1,740	1,674	5.016
Grant Anticipation Notes	7,336,000.00	7,336,000.00	7,336,000.00	0.71	917	540	1.918
	1,043,219,974.69	1,007,463,351.50	1,026,064,178.79	100.00%	1,099	602	3.099

Investments	December 31	Month Ending	Fiscal Year To Date
Total Earnings			
Current Year		1,855,442.36	12,311,013.01
Average Daily Balance		978,918,084.36	766,544,916.73
Effective Rate of Return		2.23%	3.19%

Active Account Balance as of 12/31/2023: \$11,955,583.73.

PURSUANT TO GOVERNMENT CODE SECTION 53646:

1. (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2023 INVESTMENT POLICY VALID 01/01/2023 THROUGH 12/31/2023.

2. (b)(3) THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL'S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.

3. (b)(1) MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Jane Kennedy *1-22-2024*

Reporting period 12/01/2023-12/31/2023

Data Updated: SET_1PM: 01/11/2024 14:57

Run Date: 01/11/2024 - 14:57

Portfolio MAD

RC

PM (PRF_PM1) 7.3.11
Report Ver. 7.3.11

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2023

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Medium Term Notes											
24422EWW5	1872	John Deere		10/26/2023	5,000,000.00	5,020,050.00	4,972,162.07	4.950	522	5.339	AA+ 06/06/2025
458140AS9	1873	Intel Corp		10/26/2023	5,000,000.00	4,920,600.00	4,890,858.33	3.700	575	5.557	AA+ 07/29/2025
037833DX5	1740	APPLE INC.		06/28/2021	3,000,000.00	2,821,140.00	2,985,797.86	0.550	597	0.791	Aaa 08/20/2025
037833DX5	1757	APPLE INC.		09/30/2021	5,000,000.00	4,701,900.00	4,965,568.57	0.550	597	0.901	Aaa 08/20/2025
478160CN2	1830	Johnson & Johnson		01/12/2023	5,000,000.00	4,684,200.00	4,657,108.54	0.550	609	4.208	Aaa 09/01/2025
46632FTH8	1864	J P Morgan		09/22/2023	5,000,000.00	5,022,850.00	5,000,000.00	6.000	630	6.000	AA+ 09/22/2025
58933YAY1	1870	Merck & Co. Inc.		10/19/2023	4,200,000.00	3,893,232.00	3,780,528.50	0.750	785	5.389	02/24/2026
023135BX3	1741	AMAZON.COM INC		06/28/2021	3,000,000.00	2,771,280.00	3,000,000.00	1.000	862	1.000	05/12/2026
023135BX3	1789	AMAZON.COM INC		01/27/2022	5,000,000.00	4,618,800.00	4,930,097.09	1.000	862	1.580	05/12/2026
89236TJK2	1756	Toyota		09/30/2021	7,000,000.00	6,463,800.00	6,987,262.72	1.125	899	1.200	06/18/2026
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,764,450.00	4,885,879.07	2.400	950	3.220	Aaa 08/08/2026
14912L6T3	1844	Caterpillar		04/12/2023	5,000,000.00	4,740,750.00	4,747,368.42	2.400	951	4.222	AA+ 08/09/2026
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,384,785.00	1,495,590.00	1.700	1,106	1.788	AA+ 01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,846,380.00	1,994,120.00	1.700	1,106	1.788	AA+ 01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,769,570.00	2,992,015.56	1.700	1,106	1.780	AA+ 01/11/2027
24422EWD7	1859	John Deere		06/28/2023	5,000,000.00	4,698,500.00	4,624,368.42	2.350	1,162	4.713	AA+ 03/08/2027
458140AX8	1878	Intel Corp		11/13/2023	5,000,000.00	4,805,350.00	4,672,325.00	3.150	1,226	5.232	AA+ 05/11/2027
458140BY5	1874	Intel Corp		10/26/2023	5,000,000.00	4,900,150.00	4,749,337.50	3.750	1,312	5.487	AA+ 08/05/2027
14913R3A3	1871	Caterpillar		10/26/2023	5,000,000.00	4,882,600.00	4,736,700.00	3.600	1,319	5.369	AA+ 08/12/2027
06051GGA1	1880	Bk of America		12/04/2023	5,000,000.00	4,757,250.00	4,694,697.78	3.248	1,389	5.113	10/21/2027
037833DK3	1836	APPLE INC.		02/06/2023	5,000,000.00	4,798,150.00	4,831,259.17	3.000	1,412	3.933	Aaa 11/13/2027
037833EC0	1879	APPLE INC.		12/04/2023	5,000,000.00	4,448,450.00	4,382,383.33	1.200	1,499	4.585	Aaa 02/08/2028
037833ET3	1887	APPLE INC.		12/22/2023	3,330,000.00	3,322,241.10	3,332,319.90	4.000	1,591	4.099	Aaa 05/10/2028
Subtotal and Average			95,185,515.47		102,030,000.00	97,036,478.10	98,307,747.83		990	3.779	

