Endeavor/Voyager Secondary Schools
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Endeavor/Voyager Secondary Schools
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
Grade Span	
County-District-School (CDS) Code	20102072030153

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

I would like to welcome all of you to the 2025-26 school year. Endeavor/Voyager staff continue to work toward ensuring all students make academic progress and providing access to updated technology. The Endeavor/Voyager staff works 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. The entire educational staff has worked diligently and collaboratively with Juvenile Probation staff to prepare for this school year to continue supporting each student's progress toward high school graduation.

Staff 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. Endeavor/Voyager staff 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 enrolled, staff will provide challenging, thought provoking learning opportunities to prepare them for success in other educational settings. If there is anything staff 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

2025-26 School Description and Mission Statement

Academy, and students are court ordered to attend. The average stay for cadets is six months. Both of these programs are fully accredited by the Western Association of Schools and Colleges (WASC).

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	6
Grade 10	2
Grade 11	8
Grade 12	6
Total Enrollment	23

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	4.3
Male	95.7
American Indian or Alaska Native	4.3
Black or African American	8.7
Hispanic or Latino	82.6
White	4.3
English Learners	39.1
Socioeconomically Disadvantaged	100
Students with Disabilities	26.1

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.

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)	2.2	73.14	30.7	42.73	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9	12.5	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6	8.33	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	26.86	11.3	15.77	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.8	20.66	15831.9	5.67
Total Teaching Positions	3	100	71.9	100	279044.8	100

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.

2022-23 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)	2.5	74.63	34.2	46.34	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5.5	7.43	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.5	11.49	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	22.12	8.1	10.99	11746.9	4.23
Unknown/Incomplete/NA	0.1	3.24	17.5	23.73	14303.8	5.15
Total Teaching Positions	3.3	100	73.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	2.3	68.44	36	50.06	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	6.94	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	18.9	26.38	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	20.35	6.3	8.88	12112.8	4.34
Unknown/Incomplete/NA	0.3	10.91	5.5	7.72	13705.8	4.91
Total Teaching Positions	3.3	100	72	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	0.7	0.6
Total Out-of-Field Teachers	0.80	0.7	0.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 school year by the Madera County Board of Education with additional textbooks approved annually.	0.00 %
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.	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.	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.	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.	0.00%
Visual and Performing Arts	N/A	

Science Laboratory Equipment (grades 9-12)	N/A

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

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 2025

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.
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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	8	6	8	9	47	48
Mathematics (grades 3-8 and 11)	0	0	1	2	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	23	17	73.91	26.09	5.88
Female	--	--	--	--	--
Male	19	13	68.42	31.58	7.69
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	18	14	77.78	22.22	7.14
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	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	13	76.47	23.53	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	24	17	70.83	29.17	0.00
Female	--	--	--	--	--
Male	20	13	65.00	35.00	0.00
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	19	14	73.68	26.32	0.00
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	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	13	72.22	27.78	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	--	7.14	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	7.41
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	N/A	N/A	N/A	N/A	N/A
Grade 7	100%	100%	100%	100%	50%
Grade 9	100%	83.3%	100%	66.6%	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.

2025-26 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	27.3	20.3	14	8.2	8.9	8
Graduation Rate	--	--	--	28.8	39.8	52.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	0.00
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
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	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	194	58	1	1.7
Female	43	--	--	--
Male	151	48	1	2.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	43	1	2.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	--	--	--
English Learners	39	17	0	0.0
Foster Youth	27	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	194	58	1	1.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	14	1	7.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	5.15	1.5	1.82	2.48	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.15	0.00
Female	0.00	0.00
Male	6.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	5.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 14, 2025, meeting.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	6		
Mathematics	4	3		
Science	6	3		
Social Science	7	6		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	8		
Mathematics	9	6		
Science	10	2		
Social Science	8	6		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$22.938.22	$9,033.47	$13,904.75	$71,011
District	N/A	N/A	0	
Percent Difference - School Site and District	N/A	N/A	0	10.6
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	25.4	2.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	64,017	
Mid-Range Teacher Salary	80,550	
Highest Teacher Salary	120,920	
Average Principal Salary (Elementary)	0	
Average Principal Salary (Middle)	0	
Average Principal Salary (High)	137,311	
Superintendent Salary	$260,820	
Percent of Budget for Teacher Salaries	63.18	
Percent of Budget for Administrative Salaries	2.0	

2024-25 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. Four full days were dedicated to professional development and instructional preparedness, and the remaining 9 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 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 204-25 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	13	11