

**Meeting of
Madera County Board of Education
Tuesday, February 11, 2025
3:30 p.m.**

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

1.1 Flag Salute

2.0 Consideration of Minutes

2.1 Regular Meeting January 14, 2025 (Action) [Board]

3.0 Adoption of Board Agenda

(Action) [Board]

4.0 Information

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)
Executive Committee Meeting Report

[Deniz]

4.5 Madera County Foundation Board Report

[Bustos]

4.6 Member Report(s)

[Member]

5.0 Information from the Superintendent and Staff

- | | | |
|-------|--|---------------|
| 5.1 | Mental Health Initiatives and MediCal Billing
[Program update] | [Ross/Yohman] |
| 5.2 | Countywide Expenses by District and Totals
[Review of expenses] | [Verduzco] |
| 5.3 | Quarterly Reports on Williams Uniform Complaint
[MCSOS programs and district quarterly reports] | [Massetti] |
| 5.4 | LCAP Mid-year Review Including Career
Technical and Alternative Education Programs
and Madera County Superintendent of Schools
[LCAP update presentation] | [Cogan] |
| 5.4.1 | Madera County Independent Academy | |
| 5.4.2 | Pioneer Technical Center | |
| 5.4.3 | Madera County Superintendent of Schools | |

6.0 Old Business

7.0 Closed Session

8.0 New Business

- | | | | |
|-----|--|-----------------|------------|
| 8.1 | Consideration Issuance of Temporary County Certificates
[Ratification of Temporary County Certificates
issued previous month] | (Action) | [Casarez] |
| 8.2 | Consideration Investment Performance Statement
[Review and approval of the quarterly rate of return
of investments with the county government] | (Action) | [Verduzco] |
| 8.3 | Consideration Disposition of Surplus/Obsolete Equipment
[Equipment to be declared obsolete and removed
from inventory] | (Action) | [Verduzco] |
| 8.4 | Consideration Approval of Dedication of Easement
to City of Madera for Sidewalk Improvements –
121 W. Dunham Street (between Martin St. and
Madera Ave.)
[Property purchase by City of Madera] | (Action) | [Massetti] |
| 8.5 | Consideration of Official 2025 Delegate Assembly
Ballot, Subregion 10-A (Madera and Mariposa
Counties)
[Madera County Board of Education vote for
CSBA Subregion 10-A delegate] | (Action) | [Board] |

8.6 Consideration Approval of Proposition 28, Arts and Music Grant Plans

[Approval of grant plans]

(Action)[Drake/Protzman]

8.6.1 Gould Educational Center Plan

8.6.2 Early Childhood Education Plan

9.0 Other

9.1 Consideration Approval of the County Superintendent Salary Schedule

[Review of Salary Schedule to be effective July 1, 2025]

(Action)

[Board]

10.0 Adjournment

UNADOPTED

Minutes of Madera County Board of Education January 14, 2025 3:30 p.m.

Present: Danny Bonilla, Cathie Bustos, Shelley Deniz, Tammy Loveland, Dianna Marsh, Alfred Soares, Jr., Cecilia A. Massetti, Executive Secretary

Absent: Wallace Nishimoto

Also Present: David Bustos, Joe Casarez, Fred Cogan, Jessica Drake, Marisa Etheridge, Dennis Lingo, Jennifer Pascale, Anthony Persons, Tricia Protzman, Marisol Verduzco, Christina Zakarian

1.0 Call to Order

1.1 Flag Salute

President Bustos called the meeting to order at 3:30 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting December 17, 2024

Shelley Deniz moved to approve the minutes of December 17, 2024, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Nishimoto

3.0 Adoption of Board Agenda

President Bustos explained agenda item 8.3 would be moved before agenda item 5.0 to accommodate the auditor's schedule.

Tammy Loveland moved to adopt the amended agenda, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Nishimoto

4.0 Information

4.1 Public Comment

President Bustos stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda.

Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

Dr. Massetti provided news clippings on an article about Battle of the Books.

The Madera Tribune created a “Year in Review” for 2024. Dr. Massetti provided a copy for the Board to review.

The Association of California County Boards of Education (ACCBE) sent a notice to Dr. Massetti and the Board members. The group is new and with discussion with Mrs. Bustos, Dr. Massetti recommends the Board sees how the group evolves before putting this item on the agenda for the Board to consider joining.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

None

4.5 Madera County Foundation Board Report

President Bustos reported Academic Decathlon is scheduled for February 1st. Volunteers for speech and interview judges are still needed from 8 a.m. – noon at Madera South High School.

4.6 Member Report(s)

None

8.3 Consideration Review and Accept the 2023-2024 Audit Report

Mrs. Verduzco introduced Christina Zakarian who explained the audit starts in May and is due December 15th. This year’s audit has been submitted to the State. Since MCSOS spends over \$750,000 in Federal funds, the report was submitted to the Federal government as well.

Ms. Zakarian focused on several pages of the report.

- Page 1: The auditor’s opinion is that MCSOS’ financial statements are presented fairly.
- Page 4-6: Ms. Zakarian reviewed financial highlights. MCSOS’ combined net position is approximately \$ 37 million, which includes long term debts (buildings, lease assets, etc.), capital assets, and subscription assets. There was an overall change in net position of about \$18 million due to an influx of one-time funds and additional LCFF funding.

- Page 8: Table 4 shows just Governmental Fund Balances and Activities, not capital assets.
- Page 9: Tables 5 and 6 show an increase in long-term debt mostly due to an increase in the subscription for the Escape software.
- Page 56: This is a schedule required by the State and shows an increase in General Funds of approximately \$15 million.
- Pages 62-64: There are no State or Federal audit findings. MCSOS has complied, in all material respects, with laws and regulations for the year ending June 30, 2024.
- Page 68: There were no findings in the current year.

Ms. Zakarian thanked Mrs. Verduzco and her staff for helping the audit run smoothly.

Shelley Deniz moved to approve the Audit Report as submitted for the 2023-2024 Fiscal Year, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.
 Noes: None
 Abstain: None
 Absent: Nishimoto

5.0 Information from the Superintendent and Staff

5.1 MCSOS Williams Quarterly Report

Ms. Drake reported no complaints were received this quarter.

5.2 Community Advisory Committee (CAC)

Ms. Drake introduced SELPA Director Marisa Etheridge and Program Director, Special Education Anthony Persons. Mr. Persons explained the CAC helps in gathering community input for the SELPA Local Plan. It also provides information and resources on special education topics. When Mr. Persons began with MCSOS, the CAC was comprised of Mrs. Etheridge, Mr. Persons, and one staff person from Exceptional Parents Unlimited (EPU). To date, an average of 30 individuals attend CAC meetings including parents, community agencies, and MCSOS staff members. Meetings are held quarterly at four locations throughout Madera County (Mariposa, Coarsegold Elementary, Madera Ranchos, and MCSOS Building 2) and via Zoom. Soon, meeting locations will be available in Chowchilla and Oakhurst. Mrs. Etheridge and Mr. Persons are working to develop a CAC Board with representatives from all 14 LEAs. The CAC is helping parents find local resources for their children with special needs. Spanish and American Sign Language translators are provided at each meeting.

Mr. Persons extended an invitation to attend the next CAC meeting on February 26 to everyone.

5.3 Board Technology

Dr. Massetti stated there has been an increase of public records requests and there is

some concern that those requests may extend to Board members. Any e-mail received or sent by Board members concerning Madera County Board of Education (MCBE) business are considered discoverable and the devices used would need to be made available. To avoid Board member personal computer and devices being searched, Dr. Massetti recommended MCSOS e-mail addresses be established for Board members and iPads be assigned to them. Board members appreciated the suggestion and agreed MCSOS e-mail addresses and devices would be appropriate.

5.4 Review of Actuarial Study Other Post Employment Benefits

Mrs. Verduzco stated GASB 75 requires public employers to perform periodic actuarial valuations to measure and disclose their retiree healthcare liabilities for the financial statements of both the employers and the trust, if any, set aside to pre-fund these liabilities. These figures were included in the audit report. There are 71 retirees receiving these benefits and two active employees for which MCSOS is not yet making payments. The liability is at \$16.3 million. Funds are being set aside for this liability and MCSOS is in a good position.

6.0 Old Business

6.1 Consideration President Appointments

- CSBA Legislative Network (1) – Tammy Loveland
- Foundation Board (1) – Dianna Marsh

6.2 Confirmation Date for December Regular Board Meeting

Dr. Massetti clarified a law passed a few years ago requiring Board members be seated after the second Friday in December during election years. She asked the Board if they would prefer to keep the December date consistent on the Tuesday after the second Friday or move the meeting to the second Tuesday of the month in the years when there is no election. The Board agreed to stay consistent and hold all December Board meetings after the second Friday of the month.

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Joe Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from December 1-31, 2024. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews their waiver request, emergency permit, initial and/or renewal credential application packet.

Alfred Soares, Jr., moved to ratify the TCCs, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None
Absent: Nishimoto

8.2 Consideration of School Accountability Report Card (SARC)

8.2.1 Endeavor/Voyager Secondary School

8.2.2 Pioneer Technical Center

8.2.3 Madera County Independent Academy

8.2.4 Special Education

Mr. Cogan stated the SARC is reported one year in arrears. SARCs will be posted on the MCSOS website after approval.

Mrs. Marsh asked for clarification on the amount of professional development provided to CAES staff. She noted it appears CAES receives almost double the amount provided to Special Education staff. Mr. Cogan stated professional development is provided to CAES staff every Friday for 90 minutes and helps to address any issues as they occur throughout the year.

Danny Bonilla moved to approve the School Accountability Report Cards for Endeavor/Voyager Secondary School, Pioneer Technical Center, Madera County Independent Academy, and Special Education, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.
Noes: None
Abstain: None
Absent: Nishimoto

9.0 Other

None

10.0 Adjournment

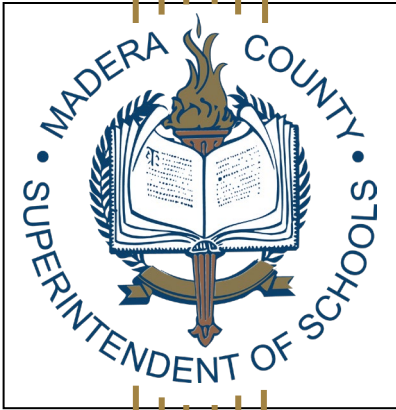
Alfred Soares, Jr., moved to adjourn the meeting, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bonilla, Bustos, Deniz, Loveland, Marsh, Soares, Jr.
Noes: None
Abstain: None
Absent: Nishimoto

The meeting adjourned at 4:35 p.m.

Respectfully submitted,

Cecilia A. Massetti Ed.D.
Executive Secretary



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 5.2

Board of Education Informational Item February 11, 2025

Topic:

County-Wide Expenditures by District

Background:

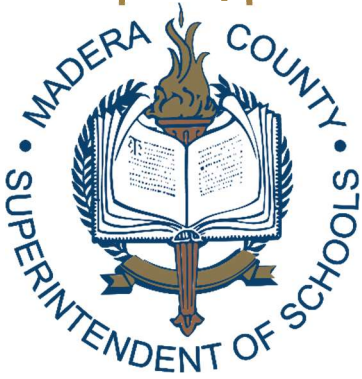
We have completed over half of the Fiscal Year. The graphs that will be presented at the board meeting are a snapshot of each district's Expenses through 01/31/25 compared to their overall budget.

Financial Impact:

None

Resource:

Marisol Verduzco
Chief Officer
Business and Administrative Services



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 5.3

Board of Education Informational Item February 11, 2025

Topic:

Quarterly Reports on Williams Uniform Complaint

Background:

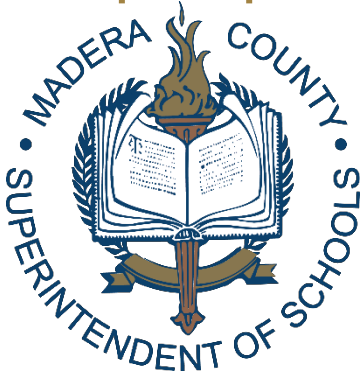
Pursuant to Education Code 35186 (e), Madera County school districts are required to report to the County Superintendent of Schools, on a quarterly basis, the total number of complaints by general subject area with the number of resolved and unresolved complaints. Reports have been received for all districts except Raymond-Knowles and show no complaints have been filed.

Financial Impact:

None

Resource:

Cecilia A. Massetti, Ed.D.
Madera County Superintendent of Schools



Agenda Item 5.4

Board of Education Informational Item February 11, 2025

Topic:

LCAP Mid-year Review Including Career Technical and Alternative Education Programs and Madera County Superintendent of Schools [LCAP update presentation]

5.4.1 Madera County Independent Academy

5.4.2 Pioneer Technical Center

5.4.3 Madera County Superintendent of Schools

Background:

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, each LCAP will be reviewed and revised each year. The Mid-year review update must include: all available Mid-year outcome data related to metrics identified in the current year's LCAP, and all available Mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

Financial Impact:

None.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy - MCIA	Mr. Hugo Sanchez Program Director - Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

Goal 1

Goal Description

All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards- Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported for SY 2023-2024 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board.			100% of MCIA students receive standards-based instruction and all curriculum is aligned to CCSS.	MET -- Results reported for SY 2026-2027 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Number of Special Education students receiving academic intervention and supports.	During SY 2023-2024, All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.			Currently, four MCIA students receive direct support from Special Education teacher as well as additional support with Academic Acceleration from Instructional Assistants.	For SY 2026-2027: All students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready results.
1.3	Percentage of teachers and staff attending professional development trainings.	During SY 2023-2024, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional			100% of teachers participate in professional development trainings with CAES colleagues from MCSOS and PTC led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS),	For SY 2026-2027: 100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Learning and Gang Awareness Training.			Social-Emotional Learning, Foster Youth McKinney-Vento, and ELD training.	
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires the use of CDE data from the most recent DataQuest to report teacher assignment data.)	100% of teachers are appropriately credentialed in 2023-24. (Ed Code now requires the use of CDE data from the most recent DataQuest year to report teacher assignment data.)			2022-2023 Dataquest Results: 100% teachers are appropriately credentialed and assigned.	100% of teachers will be appropriately credentialed in 2026-27. (Ed Code now requires the use of CDE data from the most recent DataQuest year to report teacher assignment data.)
1.5	California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC	2023 California School Dashboard: Overall student performance: 88.6 points below Low-Income students: 83.1 points below Hispanic students: 70.4 points below			2024 California School Dashboard: Overall student performance: 96 points below Low-Income students: 90.2 points below Hispanic students: 88.4 points below	2026 California School Dashboard: Overall student performance: 55 points below Low-Income students: 55 points below Hispanic students: 45 points below
1.6	California School Dashboard: Math Distance from Standard (DFS) standard as measured by SBAC	2023 California School Dashboard: Overall student performance: 150.9 points below, Low-Income students: 152.7 points below, Hispanic students: 136.4 points below.			2024 California School Dashboard: Overall student performance: 151 points below Low-Income students: 142.4 points below Hispanic students: 146.7 points below	2026 California School Dashboard: Overall student performance: 115 points below, Low-Income students: 115 points below, Hispanic students: 105 points below.
1.7	Percentage of English Learner (EL) reclassifications.	During SY 2023-2024, These data were not reported due to the small number of			For SY 2024-2025, 0 ELs have been reclassified.	For SY 2026-2027: 10% increase in reclassifications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		English Learners (<11).				
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency	During SY 2023-2024, These data were not reported due to the small number of English Learners (<11).			2024 California School Dashboard: 25% of English Learners made progress toward reclassification.	2026 California School Dashboard: 60% of English Learners will achieve progress toward English Proficiency
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in ELA and Math.	December, 2023 i-Ready assessments: Students At or Above Grade Level: Reading -- 19% Math -- 5%			December, 2024 i-Ready assessments: Students At or Above Grade Level: Reading -- 22% Math -- 5%	December, 2026 i-Ready assessments: Students At or Above Grade Level: Reading -- 35% Math -- 20%
1.10	Percentage of students with access to instructional technology	100% of students have access to instructional technology, including Chromebooks and WIFI Hotspots. As of 2023-24 school year, all students have Chromebooks and 20 students have hotspots.			100% of students have access to instructional technology, including Chromebooks and WIFI Hotspots. As of 1/21/25, 62 students have Chromebooks and 15 students have hotspots.	For SY 2026-2027: 100% of students will have access to instructional technology, including Chromebooks and WIFI Hotspots.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Provide Standards-Aligned Curriculum to All Students Madera County Independent Academy (MCIA) will provide all students with rigorous and engaging adopted instructional	No	Ongoing Implementation	100% of MCIA students receive standards-based instruction and all curriculum is aligned to CCSS. As of January 28, 2025, replacement	Instructional materials, software licenses for students	\$12,000.00	\$4,146

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.</p>			textbooks have been purchased. Annual site/individual student licenses for SAVVAS have been purchased as well.			
1.2	<p>Support Students on IEPs Since students are enrolled at Madera County Independent Academy on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either</p>	No	Ongoing Implementation	Currently, four MCIA students receive direct support from Special Education teacher in addition to weekly services with MCIA teachers of record.	Teacher-student weekly schedules and appointments.	\$25,487.00	\$13,125

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional Assistant. Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.</p>						
1.3	<p>Instructional Staff Professional Development Program Professional Development to be offered on a weekly basis for 90 minutes per week, aside from PD accessed by staff through other professional educational agencies. Professional development opportunities will be provided to all staff to support the use of standards-aligned curriculum and pedagogy. MCIA professional development is designed around meeting the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of unduplicated pupils. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include:</p> <ul style="list-style-type: none"> • Social emotional learning 	Yes	Ongoing Implementation	Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers participated in weekly training for Foster Youth/Homeless, Suicide Awareness and Prevention, LCAP training, and Math pedagogy designed to improve their instructional support practices.	Professional development calendar, materials purchased for training	\$2,500.00	\$625

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS. (LCAP Goal 1, Action 5)</p>						
1.4	<p>Low-Income Students to Make Academic Progress in Math Based on low SBAC and i-Ready Math scores for Low-Income students and English Learners (as described in the "Reflections" section) MCIA will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on MCIA staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will</p>	No Yes	Ongoing Implementation	Teachers and Two Instructional Assistants providing intensive support for all students not performing at grade level in Math receive professional development focused on improving math proficiency for students in grades K - 8 by a math specialist from FCSS. Training involves 8 half days and one full day of specialized training.	Professional Development Calendar, shared resources	\$6,000.00	\$6,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level.</p> <p>This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.</p>						
1.5	<p>Retain Highly Effective Teachers Through Individualized Professional Development To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, MCIA will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language</p>	No	Ongoing Implementation	During the fall semester, teachers and Instructional Assistants participated in MTSS Conference and Character Strong training opportunities.	Professional development materials	\$1,400.00	\$2,790

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>development and math. Individualized professional growth that meets the needs of the teacher will be emphasized.</p> <p>Title II</p>						
1.6	<p>Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math</p> <p>To increase Low-income and English Learner student performance in ELA and Mathematics, MCIA staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC and i-Ready ELA/Reading and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, Study Sync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward student proficiency.</p> <p>Title I, Part A</p>	No	Fully Implemented	Instructional staff members provide services to students at MCIA. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.	Staff members, supplies, instructional materials	\$335,143.00	\$166,420

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p>Maintain Low Student to Teacher Ratio Charter guidelines require the student to teacher ratio to remain below the ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so MCIA will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.</p>	Yes	Fully Implemented	Teachers are employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1. Currently, MCIA services students at a ratio of 29:1.	Increased student enrollment	\$172,504.00	\$86,252
1.8	<p>English Learner Support To support EL students in achieving English Language reclassification, MCIA staff will use i-Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teachers. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research-based instructional strategies to academically support EL students.</p>	No	Ongoing Implementation	ELA/ELD Program Director from MCSOS supports all MCIA teachers to increase effectiveness in meeting the academic needs of EL students. Aside from the monthly meetings with CAES ELD teachers, the Program Director observes and provides coaching to increase effective practices.	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$19,247.00	\$9,466

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>MCIA will provide English language development instruction in order to support students' language acquisition and increased access to core curriculum. MCIA also provides professional development to support teachers in their ELD instruction. MCIA will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties.</p> <p>Title I, Part A</p>						
1.9	<p>Provide Direct Intervention and Support for Struggling Learners as Measured by i-Ready Instructional Assistants (IAs) will assist low-performing Low-Income students with additional instruction in small group settings to mitigate learning loss. The support of IAs will be principally directed to students grades K-8 and provide individual or small group accelerated interventions using i-Ready prescriptive lessons. Additional instructional materials will be purchased to support classroom instruction, as needed.</p>	No	Ongoing Implementation	Two teachers provide direct student support to address student skill deficiencies to students below grade level as measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants provide intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-	Two Instructional Assistants provide direct assistance to students requiring academic support in Reading and/or Math.	\$88,638.00	\$45,986

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title I, Part A			Ready to address sub-skill weaknesses.			
1.10	<p>i-Ready Assessments for Grade Level Proficiency i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i- Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning, increase academic and English Language proficiency.</p>	No	Fully Implemented	i-Ready assessments have been administered to students twice during this academic year and students have shown growth in Reading over this time last year. Students have not shown growth, but have not declined, in Math over the same time frame.	<p>i-Ready license costs</p> <p>December, 2024 i-Ready assessments:</p> <p>Students At or Above Grade Level: Reading -- 22% Math -- 5%</p>	\$13,000.00	\$12,680
1.11	<p>Increase Reading Proficiency MCIA will purchase the Accelerated Reader program to build reading proficiency and thus encourage a desire for lifelong, recreational reading. Materials will include Accelerated Reader (books and software), and online software/curriculum.</p>	Yes	Fully Implemented	The Accelerated Reader Program is supplemental learning for all students to increase English Proficiency and reading fluency, and given growing success develop a lifelong love for reading.	Software, new books for AR library.	\$10,000.00	\$7,004
1.12	<p>Access to a Broad Course of Study for Low-Income Students MCIA is committed to making certain all students have equitable access to a broad, high-quality</p>	No	Fully Implemented	SED students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for	Device replacements, fees	\$7,000.00	\$9,457

