

**Meeting of
Madera County Board of Education
Tuesday, August 12, 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 July 8, 2025 | (Action) | [Board] |
| 2.2 Special Meeting July 29, 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] |
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- | | |
|---|---------|
| 4.5 Madera County Foundation Board Report | [Marsh] |
|---|---------|

4.6	Member Report(s)		[Member]
5.0	Information from the Superintendent and Staff		
5.1	MCSOS' Report on Williams Complaints [MCSOS programs and Madera County school districts]		[Protzman]
5.2	Back to School 2025-2026 [Update on programs]		[Drake/Cogan/Jones]
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 Disposition of Surplus/Obsolete Equipment [Equipment to be declared obsolete and removed from inventory]	(Action)	[Verduzco]
8.3	Consideration Investment Performance Statement [Fourth quarter report from the County Treasurer]	(Action)	[Verduzco]
8.4	Consideration of English Learner Plan [Approval of annual plan]	(Action)	[Sanchez]
8.5	Consideration Renewal of Career and Alternative Education Services (CAES) Waivers to the State Board of Education to Waive Education Code 52852 in Order to Share School site Councils (SSCs) and Reduce the Number of Representatives Composing the SSC [Annual board approval notice of renewal of waiver allowing CAES to share SSCs and to reduce the required number of representatives]	(Action)	[Cogan]
8.6	Consideration of Prop 28 Arts and Music Annual Report for 2024-2025 [Approval of report]	(Action)	[Verduzco]
	8.6.1 Pioneer Technical Center		
	8.6.2 Madera County Independent Academy		
	8.6.3 Madera County Superintendent of Schools		

- 8.7 Consideration of Prop 28 Arts and Music Plan for 2025-2026 (Action) [Cogan]
8.7.1 PTC
8.7.2 MCIA
8.7.3 Endeavor/Voyager

5:15 p.m. Public Hearing – Instructional Materials and Supplies 2025-2026

- 8.8 Consideration Resolutions to Determine Sufficiency of Textbooks and Instructional Materials for Students Served in Madera County Superintendent of Schools Programs [Annual certification regarding textbooks and instructional materials] (Action) [Drake/Cogan]
8.8.1 Resolution No. 1, 2025-2026 Availability of Instructional Materials (Special Education)
8.8.2 Resolution No. 2, 2025-2026 Availability of Instructional Materials (Career Technical and Alternative Education)
8.8.3 Consideration Adoption of Instructional Materials for Pupils in Grades 9-12
- 9.0 Other**
- 9.1 CSBA Conference, December 3-5, 2025, in Sacramento, CA [Protzman]
[Regular registration ends November 10]
- 10.0 Adjournment**

UNADOPTED

Minutes of Madera County Board of Education July 8, 2025

MINUTES

Present: Cathie Bustos, Shelley Deniz, Tammy Loveland, Dianna Marsh, Wallace Nishimoto, Alfred Soares, Jr., Tricia Protzman, Executive Secretary

Absent: Danny Bonilla

Also present: David Bustos, Joe Casarez, Jessica Drake, Dennis Lingo, Jennifer Pascale, Elisa Torres-Barton, Kristi Winter, Marisol Verduzco

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 June 10, 2025

Alfred Soares, Jr., moved to approve the minutes of June 10, 2025, seconded by Dianna Marsh and carried by majority vote.

Ayes: Bustos, Loveland, Marsh, Nishimoto, Soares, Jr.

Noes: None

Abstain: Deniz

Absent: Bonilla

2.2 Special Meeting June 17, 2025

Shelley Denniz moved to approve the minutes of June 17, 2025, seconded by Dianna Marsh and carried by majority vote.

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

Noes: None

Abstain: Nishimoto

Absent: Bonilla

3.0 Adoption of Board Agenda

Mrs. Protzman explained two inter-district transfer appeal requests were received after the last Board of Education meeting. MCSOS has 30 days to respond. She requested agenda item 9.1 be added to the agenda to set a date for the appeal hearing.

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

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

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

Mrs. Protzman and Dr. Massetti attended the ribbon cutting ceremony for the re-opening of the Madera Community Hospital.

Dr. Massetti attended the Juneteenth Celebration held at Madera County Courthouse Park on June 19, 2025. The event was hosted by Black Saints United and the City of Madera.

A ribbon cutting ceremony for the new EECU ATM took place on June 25. As of that time, EECU had over 9,000 transactions at this ATM. Banking was not available on the south side of town. The ATM has been good for the community and has alleviated the branch on Yosemite.

An Oath of Office ceremony was held on June 30 for new Superintendent Tricia Protzman.

The Board of Supervisors recognized former Superintendent Dr. Cecilia A. Massetti with a proclamation acknowledging her successes over the years.

Staff will return on August 4. A kick-off is scheduled on August 5. Wes Kieschnick is the keynote speaker. Mrs. Protzman invited the Board to attend. Mr. Kieschnick will speak about building positive relationships, social media, and A. I. Breakfast is at 8:00 a.m. with the event beginning at 8:30 a.m.

Mrs. Protzman introduced Dr. Elisa Torres-Barton. She is the new Assistant Superintendent of Educational Services.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association Executive Committee Meeting Report

No meeting

4.5 Madera County Foundation Board Report

Mrs. Marsh stated the Foundation met and Mrs. Winter will be presenting on student events later in the meeting. The theme for the 2025-2026 Decathlon and Pentathlon competitions is, "The Roaring 20's."

4.6 Member Report(s)

None

5.0 Information from the Superintendent and Staff

5.1 State Budget Review

The governor signed the budget on June 27. On June 30, the governor signed SB 131, which updates and changes the California Environmental Quality Act (CEQA).

Capitol Advisors will provide a virtual report on July 15. Currently, there are a lot of unknowns. \$12.6 billion in federal funds have been delayed. \$6.8 billion of those funds belong to California. For MCSOS, \$12 million has been delayed. School Services will also offer a workshop at the end of June. MCSOS is in a good position. Even with the federal funds being delayed, MCSOS is fiscally sound for the entire 2025-2026 school year. Deferrals took place at the end of 2024-2025. June was deferred to July. It was determined that MCSOS has been overpaid. Deferrals are anticipated in the 2025-2026 budget.

5.2 Annual Board Calendar

The Annual Board Calendar is a guideline for what may be presented to the Board throughout the year. A note was added to the top of the calendar regarding ethics training requirements. MCSOS will offer the training every year. The requirement for identified individuals is to complete the training every other year. However, MCSOS will offer it annually for new hires and/or board members.

A flyer with the 2025-2026 Board of Education and Madera County Committee on School District Organization meetings was distributed. Mrs. Protzman noted that the December meeting will occur during the third week of December, instead of the second to avoid confusion during election years when that is a requirement.

5.3 Declaration of Need for Fully Qualified Teachers

With some Special Education positions being difficult to fill, MCSOS annually provides a "best guess" on the need for teachers. The need for 2025-2026 was included in the Board packet.

5.4 Quarterly Report on Williams Uniform Complaints

Ms. Drake explained no complaints were made this quarter.

5.5 Student Events

Mrs. Winter provided a PowerPoint presentation of the student events which occurred during the 2024-2025 school year. Mrs. Protzman thanked Kristi, her team, and those that supported student events throughout the year.

- Battle of the Books: 17 schools, 18 teams, and 226 students participated. Reagan and Fairmead won the competition.
- Academic Decathlon: 6 schools and 108 students participated. Teams are comprised of three grade level categories: Honor (A students), Scholastic (B students) and Varsity (C students). The topic was, "Our Changing Climate." The topic for 2026, will be, "The Roaring 20's." Glacier High won the county competition and attended the state competition. They returned with a medal in the speech category.
 - o Lecture Day: 476 students from throughout California participated. Six valley experts provided information about the topic.
 - o Scrimmage: This is a practice day for the Academic Decathlon tests. Six schools participated.
 - o The essay took place in December.
 - o The objective testing took place in January.
 - o The speech, interview, and super quiz segments occurred on February 1.
 - o Scholarships are provided to the highest scorer in each subject and the top scoring senior. Overall, nearly \$3,000 in scholarships were awarded.
- Pentathlon: 10 middle schools and 133 students participated. Two new schools joined the competition for 2026: Hillside and La Vina. Sherman Thomas won the overall competition.
- Math Tournament: A clip from Channel 30 was shown. This event will be converted to a STEM day with the addition of science and technology competitions.
- Artsfest: This is the end of the year event and is provided free to the community. Six "make-it and take-it" booths are provided. There is a performance stage and a parent/child project. The indoor art gallery featured 363 entries from 36 schools. This year 120 students volunteered.