Federal Agency Coupon Callables

3133EMTD4	1711	Federal Farm Credit		03/15/2021	5,000,000.00	4,948,100.00	5,000,000.00	0.370	74	0.370	Aaa 03/15/2024
3135GA4S7	1679	Federal National Mortg. Assoc.		11/17/2020	5,000,000.00	4,905,200.00	5,000,000.00	0.375	137	0.375	Aaa 05/17/2024
3134GWJ64	1664	Federal Home Loan Mortgage Cor		09/10/2020	5,000,000.00	4,892,750.00	5,000,000.00	0.400	161	0.400	Aaa 06/10/2024
3134GWJ64	1665	Federal Home Loan Mortgage Cor		09/10/2020	5,000,000.00	4,892,750.00	5,000,000.00	0.400	161	0.400	Aaa 06/10/2024
3135GA5Y3	1692	Federal National Mortg. Assoc.		12/14/2020	10,000,000.00	9,785,400.00	10,000,000.00	0.375	165	0.375	Aaa 06/14/2024
3134GWTU0	1669	Federal Home Loan Mortgage Cor		09/28/2020	5,000,000.00	4,884,050.00	5,000,000.00	0.375	179	0.375	Aaa 06/28/2024
3134GW4X1	1672	Federal Home Loan Mortgage Cor		10/29/2020	3,000,000.00	2,917,830.00	3,000,000.00	0.375	210	0.375	Aaa 07/29/2024
3134GXGP3	1690	Federal Home Loan Mortgage Cor		12/16/2020	5,000,000.00	4,838,100.00	5,000,000.00	0.400	259	0.400	Aaa 09/16/2024
3130ALTH7	1723	Federal Home Loan Bank		03/30/2021	5,000,000.00	4,839,350.00	5,000,000.00	0.510	273	0.510	Aaa 09/30/2024