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>course of study, participating in a full curriculum that includes science, social studies, and the arts.</p> <p>Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, MCIA will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.</p>			<p>students as necessary. These funds also include the replacement of damaged or outdated devices.</p>			

Goal 2

Goal Description

The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism	2023 California School Dashboard: All Students: 29.3% Low-Income: 28.6% Hispanic: 23.4% No other groups had data reported due to <11 students in a cohort.			Per 2024 CA School Dashboard: All Students: 23% Low-Income: 24.6% Hispanic: 23%	2026 California School Dashboard: All Students: 15% Low-Income: 15% Hispanic: 15%
2.2	Number of Annual School Events	2023-2024 Local Data: MCIA hosted 9 Schoolwide events including STEM Days, Parent Teacher Conferences, and a Family Math Night.			MCIA hosted two STEAM Club days, Parent Teacher Conferences, a Public Safety Day, and Winter Wonderland event during the Fall 2024 semester.	2026-2027 Local Data: MCIA will host at least two schoolwide events annually to invite parents and families to our school, at least one in the fall semester and one in the spring semester.
2.3	Number Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24, MCIA students have participated in a Math Night, STEM Day, and 15 field trips, including 11 virtual field trips to places otherwise too far to explore.			Approximately 108 students participated in a field trip to Hunter Farms, a Trick-or-Treat Event, a STEAM class opportunity, a Public Safety Event, and a Winter Wonderland Event at the end of the first semester.	2026-2027 Local Data: 100% of students will have the opportunity to participate in outside classroom learning and extended learning activities.
2.4	School Climate Survey:	2024 Local Climate Surveys:			*TBD. The 2024-25 LCAP Student Survey	2027 Local Climate Surveys:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school -- 96.2%.			will be given in February 2025.	Students responding that they feel safe at school --98%. Students responding that they feel connected to school -- 98%.
2.5	California School Dashboard: Suspension Rate	2023 California School Dashboard: 0% student suspension rate			Per 2024 CA School Dashboard: 0% of students have been suspended	2026 California School Dashboard: MCIA students will maintain a 0% suspension rate for the school year.
2.6	Attendance Rate	2023-2024 Local Calculation: 94.3% MCIA student attendance for April 2024 as reflected in PowerSchool.			MCIA student attendance rate was 93.8% through 12/15/23 as reflected in Power School (SIS).	2026-2027 Local Data: All MCIA students will maintain at least a 90% seat time attendance rate for the school year.
2.7	Facilities Inspection Tool (FIT)	The FIT report (October 2023) for MCIA showed facilities in good repair.			The FIT report (October 2024) for MCIA showed facilities in good repair.	2026-2027 Local Data: The FIT report (October 2026) for MCIA will show facilities in good repair.
2.8	Percentage of Students Access to Academic and Behavioral Health Counseling Services	100% of students had access to academic or behavioral counseling services by school counselor. 3 student referrals were made this year to			7 student referrals to the School Psychologist. Suicide Prevention Professional Training for all staff held in September.	2026-2027 Local Data: 100% of students needing academic, behavioral, or social-emotional counseling will receive services on site.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		the school Psychologist.				
2.9	Transportation Provided for MCIA Students Who Qualify or Are in Need	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2023-24, no students have required public transportation to attend school or school events.			MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, students have not required public transportation to attend school or school events.	2026-2027 Local Data: 100% of students needing transportation to school will be provided vouchers/tickets for local public transportation to school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Maintain a Safe School Environment When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt!" app (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents.</p> <p>Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events.</p>	Yes	Fully Implemented	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	ParentSquare fees, MCIA school documents	\$3,000.00	\$280

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Maintain School Facilities The link between student learning and desire to be at school is a clean, well-maintained campus that fosters student learning. MCIA staff maintains quality learning facilities by ensuring good communication with maintenance and facilities staff. Work orders are submitted and attended to in a timely manner, while prioritizing any requests that may pose any safety concerns.</p>	No	Fully Implemented	MCIA is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year as needed.	FIT Inspections October 2024, maintenance work-order system, and maintenance personnel	\$110,000.00	\$51,425
2.3	<p>Host Annual School Events At least two events held annually to support greater school connections. Administrators, academic counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all MCIA families.</p>	No	Ongoing Implementation	MCIA hosted two STEAM Club sessions, Parent Teacher Conferences, Public Safety Day, and Winter Wonderland event for students during the Fall 2024 semester.	Supplies for Winter Wonderland event	\$1,000.00	\$180
2.4	<p>Provide Home-School Student Transportation As Needed Bus tickets/vouchers will be provided to students/parents whose families have mobility issues or economic challenges to attend MCIA or MCIA events. School staff will provide vouchers to those requesting and document the amount given individually and collectively.</p>	No	Ongoing Implementation	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, neither students nor families have requested public transportation or assistance to attend school or school events.	Zero requests for passes	\$250.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title I, Part A						
2.5	<p>Increase Student Attendance Rate Increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives.</p>	Yes	Ongoing Implementation	<p>Addressing Chronic Absenteeism is highly important in ensuring students make academic progress and become academically proficient. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly important in keeping families informed of progress. School/program information is translated to keep Spanish-speaking families informed. As of January 21, 2025, 33 students were recognized for Perfect Attendance for the first quarter, and 6 students were recognized for Student of the Month.</p>	Perfect Attendance Certificates, Students of the Month Awards (Supplies were on hand, no new purchases at this time.)	\$1,500.00	\$0
2.6	<p>Provide Behavioral Health Intervention and Support Services</p>	No	Fully Implemented	A school psychologist provides mental health screenings and services to students, and has	School psychologist contract	\$12,000.00	\$4,735

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures, MCIA will create school environments that welcome and support all student populations.</p> <p>Provide staff resources to teach, model, and practice social-emotional learning skills that support a positive climate for learning and work. All teachers will incorporate digital citizenship lessons to teach and model appropriate, responsible use of technology.</p> <p>Professional development for teachers and instructional staff will address their own SEL needs and better equip them to evaluate and support the needs of students. All teachers will teach, model and support positive SEL behaviors.</p> <p>School counselors to provide lessons on a variety of topics that affect social-emotional learning and better prepare students to cope with challenges in academic achievement.</p> <p>School psychologist will provide referrals or direct services to identified students as needed. School psychologist will also provide professional development to staff for resources, services, procedures and best practices for students needing SEL interventions.</p>			<p>received a total of 7 referrals for MCIA as of 1/21/25. Also, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	<p>Maintain Suspension Rate Maintain zero suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and parents communicated in English and Spanish. Parent conferences support communication between home and school, as well as student report cards, progress reporting and regular home contacts.</p>	No	Fully Implemented	<p>There has been one suspension as of 1/21/25. Parent communication is a cornerstone to the MCIA program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, MCIA uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools.</p>	ParentSquare, PowerSchool, report card, progress reports	\$0.00	\$0
2.8	<p>Expand Support Services for Homeless and Foster Youth Based upon the increased social-emotional needs of Homeless and Foster Youth who have suffered trauma due to food and/or shelter insecurities or family trauma; all Foster Youth and/or Homeless students will have the opportunity to</p>	No	Ongoing Implementation	<p>Quarterly check-ins conducted by Foster Youth Services (FYS) and Educating Homeless Children and Youth (EHCY) program staff were implemented Fall, 2024 for CAES foster and homeless students.</p>	Contact logs, student sign in sheets, parent sign in sheets, ParentSquare,	\$17,086.00	\$8,171

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services.</p> <p>Professional Development is provided to MCIA staff to better support students' social-emotional needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues that may reflect other issues.</p> <p>Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare.</p> <p>Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues.</p> <p>Site Administration and academic counselor will maintain a priority list</p>			<p>Updates on grades, attendance, and behavior are obtained from teachers and instructional support staff. Academic, social-emotional, and health referrals are made as needed. Phone calls to parents/guardians are made to provide updates on students as well as to ensure that student's needs are being met. In addition, emergency support services are provided including housing, eyeglasses, clothing, toiletries and school supplies as needed. CAES foster and homeless students are prioritized for county-wide events including college field trips, monthly College & Career Awareness Workshops (middle school), and the annual R.I.S.E. Youth Conference (middle school). Outreach to students regarding these events is conducted via mail, Parent Square, and personal phone call. In addition, teachers are asked to speak with students regarding these opportunities and encourage them to participate.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of students to monitor for intervention.			All CAES foster and homeless students meet with the academic counselor upon enrollment to discuss academic requirements, grades, attendance, behavior, etc. Parents of CAES foster and homeless students are invited to participate in monthly Parent Connection Workshops. Information specific to the unique needs of foster and homeless students is provided to ensure familiarity with rights and responsibilities as well as to have the necessary information to advocate for students. Topics discussed so far include: AB490/McKinney-Vento, School Technology, Strategies for the Academic Success of Students, Substance Use Awareness, Suicide Prevention & Mental Health Awareness, and Trauma and It's Behavioral and Academic Effects.			
2.9	Positive Student Recognition Program MCIA administration, academic counselors, teachers, and other staff will plan and conduct four student recognition assemblies	No	Ongoing Implementation	Students have been recognized for Student of the Month for first quarter.	Certificates, Photos, presentations for first quarter	\$500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and citizenship awards, and parents are invited to attend the assemblies.</p> <p>Teachers recognize and nominate students. Support will contact students and parents, and students and parents are contacted using ParentSquare as well.</p>						
2.10	<p>Climate Survey Responses A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership,</p>	No	Planned	Students, Parents will be given LCAP surveys beginning February 1, 2025, which contains questions directly tied to school climate.	LCAP Survey responses, students and parents	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	MCSOS specialists, or outside agencies with expertise in school and student safety.						
2.11	<p>External Learning Opportunities for Students</p> <p>As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics.</p>	Yes	Ongoing Implementation	MCIA students are being rewarded for various academic successes including perfect attendance and student of the month recognition with external learning field trips. As of January 21, 2025, students who earned perfect attendance for the first quarter took a field trip to the Atwater Pumpkin Patch. The second quarter perfect attendance field trip will take place on February 5, 2025, to Fresno's No Surrender Amusement Center.	Student participation on trips	\$20,000.00	\$1,758

Goal 3

Goal Description

MCIA staff will have greater educational partner participation and input by developing and fostering meaningful parent and family relationships.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	In 2023-24, 98% of MCIA parents received phone notifications and 85% received text messages through ParentSquare. [Local Data]			In 2024-25, 100% of MCIA parents received phone notifications and 100% received text messages through ParentSquare. [Local Data]	In 2026-27, 100% of MCIA parents will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	In 2023-24, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 8% have elected to receive their communication in Spanish. [Local Data]			In 2024-25, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 7% have elected to receive their communication in Spanish. [Local Data]	In 2026-27, 100% of MCIA parents of English Learners will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]			100% of Teachers were provided access to PowerSchool to log home communication entries in 2024-25. [Local Data]	100% of Teachers will be provided access to PowerSchool to log entries in 2026-27. [Local Data]
3.4	Increase Parent/Guardian Involvement and Attendance at School Functions	21 parents participated in 2023-24 Parent-Teacher Conferences.			54 Parents attended Parent-Teacher Conferences during Parent-Teacher	The number of parents participating in school events will continue to increase annually.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		4 parents participated in 2023-24 STEM Day and Math Night. [Local Data]			Conference Week held in October 2024.	
3.5	Develop Greater Community Outreach Opportunities	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 2 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.			As of January 21, 2025 1 MCIA parent participates on the SSC and 1 English Learner parent participates on ELAC.	Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Promote School Communication ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback	No	Ongoing Implementation	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.	100% of staff maintain PowerSchool log entries and use ParentSquare for school-to-home communication.	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>through surveys distributed through ParentSquare.</p> <p>Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.</p>						
3.2	<p>Promote Participation of Families of English Learners Spanish is the primary language of most English Learner students enrolled in PTC. We will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.</p>	Yes	Planned	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS educational documents, ParentSquare, MCIA school documents. These expenses will be incurred during the 2nd semester.	\$2,402.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Increase Parent/Guardian Involvement and Attendance in School Functions</p> <p>Very low rates of parent involvement at MCIA have been shown in rates of completion (nine) on 2024 LCAP surveys which were sent via ParentSquare. To increase parent involvement, MCIA will do the following:</p> <ul style="list-style-type: none"> Academic Counselors will use ParentSquare app/website to promote, deliver, and translate educational information. Targeted events designed for the MCIA EL community will be a priority, with 15% of the student population being EL students. Printed flyers in both English and Spanish will be distributed on site. An MCIA academic counselor will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. MCIA teachers will continue to hold annual parent-teacher conferences as a follow-up to the initial meetings at enrollment. These conferences will focus on i-Ready data growth, academic progress, attendance updates, and 	No	Ongoing Implementation	ParentSquare has been made available to all MCIA parents with an excellent usage rate among parents. Flyers are used to announce MCIA activities and upcoming events. Parent-Teacher Conferences were held during the fall semester. LCAP Surveys gleaning student, parent, and staff input on programs and suggestions for future programming will be sent to all February 1, 2025.	ParentSquare, Surveys, flyers, conferences	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>general academic planning.</p> <ul style="list-style-type: none"> • Open house and Family appreciation days will be hosted; one event in the fall and one in the spring. • ParentSquare will also be used more prominently to survey all parents on a regular basis. • MCIA administration team will set parameters and the program director will disaggregate and disseminate the data. 						
3.4	<p>Develop Greater Community Outreach Opportunities MCIA will increase participation of EL and SED students' parents through personal invitations via phone calls by administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications into the language of EL students' parents.</p> <p>MCIA will partner with a parent organization to empower parents to better assist their children academically.</p>	Yes	Ongoing Implementation	Contract in place and scheduled with Parent Institute for a Quality Education (PIQE) for parent education sessions to increase student achievement. A series of six sessions for the Fall semester saw 15 families complete the program. The spring semester cohort will occur later in the spring semester.	Parents attended PIQE parent institute.	\$17,000.00	\$15,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	632,525	525,440
LCFF Supplemental/Concentration Grants	233,399	193,082

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Technical Center - Madera and Chowchilla	Mr. Hugo Sánchez Program Director-Career Alternative Education Services	hsanchez@mcsos.org 559-662-6211

Goal 1

Goal Description

All Pioneer Technical Center students will stay on course to graduate college and career ready through state adopted standards-based instruction.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board			100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Number of Special Education Students Receiving Academic Intervention and Supports.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.			15 students with an IEP received interventions and supports identified on their IEPs, and all students received Academic Acceleration support per i-Ready results. This number accounts for all students with IEPs enrolled at PTC.	All students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on iReady results.
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training.			100% of teachers have participated in weekly professional development with other CAES teachers in the areas of math, MTSS, SEL, McKinney-Vento training, and Suicide Prevention Training.	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies	31.5% of teachers are appropriately			29.9% of teachers appropriately	100% of teachers will be appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	credentialed in 2021-22.			credentialed in 2022-23. [2022-23 Data Quest]	credentialed in 2024-25.
1.5	Average Number of Credits Earned by Credit-Deficient Students	As of the Fall semester, 2023, 60% of 113 Low-Income students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.			As of the Fall semester, 2024, 39.3% of Low-Income students earned more than 30 credits; earning 36.93 credits on average and exceeding the minimum credit requirement for the semester.	100% of students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.
1.6	California School Dashboard: Distance from Standard (DFS) As Measured by the SBAC	<p>ELA Distance from Standard: Overall -- 87.1 Points Below English Learners -- 103.3 Points Below Low-income -- 86.3 Points Below Hispanic -- 85.9 Points Below</p> <p>Math Distance from Standard: Overall -- 203.2 Points Below English Learners -- 203.7 Points Below Low-income -- 204.6 Points Below Hispanic -- 192.0 Points Below</p> <p>[2023 California School Dashboard]</p>			<p>ELA Distance from Standard: Overall -- 70.2 Points Below English Learners -- N-size too small Low-income -- 70.8 Points Below Hispanic -- 70.1 Points Below</p> <p>Math Distance from Standard: Overall -- 202.3 Points Below English Learners -- N-size too small Low-income -- 203.7 Points Below Hispanic -- 202.2 Points Below</p> <p>[2024 California School Dashboard]</p>	<p>ELA Distance from Standard: Overall -- 60 Points Below English Learners -- 65 Points Below Low-income -- 60 Points Below Hispanic -- 60 Points Below</p> <p>Math Distance from Standard: Overall -- 160 Points Below English Learners -- 160 Points Below Low-income -- 160 Points Below Hispanic -- 150 Points Below</p> <p>[2026 California School Dashboard]</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Percentage of English Learner reclassifications.	5.3% of students reclassified as RFEP			0% of EL students reclassified as of 12/31/24	10% of students reclassified as RFEP
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	52.9% of EL students making progress towards English proficiency. [2023 California School Dashboard]			59% of students making progress toward English language proficiency as measured by ELPAC. This is an increase of 6.1% from the previous year. [2024 California School Dashboard]	60% of EL students making progress towards English proficiency. [2026 California School Dashboard]
1.9	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math. ELA Growth: EL Group - 12.2% SED Group - 23.6% Math Growth: EL Group - 12.5% SED Group - 29.2%			Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math. ELA Growth: EL Group - 58% SED Group - 65% Math Growth: EL Group - 53% SED Group - 68%	Low-income and English Learners will show growth toward grade-level proficiency as measured by i-Ready in ELA and Math: ELA Growth: EL Group - 27.2% SED Group - 32.6% Math Growth: EL Group - 27.5% SED Group - 38.2%
1.10	Percentage of students completing 20 Credits in CTE/ROP Courses Before Graduation	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.			97% of students graduating in Fall 2024 completed at least 20 credits of CTE/ROP. 919.5 CTE credits earned through in-person and Edgenuity courses.	100% of students graduating in Fall of 2026 will complete at least 20 credits of CTE/ROP.
1.11	California School Dashboard: Graduation Rate	Overall -- 41.9% English Learners -- 29.7% Low-income -- 40.9% Hispanic -- 38.7%			Overall -- 53.5% English Learners -- 44.2% Low-income -- 53.1% Hispanic -- 52.6%	Overall -- 70% English Learners -- 70% Low-income -- 70% Hispanic -- 70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[2023 California School Dashboard]			[2024 California School Dashboard]	[2026 California School Dashboard]
1.12	11th Grade Academic Proficiency on SBAC ELA, Math, and Science Assessments for Low-Income and English Learner Students	<p>ELA Meeting/Exceeding Standard: Overall -- 16.5% English Learners -- 9.0% Low-income -- 16.1%</p> <p>Math Meeting/Exceeding Standard: Overall -- 0% English Learners --0% Low-income -- 0%</p> <p>Science Meeting/Exceeding Standard: Overall -- 11.1% English Learners -- n/d Low-income -- 13.0%</p>			<p>ELA Meeting/Exceeding Standard: Overall -- 16.5% English Learners -- 9.0% Low-income -- 16.1%</p> <p>Math Meeting/Exceeding Standard: Overall -- 0% English Learners --0% Low-income -- 0%</p> <p>Science Meeting/Exceeding Standard: Overall -- 11.1% English Learners -- n/d Low-income -- 13.0%</p>	<p>ELA Meeting/Exceeding Standard: Overall -- 35% English Learners -- 30% Low-income -- 35%</p> <p>Math Meeting/Exceeding Standard: Overall -- 20% English Learners -- 20% Low-income -- 20%</p> <p>Science Meeting/Exceeding Standard: Overall -- 25% English Learners -- 25% Low-income -- 25%</p>
1.13	Percentage of students who have access to Instructional technology	100% of students have access to 1:1. Currently 213 Chromebooks checked out and 65 Wifi Hotspots.			100% of students have access to 1:1. Students needing internet access at home are provided WIFI hotspots.	100% of students will have access to 1:1.
1.14	Percentage of students who have access and receive a broad course of study.	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.			100% of PTC students have access to a broad course of study including Edgenuity online curriculum.	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.
1.15	Early Assessment Program (EAP): % PUPILS SCORING "Standard Met or Exceeded" on SBAC ELA and Math Assessments	<p>ELA: Overall: 1.27% SED: 1.49% EL: 0% Hispanic: 1.61%</p>			<p>ELA: Overall: 15.85% SED: 16.66% EL: 0% Hispanic: 15.94%</p>	<p>ELA: Overall: 6% SED: 6% EL: 6% Hispanic: 6%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2023 SBAC Data]			Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2024 SBAC Data]	Math: Overall: 5% SED: 5% EL: 5% Hispanic: 5% [2026 SBAC Data]
1.16	2023 California School Dashboard: College and Career Indicator (Percentage of Students "Prepared")	Overall: 2% SED: 2% EL: 0% Hispanic: 2.5% [2023 California School Dashboard]			Overall: 0% SED: 20% EL: 0% Hispanic: 0% 8.3% approaching prepared. [2024 California School Dashboard]	Overall: 10% SED: 10% EL: 10% Hispanic: 10% [2026 California School Dashboard]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA</p> <p>The Pioneer Technical Center (PTC) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination</p>	No	Ongoing Implementation	100% of PTC students receive standards-based instruction and all curriculum is aligned to CCSS. As of January 23, 2025, replacement textbooks have been purchased. Annual site/individual student licenses for SAVVAS and StudySync have been purchased as well.	Instructional materials, software licenses for students	\$12,000.00	\$12,650

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.</p> <p>An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Pioneer Technical Center will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Support Students with IEPs Since students are enrolled at Pioneer Technical Center on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional . Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.</p>	No	Ongoing Implementation	Currently, 17 PTC students receive direct support from Special Education teacher in addition to weekly services with PTC teachers of record.	Teacher/student weekly schedules and appointments	\$76,961.00	\$39,375
1.3	<p>Instructional Staff Professional Development Program Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to):</p> <ul style="list-style-type: none"> • Social emotional learning • Identifying and implementing best instructional practices principally directed at 	Yes	Ongoing Implementation	Pioneer Technical Center instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers participated in weekly training for Foster Youth/Homeless, Suicide Awareness and Prevention, LCAP training, and Math pedagogy designed to improve their instructional support practices.	Professional development calendar, materials purchased for training	\$2,500.00	\$1,144

