

Pioneer Technical Center - Madera and Chowchilla

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

At Pioneer Technical Center, staff is committed to providing the best education possible in a school environment open to all students in grades 9-12. Students have the opportunity to explore a variety of options, including Core Content areas, Career Technical Education, enrichment-based field trips, sports competitions, problem-based learning, and character-building activities and programs with community service opportunities. Staff encourages and appreciates the support of all educational partners to improve the educational outcomes for students while maintaining a safe, positive learning environment.

Each day at Pioneer Technical Center, innovative and relevant learning occurs both inside and outside the classroom. Staff are fortunate to have students with a variety of academic strengths and experiences that contribute to the significance of their accomplishments. Pioneer Technical Center staff encourage students in Madera County and beyond to be a part of the school community through various advisory committees and events scheduled throughout the year to provide feedback and insight to help improve educational offerings and experiences for all students. Please come by PTC anytime or contact the school with any questions or inquiries.

Go Mustangs!

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

2025-26 School Description and Mission Statement

Principal's Comment:

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

Pioneer Technical Center's target student population includes students wanting a different academic experience, credit deficient and "at-promise" youth. Many PTC students have not been successful at comprehensive high schools for a variety of reasons, as most students enrolled at PTC are looking for an alternative to a comprehensive site, credit-deficient and/or struggled on the Smarter Balanced Assessments of California (SBAC), expelled, or on a probationary status. The PTC program incorporates both individualized instruction in the core academic courses and a choice of CTE courses approved by Fresno County Regional Occupational Program (ROP). Several factors have kept students from benefiting from elective courses and Career Technical classes at their home districts, so the opportunity to learn viable skills gives students a greater level of engagement. Many PTC students are looking to either enter the workforce upon graduation or complete their graduation and continue to a college or university program.

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 (SLOs)

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

Our students:

- are proficient thinkers, who can transfer skills to new situations, using logical reasoning to make decisions in their own lives, 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 7	2
Grade 8	4
Grade 9	21
Grade 10	34
Grade 11	59
Grade 12	87
Total Enrollment	207

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6
Male	46.4
Black or African American	1.4
Hispanic or Latino	85.5
Two or More Races	1.4
White	11.6
English Learners	30
Homeless	5.3
Socioeconomically Disadvantaged	94.7
Students with Disabilities	6.8

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)	5	31.47	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)	10.5	66.14	11.3	15.77	11953.1	4.28
Unknown/Incomplete/NA	0.3	2.33	14.8	20.66	15831.9	5.67
Total Teaching Positions	15.8	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)	3.7	29.84	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)	0.5	3.97	8.5	11.49	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.3	58.57	8.1	10.99	11746.9	4.23
Unknown/Incomplete/NA	0.9	7.54	17.5	23.73	14303.8	5.15
Total Teaching Positions	12.6	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)	3.5	28.85	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)	1.9	16.31	18.9	26.38	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.4	45	6.3	8.88	12112.8	4.34
Unknown/Incomplete/NA	1.1	9.67	5.5	7.72	13705.8	4.91
Total Teaching Positions	12.2	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	0.5	1.9
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	1.9

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	10.50	7.3	5.4
Total Out-of-Field Teachers	10.50	7.3	5.4

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

N/A

Year and month in which the data were collected August 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 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.	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.	0.00 %
Science	All students at PTC have access to standards-based textbooks and additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	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.	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.	0.00 %
Health	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students	0.00 %

	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.	
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.	0.00 %
Science Laboratory Equipment (grades 9-12)	N/A	

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 2025-26. Pioneer Technical Center classrooms are inspected for safety and needed repairs on a consistent basis, no less than once per year. MCSOS employees, such as administration, instructional staff, and operations/maintenance staff who have been trained in the Williams procedures, participate in these inspections. A process is in place where needed repairs are brought to the attention of operations/maintenance staff so that repairs/replacements are completed promptly. Classrooms are routinely cleaned and any deep cleaning occurs during extended school breaks.