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Federal Agency Coupon Callables											
3130ALWY6	1734	Federal Home Loan Bank		04/22/2021	2,285,714.29	2,206,880.00	2,285,714.29	0.625	295	0.625	Aaa 10/22/2024
3130ALVR2	1735	Federal Home Loan Bank		04/23/2021	5,000,000.00	4,822,950.00	4,999,214.29	0.520	296	0.536	Aaa 10/23/2024
3134GYDB5	1832	Federal Home Loan Mortgage Cor		01/30/2023	10,000,000.00	10,002,600.00	10,000,000.00	5.000	303	5.005	Aaa 10/30/2024
3130ALU69	1724	Federal Home Loan Bank		04/13/2021	10,000,000.00	9,597,500.00	10,000,000.00	0.580	347	0.580	Aaa 12/13/2024
3133EMLP5	1693	Federal Farm Credit		12/29/2020	10,000,000.00	9,572,500.00	10,000,000.00	0.320	357	0.320	Aaa 12/23/2024
3134GXKF0	1694	Federal Home Loan Mortgage Cor		01/15/2021	10,000,000.00	9,537,600.00	10,000,000.00	0.350	380	0.350	Aaa 01/15/2025
3130AN7L8	1746	Federal Home Loan Bank		07/28/2021	5,000,000.00	4,783,350.00	5,000,000.00	0.520	393	0.520	Aaa 01/28/2025
3133EMSC7	1706	Federal Farm Credit		03/03/2021	5,000,000.00	4,757,550.00	5,000,000.00	0.480	427	0.480	Aaa 03/03/2025
3133EMVS8	1725	Federal Farm Credit		04/14/2021	5,000,000.00	4,748,100.00	5,000,000.00	0.690	469	0.690	Aaa 04/14/2025
3130APQE8	1768	Federal Home Loan Bank		11/22/2021	4,000,000.00	3,839,840.00	4,019,217.14	1.500	507	1.172	Aaa 05/22/2025
3134GWP91	1667	Federal Home Loan Mortgage Cor		09/16/2020	5,000,000.00	4,727,350.00	5,000,000.00	0.500	532	0.500	Aaa 06/16/2025
3134GXFY5	1689	Federal Home Loan Mortgage Cor		12/17/2020	3,000,000.00	2,812,470.00	3,000,000.00	0.500	533	0.500	Aaa 06/17/2025
3133EMFC1	1674	Federal Farm Credit		10/29/2020	3,000,000.00	2,824,350.00	3,000,000.00	0.530	575	0.530	Aaa 07/29/2025
3133EMFC1	1675	Federal Farm Credit		11/05/2020	3,000,000.00	2,824,350.00	3,000,000.00	0.530	575	0.530	Aaa 07/29/2025
3130APP41	1769	Federal Home Loan Bank		11/22/2021	6,000,000.00	5,689,080.00	6,000,000.00	1.125	599	1.125	Aaa 08/22/2025
3136G4M83	1660	Federal National Mortg. Assoc.		08/28/2020	5,000,000.00	4,696,650.00	5,000,000.00	0.600	605	0.600	Aaa 08/28/2025
3134GWY26	1670	Federal Home Loan Mortgage Cor		10/08/2020	5,000,000.00	4,666,250.00	5,000,000.00	0.570	646	0.570	Aaa 10/08/2025
3133ENUZ1	1804	Federal Farm Credit		04/20/2022	3,000,000.00	2,925,330.00	2,997,428.57	3.090	658	3.136	Aaa 10/20/2025
3134GW3X2	1671	Federal Home Loan Mortgage Cor		10/27/2020	3,000,000.00	2,796,810.00	3,000,000.00	0.625	665	0.625	Aaa 10/27/2025
3136G45C3	1673	Federal National Mortg. Assoc.		10/27/2020	4,000,000.00	3,723,240.00	4,000,000.00	0.540	665	0.540	Aaa 10/27/2025
3133ENDV9	1772	Federal Farm Credit		11/17/2021	5,000,000.00	4,686,250.00	5,000,000.00	1.030	686	1.030	Aaa 11/17/2025
3134GXCH5	1682	Federal Home Loan Mortgage Cor		11/25/2020	5,000,000.00	4,644,050.00	5,000,000.00	0.600	694	0.600	Aaa 11/25/2025
3135GAC66	1695	Federal National Mortg. Assoc.		01/21/2021	3,000,000.00	2,775,480.00	3,000,000.00	0.500	751	0.500	Aaa 01/21/2026
3130AKN51	1696	Federal Home Loan Bank		01/28/2021	10,000,000.00	9,248,700.00	10,000,000.00	0.520	758	0.520	Aaa 01/28/2026
3130AKTM8	1699	Federal Home Loan Bank		01/28/2021	4,000,000.00	3,696,360.00	4,000,000.00	0.480	758	0.480	Aaa 01/28/2026
3130ALHH0	1842	Federal Home Loan Bank		04/12/2023	10,000,000.00	9,296,300.00	9,266,538.83	0.960	794	4.101	Aaa 03/05/2026
3130ALH56	1712	Federal Home Loan Bank		03/18/2021	5,000,000.00	4,620,650.00	5,000,000.00	0.750	807	0.750	Aaa 03/18/2026
3133EMUK6	1718	Federal Farm Credit		03/25/2021	2,000,000.00	1,859,600.00	2,000,000.00	1.050	814	1.050	Aaa 03/25/2026
3130ALUC6	1733	Federal Home Loan Bank		04/15/2021	2,000,000.00	1,856,660.00	2,000,000.00	1.020	835	1.020	Aaa 04/15/2026
3134GXCJ1	1843	Federal Home Loan Mortgage Cor		04/12/2023	5,000,000.00	4,580,600.00	4,604,431.62	0.650	878	4.051	Aaa 05/28/2026
3130AMYYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,693,000.00	4,000,000.00	1.125	926	1.125	Aaa 07/15/2026
3130ANMH0	1865	Federal Home Loan Bank		10/05/2023	5,000,000.00	4,599,900.00	4,488,125.00	1.100	962	5.020	Aaa 08/20/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,583,300.00	5,000,000.00	0.820	1,003	0.820	Aaa 09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,481,900.00	6,000,000.00	1.000	1,010	1.000	Aaa 10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,495,220.00	6,000,000.00	1.150	1,031	1.150	Aaa 10/28/2026
3130APJH9	1825	Federal Home Loan Bank		12/21/2022	10,000,000.00	9,316,400.00	9,213,554.43	1.000	1,031	3.118	Aaa 10/28/2026