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>meeting the needs of English Learners</p> <ul style="list-style-type: none"> • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) • Academic Achievement <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.</p>						
1.4	<p>Low-Income Students to Make Academic Progress in Math Based on annually low SBAC and i-Ready Math scores for Low-Income students and English Learners, described in the "Reflections" section, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will</p>	Yes	Ongoing Implementation	Teachers and two Instructional Assistants providing intensive support for all students not performing at grade level in Math receive professional development focused on improving math proficiency for students in grades 9-12 by a math specialist from FCSS. Training involves 8 half days and one full day of specialized training.	Professional development calendar, shared resources	\$3,500.00	\$6,045

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level.</p> <p>This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.</p>						
1.5	<p>Retain Highly Effective Teachers Through Individualized Professional Development To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, PTC staff will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth</p>	No	Ongoing Implementation	During the fall semester, teachers and Instructional Assistants participated in MTSS Conference and Character Strong training opportunities.	Conference fees and professional development materials	\$8,862.00	\$13,308

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	that meets the needs of the teacher will be emphasized. Title II						
1.6	<p>Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math</p> <p>To increase student performance in ELA and Mathematics, PTC staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.</p>	No	Fully Implemented	Instructional staff members provide services to students at PTC. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.	Staff members, supplies, instructional materials	\$1,250,478.00	\$565,239
1.7	<p>Maintain Low Student-to-Teacher Ratio</p> <p>Charter guidelines require student to teacher ratio to remain below ratio of the largest district in Madera</p>	Yes	Fully Implemented	Teachers are employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1. Currently,	Student to teacher ratio based on student enrollment	\$1,032,484.00	\$392,821

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so PTC will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.</p>			<p>PTC services students at a ratio of 24:1.</p>			
<p>1.8</p>	<p>English Learner Support PTC will provide English Language Development (ELD) instruction in order to support students' language acquisition and increased access to core curriculum. PTC also provides professional development to support teachers in their ELD instruction. PTC will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties.</p> <p>To support English Learner students in achieving English Language reclassification, PTC will use i- Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. The MCSOS ELA/ELD Program Director will</p>	<p>No</p>	<p>Ongoing Implementation</p>	<p>ELA/ELD Program Director from MCSOS supports all PTC teachers to increase effectiveness in meeting the academic needs of EL students. Aside from the monthly meetings with CAES ELD teachers, the Program Director observes and provides coaching to increase effective practices.</p>	<p>Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings</p>	<p>\$19,247.00</p>	<p>\$9,466</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>continue to work with teachers to incorporate research- based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings.</p> <p>Title I, Part A</p>						
1.9	<p>Provide Intervention and Instructional Support for Struggling Learners Students identified as needing additional academic support beyond the parameters of the independent study appointment will be provided additional support from an Instructional Assistant at Pioneer Technical Center, Chowchilla.</p>	Yes	Ongoing Implementation	Two teachers provide direct student support to address student skill deficiencies to students below grade level as measured by i-Ready in the core areas of Reading and Mathematics. Additionally, one Instructional Assistant provides intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.	Instructional Assistant provides direct assistance to students daily for students requiring support for reading/math	\$37,045.00	\$20,575
1.10	<p>i-Ready Assessments for Grade Level Proficiency i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i- Ready assessments and prescriptive lessons to help students become more</p>	No	Fully Implemented	i-Ready assessments have been administered to students twice during this academic year and students have shown growth in Reading over this time last year. Students have not shown growth, but have not	At PTC Madera, an Instructional Assistant provides direct assistance to students daily for students requiring	\$61,658.00	\$30,214

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. One Instructional Assistant (IA) will assist students performing below grade level in reading and mathematics during Academic Acceleration classes. The IA will provide individual or small group support to students in the class. Classroom supplies and materials will be provided to students in the Acceleration Class to increase academic proficiency in ELA and Math.</p> <p>Title I, Part A</p>			declined, in Math over the same time frame.	support for reading/math		
1.11	<p>Increase Students Completing CTE Courses 86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation.</p>	No	Fully Implemented	Graduation requirements for PTC include 20 credits from CTE courses available an in-person or online.	Students earned 612 CTE credits during Fall 2024 Semester via Edgenuity, 307.5 credits earned via in-person CTE courses	\$255,289.00	\$159,369

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Increase Student Support Toward Completing CTE Courses 86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support SED students in CTE/ROP, an Instructional Assistant (I/A) will provide support during learning opportunities for Low-Income students, English Learners, and Foster Youth students</p>	Yes	Fully Implemented	An Instructional Assistant (IA) provides direct support to struggling learners to assist in their developing job-ready skills in construction and welding pathways. The IA also translates for the teacher when communicating with Spanish-speaking families.	Instructional Assistant provides daily support, 213 credits earned in seat-time CTE courses	\$38,900.00	\$18,705
1.13	<p>Increase Reading Proficiency PTC will purchase the Accelerated Reader program to encourage recreational reading to build reading proficiency. Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.</p>	Yes	Fully Implemented	The Accelerated Reader Program is supplemental learning for all students to increase English Proficiency and reading fluency, and given growing success develop a lifelong love for reading.	Software, new books for AR library	\$10,000.00	\$14,247

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.14	<p>Academic and Social Emotional Counseling for At-Promise Students</p> <p>The School Counselor will grade-level reclassify all qualifying students based on credits earned, as opposed to traditional freshman, sophomore, junior, and senior years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as graduation requirements may change. The School Counselor will inform the Counseling Specialist and teachers to ensure records are updated and students are enrolled in appropriate classes.</p> <p>The counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</p> <p>Title I, Part A</p>	No	Fully Implemented	A Counseling Support Specialist provides daily support to two school counselors in direct support to students and families. This position serves as a liaison with feeder districts, provides state testing support for teachers and administration, Reg-To-Go support for counselors, etc.	Staff, counseling support and student counseling, student information system support, state assessments support	\$179,794.00	\$106,103
1.15	Provide Credit Recovery Options for Low-Income Students	No	Ongoing Implementation	PTC students use Edgenuity platform as	Edgenuity data, transcripts,	\$47,000.00	\$47,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill graduation requirement, CAES school counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning courses. This will require school counselors to update credit evaluations after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support accessing and using the Edgenuity platform.</p> <p>Title I, Part A</p>			<p>needed to earn high school credits toward graduation including additional CTE offerings. Students have earned 353 credits for CTE toward meeting graduation requirements.</p>	<p>Graduation Plan Progress</p>		
<p>1.16</p>	<p>Access to a Broad Course of Study for Low-Income Students PTC is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts.</p> <p>Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students</p>	<p>No</p>	<p>Ongoing Implementation</p>	<p>SED students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices.</p>	<p>Device replacements, fees</p>	<p>\$13,000.00</p>	<p>\$967</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, PTC will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.</p>						

Goal 2

Goal Description

PTC will provide resources and services to ensure the social and emotional wellbeing of students and staff, while providing a safe learning environment and learning opportunities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism (Grades K-8)	All Students -- 14.3% Low-Income -- 14.3% No other groups reported due to numbers <11. [2023 California School Dashboard]			All Students -- 0% Low-Income -- 0% Hispanic --0% No other groups reported due to numbers <11. [2024 California School Dashboard]	All Students -- 5% Low-Income -- 5% [2026 California School Dashboard]
2.2	Number of Student Recognition Assemblies Conducted Throughout the Year	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance. Five ceremonies conducted in 2023-24.			111 Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance.	PTC will maintain or increase the number of student recognition ceremonies conducted in the 2026-27 school year.
2.3	Number of Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24: Two team competitions in athletics (eight students) Two CTE trips to MCI for student support during school functions One community service trip to Madera Food Bank (5 students)			As of 12/31/24: There were eight field trips attended by 85 students, as well two athletic team competitions. There were also four enrichment days with an average of 31 students per event and 5 parents attending one of those days.	Increase number of students participating in external learning opportunities from the prior year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]			TBD the 2024-25 Student Survey will be given in 2025	Students responding that they feel safe at school --98%. Students responding that they feel connected to school -- 98%. [2027 Local Climate Surveys]
2.5	California School Dashboard: Suspension Rate	0% [2023 California School Dashboard]			0% [2024 California School Dashboard]	0% [2026 California School Dashboard]
2.6	Attendance Rate	93% as of 4/29/24. [Local Calculation]			PTC student attendance rate was 93.8% through 12/15/23 as reflected in Power School (SIS).	100% [Local Calculation]
2.7	Facilities Inspection Tool (FIT)	The FIT report for PTC (October 2023) showed facilities in good repair.			The FIT report for PTC (October 2024) showed facilities in good repair.	The FIT report for PTC (October 2026) will show facilities in good repair.
2.8	High School Dropout Rate	All Students -- 32.3% Low-Income -- 32.7% English Learners -- 37.5% Hispanic -- 31.3% White -- 33.3% No other groups reported due to numbers <11. [2022-23 DataQuest Four-Year Adjusted Cohort Outcomes]			All Students -- 22.9% Low-Income -- 23.2% English Learners -- 20% Hispanic -- 21% White -- 36.4% No other groups reported due to numbers <11. [2023-24 DataQuest Four-Year Adjusted Cohort Outcomes]	All Students -- 6.5% Low-Income -- 6.5% English Learners -- 6.5% Hispanic -- 6.5% White -- 6.5% Target based on 2022-23 Statewide data. [2025-26 DataQuest Four-Year Adjusted Cohort Outcomes]
2.9	Expulsion Rate	0%			0% [2023-24 Data Quest]	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[2022-23 DataQuest Expulsion Rate]				[2025-26 DataQuest Expulsion Rate]
2.10	Number of Times Needed Home-School Transportation Is Provided for Low-Income Students	MAXX passes are currently free of charge for students being transported from designated stop to stop. 14 students have used this method of transportation during the 2023-24 school year. MUSD bus transportation to PTC has not resumed.			MAXX passes are currently free of charge for students being transported from designated stop to stop. 14 students have used this method of transportation during the 2024-25 school year.	All students or families in need will be provided transportation or vouchers/tickets for local public transportation.
2.11	Number of Parenting Teens, Foster Youth and/or Homeless Students Receiving Academic and Social-Emotional Services	In 2023-24, there were 32 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.			During Fall 2024 semester, there were 8 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.	Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Maintain a Safe Campus PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks	Yes	Fully Implemented	PTC staff communicates and addresses student safety concerns in a timely manner. Professional development has increased capacity of all staff, especially in the	ParentSquare fees, PTC school documents	\$1,500.00	\$350

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.</p>			<p>area of social-emotional learning which contributes to responding to situations appropriately. Referrals to counseling and other specialists allow students to get the support they need.</p>			
2.2	<p>Maintain School Facilities PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.</p>	No	Fully Implemented	<p>PTC is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year as needed.</p>	<p>FIT inspections Fall 2024, maintenance work order system, maintenance personnel</p>	\$227,000.00	\$117,297
2.3	<p>Host Annual School Events At least two events held annually to support greater school connections. Administrators, Principal, School Counselors, teachers, and other staff plan to make preparations to</p>	No	Ongoing Implementation	<p>PTC 17 school events for students and parents, including Parent Teacher Conferences, enrollment orientations, college presentations,</p>	<p>Supplies and materials for events</p>	\$1,500.00	\$893

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all PTC families.			graduations meetings and practice. In addition, a Welcome Back event was attended by 34 students and 7 family members.			
2.4	Provide Student Transportation As Needed to and from School As 90% of PTC students are Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events.	Yes	Ongoing Implementation	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, neither students nor families have requested public transportation or assistance to attend school or school events.	14 students have used the system Fall 2024	\$500.00	\$0
2.5	Increase Student Attendance Understanding that academic success increases when students attend school, PTC staff believe all students achieve more when they attend on a regular basis. PTC will increase student attendance rates and decrease chronic absenteeism rates by celebrating and recognizing good attendance through the use of incentives. Students with perfect attendance will be celebrated monthly with certificates and other school incentives. Additionally, effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, and home visits by administrators, academic counselors, and the school	No	Fully Implemented	Increasing student attendance is highly important in ensuring students make academic progress and become academically proficient. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly important in keeping families informed of progress. School/program information is translated	School Psychologist provided services to 8 students in Fall 2024 as well as services for students on IEPs	\$54,872.00	\$31,426

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	psychologist will increase school connectedness and the desire to attend regularly.			to keep Spanish-speaking families informed. Counselor meets with every parent of new student enrollments to address attendance procedures and the process for communicating concerns.			
2.6	<p>Counseling Presentations School Counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.</p>	Yes	Fully Implemented	There were four counselor presentations at PTC and included information on college, enrollment, and financial aid.	Flyers, sign in sheets, presentations; 31 students attended the presentations	\$1,000.00	\$150
2.7	<p>Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students To address dropout rates, PTC will do the following: Administrators/Principal and School Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to</p>	Yes	Fully Implemented	Addressing the student dropout rate is highly important in ensuring students have access to completing their high school requirements. Counselors and administrators conduct Tiered Reengagement meetings with families of	Nutritional items were provided for parent education nights and events, 13 events were attended by 166 parents and 221 students.	\$1,000.00	\$976

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration/Principal and School Counselor will maintain a priority list of students to monitor for intervention.</p>			<p>students in danger of not completing the program due to poor attendance, performance, or both. When students are referred to district of residence or adult school, counselor provides necessary information and support to increase likelihood of student enrolling. Home to school communication is highly important in keeping families informed of progress. School/program information is translated to keep Spanish speaking families informed of all offerings.</p>			
2.8	<p>Provide Behavioral Health Intervention and Support Services PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or</p>	Yes	Fully Implemented	<p>A school psychologist and counselor assist with assessing students' academic, social, and behavioral needs to identify possible obstacles to their progressing academically to fulfill graduation requirements. 114 students in Academic Acceleration classes were onboarded to SEITY, which allows them to complete daily check-ins to support their emotional health. Staff</p>	Mailings, duplicating, and refreshments	\$1,000.00	\$376

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	groups with common areas of intervention.			also receives information to build capacity to support students emotionally, behaviorally, and cognitively.			
2.9	<p>Suspension Rates PTC will maintain low suspension rates by continuing opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.</p>	No	Fully Implemented	There has been five suspensions as of 1/21/25. Parent communication is a cornerstone to the PTC program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, PTC uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools.	At presents there have not been any cost items but presentations on SEL and gang awareness builds capacity for staff to be aware of potential concerns	\$1,500.00	\$0
2.10	<p>Expand Support Services for Parenting Teens, Foster and Homeless Youth Based upon the increased SEL needs of students who are parents themselves and other at-promise youth; all parenting teens, foster</p>	No	Fully Implemented	Quarterly check-ins conducted by Foster Youth Services (FYS) and Educating Homeless Children and Youth (EHCY) program staff were implemented Fall	Contact logs, student/parent sign in sheets, ParentSquare	\$17,086.00	\$8,930

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist.</p>			<p>2024 for CAES foster and homeless students. Updates on grades, attendance, and behavior are obtained from teachers and instructional support staff. Academic, social-emotional, and health referrals are made as needed. Phone calls to parents/guardians are made to provide updates on students as well as to ensure that student's needs are being met. In addition, emergency support services are provided including housing, eyeglasses, clothing, toiletries and school supplies as needed. CAES foster and homeless students are prioritized for county-wide events including college field trips, monthly College & Career Awareness Workshops (middle school), and the annual R.I.S.E. Youth Conference (middle school). Outreach to students regarding these events is conducted via mail, Parent Square, and personal phone call. In addition, teachers are asked to speak with students regarding these opportunities and</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>encourage them to participate.</p> <p>All CAES foster and homeless students meet with the academic counselor upon enrollment to discuss academic requirements, grades, attendance, behavior, etc.</p> <p>Parents/Guardians of CAES foster and homeless students are invited to participate in monthly Parent Connection Workshops.</p> <p>Information specific to the unique needs of foster and homeless students is provided to ensure familiarity with rights and responsibilities as well as to have the necessary information to advocate for students.</p> <p>Topics discussed so far include:</p> <p>AB490/McKinney-Vento, School Technology, Strategies for the Academic Success of Students, Substance Use Awareness, Suicide Prevention & Mental Health Awareness, and Trauma and It's Behavioral and Academic Effects.</p>			
2.11	Positive Student Recognition Program	Yes	Ongoing Implementation	Students received P.R.I.D.E awards for perfect attendance,	111 students have received	\$1,000.00	\$505

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and parents are contacted using ParentSquare as well.</p>			<p>citizenship, and academic achievement at the quarter and semester.</p>	<p>recognition certificates</p>		
<p>2.12</p>	<p>Climate Survey Responses A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will</p>	<p>No</p>	<p>Partially Implemented</p>	<p>Students and parents will be given LCAP surveys beginning February 1, 2025, which contains questions directly tied to school climate.</p>	<p>Student, Parent LCAP Survey responses</p>	<p>\$0.00</p>	<p>\$0</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.						
2.13	<p>External Learning Opportunities for Students</p> <p>For the 2024-25 school year, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.</p>	Yes	Ongoing Implementation	PTC students are rewarded for various academic successes including perfect attendance and student of the month recognition with external learning field trips. As of January 21, 2025, 95 students have attended eight field trips and there are several trips planned for the second semester.	Bus contracts, entrance fees, student participation	\$10,000.00	\$8,047

Goal 3

Goal Description

PTC will encourage greater educational partnership and input by developing meaningful community, parent and family relationships.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]			100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.2	Percentage of Parents of English Learners using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]			100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]			100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [Local Data]	100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]
3.4	Number of Parents Attending School Events	4 school events offered to parents/family members in 2023-24. 15 parents/family members attended events.			PTC hosted 21 school events during the Fall 2024 semester and these events were attended by 175 parents.	7 school events will be offered to parents/family members in 2026-27. 50 parents/family members will attend events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[Local Data]				[Local Data]
3.5	Community Outreach Opportunities	With the additional of PIQE, PTC now has 6 community partners. Five families participated in the Community Appreciation Day.			PTC staff continues to develop partnerships with community organizations and increased opportunities for students through the Madera County Arts Council as a partner; increasing community partners to seven.	Increase the number of community partners and connect them with families and students.
3.6	Educational Partner Input and Participation	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 15 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.			Parents complete enrollment surveys upon enrolling their student and LCAP surveys will go out to students and families February 2025. Two parents participate in the SSC and nine parents have attended ELAC meetings.	Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Promote School Communication ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept	Yes	Ongoing Implementation	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with	DTS contracts, ParentSquare fees	\$3,150.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>equally informed of school news and events.</p> <p>Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.</p> <p>Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.</p>			families to be more effective and ensure educational partners are informed.			
3.2	<p>Promote Participation of Families of English Learners</p> <p>Spanish is the primary language of more than 99% of English Learner students enrolled in PTC. PTC staff will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional</p>	No	Planned	PTC Staff has developed parent and student surveys for LCAP input and will send to families in February 2025. Also, throughout school year 2024-25, all families enrolling with PTC take an enrollment survey which provides instant programmatic feedback and generates parent volunteers for school committees.	DTS fees for translations, Student and Parent LCAP Surveys to be sent February 2025	\$2,692.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Assistants and support staff are Spanish-speaking and facilitate clear and prompt communication.						
3.3	<p>Increase Parent/Guardian Involvement and Attendance in School Functions</p> <p>PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following:</p> <ul style="list-style-type: none"> • Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. • Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being English Learner students and RFEP (30% of enrollment) students. • Printed flyers in both English and Spanish will be distributed on site. • Two CAES counselors will use parent surveys 	No	Fully Implemented	ParentSquare has been made available to all PTC parents with an excellent usage rate among parents. Flyers are used to announce PTC activities and upcoming events. Parent-Teacher Conferences were held during the fall semester. LCAP Surveys gleaned student, parent, and staff input on programs and suggestions for future programming will be sent to all February 1, 2025.	ParentSquare usage by staff and parents, LCAP Surveys, student and family events on campus	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year.</p> <ul style="list-style-type: none"> PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i- Ready data analysis, academic progress, attendance updates, and general academic planning. Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. ParentSquare will be used to survey and poll all parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disseminate the data from those surveys.						
3.4	<p>Develop Greater Community Outreach Opportunities Since 90% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students.</p> <p>PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children CSEC) meetings, and quarterly Juvenile Justice Coalition (JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities.</p> <p>To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley</p>	Yes	Fully Implemented	School administrators participate in Madera County COMPACT, FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory committee members to discuss current trends and needs of preparing students for career opportunities after graduation.	Participation in PTC Partner meetings	\$1,000.00	\$827

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future.</p> <p>Parent Institute for Quality Education (PIQE) has become a new educational partner for PTC. Existing partnerships include Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.</p>						
3.5	<p>Increase Educational Partner Input and Participation As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare.</p>	No	Planned	PTC Staff has developed parent and student surveys for LCAP input and will send to families in February 2025. Also, throughout school year 2024-25, all families enrolling with PTC take an enrollment survey which provides instant programmatic feedback and generates parent	LCAP Surveys for February 2025	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The Principal/Program Director and teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis.</p> <p>Currently 98% of parents are able to be contacted through the website. PTC administration and program directors will set poll parameters and the program director will disaggregate and</p>			volunteers for school committees.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disseminate the data from those polls.						

