

Pioneer Technical Center
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pioneer Technical Center
Street	1665 E. Olive Avenue
City, State, Zip	Madera, CA, 93638
Phone Number	559-664-1600
Principal	Scott Ellingson
Email Address	sellingson@mcsos.org
Website	http://www.mcsos.org/
County-District-School (CDS) Code	20102072030229

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

About Our School

Welcome to Pioneer Technical Center Charter High School! I am Scott Ellingson, PTC Principal. I am excited to join the PTC staff and be able to bring my passion for Career Technical Education and many years of educational experience to our site. We are continually looking for opportunities to expand our Career Technical Education (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. Our goal is to give all PTC students the opportunity to explore CTE options while earning their high school diploma and preparing them for College and Career options.

At Pioneer Technical Center, we are 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 Career Technical Education, Core Content areas, enrichment-based field trips, sports competitions, problem-based learning, and character building activities and programs with community services opportunities. The amazing and dedicated staff provide 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.

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 and participate in our many school committees and events scheduled throughout the year. Please come by Pioneer Technical Center anytime or contact me with any questions or inquiries.

Go Mustangs!

Scott Ellingson - Principal
Pioneer Technical Center
1665 E. Olive Avenue
Madera, CA 93638
Phone: 559-662-4636
E-mail: sellingson@mcsos.org

Principal's Comment

Pioneer Technical Center (PTC) is a unique program that intentionally differs from the typical high school and many alternative schools. The standard classroom approach to education works well for most students. Many students excel on a traditional campus. However, there are a variety of reasons why the traditional approach is less effective for other students.

Pioneer Technical Center offers an alternative to students who struggle in an educational environment for which they are ill suited. Specifically, PTC offers smaller class sizes, and a small school environment that reaches out to them. Many of our students are kinesthetic learners and our vocational programs provide additional motivation for students to stay focused on their academic classes. 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.

Contact

Pioneer Technical Center
1665 E. Olive Avenue
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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). Our program design incorporates both individualized instruction in the core academic courses and a choice of Career Technical Education (CTE) programs approved by Fresno County Regional Occupational Program (ROP). 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 expelled, on probationary status, credit deficient and/or struggled to meet or exceed standards on the Smarter Balanced Assessments of California (SBAC). Many PTC students are looking to either enter the work force upon graduation or complete their graduation and continue to a college or university.

Our goal is to give all PTC students the opportunity to explore a variety of CTE options, Core Content areas, enrichment-based field trips, sports 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. Our CTE programs provide additional motivation for students to stay focused on their academic classes. The amazing and dedicated staff provide 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.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	5
Grade 8	3
Grade 9	97
Grade 10	103
Grade 11	95
Grade 12	44
Total Enrollment	347

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	1.4
Filipino	0.3
Hispanic or Latino	66
White	16.1
Two or More Races	1.7
Socioeconomically Disadvantaged	89.9
English Learners	17.9
Students with Disabilities	6.3
Foster Youth	0.9
Homeless	2.9

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	17	17	77
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: June 2019

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 beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

All facilities, classrooms and equipment at PTC received a Facilities Inspection Tool (FIT) rating of Good for 2019-20.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	13	N/A	8	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	1	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	3	N/A	3	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Pioneer Technical Center offers Construction, Welding and Child Development as Career Technical Education (CTE) courses. These are approved and 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, show case their skills acquired from their classes. Our programs have demonstrated students' workforce preparedness by placing 1st, 2nd, and 3rd in the past several years. Students in the construction trades have also worked installing solar panels on homes of low -income, qualifying families and made improvements on 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 assisting 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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	137
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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	1.18
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Pioneer Technical Center, 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. Every year, PTC hosts a Back to School / 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.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	44.3	30.9	55.3	32.3	29.2	62.1	9.1	9.6	9
Graduation Rate	35.2	28.9	40.2	43.5	41.2	34	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.6	0.0	6.4	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

At Pioneer Technical Center, all staff members follow the health, safety, and risk management policies adopted by the Madera County Superintendent of Schools. The school has adopted and implemented a comprehensive set of health, safety, and risk management policies, which include safety and disaster plans. Additionally, measures are in place to ensure that immunization records for students are reviewed. Newly hired employees are fingerprinted with FBI / DOJ background and reference checks. For all staff, tuberculosis inoculation is monitored, training for natural disasters and emergency response preparation are also required and rehearsed, and staff receive training on universal precautions to avoid exposure to blood-born pathogens. First-aid and CPR trainings are offered, along with classes for proper administration of prescription drugs and other medications. The school's policy establishes PTC as a drug, tobacco, VAPE and alcohol free workplace. An anti-bullying policy is in place to define bullying, establish how students can report bullying on the STOP App, how administration investigates and determines the outcome of each incident.. The safety plan is 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 in Fall 2020.

When schools closed in March, 2020, due to COVID-19, staggered work schedules for essential staff were created, along with workstations tailored to observe social distancing norms and protect staff members as they prepared student assignments and conducted appointments with students electronically. Maintenance members were trained in proper safety procedures to ensure a safe and clean working environments, proper use of disinfectants, and preparation for potential site contaminations.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	8	20			7	57	1		7	58	1	1
Mathematics	6	17			9	30	1	1	9	30		1
Science	5	9			6	39	1		8	35		1
Social Science	8	25			7	68	2		7	78		

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	347

*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.

Student Support Services Staff (School Year 2019-2020)

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13624	\$3625	\$9999	\$87227
District	N/A	N/A	\$11830	\$84077
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7750	
Percent Difference - School Site and State	N/A	N/A	68.9	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Pioneer Technical Center provides a variety of school/educational services for students. These 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	34	12

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialists, and instructional assistants. Of the 34 days of professional development for the 2019/20 school year, four were full days and 30 were weekly professional development trainings 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 Arts and meeting the academic needs of English Learners (EL). Another important component of professional development has teachers modeling research-based effective lessons to the rest of the staff. In addition, staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. In 2020-21, four full days and weekly professional development trainings conducted every Friday for 75 minutes, totaled 12 days dedicated to professional development.