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Federal Agency Coupon Callables											
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,518,740.00	6,000,000.00	1.330	1,037	1.330	Aaa 11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,596,050.00	5,000,000.00	1.350	1,052	1.350	Aaa 11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,890,560.00	3,000,000.00	3.000	1,214	3.000	Aaa 04/29/2027
3130AJSP5	1863	Federal Home Loan Bank		07/13/2023	11,000,000.00	9,869,530.00	9,634,838.89	1.000	1,282	4.441	Aaa 07/06/2027
3130ATF77	1861	Federal Home Loan Bank		07/07/2023	10,000,000.00	9,910,400.00	9,886,350.62	5.000	1,368	5.319	Aaa 09/30/2027
Subtotal and Average			274,072,833.03		276,285,714.29	261,677,930.00	272,395,413.68		629	1.488	
Treasury Coup on Securities											
91282CDV0	1795	US Treasury		02/03/2022	5,000,000.00	4,982,300.00	4,993,277.17	0.875	30	1.146	Aaa 01/31/2024
91282CDV0	1822	US Treasury		12/07/2022	10,000,000.00	9,964,600.00	9,813,125.00	0.875	30	4.731	Aaa 01/31/2024
91282CBV2	1779	US Treasury		01/06/2022	5,000,000.00	4,931,250.00	4,987,770.14	0.375	105	0.869	Aaa 04/15/2024
9128286R6	1849	US Treasury		05/08/2023	5,000,000.00	4,950,000.00	4,940,821.40	2.250	120	4.712	Aaa 04/30/2024
91282CCC3	1738	US Treasury		06/23/2021	3,000,000.00	2,946,090.00	2,997,619.00	0.250	135	0.410	Aaa 05/15/2024
912828XT2	1860	US Treasury		06/28/2023	10,000,000.00	9,866,800.00	9,838,842.92	2.000	151	5.344	Aaa 05/31/2024
91282CCL3	1753	US Treasury		09/23/2021	5,000,000.00	4,876,150.00	4,998,049.16	0.375	196	0.414	Aaa 07/15/2024
912828D56	1819	US Treasury		11/18/2022	10,000,000.00	9,836,700.00	9,794,988.21	2.375	227	4.523	Aaa 08/15/2024
912828YE4	1796	US Treasury		02/03/2022	5,000,000.00	4,877,550.00	4,998,859.29	1.250	243	1.273	Aaa 08/31/2024
91282CCX7	1754	US Treasury		09/24/2021	5,000,000.00	4,842,200.00	4,993,292.18	0.375	258	0.510	Aaa 09/15/2024
912828ZC7	1797	US Treasury		02/03/2022	5,000,000.00	4,802,550.00	4,982,178.13	1.125	424	1.369	Aaa 02/28/2025
912828ZL7	1785	US Treasury		01/11/2022	5,000,000.00	4,731,650.00	4,935,632.46	0.375	485	1.255	Aaa 04/30/2025
912828ZL7	1788	US Treasury		01/13/2022	5,000,000.00	4,731,650.00	4,935,259.02	0.375	485	1.260	Aaa 04/30/2025
912828ZT0	1739	US Treasury		06/23/2021	3,000,000.00	2,825,280.00	2,982,047.33	0.250	516	0.655	Aaa 05/31/2025
912828ZW3	1750	US Treasury		08/30/2021	4,000,000.00	3,757,040.00	3,979,121.21	0.250	546	0.603	Aaa 06/30/2025
91282CAB7	1749	US Treasury		08/30/2021	4,000,000.00	3,746,080.00	3,970,866.64	0.250	577	0.619	Aaa 07/31/2025
91282CAJ0	1748	US Treasury		08/30/2021	4,000,000.00	3,734,240.00	3,969,765.62	0.250	608	0.633	Aaa 08/31/2025
91282CAZ4	1763	US Treasury		10/06/2021	6,000,000.00	5,571,780.00	5,948,578.96	0.375	699	0.811	Aaa 11/30/2025
91282CHB0	1884	US Treasury		12/22/2023	5,000,000.00	4,942,000.00	4,951,236.26	3.625	865	4.219	Aaa 05/15/2026
91282CHH7	1876	US Treasury		11/13/2023	4,000,000.00	3,999,080.00	3,938,861.62	4.125	896	4.781	Aaa 06/15/2026
912828Y95	1847	US Treasury		04/24/2023	8,000,000.00	7,567,840.00	7,558,823.32	1.875	942	3.847	Aaa 07/31/2026
912828Y95	1851	US Treasury		05/12/2023	5,000,000.00	4,729,900.00	4,764,094.39	1.875	942	3.552	Aaa 07/31/2026
912828Y95	1853	US Treasury		05/24/2023	5,000,000.00	4,729,900.00	4,709,066.26	1.875	942	3.957	Aaa 07/31/2026
912828ZA7	1882	US Treasury		12/22/2023	5,000,000.00	4,679,700.00	4,694,064.21	1.500	957	4.175	Aaa 08/15/2026
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,592,400.00	4,981,477.62	0.875	1,003	1.002	Aaa 09/30/2026
912828YG9	1883	US Treasury		12/22/2023	5,000,000.00	4,687,900.00	4,694,206.80	1.625	1,003	4.123	Aaa 09/30/2026
912828V98	1858	US Treasury		06/28/2023	10,000,000.00	9,493,000.00	9,382,153.62	2.250	1,141	4.169	Aaa 02/15/2027