Goal 4

Goal Description

By June 30, 2025, Pioneer Technical Center will increase the graduation rate by 10%.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Graduation Rate	41.9% graduation rate according to the [2023 CA School Dashboard]			53.5% graduation rate according to the 2024 CA School Dashboard. This is an increase of 11.6% from the previous year. [2024 CA School Dashboard]	Grad rate will be 71.9% according to the CA School Dashboard.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Increased Support for EL Students Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.	No	Ongoing Implementation	An Instructional Assistant (IA) provides intensive support for English Learner students to increase language proficiency in reading, writing, listening, and speaking domains. The IA works closely with the designated ELD teacher to maximize instructional time and program effectiveness.	IA provides eight hours weekly service in ELD classroom support	\$16,000.00	\$7,616

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	<p>Increased Parent Education As a result of parent feedback via school enrollment and LCAP surveys, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will continue to partner with a Parent Education Organization to empower parents to better assist their children.</p>	No	Ongoing Implementation	During Fall 2024, PTC staff partnered with PIQE (Parent Institute for Quality Education) to host an online series of 6 classes for parents to learn how to better support their child's social, emotional, and academic needs as students.	PIQE Contracts and 19 PTC families completed Fall training; Spring session pending	\$19,568.00	\$15,500
4.3	<p>Increase School Connectedness for all Students Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.</p>	No	Ongoing Implementation	PTC staff have held on-campus events at school to help students feel connected to staff and teachers. Field trips and/or other incentives are planned for the second semester. A student leadership group started in Fall 2024 and plans student/family events to increase student participation.	There were 10 events attended by 24 students and 15 parents. Additionally, 95 students attended the eight field trips during the Fall 2025 semester.	\$20,000.00	\$9,876
4.4	<p>Monitor Plan Effectiveness PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation</p>	No	Ongoing Implementation	According to the California School Dashboard, the Graduation Rate for PTC students increased by 11.6% from the previous year, and currently stands at 53.5%.	Leadership staff analyzes and reports data on various accountability reports	\$1,090.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>progress markers” identified in the school’s CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.</p>						
4.5	<p>Edgenuity Licenses Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements.</p>	No	Fully Implemented	Additional licenses purchased to increase access to CTE and credit recovery courses. Since students typically enroll at PTC significantly behind in academic credits and at-risk of not graduating, the Edgenuity courses contribute to increased credits earned by students.	68 student currently taking online courses through Edgenuity.	\$26,000.00	\$26,000
4.6	<p>Academic Support for Low-Performing Students Pioneer Technical Center staff uses i-Ready diagnostic assessments and prescriptive lessons as a means of remediating all SED and English Learner students in the areas of Reading and Mathematics</p>	No	Fully Implemented	Students not performing academically on grade level in Reading and Math, as measured by i-Ready, are assigned prescriptive lessons to address subskill weaknesses. Students	i-Ready costs, prescriptive lessons	\$57,432.00	\$56,685

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to ensure students become grade level proficient and meet graduation requirements.			are provided additional support through Acceleration Classes that are determined by grade-level performance.			
4.7	<p>Supplemental Curriculum for English Learners PTC uses StudySynch as the curriculum for English Language Arts, and the StudySynch Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level I and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.</p>	No	Planned	Program Director for MCSOS has assisted in researching a curriculum to support the language proficiency needs of long term English learners that are performing at levels 1 and 2. The curriculum would help students make progress toward reclassification.	TBD	\$16,000.00	\$0.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	2,705,449	2,073,289
LCFF Supplemental/Concentration Grants	1,143,065	878,743

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (Endeavor and Voyager Schools)	Hugo Sanchez Program Director-Career Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

Goal 1

Goal Description

Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [2024 Report to the Local Board]			100% of students have access to standards aligned curriculum materials.	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Percent of Special Education students receiving academic intervention and support.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results. [2024 Local Data]			100% of students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready diagnostic results.
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento			100% of teachers have attended in weekly professional development with other CAES teachers in the areas of math, MTSS, SEL, McKinney-Vento	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		training, and Suicide Prevention Training. [2024 Local Data]			training, and Suicide Prevention Training.	
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	72.8% of teachers are appropriately credentialed in 2021-22. [2021-22 Data Quest]			74.4% of teachers are appropriately credentialed in 2022-23. [2022-23 Data Quest]	100% of teachers will be appropriately credentialed in 2024-25.
1.5	Average number of credits earned by credit-deficient students.	As of May 1, 2024, 127 incarcerated students earned 1029.75 credits for an average of 8.11 credits per student. [2024 Local Data]			As of 1/15/25, 115 high school students earned 1095.5 credits for an average of 9.52 credits per student.	Increase the average number of credits earned by credit-deficient students.
1.6	California School Dashboard: Distance from Standard (DFS) standard as measured by SBAC	SBAC data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]			SBAC data not available due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	Decrease Distance from Standard in both ELA and Math.
1.7	Percentage of English Learner (EL) reclassifications.	0% of EL students were reclassified as of May 1, 2024. [2024 Local Data]			0% of EL students reclassified as of 12/31/24.	5% of EL students will be reclassified. [2027 Local Data]
1.8	California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	ELPI data not available due to minimum cohort requirement of 11 students not met.			Fewer than 11 students - data not displayed for privacy. [2024 California School Dashboard]	Increase the percentage of English Learner Students Making Progress toward English Proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[2023 California School Dashboard]				
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in ELA and Math.	<p>Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2024, yield 6.94% of students are performing at or above grade-level in Reading (with 31% having showed growth) and 1.4% at grade level in Math. However, Math results indicate 23.94% of students showed growth of at least one grade-level during the second semester.</p> <p>[2023-24 Local Data]</p>			<p>Diagnostic results from i-Ready assessments for Low-Income students completed through 12/31/24, yield 0% of students are performing at or above grade-level in Reading (with 47% having shown growth) and 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-level during the first semester</p> <p>[2024 Local Data]</p>	<p>30% of students performing at or above grade-level in Reading.</p> <p>10% at or above grade level in Math.</p>
1.10	Number of Students completing credit in a Career Technical Education (CTE) Class	<p>As of January 2024, 6 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual).</p> <p>Additionally, 5 students completed a CTE course via Edgenuity for a total of 49 credits.</p> <p>[2024 Local Data]</p>			<p>As of December 2024, 3 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual).</p> <p>Additionally, 19 students completed a CTE course via Edgenuity for a total of 88 credits.</p> <p>[2024 Local Data]</p>	10 students will earn credit in a CTE class.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.11	Number of 11th and 12th grades students screened to qualify for modified graduation track or grade level reclassification.	25 students have been screened. Five students were placed on a modified graduation track. [2024 Local Data]			Students screened for modified graduation track (AB 2306) upon release and enrollment at district of residence. Students are no longer grade level reclassified according to credits.	All 11th and 12th grades students will be screened.
1.12	California School Dashboard: Students Graduating with a High School Diploma	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard] As of June 2024, four Endeavor students graduated during the 2023-24 school year. [2024 Local Data]			Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard] As of December 2024, one Endeavor student graduated during the 2024-25 school year. [2024 Local Data]	Increase number of graduates.
1.13	Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	21 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review postsecondary options. Career Assessments were conducted Spring 2024. [2024 Local Data]			Over the course of two sessions, 22 students received information on graduation requirements, progress toward graduation and postsecondary pathways, as of 1/17/25. Individual Transition/Progress Plan Survey two seniors to assist with college matriculation and financial aid applications. Career Assessments to be conducted Spring 2025.	All seniors will complete an Individual Transition/Progress Plan and an Individual Graduation Progress Plan and Career Assessment Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.14	Access to a Broad Course of Study	All students had access to a broad course of study within the parameters of the school setting. [2024 Report to the Local Board]			100% of students had access to a broad course of study. [2024 Report to the Local Board]	All students will have access to a broad course of study within the parameters of the school setting.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide Standards-Aligned Curriculum to All Students</p> <p>Improve Low-Income Students' Achievement in Math and ELA</p> <p>Endeavor/Voyager will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Endeavor/Voyager will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, math curriculum, StudySync (books and software) and other online</p>	No	Ongoing Implementation	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials, software licenses for students	\$10,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.						
1.2	<p>Support Students with IEPs Since incarcerated youth are enrolled at Endeavor/Voyager on an ongoing basis, all teachers receive a daily roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, a RSP teacher meets with all students on IEPs either individually or in small groups. Support for students can be "push-in" or "pull-out" to provide additional instructional options. Regular communication between core academic teachers and the RSP teacher ensures identified students are receiving appropriate support.</p>	No	Ongoing Implementation	RSP Teacher provides instructional support to incarcerated students on IEPs throughout the year. Currently 9 students on IEPs.	Teacher/student weekly schedules and appointments, daily rosters of students on IEPs	\$25,987.00	\$13,125.00
1.3	<p>Instructional Staff Professional Development Program Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators,</p>	Yes	Ongoing Implementation	Professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also	Professional development calendar, materials purchased for training	\$1,500.00	\$275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>counselors, and other support staff. Topics include (but not limited to):</p> <ul style="list-style-type: none"> • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) • Academic Achievement <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.</p>			<p>focus on identifying and implementing best instructional practices principally directed at meeting the needs of English Learners. Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS.</p>			
1.4	<p>Low-Income Students to Make Academic Progress in Math School year 2023-24 i-Ready results indicate 0% of Low-Income students are at grade level in Math, and the sample size of students was too small to provide meaningful achievement data from CAASPP results.</p> <p>MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional</p>	Yes	Ongoing Implementation	<p>All teachers receive instructional support from a Math expert from Fresno County Superintendent of Schools by way of monthly training in a whole group setting. Furthermore, the math teacher attended a math conference during Fall 2024 to improve instructional practices.</p>	Professional development calendar, shared resources	\$3,000.00	\$455

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>staff with professional development opportunities in Math.</p> <p>Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. To better assist Low-Income students, MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms.</p>						
1.5	<p>Retain Highly Effective Teachers Through Individualized Professional Development To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher</p>	No	Ongoing Implementation	Endeavor/Voyager instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self-Study, Foster	Conference fees and professional development materials	\$2,800.00	\$2,663

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math.</p>			<p>Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. Teachers are encourage to seek relevant professional development offered by other educational agencies as well.</p>			
1.6	<p>Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math To increase student performance in ELA and Mathematics, Endeavor/Voyager staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.</p>	No	Fully Implemented	<p>Instructional staff members provide services to students. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.</p>	Staff members, supplies, instructional materials	\$190,700.00	\$95,350

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p>Maintain Low Student to Teacher Ratio Student to teacher ratio should be 16:1, but during the 2023-24 school year, Endeavor/Voyager was below 10:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. Low-Income students are significantly behind grade level as measured by i-Ready assessments for ELA and Math. Students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings.</p> <p>In order to support those teachers and students in making academic progress and stronger social-emotional relationships, an Instructional Assistant will provide additional support to Low-Income students, English Learners, and Foster Youth. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.</p>	Yes	Fully Implemented	Incarcerated students have significant needs during their periods of incarceration which requires greater academic support. E/V staff consists of 4 full time teachers and an Instructional Assistant to support approximately 28 students (on average) for all curricular needs.	Student enrollment to teacher ratio	\$342,282.00	\$171,141
1.8	<p>English Learner Support Endeavor/Voyager will provide English language development instruction to support students'</p>	No	Ongoing Implementation	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all	Monthly Bilingual Network Meetings,	\$18,974.00	\$9,487

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>language acquisition and increased access to core curriculum. Endeavor/Voyager is providing professional development and coaching to support teachers in their instruction for ELD. Endeavor/Voyager will provide English Language Development (ELD) supplemental materials and additional supports to English Learners who experience academic difficulties.</p> <p>The MCSOS Program Director-ELA/ELD will provide coaching and professional development for staff in instructional best practices to improve language proficiency and increase the number of students meeting the criteria for RFEP.</p>			CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success.	weekly teacher observations, and coaching feedback meetings		
1.9	<p>Provide Intervention and Instructional Support for Struggling Learners Endeavor/Voyager staff will provide intervention and instructional support for students' academic growth as measured by SBAC, ELPAC, and i-Ready formative ELA and Math assessments. Formative and summative assessments will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and school counselors. An Instructional Assistant will provide direct support to Low-Income and EL students.</p>	No	Ongoing Implementation	An Instructional Assistant provides intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address subskill weaknesses.	Instructional Assistant provides direct assistance to students daily for students requiring support for reading/math	\$60,099.00	\$30,463

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p>i-Ready Assessments for Grade Level Proficiency Because CAASPP summative assessments do not provide data due to the small sample size, i-Ready formative assessments will provide actionable student data for ELA and math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency.</p> <p>Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis.</p>	Yes	Fully Implemented	<p>i-Ready assessments have been administered to students twice during this academic year and 47% of assessed students have shown growth in Reading over this time last year. Students have shown growth (56%) in Math over the same time frame.</p>	Instructional Assistant provides direct support to students daily for students, I-Ready results	\$4,800.00	\$5,221

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	<p>Increase Students Completing CTE Courses To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts.</p>	Yes	Fully Implemented	CTE teacher provides weekly instruction in "Virtual Welding" which includes the use of virtual welders. The expectation at the end of the course is for the student to be able to apply skills and theory learned in the class and be able to apply to a regular Welding class upon return enrollment to local school after period of incarceration. During the first semester, students also attended hands on learning experiences in the welding shop.	Edgenuity credits earned for CTE courses online	\$23,885.00	\$11,293
1.12	<p>Academic and Social Emotional Counseling for At-Promise Students A School Counselor will facilitate updated credit evaluations so teachers can assign appropriate coursework for each student. All students enrolled in Endeavor/Voyager for at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon student release.</p> <p>A School Counselor will grade-level reclassify all qualifying students based on credits earned as opposed to years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation</p>	No	Fully Implemented	School Counselor will work with students on supporting SEL needs through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Biweekly SEL check-ins are completed by students to identify emotional support needs and results are communicated with pertinent staff. Appropriate credits are assigned and records with district of residence are updated soon to minimize loss of credits and progress toward graduation.	Staff, counseling support and student counseling, student information system support, state assessments support	\$54,312.00	\$26,377

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses.</p> <p>School Counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</p> <p>Endeavor/Voyager staff will work with a counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation.</p>						
1.13	<p>Create Individual Progress Plans and Career Assessment Surveys The School Counselor will meet with all students enrolled greater than 15 days in Endeavor/Voyager to complete Individual Progress Plan and Career Assessment Survey. The school counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.</p>	No	Fully Implemented	Two seniors completed an Individual Transition/ Progress Plan Survey. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options. Career	College enrollment, FAFSA completion	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Assessments will be conducted Spring 2025.			
1.14	<p>Provide Credit Recovery Options for Low-Income Students Endeavor/Voyager students come from various districts within Madera County and other counties as well. Furthermore, the most students are significantly credit deficient. To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity are part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner to districts of residence.</p>	No	Fully Implemented	Endeavor/Voyager students use Edgenuity platform as needed to earn high school credits toward graduation including.	Number of students enrolled in Edgenuity courses, academic credits earned	\$30,600.00	\$30,600
1.15	<p>Access to a Broad Course of Study for Low-Income Students The Endeavor/Voyager staff is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Since the</p>	No	Ongoing Implementation	Materials and supplies are purchased to support the academic needs of every students through the use of textbooks and online courses to meet high school graduation requirements.	Device replacements, fees for course licenses	\$5,000.00	\$24,847

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>circumstances of incarcerated youth preclude some of the activities of traditional school setting, software and technology will be provided to allow the broadest possible access within the parameters allowed for our students.</p>						
1.16	<p>Academic Support for Students at Gould Education Center All Gould Education Center classroom staff will be trained and coached in utilizing the adopted ELA, ELD, and Math curricula in their classrooms on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and differentiation strategies to meet the unique needs of the Gould students, specifically those who are English Learners and Hispanic students.</p>	No	Ongoing Implementation	<p>All Gould staff engage in ongoing professional development and coaching in utilizing the adopted ELA, ELD, and Math curricula. Beginning in August 2024, staff engaged in multiple days of professional development targeted on maximizing student engagement, providing appropriate differentiation strategies, accommodations, behavioral support, and technology to meet the unique needs of Gould students, specifically those who are English Language Learners and Hispanic students. On a monthly basis, administrators meet with their staff to continue teacher support, coaching and professional development. Teachers are also invited to attend non-mandatory monthly</p>	<p>Monthly professional development training, additional staff days, curriculum purchases</p>	\$20,000.00	\$48,379

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				teacher trainings on a variety of topics.			

Goal 2

Goal Description

MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe and conducive learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism	Data not reported on the 2023 California School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022- 23.			Local data show 0% of students were chronically absent in 2024- 25.	0% [2026 California School Dashboard]
2.2	Number of Annual Presentations to Students	There were seven presentations to students during the 2023-24 school year. [2024 Local Data]			One presentation to students as of 12/31/24 and eight planned for the second semester.	There will be 10 presentations to students during the 2026-27 school year. [2027 Local Data]
2.3	Percentage of Students Participating in Learning Opportunities Outside of the Classroom	In school year 2023-24, 100% of students participated in learning opportunities outside the classroom. [2024 Local Data]			As of 12/31/24, 100% of students participated in learning opportunities outside the classroom.	In school year 2026-27, 100% of students participated in learning opportunities outside the classroom. [2027 Local Data]
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school -- 97.4%. Students responding that they feel connected to school -- 96.2%.			TBD Spring 2025.	Students responding that they feel safe at school -- 100%. Students responding that they feel connected to school -- 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[2024 Local Climate Surveys]				[2027 Local Climate Surveys]
2.5	California School Dashboard: Suspension Rate	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2023 California School Dashboard]			0% for Juvenile Hall (Endeavor/Voyager Secondary) [2024 California School Dashboard]	0% for Endeavor/Voyager Secondary [2026 California School Dashboard]
2.6	Attendance Rate	99.8% [2024 Local Calculation]			Student attendance rate as of 12/13/24 99.7% [Fall 2024 Local Calculation]	100% attendance rate [Local data]
2.7	Facilities Inspection Tool (FIT)	FIT in October 2023 scored Endeavor/Voyager in "Good Repair".			FIT in October 2024 scored Endeavor/Voyager in "Good Repair".	FIT in October 2026 will score Endeavor/Voyager in "Good Repair" or better.
2.8	High School Dropout Rate	Not reported on DataQuest due to low number of students in the cohort. [2023 DataQuest]			Not reported on DataQuest due to low number of students in the cohort. [2023-24 DataQuest]	0% [2026 DataQuest]
2.9	Expulsion Rate	0% [2023 DataQuest]			0% [2023-24 DataQuest]	0% [2026 DataQuest]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Increase Student Attendance Rates Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they do have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance.</p>	Yes	Ongoing Implementation	Staff members participate in monthly team treatment meetings to continually learn how best to support students and help maintain students on track toward completing courses and graduation requirements. Positive behaviors and attendance allow students to earn points to be used in Rosa's Pantry. Students traditionally do not miss school because of the connectedness to a committed staff.	Local attendance data shows attendance rate of 99.8% as of 12/13/24	\$1,000.00	\$776
2.2	<p>Counseling Presentations School counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. The "Wreaths Across America" program is also invited to present so that</p>	No	Ongoing Implementation	Two presentations to students as of 1/17/25 and seven more are planned for the second semester. Planned presentation topics include Tobacco/Vaping prevention, Nutrition, Community College information, Suicide Preventions awareness and others of benefit to students.	Presentation materials, scheduling with teachers	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students can support the organization's efforts.						
2.3	<p>Increase Student Participation Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field trip destinations now allow for virtual access, which can also contribute to learning goals.</p>	Yes	Fully Implemented	Seven students have participated in community service and athletics events, as well as poetry/essay contest held locally and at Fresno State. 10 students have participated in sports events, with additional sporting events scheduled in Spring 2025. There have also been 5 students participate in Speech/Essay contests.	Student participation in athletic competitions and academic presentations, probation bucks for Rosa's Pantry	\$1,000.00	\$200
2.4	<p>Behavioral Health Interventions and Support Services When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between school staff and parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. School counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement.</p> <p>A school counselor, RSP teacher, and school psychologist will provide services to students that support</p>	No	Fully Implemented	The contracted school psychologist time allocated currently meets the needs of students on IEPs. In addition to this position, Madera County Superintendent of Schools partners with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families or PTC.	Treatment team meeting participation, referral form, IEPs	\$14,148.00	\$8,610

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.						
2.5	<p>Suspension Rates Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated to provide appropriate interventions. Parent conferences help communication between home and school, as well as other reporting opportunities like student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school.</p>	No	Fully Implemented	Increased communication with all educational partners is the key to success when working with incarcerated youth. The most difficult connection for educational staff to make is with parents, and Parent Square removes that barrier. Staff maintain communications with families for the best intent for working with incarcerated youth.	At presents there have not been any cost items but presentations on SEL and gang awareness builds capacity for staff to be aware of potential concerns. Per 2024 CA School Dashboard is 0%	\$0.00	\$0
2.6	<p>Positive Student Recognition Program Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school</p>	Yes	Fully Implemented	Endeavor/Voyager students are recognized monthly by staff to acknowledge positive behavior and academic achievement.	Seven students have been recognized for student of the month as of 1/30/24	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well.						
2.7	Climate Survey Responses Endeavor/Voyager staff will engage with parents through various communication methods to increase the number of climate survey responses and to continue to improve climate survey satisfaction results. Increased survey responses will support stronger connections between families and school.	No	Fully Implemented	Students, Parents will be given LCAP surveys beginning February 1, 2025, which contains questions directly tied to school climate.	LCAP Survey responses from students and parents	\$0.00	\$0