President Bustos thanked Mrs. Winter for all of the work she does for students throughout the county.

6.0 Old Business

None

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from June 1-30, 2025. 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.

Tammy Loveland moved to ratify the TCCs, seconded by Shelley Deniz and carried by unanimous vote.

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

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included a refrigerator, computers, printers, laptops, and a television monitor.

Alfred Soares, Jr., moved to approve the list of obsolete equipment, seconded by Dianna Marsh and carried by unanimous vote.

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

8.3 Consideration Destruction of Records

Mrs. Verduzco provided the Board with a list of 2021-2022 records to be considered for destruction.

Mr. Soares, Jr., asked if there were IT records to be destroyed. Mr. Lingo explained that there are documents IT scans into Laserfiche and keeps as permanent records. E-mail is maintained for 7 years and set-up to automatically be deleted after that time.

Shelley Deniz moved to approve the list of Class 3 Disposable Records to be destructed, seconded by Tammy Loveland and carried by unanimous vote.

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

8.4 Consideration Acceptance of Annual Facility Education Program Review and Evaluation Report

Mrs. Protzman explained the educational programs at Endeavor/Voyager are annually evaluated. This year, Principal Joe Andrade from Tulare County Office of Education

conducted the review, which is guided by a checklist. Mr. Andrade found the Endeavor/Voyager program to be in compliance with all requirements.

Alfred Soares, Jr., moved to accept the Annual Juvenile Facility Education Program Review and Evaluation Report, seconded by Shelley Deniz and carried by unanimous vote.

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

8.5 Consideration of Investment Performance Statement

Mrs. Verduzco reported the County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected. The current rate of return is 3.30% and is higher compared to last year by 0.08%.

Shelley Deniz moved to approve the quarterly rate of return of investments with the county government as presented, seconded by Tammy Loveland and carried by unanimous vote.

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

8.6 Consideration Adoption of Consolidated Application for Submission, Part I

MCSOS submits the first part of the Consolidated Application, which is an application for federal funds, by June 30th.

Last year, MCSOS received \$576,009 in federal entitlements for Title I, Part A.

Alfred Soares, Jr., moved to approve the submission of the application for funds and receipt of funds through the Consolidated Application for 2025-2026, seconded by Shelley Deniz and carried by unanimous vote.

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

8.7 Consideration California School Boards Association (CSBA) Membership Dues SY 2025-2026

Mrs. Protzman explained the California School Boards Association (CSBA) membership dues increased for 2025-2026. The dues for CSBA increased by \$359, however, they now include the County Board Member Services fee, which previously had a higher

additional cost. The Education Legal Alliance (ELA) membership decreased by \$105. Overall, the membership dues for CSBA and ELA decreased by \$1,109 primarily due to the removal of the County Board Member Service fee.

Dianna Marsh moved to approve the CSBA Membership Dues for the 2025-2026 school year, seconded by Shelley Deniz and carried by unanimous vote.

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

8.8 Discussion on Membership in the Association of California County Boards of Education (ACCBE)

The Board discussed the pros and cons of joining ACCBE. They decided to wait to see what ACCBE offers. Currently, the offerings are very similar to CSBA and the expense does not feel warranted.

The Board asked for a list of other counties that have joined ACCBE.

No action was taken on this item.

9.0 Other

9.1 Consideration Date for Inter-district Transfer Appeals

The Board agreed to meet on July 29 at 3:30 p.m.

10.0 Adjournment

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

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

The meeting adjourned at 4:40 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary

UNADOPTED

Minutes of Madera County Board of Education July 29, 2025 Special Meeting

MINUTES

Present: Danny Bonilla, Cathie Bustos, Tammy Loveland, Dianna Marsh,
Wallace Nishimoto, Tricia Protzman, Executive Secretary

Absent: Shelley Deniz, Alfred Soares, Jr.

Also Present: Darin DuPont, Esq., Elisa Torres-Barton,
Jennifer Pascale

1.0 Call to Order

1.1 Flag Salute

President Bustos called the meeting to order at 3:32 p.m., followed by the flag salute.

2.0 Adoption of Board Agenda

Agenda item 4.1 was withdrawn.

Danny Bonilla moved to approve the amended agenda, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Marsh, Nishimoto

Noes: None

Abstain: None

Absent: Deniz, Soares, Jr.

3.0 Information

3.1 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.

4.0 Closed Session 3:30 p.m.

President Bustos closed the meeting pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request. The meeting closed at 3:34 p.m.

4.1 Interdistrict Attendance Appeal Hearing Number 2526.001.IAA

Withdrawn

4.2 Interdistrict Attendance Appeal Hearing Number 2526.002.IAA

The Board heard information from the parents. Board members had an opportunity to ask the parents questions. President Bustos provided the district with an opportunity to ask the parents questions. There were none.

The district superintendent explained why the student was denied the interdistrict transfer. The Board ask questions. The parents asked the district superintendent questions. Superintendent Protzman asked some clarifying questions.

The parents provided their closing statement.

The district superintendent provided a closing statement.

The Board moved to deliberation at 4:18 p.m.

4.3 Reconvene Public Session

President Bustos reconvened the meeting to public session at 4:38 p.m.

4.4 Closed Session Reportable Items

Attorney DuPont reported out: "In the matter of Appeal Hearing Number 2526.002.IAA, Dianna Marsh moved that the Madera County Board of Education Uphold the district's decision of denying the request for interdistrict transfer for the 2025-2026 school year, seconded by Danny Bonilla."

The motion passed by majority vote.

Ayes: Bonilla, Bustos, Loveland, Marsh

Noes: Nishimoto

Abstain: None

Absent: Deniz, Soares, Jr.

A determination letter will be mailed in the next three days.

5.0 Other

None

6.0 Adjournment

Tammy Loveland moved to adjourn the meeting, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Marsh, Nishimoto

Noes: None

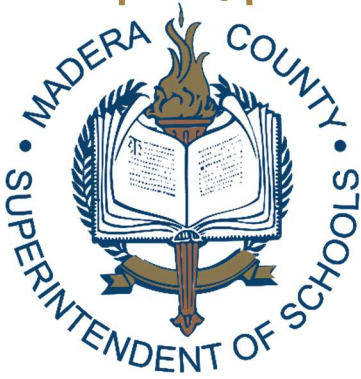
Abstain: None

Absent: Deniz, Soares, Jr.

The meeting adjourned at 4:41 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary



Tricia Protzman
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item August 12, 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.

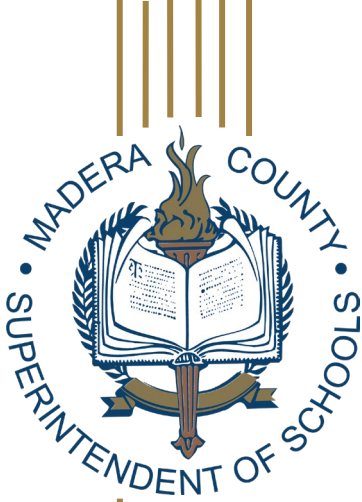
Because many districts do not hold a July meeting, reports have only been obtained from Alview-Dairyland, Chowchilla High, Golden Valley, and the County Office, all of which report no complaints have been filed. A follow-up with the remaining districts will occur by the end of August and should a district have a complaint, it will be brought to the Board for review.

Financial Impact:

None

Resource:

Tricia Protzman
Madera County Superintendent of Schools



Tricia Protzman
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item August 12, 2025

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from July 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.

