

Gould Educational Center

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Gould Educational Center
Street	117 West Dunham
City, State, Zip	Madera, Ca, 93637-5468
Phone Number	559-674-0915
Principal	Ms. Tanya Hill, Program Director
Email Address	thill@mcsos.org
School Website	http://mcsos.org
Grade Span	P-12
County-District-School (CDS) Code	20102076077200

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

The Madera County Superintendent of Schools provides special education services through regionalized programs to identified students with special needs throughout Madera County. Infants and toddlers, ages zero to three, with identified special needs or who are considered at risk for delays are served through the Early Start Program. Services are provided in the home environment with parents as instructional partners. Students aged three to twenty-two with severe disabilities, significant emotional and behavioral needs, or who are deaf/hard of hearing are served in Special Day Classes (SDC) at various locations

2025-26 School Description and Mission Statement

including regular education school sites and a center based educational site. Curriculum and instruction is focused on the individual needs of students with an emphasis on functional life skills based on adopted standards. Achievement for the majority of the students is measured by the California Alternate Assessment (CAA) as well as the attainment of individual goals and objectives, progress in a curriculum specifically developed for students with significant disabilities, and the Student Annual Needs Determination Inventory (SANDI). Students often receive additional designated instructional or related services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, including Braille transcription, orientation and mobility services, specialized health care, behavioral intervention services, and adapted physical education. All staff is committed to assisting students in meeting their maximum potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	26
Grade 1	28
Grade 2	18
Grade 3	22
Grade 4	27
Grade 5	19
Grade 6	19
Grade 7	15
Grade 8	23
Grade 9	25
Grade 10	22
Grade 11	26
Grade 12	81
Total Enrollment	351

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.2
Male	65.8
American Indian or Alaska Native	0.9
Asian	1.7
Black or African American	2
Filipino	0.6
Hispanic or Latino	76.4
Two or More Races	1.4
White	16.5
English Learners	31.9
Foster Youth	1.7
Socioeconomically Disadvantaged	75.2
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.4	41.1	30.7	42.73	234405.2	84
Intern Credential Holders Properly Assigned	7	15.56	9	12.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	11.11	6	8.33	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.3	15.77	11953.1	4.28
Unknown/Incomplete/NA	14.5	32.23	14.8	20.66	15831.9	5.67
Total Teaching Positions	44.9	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)	19	41.3	34.2	46.34	231142.4	83.24
Intern Credential Holders Properly Assigned	5.5	11.96	5.5	7.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	13.04	8.5	11.49	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.1	10.99	11746.9	4.23
Unknown/Incomplete/NA	15.5	33.7	17.5	23.73	14303.8	5.15
Total Teaching Positions	46	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)	23.9	51.05	36	50.06	230039.4	100
Intern Credential Holders Properly Assigned	4	8.51	5	6.94	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	15	31.92	18.9	26.38	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.3	8.88	12112.8	4.34
Unknown/Incomplete/NA	4	8.51	5.5	7.72	13705.8	4.91
Total Teaching Positions	46.9	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	4.00	6	9
Misassignments	1.00	0	6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	6	15

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	1.7	0	8.9
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

The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.

Year and month in which the data were collected

August 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	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Mathematics	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Science	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to	0%

	current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	
History-Social Science	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Foreign Language	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Health	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Visual and Performing Arts	The majority of the students participate in a functional skills curriculum. All students with moderate/severe disabilities have access to the TeachTown curriculum, which was developed specifically for students with significant disabilities and is based upon adopted state standards. Other students have access to current, standards-based, board adopted textbooks and other instructional materials. Purchased textbooks and materials are the same as those adopted and used by the districts at the integrates sites where special day classes operated by Madera County Superintendent of Schools (MCSOS) are located. Students are then able to gain access to the general education curriculum with their typically developing peers.	0%
Science Laboratory Equipment (grades 9-12)	NA	0%

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

School Facility Conditions and Planned Improvements

The special education sites and classrooms for the Madera County Superintendent of Schools (MCSOS) are inspected for the safety and needed repairs on a consistent basis and no less than one time per year. MCSOS employees such as administration, instructional staff, and operations/maintenance staff who have been trained in the Williams procedures participate in the inspection. The majority of the sites are in excellent condition. A process is in place where needed repairs are made known to the operations/maintenance staff so that repairs/replacements are completed in a timely manner. Classrooms are routinely cleaned, and any deep cleaning occurs during extended school breaks. Grounds are consistently landscaped and playground equipment is inspected for safety. A large storage facility at the Gould Educational Center is utilized to house equipment necessary to meet the needs for students with significant cognitive and physical needs. Cameras have been secured at various school sites as well as on MCSOS buses to ensure student and staff safety. MCSOS has also had child alert alarms installed on all buses and any repairs that are needed are addressed with bus vendors.