Goal 3

Goal Description

Increase parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents of Low-Income Students Using ParentSquare to Communicate with the School	100% of parents Low-Income students are in contact with teachers via ParentSquare texting feature. [2024 Local Data]			100% of parents Low-Income students are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of Low-Income students will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2024 Local Data]			100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.3	Number of Parents Attending School Events	10 parents/family members attended high school graduation ceremony during 2023-24. [2024 Local Data]			As of 1/28/25 , 27 parents attended school events, including, Martin Luther King Speech Contest, Rotary Speech Contest, and Cadet Academy Graduations. [2024-25 Local Data]	20 parents/family members will attend school events in 2026-27. [Local Data]
3.4	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24.			100% of Teachers were provided access to PowerSchool to log home communication entries in 2024-25.	100% of Teachers will provide access to PowerSchool to log entries in 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		2024 [Local Data]			[Local Data]	[Local Data]
3.5	Number of Parents Attending Endeavor/Voyager Parent Meetings	No parents of English Learner students and one parent of a Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2023. 2023-24 [Local Data]			No parents of English Learner students or Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2024.	5 parents of English Learner students and 5 parents of a Low-Income student will attend Parent Advisory Committee (PAC) in 2026-27. [Local Data]
3.6	Percentage of Foster Youth Caregiver Participation in Monthly Workshops.	In 2023-24, 9% of Madera County caregivers have participated in monthly workshops. [2024 Local Data]			6.7% of Madera County Foster Youth caregivers have participated in monthly workshops.	In 2026-27, 25% of Madera County caregivers will participate in monthly workshops. [Local Data]
3.7	Percentage of caregivers of CAES foster youth using ParentSquare to communicate with Foster Youth/Homeless Education staff	Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will be new in the 2024-2025 school year. Currently, 0 parents use this feature for Foster Youth. [2023-24 Local Data]			100% of CAES foster youth caregivers and homeless education parents are using the "Smart Alerts" text feature for workshops and field trip notices. [2023-24 Local Data]	100% of CAES foster youth caregivers and homeless parents will communicate directly with Foster Youth staff via ParentSquare [Local Survey Data]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Promote School Communication ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events.</p> <p>Translations of announcements and documents through ParentSquare will provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.</p>	Yes	Ongoing Implementation	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.	DTS contracts, ParentSquare fees	\$1,500.00	\$369
3.2	<p>Promote Participation of Families of English Learners Spanish is the primary language of more than 99% of English Learner students enrolled in Endeavor/Voyager. By utilizing both Parent Square translation services (embedded in the program) and DTS translations of school documents including SARC and LCAP, Endeavor/Voyager staff will increase participation of parents of English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of English Learner reclassification will also provide opportunities for parents to</p>	No	Planned	Staff uses complete translations on all programmatic documents shared with parents and guardians. Staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS fees for translations, Student and Parent LCAP Surveys to be completed February 2025, 81% of parents access ParentSquare.	\$3,205.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.						
3.3	<p>Increase Parent/Guardian Involvement and Attendance at School Functions</p> <p>Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.</p>	Yes	Fully Implemented	Parent and family members have attended speech contests and Cadet Academy graduations. Parents also attend IEP meetings, college matriculation, and FAFSA application meetings.	ParentSquare usage by staff and parents, LCAP Surveys, student and family events on campus	\$500.00	\$0
3.4	Maintain High Level of Home-School Communication	No	Ongoing Implementation	School administrators participate in Madera County COMPACT,	Zoom subscriptions for meetings,	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Endeavor/Voyager staff will ensure the requiring of communication to the parents of our students by documentation of all communication in ParentSquare by teachers, on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.</p>			<p>FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory committee members to discuss current trends and needs of preparing students for career opportunities after graduation.</p>	<p>participation in meetings</p>		
<p>3.5</p>	<p>Increase Educational Partner Input and Participation The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Zoom meetings allow for full, virtual participation from parents of students in Endeavor/Voyager school programs. This has increased participation from staff, students, and correctional staff for input meetings.</p>	<p>81% of students access ParentSquare, use by staff and parents, LCAP Surveys, student and family events on campus</p>	<p>\$500.00</p>	<p>\$200</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.6	<p>Foster Youth and Homeless Students Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff.</p>	No Yes	Ongoing Implementation	Six caregiver workshops have been provided for caregivers. A virtual option is also made available to ensure access to all caregivers county-wide. The county FYSCP program started using ParentSquare to inform caregivers about college field trips, College & Career Workshops for students, senior workshops, and Parent Connection Workshops.	ParentSquare, workshop and presentation attendance	\$1,000.00	\$212

Goal 4

Goal Description

By June, 2027, 100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in Math and contribute to a greater number of students earning academic credits to meet graduation requirements.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	i-Ready assessments in Math: Percentage of Students Showing Growth	18% of students are performing at or above grade-level in Reading. 0% at grade level in Math. However, Math results indicate 9% of students showed growth of at least one grade-level. [2023-24 i-Ready Diagnostic Assessment]			0% of students are performing at or above grade-level in Reading. 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-levels measured by i-Ready in Fall 2024 diagnostics. [2024-25 2nd i-Ready Diagnostic Assessment]	100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in ELA and Math.
4.2	California School Dashboard: Students Graduating with a High School Diploma	Two Endeavor students graduated during the 2023-24 school year. [2024 Local Data]			One Endeavor students graduated during the first semester of the 2024-25 school year. [2024-25 Local Data]	Four Endeavor students will graduate in the 2026-27 school year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Math Support Teacher	No	Ongoing Implementation	Staff LCAP survey results and parent input	Teacher contract and	\$136,900.00	\$69,588

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Endeavor/Voyager students are enrolling significantly deficient in math as measured by i-Ready Formative Assessments. Students are in need of more intensive, daily math instruction as the increased proficiency is needed to close the achievement gap for all Low Income, English Learner, and Foster Youth students. An additional teacher will be assigned to Endeavor/Voyager staff for math instruction.</p>			<p>highlighted a need for daily mathematics instruction for incarcerated students. In addition, low test scores on local and state mathematics assessments prompted the need of a full-time math teacher providing daily math instruction to all students.</p>	<p>teacher provides daily instruction in mathematics for incarcerated youth</p>		

Goal 5

Goal Description

Facilitate the county-wide coordination of services for the educational success of students in foster care, including successful transition to post-secondary education and/or employment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Number of county-wide meetings, professional development/ technical assistance opportunities provided to LEAs, probation, and child welfare services partners.	During 2023-2024, the FYSCP provided 16 professional development opportunities [2023-24 Local Data]			Seven professional development opportunities have been provided to date.	Continue providing at least 15 professional development opportunities annually.
5.2	Foster youth graduation rate	61% graduation rate [2022-23 DataQuest]			61% graduation rate [2023-24 DataQuest]	100% of Madera County Foster Youth will graduate
5.3	Foster youth stability rate	59% stability rate [2022-23 DataQuest]			48.6% stability rate [2023-24 DataQuest]	Foster youth stability rate will match or exceed the county-wide rate
5.4	Number of LEAs participating in monthly advisory council meetings.	During 2023-2024, six LEAs participated in monthly advisory council meetings [2023-24 Local Data]			Seven LEAs have participated in monthly advisory council meetings.	100% of LEAs (9) will participate in monthly advisory council meetings
5.5	Number of parent workshops and other opportunities for caregiver support provided	During 2023-2024, six parent workshops were provided for caregivers. [2023-24 Local Data]			Six parent workshops have been provided for caregivers.	Provide 10 workshops annually to caregivers
5.6	Number of county-wide post-secondary preparation and career awareness/readiness opportunities provided for foster youth	During 2023-2024, 14 post-secondary preparation/career readiness opportunities were			Five post-secondary preparation/career readiness opportunities have	Provide 15 or more post-secondary/career readiness opportunities for foster youth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		provided for foster youth. [2023-24 Local Data]			been provided for foster youth.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Coordinate county-wide post-secondary preparation and awareness activities for foster youth students</p> <p>The FYSCP will coordinate college matriculation and free application for federal student aid (FAFSA) support workshops for seniors, coordinate quarterly post-secondary awareness workshops/guest speakers for high school students focused on the different systems of higher education and career technical education opportunities, coordinate monthly parent workshops on topics to increase foster youth advocacy and improve college/career guidance at home (i.e. AB490, Trauma Informed Strategies, Special Education, Healthy Relationships, Early College Awareness and Preparation, etc.) and ensure staff receive training, support and resources to implement AB167.</p>	No	Ongoing Implementation	Two quarterly virtual workshops for seniors have been held to provide additional support for students to complete the community college matriculation and financial aid process. Six monthly Parent Connection workshops have been provided for caregivers with information on various topics. To date, information on the following topics has been provided: AB490, School Technology, Strategies for Supporting the Academic Success of Students, Substance Use Awareness, Mental Health Awareness & Prevention. A consistent group of 8 - 10 caregivers have attended these workshops throughout the fall semester. An AB167 training/overview was provided to LEA liaisons, social services educational liaisons, and	Fliers, student sign in sheets, caregiver sign in sheets	\$273,216.00	\$146,222

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				CASA partners during October's Executive Advisory Council meeting.			
5.2	<p>Coordinate county-wide career awareness and readiness activities for foster youth students</p> <p>The FYSCP will coordinate the annual R.I.S.E. Youth Conference, provide backpacks and school supplies, coordinate and facilitate College and Career Awareness Workshops for middle and high school students, coordinate college/university field trips and opportunities for other student events, assist in the development and facilitation of grade level transition services, provide support for orientation meetings and support for students transitioning from elementary to middle, middle to high school, and high school to post-secondary, provide paid work experience opportunities, provide assistance for case management to identify academic and social support services (i.e. behavioral health, tutoring, academic counseling, etc.) and to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE courses (help to ensure high school youth are familiar with available courses and other support services); outreach to families will be conducted regarding college and career workshops, senior workshops, and other student events and activities; partner with Independent Living Program to facilitate financial literacy,</p>	No	Ongoing Implementation	100 students received a backpack and school supplies July, 2024; the annual R.I.S.E. Youth Conference is scheduled to take place on February 24, 2025; Three College and Career Awareness workshops were held for middle and high school students covering career awareness/interests and post-secondary options; Three college visits were provided to Madera Community College, CSU Stanislaus, and CSU Maritime.	Student backpack sign out sheet; RISE Youth Conference Planning Agendas/Minutes; Student sign-in sheets/fliers,	\$26,000.00	\$7,892

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	budgeting and other independent living skills.						
5.3	<p>Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth</p> <p>The Foster Youth Coordinator will develop and provide professional development in areas relevant to Foster Youth including legislation, school stability, HS needs of Foster Youth, truancy, trauma informed care, and alternative discipline strategies (for liaisons, school staff, social workers, probation, CASA, caregivers, etc.), meet with liaisons individually two times per year to provide support, pilot the Neurosequential Model in Education (NME) in one school district, assist LEAs to provide case managers to conduct AB167 screenings, monitor attendance and academic progress, identify academic and social-emotional needs, make referrals, coordinate services, identify youth to participate in post-secondary preparation activities, etc., coordinate monthly caregiver workshops focused on various topics to help support the academic and social-emotional well-being of foster youth; Prioritize literacy for 3rd – 6th grade foster youth through increased awareness of the importance of early literacy, workshops and literacy events to provide strategies for parents;</p>	No	Ongoing Implementation	Beginning August, 2024, through December, 2024, monthly Advisory Council meetings were held that focused on legislative updates, the unique needs of foster youth and best practices to address these needs. Additionally, two virtual professional development opportunities were provided to partners on AB490 and Meeting the High School Needs of Foster Youth (including partial credits, screening for reduced credits, transfer of records, etc.). FYSCP staff assist continue to provide on-going support to ensure a process and procedures are in place to screen high school students for reduced graduation credit requirements. Six caregiver workshops have been provided covering a variety of topics to help caregivers advocate for youth. Partners from the County Office of Education, Behavioral Health, local	Fliers, agendas, sign in sheets.	\$73,586.00	\$10,363

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>increase coordination with local Early Childhood Education programs to identify and support more children and families; increase awareness about the importance of attendance and providing positive attendance strategies for caregivers, provide support for case managing seniors and ensuring support for matriculation into post-secondary programs, connecting them with college support programs, etc.; provide social emotional support services to Foster Youth by ensuring staff have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth and ensuring connection to extra-curricular activities; provide assistance to revise policies/practices to ensure that Foster Youth experiencing school discipline have access to positive behavior supports, Restorative Justice, pupil services counseling, mental health services, and other positive behavior modification services; provide support to increase number of foster youth receiving services from Court Appointed Special Advocates (CASA) targeting early childhood-aged youth - focus on social-emotional strategies, attendance, behavior and support for caregivers on managing behavior at home; continue facilitating monthly Executive Advisory Council meetings and highlighting information relevant to foster youth</p>			<p>LEAs, and Public Health have presented on these topics.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	including legislation, best practices, training opportunities, etc.						
5.4	<p>Ensure school stability The FYSCP and districts will ensure school stability by minimizing changes in school placement if in the best interest of the youth by providing transportation to maintain school of origin, provide educational case management to identify academic and behavioral support services (i.e. monitor attendance and behavior) ; continue overseeing county-wide interagency school of origin/transportation agreement and ensure partners are familiar with the agreement ; meet every other month with EAC subcommittee to discuss students with very high needs and ensure social and academic needs are meet to ensure school stability.</p>	No	Ongoing Implementation	A county-wide interagency agreement between local LEAs and Department of Social Services exists. This agreement outlines a Best Interest Determination process as well as a process to ensure transportation when a change in school placement is in a student's best interest. The FYSCP county-wide program provides funding for districts to ensure school stability as needed.	Signed inter-agency agreement; purchase order designating funds for transportation to maintain school of origin	\$25,000.00	\$0

Goal 6

Goal Description

Facilitate the county-wide coordination of services for the educational success of expelled youth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	Madera County Student Expulsion Rate	0.3% expulsion rate of students from Madera County. [2022-23 DataQuest Expulsion Rate]			0.2% expulsion rate of students from Madera County. [2023-24 DataQuest Expulsion Rate]	Maintain or reduce the expulsion rate annually.
6.2	Annual Meeting	Meetings were held throughout 2023-24 to craft the next Expelled Youth Plan for Madera County. [2023-24 Local Data]			As of December 20, 2024, CAES programs have provided educational services to 31 expelled youth (9 PTC, 13 PTCC, 1 MCIA, 8 E/V) from districts within Madera County.	MCSOS will facilitate annual meetings to review, monitor, and discuss impact and effectiveness of plan.

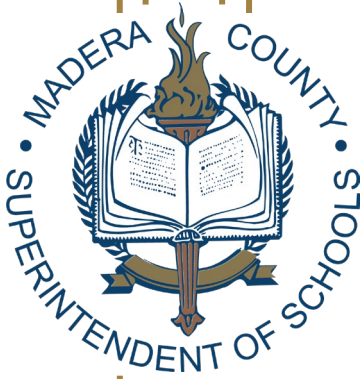
Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	Triennial Meetings MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES) Division, will lead the process with representatives from each of the other districts in Madera County.	No	Planned	This is year one of a three-year cycle of the Expelled Youth Plan. Most meetings will be conducted individually on how best to serve incoming expelled youth.	Zoom, Phone meetings	\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.2	<p>Annual Reviews Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion. The annual review was conducted in Spring of 2024, with a new plan written and approved by the nine district Superintendents and MCSOS in May of 2024.</p>	No	Fully Implemented	As of December 20, 2025, no district representative meetings have been held, however, individual meetings with district representatives have been held to discuss incoming expelled youth to CAES programs.	Zoom, phone meetings, referral packages	\$0.00	

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	7,833,694	7,859,679
LCFF Supplemental/Concentration Grants	252,297	321,460



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item February 11, 2025

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from January 1, 2025. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Dr. Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

Financial Impact:

None

Resource:

Joe Casarez
Chief Human Resources Officer
Human Resources

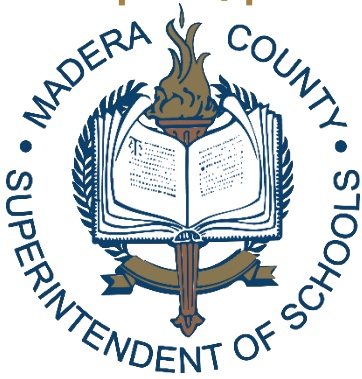
Recommendation:

It is recommended the Board ratify the issuance of Temporary County Certificates from January 1-31, 2025.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 01/01/2025-01/31/2025

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Armenta	Josue	Teaching Permit for Statutory Leave (TPSL)	12/01/2024-01/01/2026	Chowchilla Elementary SD	1/31/2025	Renewal
Castaneda	Carolina	Short Term Staff Permit	10/22/2024-11/01/2025	Madera USD	1/31/2025	New
Echevarria	Liliana	Prospective Substitute Teaching Permit	12/18/2024-01/01/2026	County-Wide Substitute Teacher List	1/31/2025	New
Hurst	Kayla	Short Term Staff Permit	10/18/2024-11/01/2025	Raymond-Knowles USD	1/31/2025	New
Juarez	Evelyn	Prospective Substitute Teaching Permit	01/23/2025-02/01/2026	County-Wide Substitute Teacher List	1/31/2025	Renewal
Lewis	Ryan	Prospective Substitute Teaching Permit	02/01/2025-03/01/2026	County-Wide Substitute Teacher List	1/31/2025	Renewal
Luna	Traci	Teaching Permit for Statutory Leave (TPSL)	10/30/2024-11/01/2025	Madera USD	1/31/2025	New
Meyers	Grant	EM- 30 Day Substitute Teaching Permit	01/01/2025-02/01/2026	Madera USD	1/31/2025	New
Moreno Ramos	Dariana	Short Term Staff Permit	02/07/2025-03/01/2026	Madera USD	1/31/2025	New
Munoz	Elizabeth	Prospective Substitute Teaching Permit	01/22/2025-02/01/2026	County-Wide Substitute Teacher List	1/31/2025	New
Salazar	Alma	Multiple Subject Teaching Credential	02/01/2025-03/01/2026	County-Wide Substitute Teacher List	1/31/2025	Renewal
Tinoco	Natalie	Short Term Staff Permit	01/13/2025-02/01/2026	Madera USD	1/31/2025	New
Wilson	Melissa	Multiple Subject Teaching Credential	12/01/2024-01/01/2026	Golden Valley USD	1/31/2025	Renewal



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item February 11, 2025

Topic:

Investment Performance - Quarterly Report of Investments

Background:

Section 53646 of the Government Code requires the chief fiscal officer of each local agency to provide the governing board a report of investments, on a quarterly basis. However, if all of an agency's funds are placed in the county treasury, Local Agency Investment Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions will suffice. If an agency has any other investments, additional reporting is required.

Following its 2024 Investment Policy, all Madera County Superintendent of Schools funds are deposited in the Madera County Treasury, including the proceeds of the tax revenue anticipation notes (TRAN) program, when MCSOS participates. Therefore, we have attached a copy of the latest monthly investment report from the Madera County Co-Mingled Investment Pool which includes its most recent list of investments.

The County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 3.22% and compared to last year's rate of return of 3.19% for the same time period.

Financial Impact:

Approximately \$20,000 per year.

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the report as presented.



COUNTY OF MADERA
OFFICE OF THE TREASURER/TAX COLLECTOR
TRACY KENNEDY
200 W. 4th Street, 2nd Floor, Madera, CA 93637
Telephone: (559) 675-7713
e-mail: treasurer@maderacounty.com

MEMORANDUM

Date: January 15, 2025
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – December 2024

REQUIREMENT

This report reflects the investment activity for the month ending December 31, 2024. It discloses pooled funds on deposit by type of investment, name of issuer, date of maturity, par value, and subtotal amounts invested for each sector held by the County Treasurer, including the market value provided by the custodial bank, Principal Custody Solutions.

In compliance with the Treasurer's Investment Policy dated January 1, 2024, and Government Code 53646 (b), the County Treasurer is, at a minimum, required to submit a quarterly investment report within 45 days following the end of each quarter. The Treasurer, however, elected to exceed the minimum requirement by increasing its frequency to a monthly report and disseminating it to all pool participants.

DISCUSSION

While the County Treasurer considers all economic conditions under advisement, the principal objective is to ensure adequate liquidity for every depositor and fulfill their expenditure obligations.

The portfolio is managed by the County Treasurer with the assistance of Meeder Public Funds. The objectives are *Safety, Liquidity, and Yield*, as the Investment Policy outlines. The Madera County Treasurer's Investment Policy is certified by the California Municipal Treasurer's Association (CMTA) and achieved a certified maximum score of 100%.

The *safety objective* is maintained by purchasing low-risk and high-quality investments based on the allowable investment instruments per Govt Code 53601.

The two largest sectors by percentage are Federal Agency investments, which the US Federal Government backs and makes up 32.6% of the portfolio. U.S. Treasuries deemed the safest investment instruments, are 32.1%. The remaining 35.3% are comprised of various investment types ensuring portfolio diversification. They include money market funds, JPA, commercial paper, supranational, corporate medium-term notes, municipal bonds, and a Bank of America interest account.

In order of importance, the third objective is *the yield or earning a* market rate of return following current fiscal and economic conditions while considering the County's constraints for investment risk and the portfolio's cash flow characteristics.

STATISTICS

Report Period	December 2024
Average Daily Portfolio Balance	\$1,131,679,599.64
Effective Rate of Return	3.22%
Book Value Dec. 2023 to Dec. 2024	↑ \$152.8 million
Total Monthly Interest Received	\$2,820,241.01

For your convenience, investment reports can be found on our website, maderacounty.com/treasurer.

Respectfully submitted,



Tracy Kennedy,
Treasurer-Tax Collector



**Portfolio Management by Fund
Portfolio Management
Portfolio Summary
December 31, 2024**

Madera County
200 W. 4th Street
Madera, CA 93637
(559)675-7013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM
Medium Term Notes	258,984,000.00	248,718,038.48	251,024,788.61	21.52	1,417	1,060	4.108
Federal Agency Coupon Callables	191,000,000.00	184,612,270.00	188,412,051.36	16.16	1,587	455	1.752
Treasury Coupon Securities	386,000,000.00	371,342,370.00	374,419,025.80	32.11	1,402	1,022	3.772
Allspring Money Market Fund	284,446.71	284,446.71	284,446.71	0.02	1	1	4.520
Bank of America Interest Checking	18,129.90	18,129.90	18,129.90	0.00	1	1	1.910
CAMP: CA Asset Mgmt Program	119,223,173.29	119,223,173.29	119,223,173.29	10.22	1	1	4.730
Local Agency Investment Funds	30,213,439.71	30,213,439.71	30,213,439.71	2.59	1	1	4.434
Federal Agency Bullets	193,000,000.00	189,263,640.00	191,282,563.77	16.40	1,307	478	3.078
Municipal Bonds	6,244,969.00	6,244,969.00	6,244,969.00	0.54	6,381	3,775	3.583
Grant Anticipation Notes	5,091,648.44	5,091,648.44	5,091,648.44	0.44	885	211	2.187
	1,190,059,807.05	1,155,012,125.53	1,166,214,236.59	100.00%	1,264	729	3.512

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	3,093,498.62	18,047,484.26
Average Daily Balance	1,131,679,599.64	1,030,946,873.20
Effective Rate of Return	3.22%	3.47%

Active Account Balance as of 12/31/2024: \$13,773,356.62.
PURSUANT TO GOVERNMENT CODE SECTION 53646:
1. (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2024 INVESTMENT POLICY VALID 01/01/2024 THROUGH 12/31/2024.