Patricia M. Protzman, 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 July 1-31, 2025.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

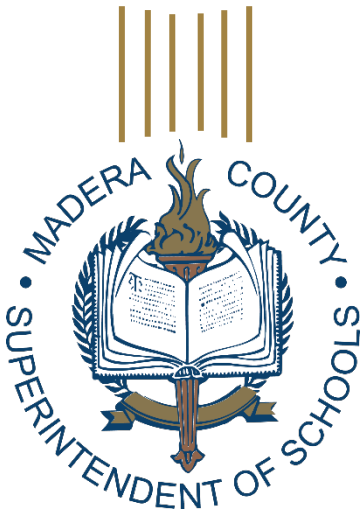
TEMPORARY COUNTY CERTIFICATES Issued 07/01/2025-07/31/2025

<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>
Abina	Yesenia	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Arroyo-Colin	Daisy	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Barksdale	Maurice	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Becerra	Patricia	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Bennett	Mark	Short Term Staff Permit	08/01/2025-09/01/2026	Yosemite USD	7/31/2025	New
Carranza	Jaiden	Prospective Substitute Teacher Permit	07/14/2025-08/01/2026	County-Wide Substitute Teacher List	7/31/2025	New
Cornejo	Michelle	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Cortes-Ramirez	Jose	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Dorado	Michael	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Fiori	Matthew	Short Term Staff Permit	08/01/2025-09/01/2026	Yosemite USD	7/31/2025	New
Fortney	Brittney	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Galindo	Christian	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Gentry	Brandy	Prospective Substitute Teacher Permit	07/10/2025-08/01/2026	County-Wide Substitute Teacher List	7/31/2025	New
Giersch	Bernadette	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Gladden	Brandon	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New

<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>
Harvey	Michelle	Short Term Staff Permit	08/01/2025-09/01/2026		7/31/2025	New
Herrera	Jazmin	Prospective Substitute Teacher Permit	07/11/2025-08/01/2026	County-Wide Substitute Teacher List	7/31/2025	New
Herrera	Vanessa	Short Term Staff Permit	08/01/2025-09/01/2026	MCSOS	7/31/2025	New
Hix	Dana	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Kalustian	Amber	Variable Term Waiver	07/01/2025-08/01/2026	Madera USD	7/31/2025	New
Kelley	Kevin	Provisional Internship Permit	08/04/2025-09/01/2026		7/31/2025	New
Lundbohm	Mary	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Martinez	Mike	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Martinez-Conejo	Isaiah	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Mattes	Shyann	Single Subject Credential	08/01/2025-09/01/2026	Chawanakee USD	7/31/2025	New
Maya	Laura	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
McDonald	Mayra	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Neumann	Jayson	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Orlich	Michael	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Rayas	Augustine	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Reyes	Margarita	Provisional Internship Permit	08/01/2025-09/01/2026	MCSOS	7/31/2025	New

<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>
Rivera	Alicia	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Rodriguez	Angelita	Provisional Internship Permit	08/01/2025-09/01/2026	MCSOS	7/31/2025	New
Romo-Gress	Vanessa	Education Specialist Credential	08/01/2025-09/01/2026	Chowchilla Elementary SD	7/31/2025	New
Romo-Gress	Vanessa	Multiple Subject Teaching Credential	08/01/2025-09/01/2026	Chowchilla Elementary SD	7/31/2025	New
Ruiz	Fatima	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Sanchez	Lucia	Provisional Internship Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Sandoval	Alan	Variable Term Waiver	07/01/2025-08/01/2026	Madera USD	7/31/2025	New
Santiago	Christopher	Variable Term Waiver	07/17/2025-08/01/2026	Madera USD	7/31/2025	New
Shea	Katie	Variable Term Waiver	07/01/2025-08/01/2026	Madera USD	7/31/2025	New
Smoljan	Jay	Administrative Services Credential	08/01/2025-09/01/2026	Yosemite USD	7/31/2025	Extension
Snyder	Kelli	EM Teacher Librarian Services Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Soto	Alejandro	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Tetuan Chavez	Israel	Provisional Internship Permit	08/01/2025-09/01/2026	MCSOS	7/31/2025	New
Vaca	Jorge	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Vaca	Morgan	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Valdez	Jazmin	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New

<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>
Vidal	Sam	Variable Term Waiver	08/01/2025-09/01/2026	Madera USD	7/31/2025	Renewal
Villar	Cindy	Multiple Subject Teaching Credential	07/01/2025-08/01/2026	Madera USD	7/31/2025	Renewal
Welch	Adrian	Variable Term Waiver	07/01/2025-08/01/2026	Madera USD	7/31/2025	New
Whittemore	Amanda	Preliminary Multiple Subject Credential Extension	07/01/2025-08/01/2026	Golden Valley USD	7/31/2025	Extension
Woodmansee	Willy	Short Term Staff Permit	08/01/2025-09/01/2026	Madera USD	7/31/2025	New
Wylie	Ashley	Prospective Substitute Teacher Permit	07/13/2025-08/01/2026	County-Wide Substitute Teacher List	7/31/2025	New



Tricia Protzman
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item August 12, 2025

Topic:

Consideration Disposition of Surplus/Obsolete Equipment.

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 consists of desktop computers, laptops, printers, routers, battery backups, desks and a fingerprinting machine. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:

None

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the list of surplus/obsolete equipment be declared obsolete.

Obsolete
August 12, 2025

Obsolete Work Order #	Request Date	Description
OB26-00002	7/9/2025	Asset #: 9327 Description: Chart Printer Obsolete Make: Varitronics Model: ChartPro PlusII
OB26-00004	7/14/25	Asset #: 25682 Description: Laptop Obsolete Make: Dell Model: Latitude 3590
OB26-00005	7/14/25	Asset #: 22335 Description: Printer Broken Make: HP Model: Laserjet 3800dtn
OB26-00006	7/14/2025	Asset #: 25601 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00007	7/14/2025	Asset#: 25227 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00008	7/14/2025	Asset #: 25263 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00009	7/14/2025	Asset #: 24736 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00010	7/14/2025	Asset #: 25540 Description: Laptop Obsolete Make: Dell Model: Latitude

OB26-00011	7/14/2025	Asset #: 25501 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00012	7/14/2025	Asset #: 24735 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00013	7/14/2025	Asset #: 25361 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00014	7/14/2025	Asset #: 24755 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00015	7/14/2025	Asset #: 24405 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00016	7/14/2025	Asset #: 25824 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00017	7/14/2025	Asset #: 24915 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00018	7/14/2025	Asset #: 24918 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00019	7/14/2025	Asset #: 25248 Description: Laptop Obsolete Make: Dell Model: Latitude

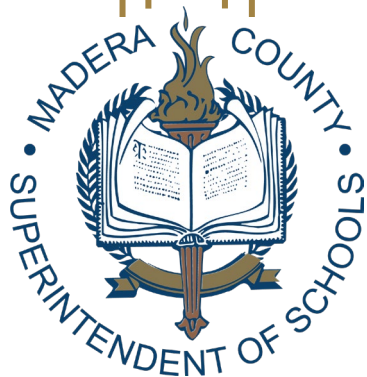
OB26-00020	7/14/2025	Asset #: 25243 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00021	7/14/2025	Asset #: 25736 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00022	7/14/2025	Asset #: 24898 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00023	7/14/2025	Asset #: 25272 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00024	7/14/2025	Asset #: 25254 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00025	7/14/2025	Asset #: 25246 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00026	7/14/2025	Asset #: 24911 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00027	7/14/2025	Asset #: 25268 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00028	7/14/2025	Asset #: 25502 Description: Laptop Obsolete Make: Dell Model: Latitude

OB26-00029	7/14/2025	Asset #: 25260 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00030	7/14/2025	Asset #: 25270 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00031	7/14/2025	Asset #: 24923 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00033	7/14/2025	Asset #: 24031 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00034	7/14/2025	Asset #: 25403 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00035	7/14/2025	Asset #: 23261 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00036	7/14/2025	Asset #: 25916 Description: Fingerprint Machine Obsolete Make: Morpho Model: TP-4100UA
OB26-00037	7/21/2025	Asset #: 25404 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00038	7/21/2025	Asset #: 25267 Description: Laptop Obsolete Make: Dell Model: Latitude

OB26-00039	7/21/2025	Asset #: 25241 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00040	7/21/2025	Asset #: 25186 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00041	7/21/2025	Asset #: 25242 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00042	7/21/2025	Asset #: 24913 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00043	7/21/2025	Asset #: 25407 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00044	7/21/2025	Asset #: 24657 Description: Computer Obsolete Make: Dell Model: Optiplex 9020 AOI
OB26-00045	7/21/2025	Asset #: 25334 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00046	7/21/2025	Asset #: 25249 Description: Laptop Obsolete Make: Dell Model: Latitude
OB26-00047	7/21/2025	Asset #: 24610 Description: Router Obsolete Make: Cisco Model: UCS M3