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			All filters are changed every three months. All classrooms have been equipped with air purifiers and filters are changed as needed. Four new air conditioners added at Gould.
Interior: Interior Surfaces	X			Paint touch ups are made as needed on walls and doors. Gould got new wallpaper in room 8 & 10. Both CCS and the kitchen got new floors and wall paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School sites are inspected weekly to ensure that cleanliness standards are met. Staff have attended additional training on sanitization and fogging occurs as needed/requested. Additional sanitizing protocols are in place for all spaces such as classrooms, high touch areas, and playgrounds, etc.
Electrical	X			No issues, maintenance as needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All systems are good. All aerators were replaced at all sites and fixtures have been updated and replaced as needed.
Safety: Fire Safety, Hazardous Materials	X			Regular inspections are conducted and corrections are made as needed.
Structural: Structural Damage, Roofs	X			Maintained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Upgraded entry system at Gould and installed intercoms and security cameras.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	1	2	8	9	47	48
Mathematics (grades 3-8 and 11)	0	1	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	150	122	81.33	18.67	1.64
Female	45	40	88.89	11.11	2.50
Male	105	82	78.10	21.90	1.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	99	83.90	16.10	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	18	75.00	25.00	11.11
English Learners	55	49	89.09	10.91	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	97	80.17	19.83	1.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	150	122	81.33	18.67	1.64

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	150	125	83.33	16.67	0.80
Female	45	40	88.89	11.11	0.00
Male	105	85	80.95	19.05	1.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	102	86.44	13.56	0.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	17	70.83	29.17	0.00
English Learners	55	51	92.73	7.27	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	100	82.64	17.36	1.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	150	125	83.33	16.67	0.80

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)	--	9.76	--	9.3	30.73	32.52

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	72	49	68.06	31.94	8.16
Female	25	15	60.00	40.00	13.33
Male	47	34	72.34	27.66	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	38	71.70	28.30	2.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	6	46.15	53.85	--
English Learners	26	19	73.08	26.92	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	42	71.19	28.81	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	49	68.06	31.94	8.16

2024-25 Career Technical Education Programs

Students attending the regional Special Day Classes (SDC) operated by the Madera County Superintendent of Schools (MCSOS) begin to plan for their transition to adulthood beginning at the age of 14. Instruction is provided to prepare these students with the most significant cognitive disabilities to become as independent as possible focusing on functional living skills and skills that could lead to future employment in the students' areas of interest. Goals and objectives on the students' Individual Education Plan (IEP) and in their individual Transition Plans specifically address the acquisition of these necessary skills.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	
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	-	-	-	-	-
Grade 7	-	-	-	-	-
Grade 9	-	-	-	-	-

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

Parents are an integral part of their child's education. They are viewed as valuable members of the individual Education Plan (IEP) team assisting in the determination of appropriate programs and services as well as helping in the development of specific goals and objectives for the instruction of their child. As partners in the educational process, parents provide additional opportunities to their children to practice learned skills. Parents are invited to participate in school activities and to volunteer in their child's classroom. Parents are encouraged to provide input into the decision-making process for local plans and instructional practices. Parents are also encouraged to participate in trainings provided by the Madera/Mariposa Special Education Local Plan Area (SELPA) and Madera County Superintendent of Schools. In recent years the Community Advisory Committee in Madera County has grown tremendously, and information is shared with parents regularly. They are also active participants at many school events. Parents are given the opportunity to participate on committees and to attend stakeholders' meetings to provide input into the development or any necessary revisions to the Local Control Accountability Plan (LCAP). The Gould Educational Center also has an active School Site Council that meets regularly throughout the year.