- 2. (b)(3) THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL'S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.
- 3. (b)(1) MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Tracy Kennedy

Tracy Kennedy, Treasurer-Tax Collector

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's	Maturity Date
Medium Term Notes												
037833DT4	1895	APPLE INC.		01/12/2024	5,000,000.00	4,940,350.00	4,912,948.02	1.125	130	4.759	Aaa	05/11/2025
24422EWW5	1872	John Deere		10/26/2023	5,000,000.00	5,006,400.00	4,990,720.69	4.950	156	5.339	A1	06/06/2025
037833DX5	1740	APPLE INC.		06/28/2021	3,000,000.00	2,928,780.00	2,992,898.93	0.550	231	0.791	Aaa	08/20/2025
037833DX5	1757	APPLE INC.		09/30/2021	5,000,000.00	4,881,300.00	4,982,784.29	0.550	231	0.901	Aaa	08/20/2025
478160CN2	1830	Johnson & Johnson		01/12/2023	5,000,000.00	4,875,200.00	4,828,554.27	0.550	243	4.208	Aaa	09/01/2025
58933YAY1	1870	Merck & Co. Inc.		10/19/2023	4,200,000.00	4,027,464.00	3,928,859.93	0.750	419	5.389	A1	02/24/2026
023135BX3	1741	AMAZON.COM INC		06/28/2021	3,000,000.00	2,870,400.00	3,000,000.00	1.000	496	1.000	A1	05/12/2026
023135BX3	1789	AMAZON.COM INC		01/27/2022	5,000,000.00	4,784,000.00	4,958,058.25	1.000	496	1.580	A1	05/12/2026
89236TKT1	1916	Toyota		04/26/2024	5,000,000.00	4,992,850.00	4,948,911.05	4.450	502	5.175	A1	05/18/2026
89236TJK2	1756	Toyota		09/30/2021	7,000,000.00	6,666,730.00	6,992,357.63	1.125	533	1.200	A1	06/18/2026
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,850,000.00	4,923,919.38	2.400	584	3.220	Aaa	08/08/2026
594918BR4	1899	Microsoft Corp		02/15/2024	5,000,000.00	4,850,000.00	4,791,538.63	2.400	584	4.630	Aaa	08/08/2026
14912L6T3	1844	Caterpillar		04/12/2023	5,000,000.00	4,837,700.00	4,831,578.95	2.400	585	4.222	A2	08/09/2026
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,418,550.00	1,496,850.00	1.700	740	1.788	A1	01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,891,400.00	1,995,800.00	1.700	740	1.788	A1	01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,837,100.00	2,994,296.83	1.700	740	1.780	A1	01/11/2027
89236TJV8	1896	Toyota		01/12/2024	5,000,000.00	4,742,750.00	4,691,331.64	1.900	742	4.571	A1	01/13/2027
24422EWD7	1859	John Deere		06/28/2023	5,000,000.00	4,771,350.00	4,731,691.73	2.350	796	4.713	A1	03/08/2027
89236TLY9	1922	Toyota		05/09/2024	5,000,000.00	5,043,750.00	5,004,063.11	5.000	807	4.963	A1	03/19/2027
037833CR9	1923	APPLE INC.		05/17/2024	10,000,000.00	9,724,000.00	9,668,016.48	3.200	860	4.637	Aaa	05/11/2027
023135BR6	1924	AMAZON.COM INC		06/21/2024	10,000,000.00	9,270,700.00	9,182,796.61	1.200	883	4.741	A1	06/03/2027
58933YBC8	1940	Merck & Co. Inc.		09/26/2024	5,000,000.00	4,687,800.00	4,768,254.62	1.700	890	3.664	A1	06/10/2027
14913R3A3	1871	Caterpillar		10/26/2023	5,000,000.00	4,893,850.00	4,762,573.94	3.600	953	5.369	A2	08/12/2027
89236THG3	1891	Toyota		01/05/2024	4,000,000.00	3,662,880.00	3,638,324.81	1.150	954	4.445	A1	08/13/2027
931142EX7	1892	WalMart		01/05/2024	4,000,000.00	3,960,760.00	3,965,413.90	3.950	981	4.263	Aa2	09/09/2027
437076BT8	1928	Home Depot Inc.		08/14/2024	5,000,000.00	4,790,800.00	4,805,672.97	2.800	986	4.194	A2	09/14/2027
06051GGA1	1880	Bk of America		12/04/2023	5,000,000.00	4,818,800.00	4,748,979.24	3.248	1,023	5.113	A1	10/21/2027
037833DK3	1836	APPLE INC.		02/06/2023	5,000,000.00	4,827,800.00	4,873,444.38	3.000	1,046	3.933	Aaa	11/13/2027
57636QBA1	1952	MasterCard		11/04/2024	5,000,000.00	4,945,800.00	4,992,797.22	4.100	1,109	4.376	Aa3	01/15/2028
037833EC0	1879	APPLE INC.		12/04/2023	5,000,000.00	4,521,650.00	4,466,384.97	1.200	1,133	4.585	Aaa	02/08/2028
037833ET3	1887	APPLE INC.		12/22/2023	3,330,000.00	3,282,447.60	3,319,444.03	4.000	1,225	4.099	Aaa	05/10/2028
037833ET3	1894	APPLE INC.		01/12/2024	2,954,000.00	2,911,816.88	2,938,901.61	4.000	1,225	4.160	Aaa	05/10/2028
91324PDK5	1929	United Health Group Inc.		08/19/2024	5,000,000.00	4,860,050.00	4,930,590.12	3.850	1,261	4.283	A2	06/15/2028
931142ES8	1925	WalMart		07/02/2024	10,000,000.00	8,983,500.00	8,885,515.79	1.500	1,360	4.597	Aa2	09/22/2028
89236TLL7	1903	Toyota		03/14/2024	5,000,000.00	4,967,050.00	4,988,143.49	4.650	1,465	4.708	A1	01/05/2029
91324PEU2	1956	United Health Group Inc.		11/21/2024	10,000,000.00	9,800,800.00	10,011,310.00	4.250	1,475	4.616	A2	01/15/2029
24422EXH7	1901	John Deere		03/06/2024	5,000,000.00	4,954,750.00	4,951,955.43	4.500	1,476	4.740	A1	01/16/2029
69371RS80	1963	Paccar Financial Corp		12/23/2024	10,000,000.00	9,975,200.00	10,181,722.22	4.600	1,491	4.602	A1	01/31/2029

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's	Maturity Date
Medium Term Notes												
532457CK2	1954	ELI LILLY & CO		11/21/2024	5,000,000.00	4,972,900.00	5,058,400.00	4.500	1,500	4.527	A1	02/09/2029
87612EBH8	1958	Target		12/03/2024	5,000,000.00	4,745,650.00	4,828,400.00	3.375	1,565	4.360	A2	04/15/2029
57636QAM6	1930	MasterCard		08/16/2024	10,000,000.00	9,330,600.00	9,553,913.04	2.950	1,612	4.050	Aa3	06/01/2029
57636QAM6	1932	MasterCard		08/29/2024	5,000,000.00	4,665,300.00	4,784,640.16	2.950	1,612	4.010	Aa3	06/01/2029
437076BY7	1957	Home Depot Inc.		12/03/2024	5,000,000.00	4,636,800.00	4,702,205.88	2.950	1,626	4.425	A2	06/15/2029
713448EL8	1953	Pepsico Inc.		11/05/2024	5,000,000.00	4,583,350.00	4,653,000.00	2.625	1,670	4.431	A1	07/29/2029
532457CQ9	1950	ELI LILLY & CO		10/31/2024	5,000,000.00	4,895,300.00	4,989,066.67	4.200	1,686	4.460	A1	08/14/2029
91324PDS8	1937	United Health Group Inc.		09/23/2024	5,000,000.00	4,596,150.00	4,783,114.51	2.875	1,687	3.926	A2	08/15/2029
91324PDS8	1945	United Health Group Inc.		10/08/2024	5,000,000.00	4,596,150.00	4,720,613.19	2.875	1,687	4.258	A2	08/15/2029
69371RT48	1944	Paccar Financial Corp		10/08/2024	5,000,000.00	4,836,050.00	4,947,116.67	4.000	1,729	4.268	A1	09/26/2029
69371RT48	1947	Paccar Financial Corp		10/22/2024	6,000,000.00	5,803,260.00	5,926,913.33	4.000	1,729	4.342	A1	09/26/2029
Subtotal and Average			243,217,136.04		258,984,000.00	248,718,038.48	251,024,788.61		1,060	4.108		

Federal Agency Coupon Callables

3134GXXF0	1694	Federal Home Loan Mortgage Cor		01/15/2021	10,000,000.00	9,985,600.00	10,000,000.00	0.350	14	0.350	Aaa	01/15/2025
3130AN7L8	1746	Federal Home Loan Bank		07/28/2021	5,000,000.00	4,986,000.00	5,000,000.00	0.520	27	0.520	Aaa	01/28/2025
3133EMSC7	1706	Federal Farm Credit		03/03/2021	5,000,000.00	4,966,900.00	5,000,000.00	0.480	61	0.480	Aaa	03/03/2025
3133EMVS8	1725	Federal Farm Credit		04/14/2021	5,000,000.00	4,948,000.00	5,000,000.00	0.690	103	0.690	Aaa	04/14/2025
3130APQE8	1768	Federal Home Loan Bank		11/22/2021	4,000,000.00	3,957,200.00	4,006,405.71	1.500	141	1.172	Aaa	05/22/2025
3134GWP91	1667	Federal Home Loan Mortgage Cor		09/16/2020	5,000,000.00	4,912,800.00	5,000,000.00	0.500	166	0.500	Aaa	06/16/2025
3134GXFY5	1689	Federal Home Loan Mortgage Cor		12/17/2020	3,000,000.00	2,946,630.00	3,000,000.00	0.500	167	0.500	Aaa	06/17/2025
3133EMFC1	1674	Federal Farm Credit		10/29/2020	3,000,000.00	2,935,380.00	3,000,000.00	0.530	209	0.530	Aaa	07/29/2025
3133EMFC1	1675	Federal Farm Credit		11/05/2020	3,000,000.00	2,935,380.00	3,000,000.00	0.530	209	0.530	Aaa	07/29/2025
3130APP41	1769	Federal Home Loan Bank		11/22/2021	6,000,000.00	5,882,160.00	6,000,000.00	1.125	233	1.125	Aaa	08/22/2025
3136G4M83	1660	Federal National Mortg. Assoc.		08/28/2020	5,000,000.00	4,877,050.00	5,000,000.00	0.600	239	0.600	Aaa	08/28/2025
3134GWY26	1670	Federal Home Loan Mortgage Cor		10/08/2020	5,000,000.00	4,861,200.00	5,000,000.00	0.570	280	0.570	Aaa	10/08/2025
3133ENUZ1	1804	Federal Farm Credit		04/20/2022	3,000,000.00	2,970,930.00	2,998,714.29	3.090	292	3.136	Aaa	10/20/2025
3134GW3X2	1671	Federal Home Loan Mortgage Cor		10/27/2020	3,000,000.00	2,911,770.00	3,000,000.00	0.625	299	0.625	Aaa	10/27/2025
3136G45C3	1673	Federal National Mortg. Assoc.		10/27/2020	4,000,000.00	3,881,320.00	4,000,000.00	0.540	299	0.540	Aaa	10/27/2025
3133ENDV9	1772	Federal Farm Credit		11/17/2021	5,000,000.00	4,859,150.00	5,000,000.00	1.030	320	1.030	Aaa	11/17/2025
3134GXCH5	1682	Federal Home Loan Mortgage Cor		11/25/2020	5,000,000.00	4,836,400.00	5,000,000.00	0.600	328	0.600	Aaa	11/25/2025
3135GAC66	1695	Federal National Mortg. Assoc.		01/21/2021	3,000,000.00	2,881,200.00	3,000,000.00	0.500	385	0.500	Aaa	01/21/2026
3130AKN51	1696	Federal Home Loan Bank		01/28/2021	10,000,000.00	9,608,300.00	10,000,000.00	0.520	392	0.520	Aaa	01/28/2026
3130AKTM8	1699	Federal Home Loan Bank		01/28/2021	4,000,000.00	3,841,640.00	4,000,000.00	0.480	392	0.480	Aaa	01/28/2026
3130ALHH0	1842	Federal Home Loan Bank		04/12/2023	10,000,000.00	9,624,800.00	9,559,923.30	0.960	428	4.101	Aaa	03/05/2026
3130ALH56	1712	Federal Home Loan Bank		03/18/2021	5,000,000.00	4,792,000.00	5,000,000.00	0.750	441	0.750	Aaa	03/18/2026
3133EMUK6	1718	Federal Farm Credit		03/25/2021	2,000,000.00	1,917,040.00	2,000,000.00	1.050	448	1.050	Aaa	03/25/2026
3130ALUC6	1733	Federal Home Loan Bank		04/15/2021	2,000,000.00	1,919,220.00	2,000,000.00	1.020	469	1.020	Aaa	04/15/2026

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's	Maturity Date
Federal Agency Coupon Callables												
3134GXCJ1	1843	Federal Home Loan Mortgage Cor		04/12/2023	5,000,000.00	4,747,600.00	4,762,658.97	0.650	512	4.051	Aaa	05/28/2026
3130AMYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,810,160.00	4,000,000.00	1.125	560	1.125	Aaa	07/15/2026
3130ANMH0	1865	Federal Home Loan Bank		10/05/2023	5,000,000.00	4,735,650.00	4,639,130.43	1.100	596	5.020	Aaa	08/20/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,709,750.00	5,000,000.00	0.820	637	0.820	Aaa	09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,664,480.00	6,000,000.00	1.000	644	1.000	Aaa	10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,668,320.00	6,000,000.00	1.150	665	1.150	Aaa	10/28/2026
3130APJH9	1825	Federal Home Loan Bank		12/21/2022	10,000,000.00	9,583,600.00	9,475,702.96	1.500	665	3.356	Aaa	10/28/2026
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,678,460.00	6,000,000.00	1.330	671	1.330	Aaa	11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,730,850.00	5,000,000.00	1.350	686	1.350	Aaa	11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,913,570.00	3,000,000.00	3.000	848	3.000	Aaa	04/29/2027
3130AJSP5	1863	Federal Home Loan Bank		07/13/2023	11,000,000.00	10,126,160.00	9,969,515.70	1.000	916	4.441	Aaa	07/06/2027
3135GAR94	1911	Federal National Mortg. Assoc.		04/12/2024	10,000,000.00	10,005,600.00	10,000,000.00	5.250	1,258	5.252	Aaa	06/12/2028
Subtotal and Average			199,377,241.24		191,000,000.00	184,812,270.00	188,412,051.36		455	1.752		

Treasury Coupon Securities

912828ZC7	1797	US Treasury		02/03/2022	5,000,000.00	4,974,550.00	4,994,102.82	1.125	58	1.369	Aaa	02/28/2025
912828ZL7	1785	US Treasury		01/11/2022	5,000,000.00	4,936,550.00	4,978,701.05	0.375	119	1.255	Aaa	04/30/2025
912828ZL7	1788	US Treasury		01/13/2022	5,000,000.00	4,936,550.00	4,978,577.48	0.375	119	1.260	Aaa	04/30/2025
912828XB1	1926	US Treasury		07/02/2024	10,000,000.00	9,921,700.00	9,852,794.76	2.125	134	5.192	Aaa	05/15/2025
912828ZT0	1739	US Treasury		06/23/2021	3,000,000.00	2,951,310.00	2,994,037.62	0.250	150	0.655	Aaa	05/31/2025
912828ZW3	1750	US Treasury		08/30/2021	4,000,000.00	3,923,480.00	3,993,091.29	0.250	180	0.603	Aaa	06/30/2025
91282CEY3	1919	US Treasury		04/30/2024	5,000,000.00	4,967,750.00	4,897,996.82	3.000	195	5.125	Aaa	07/15/2025
91282CAB7	1749	US Treasury		08/30/2021	4,000,000.00	3,909,040.00	3,985,453.25	0.250	211	0.619	Aaa	07/31/2025
91282CAJ0	1748	US Treasury		08/30/2021	4,000,000.00	3,895,720.00	3,984,903.49	0.250	242	0.633	Aaa	08/31/2025
91282CAZ4	1763	US Treasury		10/06/2021	6,000,000.00	5,793,960.00	5,974,324.65	0.375	333	0.811	Aaa	11/30/2025
91282CHB0	1884	US Treasury		12/22/2023	5,000,000.00	4,958,750.00	4,958,075.00	3.625	499	4.219	Aaa	05/15/2026
91282CHB0	1946	US Treasury		10/18/2024	6,000,000.00	5,950,500.00	5,963,660.45	3.625	499	4.045	Aaa	05/15/2026
91282CHH7	1876	US Treasury		11/13/2023	4,000,000.00	3,993,120.00	3,963,370.54	4.125	530	4.781	Aaa	06/15/2026
912828Y95	1847	US Treasury		04/24/2023	8,000,000.00	7,713,200.00	7,706,150.57	1.875	576	3.847	Aaa	07/31/2026
912828Y95	1851	US Treasury		05/12/2023	5,000,000.00	4,820,750.00	4,842,873.09	1.875	576	3.552	Aaa	07/31/2026
912828Y95	1853	US Treasury		05/24/2023	5,000,000.00	4,820,750.00	4,806,221.14	1.875	576	3.957	Aaa	07/31/2026
912828Y95	1948	US Treasury		10/31/2024	5,000,000.00	4,820,750.00	4,829,492.19	1.875	576	4.196	Aaa	07/31/2026
9128282A7	1882	US Treasury		12/22/2023	5,000,000.00	4,786,400.00	4,749,198.16	1.500	591	4.175	Aaa	08/15/2026
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,718,450.00	4,987,663.01	0.875	637	1.002	Aaa	09/30/2026
912828YG9	1883	US Treasury		12/22/2023	5,000,000.00	4,781,550.00	4,766,357.66	1.625	637	4.123	Aaa	09/30/2026
91282CJT9	1962	US Treasury		12/18/2024	5,000,000.00	4,975,400.00	5,061,540.41	4.000	744	4.235	Aaa	01/15/2027
912828V98	1858	US Treasury		06/28/2023	10,000,000.00	9,596,600.00	9,558,819.07	2.250	775	4.169	Aaa	02/15/2027
912828V98	1886	US Treasury		12/22/2023	5,000,000.00	4,798,300.00	4,789,069.29	2.250	775	4.063	Aaa	02/15/2027