OB26-00048	7/21/2025	Asset #: 25117 Description: Server Obsolete Make: Dell Model: Power Edge R410
OB26-00049	7/21/2025	Asset #: 21608 Description: Router Obsolete Make: Cisco Model: 2851
OB26-00050	7/21/2025	Asset #: 21576 Description: Battery Backup Obsolete Make: APC Model: Smart-UPS 1500
OB26-00051	7/21/2025	Asset #: 23982 Description: Battery Backup Obsolete Make: APC Model: Smart-UPS 2200
OB26-00052	7/21/2025	Asset #: 21569 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 2200
OB26-00053	7/21/2025	Asset #: 21607 Description: Router Obsolete Make: Cisco Model 2851
OB26-00054	7/24/2025	Asset #: 23981 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 1500
OB26-00055	7/24/2025	Asset #: 22951 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 3000
OB26-00056	7/24/2025	Asset #: 21565 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 2200

OB26-00057	7/24/2025	Asset #: 21567 Description: Battery Backup Obsolete Make APC Model: Smart UPS 2200
OB26-00058	7/24/2025	Asset #: 290180 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 3000
OB26-00059	7/24/2025	Asset #: 23980 Description: Battery Backup Obsolete Make: APC Model: Smart UPS 2200
OB26-00061	7/31/25	Description: 2 Desks Broken



Tricia Protzman
Superintendent of Schools

Agenda Item 8.3

Board of Education Action Item August 12, 2025

Topic:

Consideration of Investment Performance Statement

Background:

Section 53646 of the Government Code requires the chief fiscal officer of each local agency to provide to 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 2025 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 3.46% and is higher compared to last year's rate of return of 2.69% for the same time period by 0.77%.

Financial Impact:

Approximately \$20,000 per year.

Resource:

Marisol Verduzco
Chief Officer
Business and Administrative Services

Recommendation:

It is recommended the Board approve the quarterly rate of return of investments with the county government 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: July 21, 2025
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – June 2025

REQUIREMENT

This report reflects the investment activity for the month ending June 30, 2025. 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, 2025, 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 score of 96%.

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 26.6% of the portfolio. U.S. Treasuries deemed the safest investment instruments, are 37.2%. The remaining 36.2% 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	June 2025
Average Daily Portfolio Balance	\$1,090,708,112.22
Effective Rate of Return	3.46%
Book Value June 2024 to June 2025	↑ \$49.3 million
Total Monthly Interest Received	\$2,758,672.45

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

Respectfully submitted,



Tracy Kennedy,
Treasurer-Tax Collector



NOTE: SUMMARY ONLY

Portfolio Management by Fund
Portfolio Management
Portfolio Summary
June 30, 2025

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	313,984,000.00	307,127,079.52	304,507,044.17	28.16	1,451	1,000	4.150
Federal Agency Coupon Callables	154,000,000.00	150,531,070.00	152,025,133.45	14.06	1,623	399	2.012
Treasury Coupon Securities	414,000,000.00	405,802,100.00	402,168,418.57	37.19	1,374	915	3.933
Allspring Money Market Fund	7,575,945.63	7,575,945.63	7,575,945.63	0.70	1	1	4.240
Bank of America Interest Checking	24,233.64	24,233.64	24,233.64	0.00	1	1	1.840
CAMP: CA Asset Mgmt Program	41,530,130.50	41,530,130.50	41,530,130.50	3.84	1	1	4.400
Local Agency Investment Funds	30,645,357.34	30,645,357.34	30,645,357.34	2.83	1	1	4.269
Federal Agency Bullets	137,000,000.00	135,313,300.00	135,785,682.80	12.56	1,473	559	3.063
Municipal Bonds	6,244,969.00	6,244,969.00	6,244,969.00	0.58	6,381	3,594	3.583
Grant Anticipation Notes	910,643.43	910,643.43	910,643.43	0.08	914	243	2.806
	1,105,915,279.54	1,085,704,829.06	1,081,417,558.53	100.00%	1,370	769	3.641
Investments							

Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Current Year	3,102,695.67	37,407,423.05	37,407,423.05
Average Daily Balance	1,090,708,112.22	991,666,849.56	
Effective Rate of Return	3.46%	3.77%	

Active Account Balance as of 06/30/2025: \$19,530,470.32.

PURSUANT TO GOVERNMENT CODE SECTION 53646:

1. (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2025 INVESTMENT POLICY VALID 01/01/2025 THROUGH 12/31/2025.

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, Treasurer-Tax Collector

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2025

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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											
037833DX5	1740	APPLE INC.		06/28/2021	3,000,000.00	2,984,580.00	2,996,449.46	0.550	50	0.791	Aaa 08/20/2025
037833DX5	1757	APPLE INC.		09/30/2021	5,000,000.00	4,974,300.00	4,991,392.14	0.550	50	0.901	Aaa 08/20/2025
478160CN2	1830	Johnson & Johnson		01/12/2023	5,000,000.00	4,967,700.00	4,914,277.13	0.550	62	4.208	Aaa 09/01/2025
58933YAY1	1870	Merck & Co. Inc.		10/19/2023	4,200,000.00	4,106,592.00	4,019,239.95	0.750	238	5.389	Aa3 02/24/2026
023135BX3	1741	AMAZON.COM INC		06/28/2021	3,000,000.00	2,921,460.00	3,000,000.00	1.000	315	1.000	A1 05/12/2026
023135BX3	1789	AMAZON.COM INC		01/27/2022	5,000,000.00	4,869,100.00	4,972,038.83	1.000	315	1.580	A1 05/12/2026
89236TKT1	1916	Toyota		04/26/2024	5,000,000.00	5,008,750.00	4,965,940.70	4.450	321	5.175	A1 05/18/2026
89236TJK2	1756	Toyota		09/30/2021	7,000,000.00	6,793,780.00	6,994,905.09	1.125	352	1.200	A1 06/18/2026
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,914,800.00	4,942,939.53	2.400	403	3.220	Aaa 08/08/2026
594918BR4	1899	Microsoft Corp		02/15/2024	5,000,000.00	4,914,800.00	4,843,653.98	2.400	403	4.630	Aaa 08/08/2026
14912L6T3	1844	Caterpillar		04/12/2023	5,000,000.00	4,906,150.00	4,873,684.21	2.400	404	4.222	A2 08/09/2026
14913R2U0	1977	Caterpillar		03/27/2025	5,000,000.00	4,826,550.00	4,800,152.78	1.700	556	4.274	A2 01/08/2027
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,447,815.00	1,497,480.00	1.700	559	1.788	A1 01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,930,420.00	1,996,640.00	1.700	559	1.788	A1 01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,895,630.00	2,995,437.47	1.700	559	1.780	A1 01/11/2027
89236TJV8	1896	Toyota		01/12/2024	5,000,000.00	4,829,800.00	4,753,065.31	1.900	561	4.571	A1 01/13/2027
478160CE2	1979	Johnson & Johnson		04/03/2025	5,000,000.00	4,925,050.00	4,924,441.67	2.950	610	3.909	Aaa 03/03/2027
24422EWD7	1859	John Deere		06/28/2023	5,000,000.00	4,863,250.00	4,785,353.38	2.350	615	4.713	A1 03/08/2027
89236TLY9	1922	Toyota		05/09/2024	5,000,000.00	5,073,550.00	5,003,250.49	5.000	626	4.963	A1 03/19/2027
037833CR9	1923	APPLE INC.		05/17/2024	10,000,000.00	9,873,600.00	9,734,413.18	3.200	679	4.637	Aaa 05/11/2027
023135BR6	1924	AMAZON.COM INC		06/21/2024	10,000,000.00	9,494,800.00	9,346,237.29	1.200	702	4.741	A1 06/03/2027
58933YBC8	1940	Merck & Co. Inc.		09/26/2024	5,000,000.00	4,791,900.00	4,814,603.70	1.700	709	3.664	Aa3 06/10/2027
14913R3A3	1871	Caterpillar		10/26/2023	5,000,000.00	4,950,600.00	4,802,144.95	3.600	772	5.369	A2 08/12/2027
89236THG3	1891	Toyota		01/05/2024	4,000,000.00	3,760,720.00	3,698,604.01	1.150	773	4.445	A1 08/13/2027
023135BC9	1981	AMAZON.COM INC		04/09/2025	5,000,000.00	4,918,550.00	4,905,012.50	3.150	782	4.183	A1 08/22/2027
931142EX7	1892	WalMart		01/05/2024	4,000,000.00	4,003,480.00	3,971,178.25	3.950	800	4.263	Aa2 09/09/2027
437076BT8	1928	Home Depot Inc.		08/14/2024	5,000,000.00	4,872,250.00	4,838,060.81	2.800	805	4.194	A2 09/14/2027
06051GGA1	1880	Bk of America		12/04/2023	5,000,000.00	4,904,650.00	4,790,816.03	3.248	842	5.113	A1 10/21/2027
037833DK3	1836	APPLE INC.		02/06/2023	5,000,000.00	4,903,450.00	4,894,536.98	3.000	865	3.933	Aaa 11/13/2027
57636QBA1	1952	MasterCard		11/04/2024	5,000,000.00	5,022,000.00	4,961,716.77	4.100	928	4.376	Aa3 01/15/2028
57636QBA1	1974	MasterCard		03/21/2025	5,000,000.00	5,022,000.00	5,033,283.33	4.100	928	4.131	Aaa 01/15/2028
037833EC0	1879	APPLE INC.		12/04/2023	5,000,000.00	4,663,050.00	4,542,615.69	1.200	952	4.585	Aaa 02/08/2028
037833ET3	1887	APPLE INC.		12/22/2023	3,330,000.00	3,341,754.90	3,320,952.02	4.000	1,044	4.099	Aaa 05/10/2028
037833ET3	1894	APPLE INC.		01/12/2024	2,954,000.00	2,964,427.62	2,941,058.52	4.000	1,044	4.160	Aaa 05/10/2028
91324PDK5	1929	United Health Group Inc.		08/19/2024	5,000,000.00	4,957,400.00	4,940,505.81	3.850	1,080	4.283	A2 06/15/2028
931142ES8	1925	WalMart		07/02/2024	10,000,000.00	9,269,100.00	9,024,826.32	1.500	1,179	4.597	Aa2 09/22/2028
89236TLL7	1903	Toyota		03/14/2024	5,000,000.00	5,059,300.00	4,989,460.88	4.650	1,284	4.708	A1 01/05/2029
91324PEU2	1956	United Health Group Inc.		11/21/2024	10,000,000.00	9,982,300.00	9,867,527.71	4.250	1,294	4.616	A2 01/15/2029