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Treasury Coupon Securities											
912828V98	1886	US Treasury		12/22/2023	5,000,000.00	4,746,500.00	4,773,811.14	2.250	1,141	4.063	Aaa 02/15/2027
912828X88	1885	US Treasury		12/22/2023	5,000,000.00	4,749,050.00	4,748,789.49	2.375	1,230	4.048	Aaa 05/15/2027
91282CET4	1826	US Treasury		12/21/2022	10,000,000.00	9,571,100.00	9,635,281.02	2.625	1,246	3.766	Aaa 05/31/2027
91282CFB2	1827	US Treasury		12/21/2022	10,000,000.00	9,599,200.00	9,631,060.61	2.750	1,307	3.762	Aaa 07/31/2027
91282CFB2	1846	US Treasury		04/24/2023	5,000,000.00	4,799,600.00	4,818,063.24	2.750	1,307	3.741	Aaa 07/31/2027
91282CFH9	1834	US Treasury		01/18/2023	10,000,000.00	9,718,800.00	9,813,150.58	3.125	1,338	3.636	Aaa 08/31/2027
91282CAL5	1835	US Treasury		02/03/2023	11,000,000.00	9,647,770.00	9,741,868.18	0.375	1,368	3.499	Aaa 09/30/2027
91282CGH8	1862	US Treasury		07/07/2023	10,000,000.00	9,842,200.00	9,621,537.25	3.500	1,491	4.438	Aaa 01/31/2028
Subtotal and Average			194,375,964.30		217,000,000.00	208,069,850.00	210,517,639.45		762	3.094	
Allspring Money Market Fund											
VP4560000	140	Allspring Govt Money Market			96,207.24	96,207.24	96,207.24	5.350	1	5.350	Aaa
Subtotal and Average			26,978,236.08		96,207.24	96,207.24	96,207.24		1	5.350	
Bank of America Interest Checking											
SYS131	131	Bank of America Interest Acct		07/13/2023	4,031,485.98	4,031,485.98	4,031,485.98	2.050	1	2.050	
Subtotal and Average			4,926,492.43		4,031,485.98	4,031,485.98	4,031,485.98		1	2.050	
CAMP: CA Asset Mgmt Program											
SYS1486	1486	California Asset Mgmt. Program			129,239,189.54	129,239,189.54	129,239,189.54	5.550	1	5.550	
Subtotal and Average			86,548,139.62		129,239,189.54	129,239,189.54	129,239,189.54		1	5.550	
Commercial Paper Disc. -Amortizing											
62479LGC3	1868	MUFG Bank		10/18/2023	7,000,000.00	6,802,880.00	6,707,656.69	5.610	193	5.912	P-1 07/12/2024
Subtotal and Average			6,707,656.69		7,000,000.00	6,802,880.00	6,707,656.69		193	5.912	
Federal Agency Disc. -Amortizing											
313384SM2	1888	Federal Home Loan Bank		12/29/2023	10,000,000.00	9,952,200.00	9,951,875.00	5.250	30	5.349	Aaa 01/31/2024
313384SV2	1841	Federal Home Loan Bank		03/31/2023	7,500,000.00	7,455,000.00	7,198,429.17	4.610	38	4.803	P-1 02/08/2024
313384TA7	1889	Federal Home Loan Bank		12/29/2023	10,000,000.00	9,932,700.00	9,932,916.67	5.250	43	5.359	Aaa 02/13/2024
313384YF0	1867	Federal Home Loan Bank		10/18/2023	5,000,000.00	4,879,850.00	4,821,968.75	5.275	168	5.470	P-1 06/17/2024
313384A58	1869	Federal Home Loan Bank		10/18/2023	5,000,000.00	4,853,750.00	4,789,471.55	5.245	214	5.496	P-1 08/02/2024
Subtotal and Average			18,734,204.15		37,500,000.00	37,073,500.00	36,694,661.14		77	5.280	