Year and month of the most recent FIT report	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at this time.
Interior: Interior Surfaces	X			No repairs needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed at this time.
Electrical	X			No repairs needed at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed at this time.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at this time.
Structural: Structural Damage, Roofs	X			No repairs needed at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	16	14	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	74	71	95.95	4.05	14.08
Female	35	34	97.14	2.86	17.65
Male	39	37	94.87	5.13	10.81
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	66	64	96.97	3.03	14.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	66	95.65	4.35	13.64
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	74	71	95.95	4.05	0.00
Female	35	34	97.14	2.86	0.00
Male	39	37	94.87	5.13	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	66	64	96.97	3.03	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	66	95.65	4.35	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)	5.13	5	--	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	48	40	83.33	16.67	5.00
Female	29	25	86.21	13.79	4.00
Male	19	15	78.95	21.05	6.67
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	39	34	87.18	12.82	2.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	11	84.62	15.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	38	84.44	15.56	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Pioneer Technical Center offers Construction, Welding and Child Development as Career Technical Education (CTE) courses. PTC partners with Fresno County Regional Occupational Programs (ROP) and offers courses that follow all guidelines of the Fresno County Regional Occupational Programs (ROP) Career and Technical Education requirements. Each pathway has an advisory committee made up of industry professionals that meet several times a year to discuss the program and ensure alignment with current industry standards. 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. Students from many mainstream and county schools showcase their skills acquired from their classes. PTC programs have demonstrated students' workforce preparedness by placing 1st, 2nd, or 3rd in the past several years in exterior construction and welding competitions with students from comprehensive high schools. Students in the construction trades have also worked installing solar panels on homes of low-income families and made improvements on campus and nearby schools. Several local industry leaders have observed PTC 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 early education center operated by Madera County Superintendent of Schools. Additionally, students in this pathway gain valuable classroom experience through opportunities to assist elementary school teachers in their classrooms at nearby elementary schools. These real-life opportunities are preparing students for employment immediately upon graduation from high school, another testament

2024-25 Career Technical Education Programs

to the high quality of CTE programs at PTC.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	151
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.7
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	29.76
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.

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	0	0	0	0	0
Grade 7	0%	83.3%	50%	100%	66.6%
Grade 9	24.2%	51.5%	100%	66.6%	48.4%

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

At Pioneer Technical Center (PTC), staff believe that parental involvement is an essential component for every student's academic success. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Each year, PTC hosts several family engagement opportunities with extended hours and during the school day to create more opportunities for parents and guardians to meet their teachers and Leadership team members. Survey data is collected from all parents to better guide decision-making in targeted program improvements. Additionally, parents are invited to participate on the CAES consolidated 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 educational partnership meetings to update the Local Control Accountability Plan (LCAP). Pioneer Technical Center hosts quarterly awards assemblies, graduation ceremonies and several athletic events throughout the year; allowing parents/families to support their children and contribute to a positive and productive school culture and community.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	32.3	22.9	9.2	27.3	20.3	14	8.2	8.9	8
Graduation Rate	31.3	44.8	69.2	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	65	45	69.2
Female	39	30	76.9
Male	26	15	57.7
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	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	51	34	66.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	12	10	83.3
English Learners	20	12	60.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	65	45	69.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	299	279	82	29.4
Female	157	144	37	25.7
Male	142	135	45	33.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	257	239	74	31.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	32	6	18.8
English Learners	82	79	27	34.2
Foster Youth	--	--	--	--
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	280	262	76	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	19	18	5	27.8

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

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	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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, with input from educational partners. 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. The 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 protocols, school discipline procedures (including suspension and expulsion recommendations), and procedures for safe ingress and egress from the 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 appropriate for various scenarios. Specific training includes Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter situation. Updates to the plan, including new goals, objectives and activities are reviewed with instructional staff. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually. This year's plan was approved at the October 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	10	44	0	1
Mathematics	10	32	0	0
Science	7	27	0	0
Social Science	6	47	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	10	37		1
Mathematics	9	21		
Science	7	23	1	
Social Science	8	38		

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	8	33		1
Mathematics	7	20		
Science	5	22		
Social Science	6	37		

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	607.5

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 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	\$19,792.88	\$5,650.20	\$14,142.68	\$106,162
District	N/A	N/A	0	
Percent Difference - School Site and District	N/A	N/A	0.0	15.6
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	27.1	

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 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		
Percent of Budget for Administrative Salaries		

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

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

Professional Development

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 90 minutes. Specialists from MCSOS provided much of the professional development, which focused primarily on increasing student achievement in English Language Development to meet student proficiency in English/Language Arts and Mathematics, and the continued needs of English Learners. Another important component of professional development has teachers modeling research-based, effective instructional practices to the staff. Additionally, staff is encouraged to seek out professional development and conferences that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. For the 2025-26 school year, the LEA will partner with an outside educational agency to continue focusing on improved mathematics instruction and student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	13	11