Data Updated: SET_1PM: 07/14/2025 19:11

Run Date: 07/14/2025 - 19:12

Portfolio MAD
RC
PM (PRF_PM2) 7.3.11

Report Ver. 7.3.11

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2025

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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												
24422EXH7	1901	John Deere		03/06/2024	5,000,000.00	5,054,600.00	4,957,293.71	4.500	1,295	4.740	A1	01/16/2029
69371RS80	1963	Paccar Financial Corp		12/23/2024	10,000,000.00	10,136,800.00	9,999,025.05	4.600	1,310	4.602	A1	01/31/2029
532457CK2	1954	ELI LILLY & CO		11/21/2024	5,000,000.00	5,073,550.00	4,994,924.90	4.500	1,319	4.527	Aa3	02/09/2029
17275RBR2	1968	Cisco Systems		01/15/2025	5,000,000.00	5,123,900.00	4,999,124.92	4.850	1,336	4.854	A1	02/26/2029
87612EBH8	1958	Target		12/03/2024	5,000,000.00	4,862,500.00	4,822,198.47	3.375	1,384	4.360	A2	04/15/2029
57636QAM6	1930	MasterCard		08/16/2024	10,000,000.00	9,607,500.00	9,603,478.26	2.950	1,431	4.050	Aa3	06/01/2029
57636QAM6	1932	MasterCard		08/29/2024	5,000,000.00	4,803,750.00	4,808,569.03	2.950	1,431	4.010	Aa3	06/01/2029
437076BY7	1957	Home Depot Inc.		12/03/2024	5,000,000.00	4,784,650.00	4,735,294.12	2.950	1,445	4.425	A2	06/15/2029
713448EL8	1953	Pepsico Inc.		11/05/2024	5,000,000.00	4,729,400.00	4,636,830.99	2.625	1,489	4.431	A1	07/29/2029
713448EL8	1972	Pepsico Inc.		02/26/2025	5,000,000.00	4,729,400.00	4,660,593.75	2.625	1,489	4.378	A1	07/29/2029
532457CQ9	1950	ELI LILLY & CO		10/31/2024	5,000,000.00	5,017,750.00	4,947,488.68	4.200	1,505	4.460	Aa3	08/14/2029
91324PDS8	1937	United Health Group Inc.		09/23/2024	5,000,000.00	4,719,300.00	4,786,642.60	2.875	1,506	3.926	A2	08/15/2029
91324PDS8	1945	United Health Group Inc.		10/08/2024	5,000,000.00	4,719,300.00	4,721,298.80	2.875	1,506	4.258	A2	08/15/2029
69371RT48	1944	Paccar Financial Corp		10/08/2024	5,000,000.00	4,973,350.00	4,946,045.30	4.000	1,548	4.268	A1	09/26/2029
69371RT48	1947	Paccar Financial Corp		10/22/2024	6,000,000.00	5,968,020.00	5,917,429.31	4.000	1,548	4.342	A1	09/26/2029
69371RT48	1967	Paccar Financial Corp		01/15/2025	5,000,000.00	4,973,350.00	4,810,361.32	4.000	1,548	4.954	A1	09/26/2029
14913UAU4	1969	Caterpillar		01/17/2025	5,000,000.00	5,092,250.00	4,991,750.86	4.700	1,598	4.740	A2	11/15/2029
14913UAX8	1971	Caterpillar		01/24/2025	5,000,000.00	5,120,100.00	5,006,366.67	4.800	1,652	4.819	A2	01/08/2030
084664CU3	1980	Berkshire Hathaway		04/09/2025	5,000,000.00	4,527,900.00	4,480,637.50	1.850	1,715	4.240	Aa2	03/12/2030
713448ES3	1975	Pepsico Inc.		03/21/2025	10,000,000.00	9,377,600.00	9,255,327.78	2.750	1,722	4.432	A1	03/19/2030
57636QAP9	1976	MasterCard		03/27/2025	5,000,000.00	4,822,700.00	4,738,465.28	3.350	1,729	4.534	Aa3	03/26/2030
Subtotal and Average			305,288,634.85		313,984,000.00	307,127,079.52	304,507,044.17		1,000	4.150		
Federal Agency Coupon Callables												
3133EMFC1	1674	Federal Farm Credit		10/29/2020	3,000,000.00	2,991,210.00	3,000,000.00	0.530	28	0.530	Aa1	07/29/2025
3133EMFC1	1675	Federal Farm Credit		11/05/2020	3,000,000.00	2,991,210.00	3,000,000.00	0.530	28	0.530	Aa1	07/29/2025
3130APP41	1769	Federal Home Loan Bank		11/22/2021	6,000,000.00	5,971,980.00	6,000,000.00	1.125	52	1.125	Aa1	08/22/2025
3136G4M83	1660	Federal National Mortg. Assoc.		08/28/2020	5,000,000.00	4,969,850.00	5,000,000.00	0.600	58	0.600	Aa1	08/28/2025
3134GWY26	1670	Federal Home Loan Mortgage Cor		10/08/2020	5,000,000.00	4,948,350.00	5,000,000.00	0.570	99	0.570	Aa1	10/08/2025
3133ENUZ1	1804	Federal Farm Credit		04/20/2022	3,000,000.00	2,986,530.00	2,999,357.14	3.090	111	3.136	Aa1	10/20/2025
3134GW3X2	1671	Federal Home Loan Mortgage Cor		10/27/2020	3,000,000.00	2,964,000.00	3,000,000.00	0.625	118	0.625	Aa1	10/27/2025
3136G45C3	1673	Federal National Mortg. Assoc.		10/27/2020	4,000,000.00	3,951,320.00	4,000,000.00	0.540	118	0.540	Aa1	10/27/2025
3133ENDV9	1772	Federal Farm Credit		11/17/2021	5,000,000.00	4,935,750.00	5,000,000.00	1.030	139	1.030	Aa1	11/17/2025
3134GXCH5	1682	Federal Home Loan Mortgage Cor		11/25/2020	5,000,000.00	4,928,650.00	5,000,000.00	0.600	147	0.600	Aa1	11/25/2025
3135GAC66	1695	Federal National Mortg. Assoc.		01/21/2021	3,000,000.00	2,939,790.00	3,000,000.00	0.500	204	0.500	Aa1	01/21/2026
3130AKN51	1696	Federal Home Loan Bank		01/28/2021	10,000,000.00	9,785,400.00	10,000,000.00	0.520	211	0.520	Aa1	01/28/2026
3130AKTM8	1699	Federal Home Loan Bank		01/28/2021	4,000,000.00	3,913,760.00	4,000,000.00	0.480	211	0.480	Aa1	01/28/2026
3130ALHH0	1842	Federal Home Loan Bank		04/12/2023	10,000,000.00	9,789,900.00	9,706,615.53	0.960	247	4.101	Aa1	03/05/2026

