

# Gould Educational Center

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

### 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

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

## 2023-24 District Contact Information

<b>District Name</b>	Madera County Superintendent of Schools
<b>Phone Number</b>	559-673-6051
<b>Superintendent</b>	Dr. Cecilia Massetti
<b>Email Address</b>	<a href="http://mcsos.org">http://mcsos.org</a>
<b>District Website</b>	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
<b>Total Enrollment</b>	<b>356</b>

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	36.36	26.40	38.35	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	6.00	13.64	7.00	10.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	11.36	5.00	7.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.90	18.73	12115.80	4.41
<b>Unknown</b>	17.00	38.64	17.60	25.53	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.40	41.10	30.70	42.73	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	7.00	15.56	9.00	12.50	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	11.11	6.00	8.33	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.30	15.77	11953.10	4.28
<b>Unknown</b>	14.50	32.23	14.80	20.66	15831.90	5.67
<b>Total Teaching Positions</b>	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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	<b>5.00</b>

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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	1.7
<b>No credential, permit or authorization to teach</b> (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.

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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.		
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	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

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		All filters are changed every three months. All classrooms have been equipped with air purifiers.
<b>Interior:</b> 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.
<b>Cleanliness:</b> 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.
<b>Electrical</b>	X		No issues, maintenance as needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		All systems are good. All aerators were replaced at all sites and fixtures are changed annually.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Regular inspections are conducted and corrections are made as needed.
<b>Structural:</b> Structural Damage, Roofs	X		Maintained
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	2	3	13	9	47	46
<b>Mathematics</b> (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
<b>All Students</b>	151	130	86.09	13.91	3.08
<b>Female</b>	46	42	91.30	8.70	4.76
<b>Male</b>	105	88	83.81	16.19	2.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	114	99	86.84	13.16	2.02
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	20	83.33	16.67	10.00
<b>English Learners</b>	63	57	90.48	9.52	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	106	87.60	12.40	3.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	151	131	86.75	13.25	0.00
<b>Female</b>	46	42	91.30	8.70	0.00
<b>Male</b>	105	89	84.76	15.24	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	114	100	87.72	12.28	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	20	83.33	16.67	0.00
<b>English Learners</b>	63	57	90.48	9.52	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	107	88.43	11.57	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	27	5	18.5
<b>Female</b>	--	--	--
<b>Male</b>	17	3	17.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	21	3	14.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	15	2	13.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	5	18.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	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
<b>Total AP Courses Offered</b> 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	4