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Local Agency Investment Funds											
SYS119	119	Local Agency Investment Fund			204,327.86	204,327.86	204,327.86	3.929	1	3.929	
SYS119	120	Local Agency Investment Fund			252,357.78	252,357.78	252,357.78	3.929	1	3.929	
Subtotal and Average			456,685.64		456,685.64	456,685.64	456,685.64		1	3.929	
Federal Agency Bullets											
3133ENLF5	1787	Federal Farm Credit		01/18/2022	5,000,000.00	4,990,150.00	4,999,562.50	0.900	17	0.918	Aaa 01/18/2024
3133EMQL9	1701	Federal Farm Credit		02/12/2021	8,000,000.00	7,953,760.00	8,000,000.00	0.200	42	0.200	Aaa 02/12/2024
3130ATUQ8	1824	Federal Home Loan Bank		12/14/2022	20,000,000.00	19,977,200.00	20,009,243.24	4.750	67	4.655	Aaa 03/08/2024
3133ENWP1	1855	Federal Farm Credit		06/07/2023	10,200,000.00	10,098,306.00	10,071,100.88	2.625	136	5.247	Aaa 05/16/2024
3135G0V75	1840	Federal National Mortg. Assoc.		03/30/2023	5,000,000.00	4,916,600.00	4,870,292.48	1.750	183	4.444	Aaa 07/02/2024
3133EMV25	1747	Federal Farm Credit		08/25/2021	5,000,000.00	4,875,400.00	5,000,743.70	0.450	204	0.435	Aaa 07/23/2024
3134GWB39	1662	Federal Home Loan Mortgage Cor		09/03/2020	5,000,000.00	4,852,100.00	5,000,000.00	0.420	246	0.420	Aaa 09/03/2024
3133EM5X6	1755	Federal Farm Credit		09/24/2021	2,000,000.00	1,936,520.00	1,998,391.84	0.430	266	0.511	Aaa 09/23/2024
3135G0W66	1765	Federal National Mortg. Assoc.		10/13/2021	6,000,000.00	5,847,120.00	6,059,589.65	1.625	288	0.621	Aaa 10/15/2024
3133EN6N5	1833	Federal Farm Credit		01/20/2023	10,000,000.00	9,946,800.00	9,989,145.45	4.250	324	4.367	Aaa 11/20/2024
3130ALYN8	1736	Federal Home Loan Bank		04/28/2021	5,000,000.00	4,788,750.00	5,000,000.00	0.625	393	0.625	Aaa 01/28/2025
3133ENPG9	1839	Federal Farm Credit		03/30/2023	5,000,000.00	4,847,700.00	4,816,367.95	1.750	410	4.324	Aaa 02/14/2025
3133ENPY0	1798	Federal Farm Credit		02/25/2022	5,000,000.00	4,838,850.00	4,995,500.00	1.750	421	1.812	Aaa 02/25/2025
3133EMSJ2	1705	Federal Farm Credit		03/03/2021	5,000,000.00	4,768,150.00	4,991,881.25	0.430	427	0.540	Aaa 03/03/2025
3130AK2L9	1663	Federal Home Loan Bank		09/04/2020	5,000,000.00	4,785,000.00	5,000,000.00	0.550	428	0.550	Aaa 03/04/2025
3130AUZC1	1837	Federal Home Loan Bank		03/02/2023	15,000,000.00	15,002,400.00	14,906,938.52	4.625	438	5.062	Aaa 03/14/2025
3133EPDW2	1838	Federal Farm Credit		03/21/2023	15,000,000.00	14,932,200.00	14,996,287.50	4.125	445	4.142	Aaa 03/21/2025
3133ENVC1	1806	Federal Farm Credit		04/25/2022	3,000,000.00	2,936,340.00	2,993,565.00	2.750	480	2.900	Aaa 04/25/2025
3130AN4A5	1744	Federal Home Loan Bank		07/06/2021	3,000,000.00	2,838,450.00	3,000,000.00	0.700	546	0.700	Aaa 06/30/2025
3137EAEU9	1700	Federal Home Loan Mortgage Cor		01/26/2021	2,000,000.00	1,879,460.00	1,999,445.40	0.375	567	0.389	Aaa 07/21/2025
3133EPGS8	1848	Federal Farm Credit		04/24/2023	5,000,000.00	4,982,350.00	4,999,955.56	4.250	570	4.253	Aaa 07/24/2025
3135G05X7	1714	Federal National Mortg. Assoc.		03/17/2021	4,000,000.00	3,739,680.00	3,974,426.03	0.375	602	0.700	Aaa 08/25/2025
3137EAEX3	1737	Federal Home Loan Mortgage Cor		04/26/2021	5,000,000.00	4,666,650.00	4,970,977.69	0.375	631	0.670	Aaa 09/23/2025
3137EAEX3	1829	Federal Home Loan Mortgage Cor		01/12/2023	11,000,000.00	10,266,630.00	10,245,250.92	0.375	631	4.030	Aaa 09/23/2025
3130AKPL4	1697	Federal Home Loan Bank		01/28/2021	5,000,000.00	4,647,750.00	5,000,000.00	0.550	758	0.550	Aaa 01/28/2026
3133EPLC7	1854	Federal Farm Credit		05/26/2023	10,000,000.00	9,989,500.00	10,000,000.00	4.125	787	4.127	Aaa 02/26/2026
3133EMUZ3	1722	Federal Farm Credit		03/30/2021	2,000,000.00	1,857,060.00	1,999,100.00	0.810	819	0.828	Aaa 03/30/2026
3133ENU00	1799	Federal Farm Credit		04/08/2022	3,000,000.00	2,900,940.00	3,000,000.00	2.640	828	2.640	Aaa 04/08/2026
3133ENGC8	1774	Federal Farm Credit		12/01/2021	5,000,000.00	4,674,000.00	5,000,000.00	1.320	882	1.320	Aaa 06/01/2026
3130AMFS6	1745	Federal Home Loan Bank		07/12/2021	4,000,000.00	3,684,280.00	3,999,003.39	0.750	893	0.760	Aaa 06/12/2026