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Federal Agency Coupon Callables											
3130ALH56	1712	Federal Home Loan Bank		03/18/2021	5,000,000.00	4,882,750.00	5,000,000.00	0.750	260	0.750	Aa1 03/18/2026
3133EMUK6	1718	Federal Farm Credit		03/25/2021	2,000,000.00	1,955,440.00	2,000,000.00	1.050	267	1.050	Aa1 03/25/2026
3130ALUC6	1733	Federal Home Loan Bank		04/15/2021	2,000,000.00	1,951,160.00	2,000,000.00	1.020	288	1.020	Aa1 04/15/2026
3134GXCJ1	1843	Federal Home Loan Mortgage Cor		04/12/2023	5,000,000.00	4,843,800.00	4,841,772.65	0.650	331	4.051	Aa1 05/28/2026
3130AMYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,880,440.00	4,000,000.00	1.125	379	1.125	Aa1 07/15/2026
3130ANMHO	1865	Federal Home Loan Bank		10/05/2023	5,000,000.00	4,838,300.00	4,729,347.83	1.100	415	5.020	Aa1 08/20/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,810,750.00	5,000,000.00	0.820	456	0.820	Aa1 09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,776,380.00	6,000,000.00	1.000	463	1.000	Aa1 10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,787,660.00	6,000,000.00	1.150	484	1.150	Aa1 10/28/2026
3130APJH9	1825	Federal Home Loan Bank		12/21/2022	10,000,000.00	9,768,500.00	9,606,777.22	1.750	484	3.436	Aa1 10/28/2026
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,800,800.00	6,000,000.00	1.330	490	1.330	Aa1 11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,825,150.00	5,000,000.00	1.350	505	1.350	Aa1 11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,956,170.00	3,000,000.00	3.000	667	3.000	Aa1 04/29/2027
3130AJSP5	1863	Federal Home Loan Bank		07/13/2023	11,000,000.00	10,394,670.00	10,141,263.08	1.000	735	4.441	Aa1 07/06/2027
3134HBMV4	1990	Federal Home Loan Mortgage Cor		04/28/2025	5,000,000.00	4,997,700.00	5,000,000.00	4.600	1,497	4.600	Aa1 08/06/2029
3134HBLJ8	1987	Federal Home Loan Mortgage Cor		04/21/2025	5,000,000.00	4,993,700.00	5,000,000.00	4.520	1,659	4.522	Aa1 01/15/2030
Subtotal and Average			159,791,800.12		154,000,000.00	150,531,070.00	152,025,133.45		399	2.012	
Treasury Coupon Securities											
91282CEY3	1919	US Treasury		04/30/2024	5,000,000.00	4,997,350.00	4,949,417.60	3.000	14	5.125	Aa1 07/15/2025
91282CAB7	1749	US Treasury		08/30/2021	4,000,000.00	3,986,480.00	3,992,786.40	0.250	30	0.619	Aa1 07/31/2025
91282CAJ0	1748	US Treasury		08/30/2021	4,000,000.00	3,971,960.00	3,992,389.70	0.250	61	0.633	Aa1 08/31/2025
91282CAZ4	1763	US Treasury		10/06/2021	6,000,000.00	5,903,640.00	5,987,127.15	0.375	152	0.811	Aa1 11/30/2025
9128286A3	1978	US Treasury		03/27/2025	5,000,000.00	4,953,900.00	4,956,855.36	2.625	214	4.151	Aa1 01/31/2026
9128286A3	1982	US Treasury		04/09/2025	5,000,000.00	4,953,900.00	4,969,576.60	2.625	214	4.013	Aa1 01/31/2026
91282CHB0	1884	US Treasury		12/22/2023	5,000,000.00	4,981,450.00	4,971,973.21	3.625	318	4.219	Aa1 05/15/2026
91282CHB0	1946	US Treasury		10/18/2024	6,000,000.00	5,977,740.00	5,975,707.08	3.625	318	4.045	Aa1 05/15/2026
9128286X3	1985	US Treasury		04/17/2025	10,000,000.00	9,827,300.00	9,822,561.72	2.125	334	3.954	Aa1 05/31/2026
91282CHH7	1876	US Treasury		11/13/2023	4,000,000.00	4,004,920.00	3,975,558.04	4.125	349	4.781	Aa1 06/15/2026
912828Y95	1847	US Treasury		04/24/2023	8,000,000.00	7,822,480.00	7,780,216.73	1.875	395	3.847	Aa1 07/31/2026
912828Y95	1851	US Treasury		05/12/2023	5,000,000.00	4,889,050.00	4,882,477.68	1.875	395	3.552	Aa1 07/31/2026
912828Y95	1853	US Treasury		05/24/2023	5,000,000.00	4,889,050.00	4,855,064.03	1.875	395	3.957	Aa1 07/31/2026
912828Y95	1948	US Treasury		10/31/2024	5,000,000.00	4,889,050.00	4,834,021.73	1.875	395	4.196	Aa1 07/31/2026
9128282A7	1882	US Treasury		12/22/2023	5,000,000.00	4,865,800.00	4,812,413.96	1.500	410	4.175	Aa1 08/15/2026
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,816,400.00	4,990,738.81	0.875	456	1.002	Aa1 09/30/2026
91282BYG9	1883	US Treasury		12/22/2023	5,000,000.00	4,862,100.00	4,824,608.22	1.625	456	4.123	Aa1 09/30/2026
91282CJT9	1962	US Treasury		12/18/2024	5,000,000.00	5,011,900.00	4,977,616.35	4.000	563	4.235	Aa1 01/15/2027
91282BZ78	1983	US Treasury		04/10/2025	5,000,000.00	4,822,850.00	4,803,358.08	1.500	579	3.937	Aa1 01/31/2027