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Treasury Coupon Securities											
912828X88	1885	US Treasury		12/22/2023	5,000,000.00	4,788,350.00	4,806,573.21	2.375	864	4.048	Aaa 05/15/2027
91282CET4	1826	US Treasury		12/21/2022	10,000,000.00	9,626,800.00	9,739,731.06	2.625	880	3.766	Aaa 05/31/2027
91282CET4	1890	US Treasury		01/05/2024	5,000,000.00	4,813,400.00	4,829,762.98	2.625	880	4.099	Aaa 05/31/2027
91282CET4	1908	US Treasury		04/03/2024	10,000,000.00	9,626,800.00	9,560,944.30	2.625	880	4.530	Aaa 05/31/2027
91282CFB2	1827	US Treasury		12/21/2022	10,000,000.00	9,630,700.00	9,723,484.85	2.750	941	3.762	Aaa 07/31/2027
91282CFB2	1846	US Treasury		04/24/2023	5,000,000.00	4,815,350.00	4,863,640.82	2.750	941	3.741	Aaa 07/31/2027
91282CFB2	1898	US Treasury		01/26/2024	6,000,000.00	5,778,420.00	5,773,387.53	2.750	941	4.114	Aaa 07/31/2027
91282CFH9	1834	US Treasury		01/18/2023	10,000,000.00	9,712,000.00	9,859,958.85	3.125	972	3.636	Aaa 08/31/2027
91282CAL5	1835	US Treasury		02/03/2023	11,000,000.00	9,898,570.00	10,057,046.99	0.375	1,002	3.499	Aaa 09/30/2027
91282CFU0	1907	US Treasury		04/03/2024	5,000,000.00	4,980,250.00	4,950,053.99	4.125	1,033	4.489	Aaa 10/31/2027
9128283F5	1920	US Treasury		05/08/2024	5,000,000.00	4,727,350.00	4,682,026.39	2.250	1,048	4.572	Aaa 11/15/2027
91282CGH8	1862	US Treasury		07/07/2023	10,000,000.00	9,770,800.00	9,705,742.33	3.500	1,125	4.438	Aaa 01/31/2028
91282CGH8	1955	US Treasury		11/21/2024	5,000,000.00	4,885,400.00	4,938,502.06	3.500	1,125	4.278	Aaa 01/31/2028
91282CGP0	1921	US Treasury		05/08/2024	5,000,000.00	4,954,550.00	4,913,636.80	4.000	1,154	4.542	Aaa 02/29/2028
91282CHE4	1909	US Treasury		04/03/2024	10,000,000.00	9,781,000.00	9,744,967.91	3.625	1,246	4.430	Aaa 05/31/2028
91282CHQ7	1918	US Treasury		04/30/2024	5,000,000.00	4,965,500.00	4,897,471.90	4.125	1,307	4.695	Aaa 07/31/2028
91282CCR0	1931	US Treasury		08/22/2024	5,000,000.00	4,451,200.00	4,504,356.32	1.000	1,307	3.746	Aaa 07/31/2028
91282CCR0	1941	US Treasury		10/04/2024	10,000,000.00	8,902,400.00	9,089,538.04	1.000	1,307	3.621	Aaa 07/31/2028
9128284V9	1942	US Treasury		10/04/2024	10,000,000.00	9,512,600.00	9,771,093.80	2.875	1,322	3.624	Aaa 08/15/2028
91282CHX2	1906	US Treasury		04/03/2024	5,000,000.00	5,004,000.00	4,993,092.05	4.375	1,338	4.413	Aaa 08/31/2028
91282CCY5	1910	US Treasury		04/10/2024	5,000,000.00	4,468,600.00	4,430,344.68	1.250	1,368	4.421	Aaa 09/30/2028
91282CDF5	1939	US Treasury		09/26/2024	5,000,000.00	4,478,350.00	4,603,826.75	1.375	1,399	3.520	Aaa 10/31/2028
91282CDF5	1964	US Treasury		12/23/2024	10,000,000.00	8,956,700.00	8,971,303.10	1.375	1,399	4.361	Aaa 10/31/2028
9128285M8	1912	US Treasury		04/16/2024	5,000,000.00	4,784,450.00	4,720,614.56	3.125	1,414	4.694	Aaa 11/15/2028
91282CJN2	1914	US Treasury		04/19/2024	5,000,000.00	5,002,050.00	4,940,255.59	4.375	1,429	4.710	Aaa 11/30/2028
91282CJW2	1949	US Treasury		10/31/2024	5,000,000.00	4,931,500.00	5,016,601.56	4.000	1,491	4.172	Aaa 01/31/2029
91282CJW2	1959	US Treasury		12/06/2024	5,000,000.00	4,931,500.00	5,044,174.62	4.000	1,491	4.133	Aaa 01/31/2029
91282CKD2	1917	US Treasury		04/30/2024	5,000,000.00	4,976,650.00	4,921,323.27	4.250	1,519	4.643	Aaa 02/28/2029
91282CKG5	1961	US Treasury		12/18/2024	10,000,000.00	9,901,700.00	10,031,323.00	4.125	1,550	4.274	Aaa 03/31/2029
91282CES6	1934	US Treasury		09/06/2024	5,000,000.00	4,674,850.00	4,829,708.41	2.750	1,611	3.579	Aaa 05/31/2029
91282CES6	1938	US Treasury		09/23/2024	5,000,000.00	4,674,850.00	4,844,333.34	2.750	1,611	3.506	Aaa 05/31/2029
91282CFC0	1935	US Treasury		09/18/2024	5,000,000.00	4,638,700.00	4,829,585.62	2.625	1,672	3.470	Aaa 07/31/2029
91282CFC0	1943	US Treasury		10/04/2024	10,000,000.00	9,277,400.00	9,605,740.49	2.625	1,672	3.628	Aaa 07/31/2029
91282CFJ5	1933	US Treasury		09/06/2024	5,000,000.00	4,735,950.00	4,900,050.73	3.125	1,703	3.578	Aaa 08/31/2029
91282CFJ5	1936	US Treasury		09/18/2024	5,000,000.00	4,735,950.00	4,928,863.09	3.125	1,703	3.474	Aaa 08/31/2029
91282CLR0	1951	US Treasury		11/04/2024	5,000,000.00	4,942,400.00	4,985,482.16	4.125	1,764	4.200	Aaa 10/31/2029
91282CLR0	1965	US Treasury		12/23/2024	10,000,000.00	9,884,800.00	9,951,018.65	4.125	1,764	4.377	Aaa 10/31/2029
91282CFY2	1960	US Treasury		12/18/2024	10,000,000.00	9,775,400.00	9,842,990.19	3.875	1,794	4.273	Aaa 11/30/2029

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Subtotal and Average			346,483,910.88		386,000,000.00	371,342,370.00	374,419,025.80		1,022	3.772	
Allspring Money Market Fund											
VP4560000	140	Allspring Govt Money Market			284,446.71	284,446.71	284,446.71	4.520	1	4.520	Aaa
Subtotal and Average			2,657,618.27		284,446.71	284,446.71	284,446.71		1	4.520	
Bank of America Interest Checking											
SYS131	131	Bank of America Interest Acct			18,129.90	18,129.90	18,129.90	1.910	1	1.910	
Subtotal and Average			8,910,758.88		18,129.90	18,129.90	18,129.90		1	1.910	
CAMP: CA Asset Mgmt Program											
SYS1486	1486	California Asset Mgmt. Program			119,223,173.29	119,223,173.29	119,223,173.29	4.730	1	4.730	
Subtotal and Average			104,656,546.78		119,223,173.29	119,223,173.29	119,223,173.29		1	4.730	
Local Agency Investment Funds											
SYS119	119	Local Agency Investment Fund			30,213,439.71	30,213,439.71	30,213,439.71	4.434	1	4.434	
SYS119	120	Local Agency Investment Fund			0.00	0.00	0.00	4.434	1	4.434	
Subtotal and Average			23,761,826.81		30,213,439.71	30,213,439.71	30,213,439.71		1	4.434	
Federal Agency Bullets											
3130ALYN8	1736	Federal Home Loan Bank		04/28/2021	5,000,000.00	4,986,400.00	5,000,000.00	0.625	27	0.625	Aaa 01/28/2025
3133ENPG9	1839	Federal Farm Credit		03/30/2023	5,000,000.00	4,983,650.00	4,938,789.32	1.750	44	4.324	Aaa 02/14/2025
3133ENPY0	1798	Federal Farm Credit		02/25/2022	5,000,000.00	4,980,000.00	4,998,500.00	1.750	55	1.812	Aaa 02/25/2025
3133EMSJ2	1705	Federal Farm Credit		03/03/2021	5,000,000.00	4,968,500.00	4,997,293.75	0.430	61	0.540	Aaa 03/03/2025
3130AK2L9	1663	Federal Home Loan Bank		09/04/2020	5,000,000.00	4,966,900.00	5,000,000.00	0.550	62	0.550	Aaa 03/04/2025
3130AUZC1	1837	Federal Home Loan Bank		03/02/2023	15,000,000.00	15,009,000.00	14,968,979.51	4.625	72	5.062	Aaa 03/14/2025
3133EPDW2	1838	Federal Farm Credit		03/21/2023	15,000,000.00	14,992,200.00	14,998,762.50	4.125	79	4.142	Aaa 03/21/2025
3133ENVC1	1806	Federal Farm Credit		04/25/2022	3,000,000.00	2,984,850.00	2,997,855.00	2.750	114	2.900	Aaa 04/25/2025
3130B0DY2	1905	Federal Home Loan Bank		03/14/2024	5,000,000.00	5,010,800.00	4,999,959.28	4.900	156	4.907	Aaa 06/06/2025
3130AN4A5	1744	Federal Home Loan Bank		07/06/2021	3,000,000.00	2,947,290.00	3,000,000.00	0.700	180	0.700	Aaa 06/30/2025
3137EAEU9	1700	Federal Home Loan Mortgage Cor		01/26/2021	2,000,000.00	1,956,800.00	1,999,722.70	0.375	201	0.389	Aaa 07/21/2025
3133EPGS8	1848	Federal Farm Credit		04/24/2023	5,000,000.00	5,000,100.00	4,999,977.78	4.250	204	4.253	Aaa 07/24/2025
3135G05X7	1714	Federal National Mortg. Assoc.		03/17/2021	4,000,000.00	3,899,840.00	3,987,213.02	0.375	236	0.700	Aaa 08/25/2025
3137EAEX3	1737	Federal Home Loan Mortgage Cor		04/26/2021	5,000,000.00	4,862,550.00	4,985,488.85	0.375	265	0.670	Aaa 09/23/2025
3137EAEX3	1829	Federal Home Loan Mortgage Cor		01/12/2023	11,000,000.00	10,697,610.00	10,622,625.46	0.375	265	4.030	Aaa 09/23/2025
3130AKPL4	1697	Federal Home Loan Bank		01/28/2021	5,000,000.00	4,803,350.00	5,000,000.00	0.550	392	0.550	Aaa 01/28/2026
3133EPLC7	1854	Federal Farm Credit		05/26/2023	10,000,000.00	9,985,700.00	10,000,000.00	4.125	421	4.127	Aaa 02/26/2026
3133EMUZ3	1722	Federal Farm Credit		03/30/2021	2,000,000.00	1,916,340.00	1,999,460.00	0.810	453	0.828	Aaa 03/30/2026
3133ENU00	1799	Federal Farm Credit		04/08/2022	3,000,000.00	2,935,140.00	3,000,000.00	2.640	462	2.640	Aaa 04/08/2026

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's	Maturity Date
Federal Agency Bullets												
3133ENGC8	1774	Federal Farm Credit		12/01/2021	5,000,000.00	4,795,000.00	5,000,000.00	1.320	516	1.320	Aaa	06/01/2026
3130AMFS6	1745	Federal Home Loan Bank		07/12/2021	4,000,000.00	3,800,920.00	3,999,402.03	0.750	527	0.760	Aaa	06/12/2026
3130AN4T4	1776	Federal Home Loan Bank		12/13/2021	5,000,000.00	4,764,100.00	4,974,534.28	0.875	527	1.225	Aaa	06/12/2026
3133EMV66	1877	Federal Farm Credit		11/13/2023	5,000,000.00	4,732,950.00	4,612,574.95	0.680	572	4.861	Aaa	07/27/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,827,410.00	3,000,000.00	0.800	617	0.800	Aaa	09/10/2026
3130AXCP1	1866	Federal Home Loan Bank		10/05/2023	5,000,000.00	5,049,300.00	4,993,181.82	4.875	618	4.949	Aaa	09/11/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,728,350.00	4,997,390.55	1.250	719	1.277	Aaa	12/21/2026
3133EN4X5	1828	Federal Farm Credit		12/23/2022	10,000,000.00	9,922,700.00	9,993,025.00	3.875	721	3.913	Aaa	12/23/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,834,190.00	2,997,120.00	1.500	742	1.540	Aaa	01/13/2027
3130AVWR9	1852	Federal Home Loan Bank		05/12/2023	5,000,000.00	4,920,550.00	5,002,625.26	3.625	891	3.601	Aaa	06/11/2027
31422X2X9	1850	Farmer Mac		05/17/2023	10,000,000.00	9,771,300.00	10,000,000.00	3.600	1,171	3.601		03/17/2028
3133EPDP7	1845	Federal Farm Credit		04/12/2023	5,000,000.00	4,896,450.00	4,989,446.88	3.625	1,175	3.691	Aaa	03/21/2028
3133ELW91	1900	Federal Farm Credit		02/14/2024	5,000,000.00	4,400,100.00	4,364,668.75	0.800	1,297	4.325	Aaa	07/21/2028
3133EP5U5	1915	Federal Farm Credit		04/19/2024	5,000,000.00	4,943,300.00	4,881,267.08	4.125	1,539	4.722	Aaa	03/20/2029
3133ERKJ9	1927	Federal Farm Credit		07/05/2024	5,000,000.00	4,990,000.00	4,982,700.00	4.375	1,646	4.453	Aaa	07/05/2029
Subtotal and Average			191,277,943.31		193,000,000.00	189,263,640.00	191,282,563.77		478	3.078		
Municipal Bonds												
MC1560	1560	Pub Fin Auth (Bass Lake)		04/05/2017	4,160,000.00	4,160,000.00	4,160,000.00	3.500	3,165	3.500	NR	09/01/2033
SYS1621	1621	Rolling Hills		01/30/2019	2,084,969.00	2,084,969.00	2,084,969.00	3.750	4,992	3.750	NR	09/02/2038
Subtotal and Average			6,244,969.00		6,244,969.00	6,244,969.00	6,244,969.00		3,775	3.583		
Grant Anticipation Notes												
MD1794	1794	MD36-Eastin Arcola		01/25/2022	320,000.00	320,000.00	320,000.00	1.283	24	1.283	NR	01/25/2025
MD1793	1793	MD85 Valeta		01/25/2022	260,000.00	260,000.00	260,000.00	1.283	24	1.283	NR	01/25/2025
CSA 1 PII 1807	1807	CSA 1 Indian Lakes		06/06/2022	342,000.00	342,000.00	342,000.00	1.527	136	1.126	NR	05/17/2025
MD 19 PII 1808	1808	MD19 Parkwood		06/06/2022	444,000.00	444,000.00	444,000.00	1.527	136	1.124	NR	05/17/2025
1857 MD 10 MR	1857	MD 10A Madera Ranchos		06/20/2023	2,443,518.75	2,443,518.75	2,443,518.75	2.560	180	2.560	NR	06/30/2025
1856 MD 01 HL	1856	Hidden Lakes		06/20/2023	610,879.69	610,879.69	610,879.69	2.560	269	2.560	NR	09/27/2025
MD 28 1816	1816	MD 28 RIPPERDAN		10/18/2022	220,000.00	220,000.00	220,000.00	1.527	290	1.236	NR	10/18/2025
1881 MD 19	1881	MD19 A & B Parkwood		12/05/2023	451,250.00	451,250.00	451,250.00	3.140	634	3.140	NR	09/27/2026
Subtotal and Average			5,091,648.44		5,091,648.44	5,091,648.44	5,091,648.44		211	2.187		
Total and Average			1,131,879,599.64		1,190,059,807.05	1,155,012,125.53	1,166,214,236.59		729	3.512		



**Madera Co Investment Portfolio
Transaction Activity Report
December 1, 2024 - December 31, 2024
Sorted by Transaction Date - Transaction Date
All Funds**

Madera County
200 W. 4th Street
Madera, CA 93637
(559)675-7013

Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
130	02	SYS130	BANKAM 0.0%	Interest	12/01/2024					0.01	0.01
Totals for 12/01/2024										0.01	0.01
1893	01	912828YV6	UNITED STATES	Redemption	12/02/2024	11/30/2024	Maturity		5,000,000.00		5,000,000.00
1739	01	912828ZT0	UNITED STATES	Interest	12/02/2024	05/31/2025				3,750.00	3,750.00
1763	01	91282CAZ4	UNITED STATES	Interest	12/02/2024	11/30/2025				11,250.00	11,250.00
1774	01	3133ENGC8	FEDERAL FARM CR	Interest	12/02/2024	06/01/2026				33,000.00	33,000.00
1826	01	91282CET4	UNITED STATES	Interest	12/02/2024	05/31/2027				131,250.00	131,250.00
1843	01	3134GXCJ1	FEDERAL HOME LN	Interest	12/02/2024	05/28/2026				16,250.00	16,250.00
1890	01	91282CET4	UNITED STATES	Interest	12/02/2024	05/31/2027				65,625.00	65,625.00
1893	01	91282BYV6	UNITED STATES	Interest	12/02/2024	11/30/2024				37,500.00	37,500.00
1908	01	91282CET4	UNITED STATES	Interest	12/02/2024	05/31/2027				131,250.00	131,250.00
1909	01	91282CHE4	UNITED STATES	Interest	12/02/2024	05/31/2028				181,250.00	181,250.00
1914	01	91282CJN2	UNITED STATES	Interest	12/02/2024	11/30/2028				109,375.00	109,375.00
1930	01	57636QAM6	MA 2.95% MAT	Interest	12/02/2024	06/01/2029				147,500.00	147,500.00
1930	01	57636QAM6	MA 2.95% MAT	Accr Int	12/02/2024	06/01/2029			61,458.33	-61,458.33	0.00
1932	01	57636QAM6	MA 2.95% MAT	Interest	12/02/2024	06/01/2029				73,750.00	73,750.00
1932	01	57636QAM6	MA 2.95% MAT	Accr Int	12/02/2024	06/01/2029			36,055.56	-36,055.56	0.00
1934	01	91282CES6	UNITED STATES	Interest	12/02/2024	05/31/2029				68,750.00	68,750.00
1934	01	91282CES6	UNITED STATES	Accr Int	12/02/2024	05/31/2029			36,816.94	-36,816.94	0.00
1938	01	91282CES6	UNITED STATES	Interest	12/02/2024	05/31/2029				68,750.00	68,750.00
1938	01	91282CES6	UNITED STATES	Accr Int	12/02/2024	05/31/2029			43,203.55	-43,203.55	0.00
Totals for 12/02/2024									5,177,534.38	901,715.62	6,079,250.00
1957	01	437076BY7	HOME DEPOT INC,	Purchase	12/03/2024	06/15/2029		4,768,833.33			-4,768,833.33
1958	01	87612EBH8	TARGET CORP, SR	Purchase	12/03/2024	04/15/2029		4,828,400.00			-4,828,400.00
131	01	SYS131	BOFA-I 0.0%	Purchase	12/03/2024			14,000,000.00			-14,000,000.00
1486	01	SYS1486	CAMP	Redemption	12/03/2024				10,000,000.00		10,000,000.00
1924	01	023135BR6	AMAZON COM INC,	Interest	12/03/2024	06/03/2027				60,000.00	60,000.00
1924	01	023135BR6	AMAZON COM INC,	Accr Int	12/03/2024	06/03/2027			6,000.00	-6,000.00	0.00
Totals for 12/03/2024								23,597,233.33	10,006,000.00	54,000.00	-13,537,233.33
131	01	SYS131	BOFA-I 0.0%	Redemption	12/04/2024				10,000,000.00		10,000,000.00
Totals for 12/04/2024									10,000,000.00	10,000,000.00	
131	01	SYS131	BOFA-I 0.0%	Redemption	12/05/2024				4,500,000.00		4,500,000.00
Totals for 12/05/2024									4,500,000.00	4,500,000.00	
1959	01	91282CJW2	UNITED STATES	Purchase	12/06/2024	01/31/2029		5,044,174.62			-5,044,174.62
131	01	SYS131	BOFA-I 0.0%	Purchase	12/06/2024			43,000,000.00			-43,000,000.00

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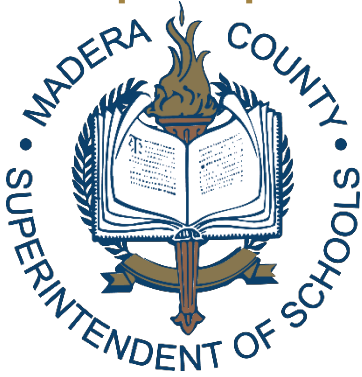
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Report Ver. 7.3.11

**Madera Co Investment Portfolio
Transaction Activity Report
Sorted by Transaction Date - Transaction Date**

Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
1872	01	24422EWW5	JOHN DEERE	Interest	12/06/2024	06/06/2025				123,750.00	123,750.00
1905	01	3130BODY2	FHLB 4.9% MAT	Interest	12/06/2024	06/06/2025				122,500.00	122,500.00
Totals for 12/06/2024								48,044,174.62		246,250.00	-47,797,924.62
119	01	SYS119		Purchase	12/09/2024			25,000,000.00			-25,000,000.00
1486	01	SYS1486	CAMP	Purchase	12/09/2024			22,000,000.00			-22,000,000.00
131	01	SYS131	BOFA-I 0.0%	Redemption	12/09/2024				42,000,000.00		42,000,000.00
Totals for 12/09/2024								47,000,000.00	42,000,000.00		-5,000,000.00
131	01	SYS131	BOFA-I 0.0%	Purchase	12/10/2024			5,000,000.00			-5,000,000.00
1940	01	58933YBC8	MERCK & CO INC,	Interest	12/10/2024	06/10/2027				42,500.00	42,500.00
1940	01	58933YBC8	MERCK & CO INC,	Accr Int	12/10/2024	06/10/2027			25,027.78	-25,027.78	0.00
Totals for 12/10/2024								5,000,000.00	25,027.78	17,472.22	-4,957,500.00
1486	01	SYS1486	CAMP	Purchase	12/11/2024			8,000,000.00			-8,000,000.00
131	01	SYS131	BOFA-I 0.0%	Redemption	12/11/2024				5,000,000.00		5,000,000.00
1852	01	3130AVWR9	FEDERAL HOME	Interest	12/11/2024	06/11/2027				90,625.00	90,625.00
Totals for 12/11/2024								8,000,000.00	5,000,000.00	90,625.00	-2,909,375.00
131	01	SYS131	BOFA-I 0.0%	Purchase	12/12/2024			4,000,000.00			-4,000,000.00
1486	01	SYS1486	CAMP	Purchase	12/12/2024			10,000,000.00			-10,000,000.00
1745	01	3130AMFS6	FEDERAL HOME	Interest	12/12/2024	06/12/2026				15,000.00	15,000.00
1776	01	3130AN4T4	FEDERAL HOME	Interest	12/12/2024	06/12/2026				21,875.00	21,875.00
1911	01	3135GAR94	FNMA 5.25% MAT	Interest	12/12/2024	06/12/2028				262,500.00	262,500.00
Totals for 12/12/2024								14,000,000.00		299,375.00	-13,700,625.00
1486	01	SYS1486	CAMP	Purchase	12/13/2024			10,000,000.00			-10,000,000.00
1724	01	3130ALU69	FEDERAL HOME	Redemption	12/13/2024	12/13/2024	Maturity		10,000,000.00		10,000,000.00
131	01	SYS131	BOFA-I 0.0%	Redemption	12/13/2024				4,500,000.00		4,500,000.00
1724	01	3130ALU69	FEDERAL HOME	Interest	12/13/2024	12/13/2024				9,666.67	9,666.67
Totals for 12/13/2024								10,000,000.00	14,500,000.00	9,666.67	4,509,666.67
1876	01	91282CHH7	UNITED STATES	Interest	12/16/2024	06/15/2026				82,500.00	82,500.00
1929	01	91324PDK5	UNH 3.85% MAT	Interest	12/16/2024	06/15/2028				96,250.00	96,250.00
1929	01	91324PDK5	UNH 3.85% MAT	Accr Int	12/16/2024	06/15/2028			34,222.22	-34,222.22	0.00
1957	01	437076BY7	HOME DEPOT INC,	Interest	12/16/2024	06/15/2029				73,750.00	73,750.00
1957	01	437076BY7	HOME DEPOT INC,	Accr Int	12/16/2024	06/15/2029			68,833.33	-68,833.33	0.00
Totals for 12/16/2024									103,055.55	149,444.45	252,500.00
1689	01	3134GXFY5	FEDERAL HOME LN	Interest	12/17/2024	06/17/2025				7,500.00	7,500.00
Totals for 12/17/2024										7,500.00	7,500.00
1960	01	91282CFY2	UNITED STATES	Purchase	12/18/2024	11/30/2029		9,842,990.19			-9,842,990.19
1961	01	91282CKG5	UNITED STATES	Purchase	12/18/2024	03/31/2029		10,031,323.00			-10,031,323.00
1962	01	91282CJT9	UNITED STATES	Purchase	12/18/2024	01/15/2027		5,061,540.41			-5,061,540.41
1756	01	89236TJK2	TOYOTA MTR CR	Interest	12/18/2024	06/18/2026				39,375.00	39,375.00