Data Updated: SET_1PM: 01/11/2024 01:4:57
Run Date: 01/11/2024 - 14:57

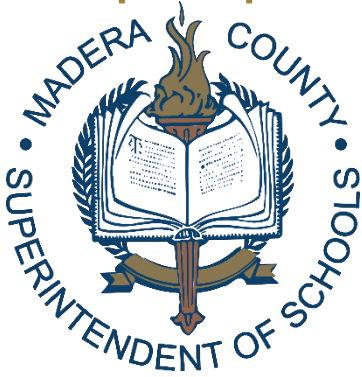
Portfolio MAD
RC
PM (PRF_PM2) 7.3.11

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2023

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Federal Agency Bullets											
3130AN4T4	1776	Federal Home Loan Bank		12/13/2021	5,000,000.00	4,619,650.00	4,957,557.13	0.875	893	1.225	Aaa 06/12/2026
3133EMV66	1877	Federal Farm Credit		11/13/2023	5,000,000.00	4,578,600.00	4,485,911.11	0.680	938	4.861	Aaa 07/27/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,748,060.00	3,000,000.00	0.800	983	0.800	Aaa 09/10/2026
3130AXCP1	1866	Federal Home Loan Bank		10/05/2023	5,000,000.00	5,097,750.00	4,996,770.83	4.875	984	4.949	Aaa 09/11/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,596,850.00	4,996,085.83	1.250	1,085	1.277	Aaa 12/21/2026
3133EN4X5	1828	Federal Farm Credit		12/23/2022	10,000,000.00	9,943,400.00	9,989,537.50	3.875	1,087	3.913	Aaa 12/23/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,781,840.00	2,995,968.00	1.500	1,108	1.540	Aaa 01/13/2027
3130AVWR9	1852	Federal Home Loan Bank		05/12/2023	5,000,000.00	4,936,000.00	5,003,675.36	3.625	1,257	3.601	Aaa 06/11/2027
31422X2X9	1850	Farmer Mac		05/17/2023	10,000,000.00	9,835,500.00	10,000,000.00	3.600	1,537	3.601	03/17/2028
3133EPDP7	1845	Federal Farm Credit		04/12/2023	5,000,000.00	4,922,350.00	4,986,431.70	3.625	1,541	3.691	Aaa 03/21/2028
Subtotal and Average			250,678,087.89		249,200,000.00	242,480,096.00	247,298,706.41		581	2.926	
Municipal Bonds											
798153PV8	1801	SAN JOSE FING AUTH LEASE REVEN		04/21/2022	1,300,000.00	1,290,107.00	1,300,000.00	2.916	121	2.916	AA- 05/01/2024
MC1560	1560	Pub Fin Auth (Bass Lake)		04/05/2017	4,545,000.00	4,545,000.00	4,545,000.00	3.500	3,531	3.500	A+ 09/01/2033
SYS1621	1621	Rolling Hills		01/30/2019	2,199,692.00	2,199,692.00	2,199,692.00	3.750	5,358	3.750	A+ 09/02/2038
Subtotal and Average			8,044,692.00		8,044,692.00	8,034,799.00	8,044,692.00		3,480	3.474	
Supranational											
459058KW2	1875	International Bank Recon & Dev		10/27/2023	5,000,000.00	5,128,250.00	4,938,093.19	4.625	1,674	5.016	Aaa 08/01/2028
Subtotal and Average			4,938,093.19		5,000,000.00	5,128,250.00	4,938,093.19		1,674	5.016	
Grant Anticipation Notes											
MD 10A 1791	1791	MD 10A Madera Ranchos		01/25/2022	1,500,000.00	1,500,000.00	1,500,000.00	1.077	390	0.921	A+ 01/25/2025
MD1794	1794	MD36 -Eastin Arcola		01/25/2022	320,000.00	320,000.00	320,000.00	1.077	390	0.921	A+ 01/25/2025
MD1793	1793	MD85 Valeta		01/25/2022	260,000.00	260,000.00	260,000.00	1.077	390	0.921	A+ 01/25/2025
CSA 1 PII 1807	1807	CSA 1 Indian Lakes		06/06/2022	342,000.00	342,000.00	342,000.00	1.077	502	0.962	A+ 05/17/2025
MD19 PII 1808	1808	MD19 Parkwood		06/06/2022	444,000.00	444,000.00	444,000.00	1.077	502	0.960	A+ 05/17/2025
1857 MD 10 MR	1857	MD 10A Madera Ranchos		06/20/2023	3,000,000.00	3,000,000.00	3,000,000.00	2.560	546	2.561	A+ 06/30/2025
1856 MD 01 HL	1856	Hidden Lakes		06/20/2023	750,000.00	750,000.00	750,000.00	2.560	635	2.560	A+ 09/27/2025
MD 28 1816	1816	MD 28 RIPPERDAN		10/18/2022	220,000.00	220,000.00	220,000.00	1.077	656	1.012	A+ 10/18/2025
1881 MD 19	1881	MD19 A & B Parkwood		12/05/2023	500,000.00	500,000.00	500,000.00	3.140	1,000	3.140	A+ 09/27/2026
Subtotal and Average			7,271,483.87		7,336,000.00	7,336,000.00	7,336,000.00		540	1.918	

Portfolio Management by Fund
 Portfolio Management
 Portfolio Details - Investments
 December 31, 2023

CUSIP	Investment#	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's
Total and Average			978,918,084.36		1,043,219,974.69	1,007,463,351.50	1,026,064,178.79		602	3.099	



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

Agenda Item 8.3

Board of Education Action Item February 13, 2024

Topic:

Consideration Disposition of Surplus/Obsolete Equipment.

Background:

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment is shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:

None

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the attached list of equipment to be declared obsolete and removed from inventory.