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Treasury Coupon Securities											
912828V98	1858	US Treasury		06/28/2023	10,000,000.00	9,756,300.00	9,647,634.49	2.250	594	4.169	Aa1 02/15/2027
912828V98	1886	US Treasury		12/22/2023	5,000,000.00	4,878,150.00	4,831,532.36	2.250	594	4.063	Aa1 02/15/2027
912828X88	1885	US Treasury		12/22/2023	5,000,000.00	4,876,350.00	4,845,003.78	2.375	683	4.048	Aa1 05/15/2027
91282CET4	1826	US Treasury		12/21/2022	10,000,000.00	9,793,400.00	9,791,670.69	2.625	699	3.766	Aa1 05/31/2027
91282CET4	1890	US Treasury		01/05/2024	5,000,000.00	4,896,700.00	4,863,735.72	2.625	699	4.099	Aa1 05/31/2027
91282CET4	1908	US Treasury		04/03/2024	10,000,000.00	9,793,400.00	9,648,562.87	2.625	699	4.530	Aa1 05/31/2027
91282CFB2	1827	US Treasury		12/21/2022	10,000,000.00	9,805,100.00	9,769,949.49	2.750	760	3.762	Aa1 07/31/2027
91282CFB2	1846	US Treasury		04/24/2023	5,000,000.00	4,902,550.00	4,886,554.15	2.750	760	3.741	Aa1 07/31/2027
91282CFB2	1898	US Treasury		01/26/2024	6,000,000.00	5,883,060.00	5,811,466.70	2.750	760	4.114	Aa1 07/31/2027
91282CFH9	1834	US Treasury		01/18/2023	10,000,000.00	9,877,000.00	9,883,107.21	3.125	791	3.636	Aa1 08/31/2027
91282CAL5	1835	US Treasury		02/03/2023	11,000,000.00	10,213,720.00	10,213,775.25	0.375	821	3.499	Aa1 09/30/2027
91282CFU0	1907	US Treasury		04/03/2024	5,000,000.00	5,045,700.00	4,958,309.91	4.125	852	4.489	Aa1 10/31/2027
9128283F5	1920	US Treasury		05/08/2024	5,000,000.00	4,834,950.00	4,734,586.41	2.250	867	4.572	Aa1 11/15/2027
91282CGH8	1862	US Treasury		07/07/2023	10,000,000.00	9,949,200.00	9,748,074.94	3.500	944	4.438	Aa1 01/31/2028
91282CGH8	1955	US Treasury		11/21/2024	5,000,000.00	4,974,600.00	4,891,782.49	3.500	944	4.278	Aa1 01/31/2028
91282CGH8	1970	US Treasury		01/21/2025	5,000,000.00	4,974,600.00	4,885,614.92	3.500	944	4.321	Aa1 01/31/2028
91282CGH8	1984	US Treasury		04/10/2025	5,000,000.00	4,974,600.00	4,976,911.05	3.500	944	3.927	Aa1 01/31/2028
91282CGP0	1921	US Treasury		05/08/2024	5,000,000.00	5,037,900.00	4,925,877.79	4.000	973	4.542	Aa1 02/29/2028
91282CHE4	1909	US Treasury		04/03/2024	10,000,000.00	9,978,900.00	9,781,287.03	3.625	1,065	4.430	Aa1 05/31/2028
91282CHQ7	1918	US Treasury		04/30/2024	5,000,000.00	5,060,350.00	4,910,384.41	4.125	1,126	4.695	Aa1 07/31/2028
91282CCR0	1931	US Treasury		08/22/2024	5,000,000.00	4,609,550.00	4,557,502.36	1.000	1,126	3.746	Aa1 07/31/2028
91282CCR0	1941	US Treasury		10/04/2024	10,000,000.00	9,219,100.00	9,150,991.67	1.000	1,126	3.621	Aa1 07/31/2028
9128284V9	1942	US Treasury		10/04/2024	10,000,000.00	9,753,900.00	9,757,479.78	2.875	1,141	3.624	Aa1 08/15/2028
91282CHX2	1906	US Treasury		04/03/2024	5,000,000.00	5,098,650.00	4,993,947.86	4.375	1,157	4.413	Aa1 08/31/2028
91282CHX2	1966	US Treasury		01/15/2025	10,000,000.00	10,197,300.00	9,947,507.53	4.375	1,157	4.538	Aa1 08/31/2028
91282CCY5	1910	US Treasury		04/10/2024	5,000,000.00	4,626,000.00	4,501,307.90	1.250	1,187	4.421	Aa1 09/30/2028
91282CDF5	1939	US Treasury		09/26/2024	5,000,000.00	4,636,150.00	4,652,907.76	1.375	1,218	3.520	Aa1 10/31/2028
91282CDF5	1964	US Treasury		12/23/2024	10,000,000.00	9,272,300.00	9,046,519.89	1.375	1,218	4.361	Aa1 10/31/2028
9128285M8	1912	US Treasury		04/16/2024	5,000,000.00	4,906,650.00	4,755,226.99	3.125	1,233	4.694	Aa1 11/15/2028
91282CJN2	1914	US Treasury		04/19/2024	5,000,000.00	5,104,100.00	4,947,698.08	4.375	1,248	4.710	Aa1 11/30/2028
91282CJW2	1949	US Treasury		10/31/2024	5,000,000.00	5,045,100.00	4,968,580.09	4.000	1,310	4.172	Aa1 01/31/2029
91282CJW2	1959	US Treasury		12/06/2024	5,000,000.00	5,045,100.00	4,975,546.69	4.000	1,310	4.133	Aa1 01/31/2029
91282CKD2	1917	US Treasury		04/30/2024	5,000,000.00	5,088,100.00	4,929,995.92	4.250	1,338	4.643	Aa1 02/28/2029
91282CKG5	1961	US Treasury		12/18/2024	10,000,000.00	10,135,200.00	9,945,629.97	4.125	1,369	4.274	Aa1 03/31/2029
91282CES6	1934	US Treasury		09/06/2024	5,000,000.00	4,821,500.00	4,848,572.12	2.750	1,430	3.579	Aa1 05/31/2029
91282CES6	1938	US Treasury		09/23/2024	5,000,000.00	4,821,500.00	4,861,577.00	2.750	1,430	3.506	Aa1 05/31/2029
91282CFC0	1935	US Treasury		09/18/2024	5,000,000.00	4,789,250.00	4,826,383.59	2.625	1,491	3.470	Aa1 07/31/2029
91282CFC0	1943	US Treasury		10/04/2024	10,000,000.00	9,578,500.00	9,589,150.34	2.625	1,491	3.628	Aa1 07/31/2029

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Treasury Coupon Securities												
91282CFC0	1986	US Treasury		04/17/2025	5,000,000.00	4,789,250.00	4,783,414.65	2.625	1,491	3.870	Aa1	07/31/2029
91282CFC0	1988	US Treasury		04/23/2025	5,000,000.00	4,789,250.00	4,775,433.79	2.625	1,491	3.929	Aa1	07/31/2029
91282CFJ5	1933	US Treasury		09/06/2024	5,000,000.00	4,879,300.00	4,907,320.47	3.125	1,522	3.578	Aa1	08/31/2029
91282CFJ5	1936	US Treasury		09/18/2024	5,000,000.00	4,879,300.00	4,928,207.53	3.125	1,522	3.474	Aa1	08/31/2029
91282CLR0	1951	US Treasury		11/04/2024	5,000,000.00	5,071,500.00	4,984,834.90	4.125	1,583	4.200	Aa1	10/31/2029
91282CLR0	1965	US Treasury		12/23/2024	10,000,000.00	10,143,000.00	9,898,521.22	4.125	1,583	4.377	Aa1	10/31/2029
91282CFY2	1960	US Treasury		12/18/2024	10,000,000.00	10,044,100.00	9,839,808.29	3.875	1,613	4.273	Aa1	11/30/2029
91282Z94	1973	US Treasury		03/10/2025	5,000,000.00	4,524,600.00	4,434,062.07	1.500	1,690	4.076	Aa1	02/15/2030
Subtotal and Average			406,015,518.16		414,000,000.00	405,802,100.00	402,168,418.57		915	3.933		
Allspring Money Market Fund												
VP4560000	140	Allspring Govt Money Market			7,575,945.63	7,575,945.63	7,575,945.63	4.240	1	4.240	Aaa	
Subtotal and Average			7,764,733.07		7,575,945.63	7,575,945.63	7,575,945.63		1	4.240		
Bank of America Interest Checking												
SYS131	131	Bank of America Interest Acct			24,233.64	24,233.64	24,233.64	1.840	1	1.840		
Subtotal and Average			24,198.65		24,233.64	24,233.64	24,233.64		1	1.840		
CAMP: CA Asset Mgmt Program												
SYS1486	1486	California Asset Mgmt. Program			41,530,130.50	41,530,130.50	41,530,130.50	4.400	1	4.400		
Subtotal and Average			33,080,986.57		41,530,130.50	41,530,130.50	41,530,130.50		1	4.400		
Local Agency Investment Funds												
SYS119	119	Local Agency Investment Fund			30,645,357.34	30,645,357.34	30,645,357.34	4.269	1	4.269		
SYS119	120	Local Agency Investment Fund			0.00	0.00	0.00	4.269	1	4.269		
Subtotal and Average			30,645,357.34		30,645,357.34	30,645,357.34	30,645,357.34		1	4.269		
Federal Agency Bullets												
3137EAEU9	1700	Federal Home Loan Mortgage Cor		01/26/2021	2,000,000.00	1,995,640.00	1,999,861.35	0.375	20	0.389	Aa1	07/21/2025
3133EPGS8	1848	Federal Farm Credit		04/24/2023	5,000,000.00	4,999,550.00	4,999,988.89	4.250	23	4.253	Aa1	07/24/2025
3135G05X7	1714	Federal National Mortg. Assoc.		03/17/2021	4,000,000.00	3,975,480.00	3,993,606.51	0.375	55	0.700	Aa1	08/25/2025
3137EAEX3	1737	Federal Home Loan Mortgage Cor		04/26/2021	5,000,000.00	4,954,450.00	4,992,744.42	0.375	84	0.670	Aa1	09/23/2025
3137EAEX3	1829	Federal Home Loan Mortgage Cor		01/12/2023	11,000,000.00	10,899,790.00	10,811,312.73	0.375	84	4.030	Aa1	09/23/2025
3130AKPL4	1697	Federal Home Loan Bank		01/28/2021	5,000,000.00	4,899,450.00	5,000,000.00	0.550	211	0.550	Aa1	01/28/2026
3133EPLC7	1854	Federal Farm Credit		05/26/2023	10,000,000.00	9,996,300.00	10,000,000.00	4.125	240	4.127	Aa1	02/26/2026
3133EMUZ3	1722	Federal Farm Credit		03/30/2021	2,000,000.00	1,950,420.00	1,999,640.00	0.810	272	0.828	Aa1	03/30/2026
3133ENU00	1799	Federal Farm Credit		04/08/2022	3,000,000.00	2,964,510.00	3,000,000.00	2.640	281	2.640	Aa1	04/08/2026
3133ENG08	1774	Federal Farm Credit		12/01/2021	5,000,000.00	4,875,300.00	5,000,000.00	1.320	335	1.320	Aa1	06/01/2026