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	11.1	13.3	19.2	27.3	20.3	14	8.2	8.9	8
Graduation Rate	18.5	20	15.4	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	26	4	15.4
Female	--	--	--
Male	16	2	12.5
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	17	2	11.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	20	4	20.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	4	15.4

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	382	372	200	53.8
Female	131	124	59	47.6
Male	251	248	141	56.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	282	153	54.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	61	32	52.5
English Learners	129	124	67	54.0
Foster Youth	12	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	294	287	161	56.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	380	371	199	53.6

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
3.51	4.25	3.66	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	3.66	0.00
Female	2.29	0.00
Male	4.38	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	2.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.45	0.00
English Learners	3.10	0.00
Foster Youth	16.67	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.68	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 necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspensions and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific training includes Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually at the October meeting (October 14, 2025). Updates to the plan including new goals, objectives and activities are reviewed annually and modified as needed by a committee that includes staff from all divisions of the Madera County Superintendent of Schools. The plan was last reviewed, updated and discussed with parents and school faculty in the months of August and September of 2025. The School Site Council for Gould Educational Center approved the 2025-2026 School Safety Plan on September 24, 2025.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	7	23	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK		0	0	0
K	5	1		
1	2	1		
5	1	1		
6	1	1		
Other	7	20		

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

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	3	3		
Mathematics	2	4		
Science	2	4		
Social Science	2	3		

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	2	9		
Mathematics	2	10		
Science	2	9		
Social Science	2	7		

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	163.64

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)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	2
Speech/Language/Hearing Specialist	2
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	\$59,444.81	\$59,347.68	\$97.13	\$93,344.80
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

The special education programs for the Madera County Superintendent of Schools (MCSOS) are supported by designated/restricted federal, state and local special education funds. Other categorical funding sources may include, but are not limited to: Special Education Staff Development offered through the SELPA, Workability I, Title II, and Lottery Funds for instructional materials and special education assessment materials, Low Incidence, and Medi-Cal billing. These monies are used to support professional development for instructional staff and administrators, purchasing of textbooks, student work experience and specialized student instruction.

Support services to special education students served in programs operated by MCSOS include speech/language therapy, adapted physical education, orientation and mobility, occupational therapy, behavior intervention services, deaf/hard of hearing services, specialized health care services, services for the visually impaired including Braille transcription and specialized transportation.

Fiscal Year 2024-25 Types of Services Funded

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	\$57,826.00	
Mid-Range Teacher Salary	\$89,934.00	
Highest Teacher Salary	\$109,224.00	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	23.86%	
Percent of Budget for Administrative Salaries	4.98%	

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	0

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

Professional Development

The Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialist, and instructional assistants. Traditionally four (4) days per year can be used for county-wide professional development activities for the special education staff members. These days will be dedicated to

Professional Development

professional development. In addition, minimum days or late starts at specific schools are used to provide professional development and professional learning communities. MCSOS continues to work with various organizations to provide training on site which are tailored to the needs of students served by MCSOS. During the 2022-2023 school year MCSOS held its first ever, "Choose Your Own Adventure," training for staff. All staff were able to select from a wide variety of offerings. The staff was able to take ownership of their own learning and choose something they felt was applicable to their work assignment. This was a huge success with staff and will be continued as appropriate. Trainings continue to be focused on the adopted state standards and understanding their implementation specific to the special education student population served including, but not limited to: the development of Individualized Education Plans (IEP), appropriate assessments of students with significant disabilities, assistive technology/augmentative communication systems, appropriate and positive responses to disruptive student behaviors, and research based instruction strategies for students with moderate/severe disabilities and autism. This style of professional development has continued into the 2025-2026 school year. Feedback from staff continues to be positive. Staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies, especially for those students with identified low incidence disabilities such as visual impairment, deaf/hard of hearing, and/or orthopedically impaired. MCSOS also offers a Professional Learning Coach program which pairs a new teacher with a veteran teacher. In addition to structured mentoring, monthly teacher trainings are provided for all teachers. There are a wide range of topics, some coming from staff surveys and some coming from Program Directors. We continue to schedule IEP training for all new instructional staff. We schedule subs to cover in teacher's classrooms while they attended training opportunities. In addition to the professional development days that all teachers participate in, new teachers attended an additional day of training prior to the year starting.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	4