Obsolete Items List - For February 2024 Board

Computers

Description	Make	Model	S/N	Asset Tag	Obsolete	Non-operational
Laptop	Dell	Latitude 3490	1YX2BS2	25777	X	
Laptop	Dell	Latitude E5540	B53WL12	24919	X	
Laptop	Dell	Latitude E6420	8S8RSY1	24620	X	
Laptop	Latitude	Latitude 3420	8PXVRG3	26542		X
Computer	Dell	Optiplex 745	G0H7BD1	22535	X	
Laptop	Dell	Latitude E5540	5P2WL12	24935		X
Laptop	Dell	Latitude E5540	GM1WL12	24945	X	
Laptop	Dell	Latitude 3490	J92Z9S2	25792		X
Laptop	Dell	Latitude 3590	7F0J8T2	25822		X
Laptop	Dell	Latitude 3540	25FCQZ1	24680	X	
Computer	Dell	Optiplex 790	FZ008V1	24349	X	

Other Items

Description	Make	Model	S/N	Asset Tag	Obsolete	Non-operational
IPAD	Ipad	Apple	DYVJN506DFHW	24407		X
Acer Humanware Monitor - Smart View 360			38003000972	24338	X	
iPod with charger and wired earbuds				890064		X
iPod with charger				671074		X
iPad				781188		X
iPad with case				24475		X
iPad Air 2				561259		X
iPad with case				24729		X
Dell with charger			25626305197	24003		X
Lightspeed Model: REDCAT (RC2)			RX-RC2-141219-0383	25048		X
iPad				561046		X
Lightspeed Desktop SoundPak Model: LES380 with case			RX-380R-2875-120213-003	24462		X
Dell Laptop with bag and charger			37065996686	25089		X
Microsoft Mouse Model: 1013						X
Phonak Transmitter/Micriphone with battery				24155		X
Phonak Transmitter/Micriphone with battery				54721		X
Phonak Transmitter/Micriphone with battery				23867		X
Phonak Transmitter/Micriphone with battery				24096		X
Phonak Transmitter/Micriphone with battery				24062		X
Phonak Transmitter/Micriphone with battery				24455		X
Phonak Transmitter/Micriphone with battery				24156		X
Phonak Transmitter/Micriphone with battery				24148		X
Phonak Transmitter/Micriphone with battery				23543		X
Phonak Transmitter/Micriphone with battery				23544		X
Phonak Transmitter/Micriphone with battery				24973		X
Phonak Transmitter/Micriphone with battery				23651		X
Phonak Transmitter/Micriphone with battery and case				25088		X
Phonak Transmitter/Micriphone with battery and case				24982		X
Phonak Transmitter/Micriphone with battery				24149		X
Phonak Transmitter/Micriphone with battery				23946		X
Phonak Transmitter/Micriphone with battery				23654		X
Phonak Transmitter/Micriphone with battery				24075		X
Phonak Transmitter/Micriphone with battery				24097		X
Phonak Transmitter/Micriphone with battery				23330		X
Phonak Transmitter/Micriphone with battery				21453		X
Phonak Transmitter/Micriphone with battery				24392		X
Phonak Transmitter/Micriphone with battery				23653		X
Phonak Transmitter/Micriphone with battery				24949		X
Phonak Transmitter/Micriphone with battery				24143		X
Phonak Transmitter/Micriphone with battery				25131		X
Phonak Transmitter/Micriphone with battery				24713		X
Phonak Transmitter/Micriphone with battery				24393		X
Phonak Transmitter/Micriphone with battery				25173		X
Phonak Transmitter/Micriphone with battery				24410		X

Phonak Transmitter/Micriphone with battery		25172		X
Phonak Transmitter/Micriphone with battery		23655		X
Phonak Transmitter/Micriphone with battery		S02917		X
Phonak Transmitter/Micriphone with battery		24141		X
Phonak Transmitter/Micriphone with battery		24454		X
Phonak Transmitter/Micriphone with battery		22125		X
Phonak Transmitter/Micriphone with battery		23418		X
Redmike Lightspeed				X
Radio Shack - Stereo Amplified Listener	33-1093A			X
Radio Shack - Stereo Headphone NOVA-35				X
Radio Shack - Stereo Headphone NOVA-35				X
Radio Shack - Stereo Headphone NOVA-35				X
JVC TV Model: C43211		9771		X
P.I.A.F Tactile Image Maker	806043	8637		X
Phonak Transmitter/Micriphone with battery and case		24424		X
Phonak Transmitter/Micriphone with battery		24963		X
Phonak Transmitter/Micriphone with battery		23542		X
Phonak Transmitter/Micriphone with battery		24950		X
Phonak Transmitter/Micriphone with battery		25188		X
Phonak Transmitter/Micriphone with battery		84981		X
Phonak Roger Pen Charger				X
Phonak Wireless Receiver		24158		X
Phonak Wireless Receiver		24075		X
Phonak Wireless Receiver		24157		X
Phonak Wireless Receiver		24949		X
iPad with charger		24207		X
4ft 2-door blonde wood cabinet on wheels		22428		X
Fridge/Freezer		22246		X
Fridge/Freezer		9665		X
Who's First game buzzer system	WHOR6W	23531		X