**Madera Co Investment Portfolio
Transaction Activity Report
Sorted by Transaction Date - Transaction Date**

Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
Totals for 12/18/2024								24,935,853.60		39,375.00	-24,896,478.60
131	01	SYS131	BOFA-I 0.0%	Purchase	12/19/2024			36,000,000.00			-36,000,000.00
1486	01	SYS1486	CAMP	Redemption	12/19/2024				40,000,000.00		40,000,000.00
Totals for 12/19/2024								36,000,000.00	40,000,000.00		4,000,000.00
1486	01	SYS1486	CAMP	Purchase	12/20/2024			38,000,000.00			-38,000,000.00
131	01	SYS131	BOFA-I 0.0%	Redemption	12/20/2024				36,000,000.00		36,000,000.00
Totals for 12/20/2024								38,000,000.00	36,000,000.00		-2,000,000.00
1963	01	69371RS80	PACCAR FINANCIAL	Purchase	12/23/2024	01/31/2029		10,181,722.22			-10,181,722.22
1964	01	91282CDF5	UNITED STATES	Purchase	12/23/2024	10/31/2028		8,971,303.10			-8,971,303.10
1965	01	91282CLR0	UNITED STATES	Purchase	12/23/2024	10/31/2029		9,951,018.65			-9,951,018.65
131	01	SYS131	BOFA-I 0.0%	Purchase	12/23/2024			4,000,000.00			-4,000,000.00
1693	01	3133EMLP5	FEDERAL FARM CR	Redemption	12/23/2024	12/23/2024	Maturity		10,000,000.00		10,000,000.00
1486	01	SYS1486	CAMP	Redemption	12/23/2024				50,000,000.00		50,000,000.00
1693	01	3133EMLP5	FEDERAL FARM CR	Interest	12/23/2024	12/23/2024				16,000.00	16,000.00
1777	01	3130AQF65	FHLB 1.25% MAT	Interest	12/23/2024	12/21/2026				31,250.00	31,250.00
1828	01	3133EN4X5	FEDERAL FARM CR	Interest	12/23/2024	12/23/2026				193,750.00	193,750.00
Totals for 12/23/2024								33,104,043.97	60,000,000.00	241,000.00	27,136,956.03
1486	01	SYS1486	CAMP	Purchase	12/26/2024			21,000,000.00			-21,000,000.00
131	01	SYS131	BOFA-I 0.0%	Redemption	12/26/2024				4,400,000.00		4,400,000.00
Totals for 12/26/2024								21,000,000.00	4,400,000.00		-16,600,000.00
1486	01	SYS1486	CAMP	Purchase	12/27/2024			21,000,000.00			-21,000,000.00
Totals for 12/27/2024								21,000,000.00			-21,000,000.00
1744	01	3130AN4A5	FEDERAL HOME	Interest	12/30/2024	06/30/2025				10,500.00	10,500.00
1807	01	CSA 1 PII 1807	CSA 1 1.0% MAT	Interest	12/30/2024	05/17/2025				1,302.17	1,302.17
1808	01	MD 19 PII 1808	MD 19 1.0% MAT	Interest	12/30/2024	05/17/2025				1,690.54	1,690.54
1856	01	1856 MD 01 HL	MD1 2.56% MAT	Interest	12/30/2024	09/27/2025				610.43	610.43
Totals for 12/30/2024										14,103.14	14,103.14
130	02	SYS130	BANKAM 0.0%	Purchase	12/31/2024			6,591,865.90			-6,591,865.90
131	01	SYS131	BOFA-I 0.0%	Redemption	12/31/2024				2,070,000.00		2,070,000.00
1750	01	912828ZW3	UNITED STATES	Interest	12/31/2024	06/30/2025				5,000.00	5,000.00
1816	01	MD 28 1816	MD 28 1.0% MAT	Interest	12/31/2024	10/18/2025				846.86	846.86
1857	01	1857 MD 10 MR	MD 10A 2.56% MAT	Interest	12/31/2024	06/30/2025				10,824.71	10,824.71
1881	01	1881 MD 19	MD19AB 3.14% MAT	Interest	12/31/2024	09/27/2026				2,882.70	2,882.70
131	01	SYS131	BOFA-I 0.0%	Interest	12/31/2024					14,283.39	14,283.39
131	01	SYS131	BOFA-I 0.0%	Purchase	12/31/2024			14,283.39			-14,283.39
1486	01	SYS1486	CAMP	Interest	12/31/2024					418,847.39	418,847.39
1486	01	SYS1486	CAMP	Purchase	12/31/2024			418,847.39			-418,847.39
Totals for 12/31/2024								7,024,996.68	2,070,000.00	452,685.05	-4,502,311.63
Grand Total								336,706,302.20	233,781,617.71	2,523,212.16	-100,401,472.33



Agenda Item 8.3

Board of Education Action Item February 11, 2025

Topic:

For your consideration and approval attached is the monthly list of items to be declared obsolete, which includes two county fleet vehicles:

Van #12 – 2005 Chevy Uplander with 147,904 miles (VIN: 1GNDV03L95D254404) that our Facility, Maintenance and Operations Manager has reported the transmission is going out and not feasible to replace. The second vehicle is Car #16 – 2003 Pontiac Vibe with 138,495 miles (VIN: 5Y2SL628X3Z460871) and has not been used the last two years because it had become unreliable for staff to take for any distance outside of town. The other items are several computers, an icemaker, a laptop, a desk chair, and a desktop magnifier.

Background:

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment and two vehicles are shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded. The vehicles will be taken to the scrap yard, any funds from metal will be placed back into the Auto Services fund.

Financial Impact:

None

Resource:

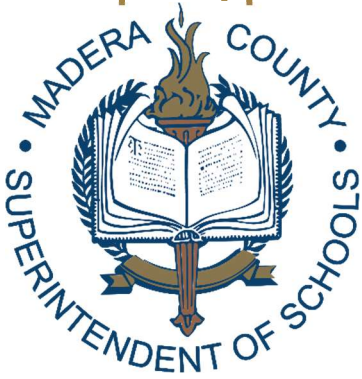
Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the attached list of equipment and two fleet vehicles to be declared obsolete and removed from inventory.

Work Order #	Req Date	Work Requested
OB25-00010	10/2/2024	Desk Chair Broken
OB25-00040	11/22/2024	Asset#25600 Computer Obsolete Make Dell Model Latitude 3590
OB25-00041	11/22/2024	Asset#25745 Computer Obsolete Make Dell Model Latitude 3590
OB25-00042	11/22/2024	Asset#24845 Computer Obsolete Make Dell Model OptiPlex 9030 AIO
OB25-00043	11/22/2024	Asset#25525 Computer Obsolete Make Dell Model Optiplex 7450
OB25-00044	11/22/2024	Asset#25392 Computer Obsolete Make Dell Model Optiplex 7440 AIO
OB25-00045	11/22/2024	Asset#25393 Computer Obsolete Make Dell Model Optiplex 7440 AIO
OB25-00046	12/4/2024	Asset# 25154 Computer Obsolete Make Dell Model Optiplex 9030
OB25-00047	12/4/2024	Asset#23883 Computer Broken Make Dell Model Dell Studio 1747
OB25-00048	12/4/2024	Asset# 23881 Computer Broken Make Dell Model Dell Studio 1747
OB25-00049	12/16/2024	Asset# 24848 Computer Broken Make Dell Model Dell Optiplex 9030

Work Order #	Req Date	Work Requested
OB25-00050	12/16/2024	Asset# 25517 Laptop Broken Make Dell Model Dell Latitude 3580
OB25-00051	12/16/2024	Asset# 25206 Computer Obsolete Make Dell Model Optiplex 9030 AIO
OB25-00052	12/16/2024	Asset# 25807 Computer Obsolete Make Dell Model 7450
OB25-00053	1/8/2025	Asset# 25391 Computer Obsolete Make Dell Model Optiplex 7440 AIO
OB25-00054	1/10/2025	Asset # 25292 Ice Maker Broken Make Manitowoc Model IY045A-161
OB25-00055	1/13/2025	Asset# 25156 Computer Obsolete Make Dell Model Dell Optiplex 9030
OB25-00056	1/23/2025	Van #12 2005 CHEVY UPLANDER, VIN 1GNDV03L95D254404 147,904 MILES BROKEN TRANSMISSION
OB25-00057	1/23/2025	CAR #16 2003 PONTIAC VIBE VIN 5Y2SL628X3Z460871 138,495 MILES OBSOLETE, UNRELIABLE
OB25-00058	2/3/2025	Asset# 26432 Smart desktop magnifier Broken Make Humanware Model Reveal 16i



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item February 11, 2025

Topic:

Consideration approval of dedication to City of Madera for sidewalk improvements – 121 W. Dunham Street (between Martin St. and Madera Ave.)

Background:

The City of Madera proposes to widen and improve the sidewalk along Dunham Street and requires a dedication of approximately 116 square feet of property owned by the Madera County Board of Education. Pursuant to Education Code section 1042, the County Board has the authority to convey real property as requested by the City. The City proposes to pay \$1,000 to the County Superintendent of Schools/Board of Education for the dedication (which exceeds the fair market value of the property, but which is the minimum amount the City customarily pays as “just compensation” for commercial property. A copy of the proposed agreement for the purchase and sale of this real property is attached.

Financial Impact:

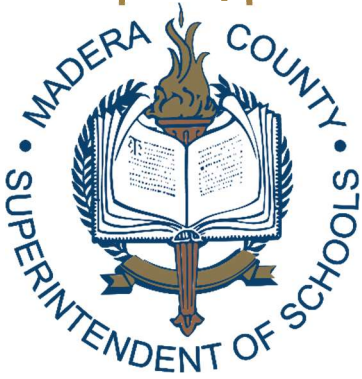
No costs to the Madera County Superintendent of Schools. A payment of \$1,000 will be received as a sale for the real property easement.

Resource:

Cecilia A. Massetti, Ed.D.
Madera County Superintendent of Schools

Recommendation:

It is recommended the Board approve the dedication of real property consistent with the terms and conditions of the proposed Agreement for Purchase & Sale of Real Property and approve Superintendent to sign documents on behalf of the Board.



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item February 11, 2025

Topic:

Consideration of Official 2025 Delegate Assembly Ballot, Subregion 10-A (Madera and Mariposa)

Background:

CSBA's Delegate Assembly is a part of the association's governance structure. The county delegate works with local districts, county offices, the Board of Directors and Executive Committee Delegates to ensure that the association reflects the interests of school districts and county offices of education throughout the state.

The Board, as a whole, is required to vote.

Election results will be published May 11, 2025. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027.

Financial Impact:

None

Resource:

CSBA

Recommendation:

Board prerogative

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-A
(Madera and Mariposa Counties)

Number of seats: 1 (Vote for no more than 1 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

Barbara Bigelow (Chawanakee USD)*

COPY

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 10 – 14 Delegates (10 elected/4 appointed)◆

Director: Kathy Spate (Caruthers USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), term expires 2025

Subregion10-B (Fresno)

Hugh Awtrey (Clovis USD)◆, appointed term expires 2025

Daniel Babshoff (Kerman USD), term expires 2025

Darrell Carter (Washington USD), term expires 2026

Genoveva Islas (Fresno USD) ◆ , appointed term expires 2025

Nabil Kherfan (Central USD), term expires 2025

Yolanda Moore (Clovis USD)◆, appointed term expires 2026

Ronald Parker (Firebaugh-Las Deltas USD), term expires 2026

Keshia Thomas (Fresno USD)◆, appointed term, term expires 2026

G. Brandon Vang (Sanger USD), term expires 2025

Vacant, term expires 2025

Vacant, term expires 2026

Subregion10-C (Kings)

Melonie Robinson (Hanford Joint Union HSD), term expires 2026

County Delegate:

Marcy Masumoto (Fresno COE), term expires 2026

Counties

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

View results

Respondent

4

Anonymous

19:41

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Barbara Bigelow

3. Full name *

Barbara Bigelow

4. Region/subregion *

10A



5. Name of District or COE *

Chawanakee Unified School District

6. Years on board *

38

7. Profession

retired

8. Contact number *

5596472819

9. Primary email address *

boardlady@netptc.net

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I believe in the California public school system and the outstanding school districts in Madera and Mariposa counties. I believe that as a veteran board member and incumbent delegate it is important to represent the needs and interests of Madera and Mariposa counties. Being in Central California our voices often get lost in Sacramento because of the dense population of the Los Angeles and Bay areas. We need a strong representative for our voices to be heard. I am that person.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have served as Board President for many years and also as Executive Committee member to the Madera County School Boards Association. I have served many times as Chairman of the Madera County School Boards Association. I have led advocacy for our local school districts to the Madera County Board of Supervisors. I have served as an elected member of the Madera County Republican Party and several years as Chairman. I currently am proud to serve on the CSBA Legislative Committee appointed to a second year.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

CSBA is an outstanding advocate organization for all school districts in California. The biggest challenges for us are declining enrollment, decreased funding and onerous unfunded mandate regulations. CSBA has a great opportunity to advocate and sponsor legislation on our behalf.



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.6

Board of Education Action Item February 11, 2025

Topic:

Consideration Approval of Proposition 28, Arts and Music Grant Plans

- 8.6.1 Gould Educational Center Plan
- 8.6.2 Early Childhood Education Plan

Background:

An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

The legislation allocates 1 percent of the kindergarten through grade twelve (K-12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the Arts and Music in Schools (AMS) education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.

Financial Impact:

- Gould Educational Center: \$70,071.00
- Early Education Center: \$32,337.00

Resource:

Jessica Drake, Executive Director, Student Programs and Services
Jacklyn Jones, Director, Early Learning Programs
Tricia Protzman, Deputy Superintendent, Educational Services

Recommendation:

It is recommended the Board approved the expenditure plans for Early Education Center, and Gould Educational Center.

Grant		Grant Amount	
2024-2025 Arts and Music (Prop. 28 Funding)		2024-2025 Allocation amount is \$70,071.00	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Gould Educational Center	Jessica Drake, Executive Director, Student Programs & Services	jdrake@mcsos.org (559)662-4669	
Description of Source: Proposition 28—Arts and Music in Schools			
<p>An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.</p> <p>The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.</p> <p>Use of funds for school year 2024-2025 can include the additional usage of 2023-2024 allocation also of \$70,071.00</p>			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
<p>The Madera County Superintendent of Schools (MCSOS) provides special education services through regionalized programs to identified students with special needs throughout Madera County. Students aged three to twenty-two with severe disabilities, significant emotional and behavioral needs, or who are deaf/hard of hearing are served in regionalized Special Day Classes (SDC) at various locations including general education school sites and a center based educational site, Gould Educational Center. Curriculum and instruction is focused on the individual needs of students with an emphasis on functional life skills based upon adopted standards. Achievement for the majority of the students is measured by the California Alternate Assessment (CAA) as well as the attainment of individual goals and objectives, progress in a curriculum specifically developed for students with significant disabilities, and the Student Annual Needs Determination Inventory (SANDI). Students often receive additional designated instructional or related services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, including Braille transcription, orientation and mobility services, specialized health care, behavioral intervention services, and adapted physical education. All staff are committed to assisting students in meeting their maximum potential.</p> <p>The Gould Educational Center will utilize the Prop 28 funds through the following opportunities:</p>			

1. Partner with the local Madera Arts Council to provide classroom-based instruction for students. Funds will be spent on artist labor and prep. Artist will come into the classroom and engage students in a grade level appropriate art activity.
2. Field trips to Art Museums, such as the Fresno Art Museum. Funding would cover transportation costs as well as admission fees. There are additional costs for art activities at the museum and extended time in the galleries.
3. Bringing in school assemblies that focus on music and dance. Students will be transported to Gould Educational Center from integrated sites for the assembly and stay for an art or music activity afterwards. Funding would cover the cost of the assembly and student transportation and any needed supplies. Students will be able to engage with similar aged peers in a variety of art activities that include music and movement, instruments and visual arts activities.
4. Photography and video equipment. Students will take photographs of the world around them. The student photographs will be made into books they will be able to take home and share with their family. We have had classes that have put on theater performances in the recent past, the video equipment will allow us to save and share student work. Funding will also be used for the creation of the student books.
5. Art/music supplies and teacher professional development for classroom lead art instruction. Classes will be encouraged to submit student artwork to the Madera County ArtsFest in May.

Arts and Music education plays a crucial role in supporting the development for all students, and the inclusion of these programs for students in the regionalized MCSOS classrooms only supports and enhances educational experiences. These art and music opportunities also meet the requirements for the California Arts Standards: Dance, Media Arts, Music, Theatre and Visual Arts for grades prekindergarten through twelfth grade.

EXPENDITURE PLAN

The following table provides the LEA's expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented by the LEA.

Gould Educational Center	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Labor/Prep	\$15,000.00
Visual Arts Student Field Trip: California Arts Academy (Fresno): Tickets (\$15 each) and Transportation to Fresno	\$5,000.00
Assemblies and related activities	\$10,000.00
Photography and Video Equipment, Training and Supplies	\$15,071.00
Art and Music Supplies and Teacher Professional Development	\$25,000.00
Total	\$70,071.00

Grant		Grant Amount
2024-2025 Arts and Music (Prop. 28 Funding)		2024-2025 Allocation amount is \$32,337.00
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools	Jacklyn Jones, Director, Early Learning Programs	jjones@mcsos.org 559-662-3821
Description of Source: Proposition 28—Arts and Music in Schools		
<p>An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.</p> <p>The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA’s administrative expenses.</p> <p>Use of funds for school year 2024-2025 can include the additional usage of 2023-2024 allocation also of \$32,337.00</p>		
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP		
<p>MCSOS Early Learning Programs provides high quality preschool and childcare services to low income, working families in Madera County. Children are immersed in learning environments that support academic, creative, and social emotional learning that will boost their success in Kindergarten and beyond. In addition to early intervention and social emotional support for children, our programs provide stable low cost and no cost childcare to families and give them the ability to maintain employment and/or further their education. Our goal is to support the whole child, which includes strengthening their family unit.</p> <p>The Early Education Center will utilize the Prop 28 funds through two opportunities:</p> <ol style="list-style-type: none"> 1. Provide inclusive social groups for children ages 2 – 4 years old in an early learning environment that promotes creativity, social interaction, and art exploration. This social group will include general education and special education preschoolers, along with their parents, and will be led by qualified Early Learning Teachers, Early Learning Special Education Teachers, and ECE Instructional Assistants. Children will engage in art activities including paint, collage, clay work, making playdough, music and movement, instruments, photography, and dramatic play. The goal of these groups is to enhance art experience and exposure to families with young children. 		

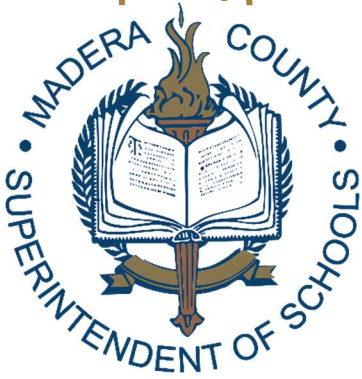
2. Photography and child created picture books – Children will use photography equipment purchased through the Prop 28 funds to capture photos of various environments including their classroom, outdoor learning areas, nature walks, field trips, and their family home. All photographs will be taken by our preschool children and their photos will be displayed in a classroom gallery. In addition to displaying the photos, children will also create story books using these photos and all dictations will be completed by children.

An Arts and Music education plays a crucial role in supporting the development for all children prior to kindergarten entry, and the inclusion of these programs for the MCSOS Preschool Program children only supports and enhances their educational experiences. These art and music opportunities also meet the requirements for the California Preschool/Transitional Kindergarten Learning Foundations for Visual and Performing Arts: Strand: 1.0 — Visual Arts, Strand: 2.0 — Music, Strand: 3.0 — Drama, Strand: 4.0 — Dance.

EXPENDITURE PLAN

The following table provides the LEA’s expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented by the LEA.

MCSOS Early Learning Programs	
Supplemental Instruction and Support Strategies	Planned Expenditures
Supplies/Support Services (includes both Madera and Chowchilla)	\$10,500.00
Educator Labor/Prep (includes both Madera and Chowchilla)	\$11,337.00
Photography Equipment, training, book making supplies	\$10,500.00
Total	\$ 32,337.00



Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 9.1

Board of Education Action Item February 11, 2025

Topic:

Consideration approval of the County Superintendent Salary Schedule

Background:

The current County Superintendent Salary Schedule is an 8-step schedule. Placement and salary schedule are at the discretion of the Board. At different intervals, a review of the County Superintendent's compensation elements assists in aligning the schedule with other regional counties, similar class size counties and school district salaries. In a review of district superintendent salaries in Madera County, the top 5 district superintendent salaries were used to calculate an average salary of \$240,095.40. At this time, it is recommended that the County Superintendent salary schedule drop the first two steps of the existing schedule and renumber the schedule from 8 steps to 6 steps, with the Step 1 starting salary at \$240,120. This schedule would be effective on July 1, 2025.

Financial Impact:

No impact on current budget.

Resource:

Cecilia A. Massetti, Ed.D.
Madera County Superintendent of Schools

Recommendation:

To approve a 6-step salary schedule, STRS calculation, Health and Welfare, sick leave, educational increment, longevity increment, telecommunications mileage and professional dues as elements of the Madera County Superintendent of Schools compensation package which would be effective on July 1, 2025.