Portfolio MAD

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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2025

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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											
3130AMFS6	1745	Federal Home Loan Bank		07/12/2021	4,000,000.00	3,879,640.00	3,999,601.36	0.750	346	0.760	Aa1 06/12/2026
3130AN4T4	1776	Federal Home Loan Bank		12/13/2021	5,000,000.00	4,853,200.00	4,983,022.85	0.875	346	1.225	Aa1 06/12/2026
3133EMV66	1877	Federal Farm Credit		11/13/2023	5,000,000.00	4,826,700.00	4,709,431.21	0.680	391	4.861	Aa1 07/27/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,889,210.00	3,000,000.00	0.800	436	0.800	Aa1 09/10/2026
3130AXCP1	1866	Federal Home Loan Bank		10/05/2023	5,000,000.00	5,051,900.00	4,994,886.36	4.875	437	4.949	Aa1 09/11/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,813,550.00	4,998,042.91	1.250	538	1.277	Aa1 12/21/2026
3133EN4X5	1828	Federal Farm Credit		12/23/2022	10,000,000.00	9,988,100.00	9,994,768.75	3.875	540	3.913	Aa1 12/23/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,892,360.00	2,997,696.00	1.500	561	1.540	Aa1 01/13/2027
3130AVWR9	1852	Federal Home Loan Bank		05/12/2023	5,000,000.00	4,985,850.00	5,002,100.20	3.625	710	3.601	Aa1 06/11/2027
31422X2X9	1850	Farmer Mac		05/17/2023	10,000,000.00	9,943,800.00	10,000,000.00	3.600	990	3.601	03/17/2028
3133EPDP7	1845	Federal Farm Credit		04/12/2023	5,000,000.00	4,975,100.00	4,990,954.47	3.625	994	3.691	Aa1 03/21/2028
3133ETFR3	1991	Federal Farm Credit		05/02/2025	5,000,000.00	4,987,100.00	4,995,050.00	3.625	1,036	3.660	Aa1 05/02/2028
3133ELW91	1900	Federal Farm Credit		02/14/2024	5,000,000.00	4,574,500.00	4,444,085.16	0.800	1,116	4.325	Aa1 07/21/2028
3133EP5U5	1915	Federal Farm Credit		04/19/2024	5,000,000.00	5,061,850.00	4,894,459.63	4.125	1,358	4.722	Aa1 03/20/2029
3133ETFF9	1989	Federal Farm Credit		04/25/2025	5,000,000.00	4,997,200.00	5,000,000.00	3.900	1,394	3.900	Aa1 04/25/2029
3133ERKJ9	1927	Federal Farm Credit		07/05/2024	5,000,000.00	5,082,350.00	4,984,430.00	4.375	1,465	4.453	Aa1 07/05/2029
Subtotal and Average			139,514,241.66		137,000,000.00	135,313,300.00	135,785,682.80		559	3.063	
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	2,984	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	4,811	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		3,594	3.583	
Grant Anticipation Notes											
1856 MD 01 HL	1856	Hidden Lakes		06/20/2023	523,752.97	523,752.97	523,752.97	2.560	88	2.560	NR 09/27/2025
1881 MD 19	1881	MD19 A & B Parkwood		12/05/2023	386,890.46	386,890.46	386,890.46	3.140	453	3.140	NR 09/27/2026
Subtotal and Average			2,337,672.81		910,643.43	910,643.43	910,643.43		243	2.806	
Total and Average			1,090,708,112.22		1,105,915,279.54	1,085,704,829.06	1,081,417,558.53		769	3.641	

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Cash
June 30, 2025

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's
Average Balance			0.00						0		
Total Cash and Investments			1,090,708,112.22		1,105,915,279.54	1,085,704,829.06	1,081,417,558.53		769	3.641	



Portfolio Management by Fund
Transaction Activity Report
June 1, 2025 - June 30, 2025
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	06/01/2025					0.01	0.01
Totals for 06/01/2025										0.01	0.01
1739	01	912828ZT0	UNITED STATES	Redemption	06/02/2025	05/31/2025	Maturity		3,000,000.00		3,000,000.00
1739	01	912828ZT0	UNITED STATES	Interest	06/02/2025	05/31/2025				3,750.00	3,750.00
1763	01	91282CAZ4	UNITED STATES	Interest	06/02/2025	11/30/2025				11,250.00	11,250.00
1774	01	3133ENGC8	FEDERAL FARM CR	Interest	06/02/2025	06/01/2026				33,000.00	33,000.00
1826	01	91282CET4	UNITED STATES	Interest	06/02/2025	05/31/2027				131,250.00	131,250.00
1890	01	91282CET4	UNITED STATES	Interest	06/02/2025	05/31/2027				65,625.00	65,625.00
1908	01	91282CET4	UNITED STATES	Interest	06/02/2025	05/31/2027				131,250.00	131,250.00
1909	01	91282CHE4	UNITED STATES	Interest	06/02/2025	05/31/2028				181,250.00	181,250.00
1914	01	91282CJN2	UNITED STATES	Interest	06/02/2025	11/30/2028				109,375.00	109,375.00
1930	01	57636QAM6	MA 2.95% MAT	Interest	06/02/2025	06/01/2029				147,500.00	147,500.00
1932	01	57636QAM6	MA 2.95% MAT	Interest	06/02/2025	06/01/2029				73,750.00	73,750.00
1934	01	91282CES6	UNITED STATES	Interest	06/02/2025	05/31/2029				68,750.00	68,750.00
1938	01	91282CES6	UNITED STATES	Interest	06/02/2025	05/31/2029				68,750.00	68,750.00
1960	01	91282CFY2	UNITED STATES	Interest	06/02/2025	11/30/2029				193,750.00	193,750.00
1960	01	91282CFY2	UNITED STATES	Accr Int	06/02/2025	11/30/2029			19,162.09	-19,162.09	0.00
1985	01	9128286X3	UNITED STATES	Interest	06/02/2025	05/31/2026				106,250.00	106,250.00
1985	01	9128286X3	UNITED STATES	Accr Int	06/02/2025	05/31/2026			80,563.19	-80,563.19	0.00
Totals for 06/02/2025										3,099,725.28	1,225,774.72
1924	01	023135BR6	AMAZON COM INC,	Interest	06/03/2025	06/03/2027				60,000.00	60,000.00
Totals for 06/03/2025										60,000.00	60,000.00
1872	01	24422EWW5	JOHN DEERE	Redemption	06/06/2025	06/06/2025	Maturity		5,000,000.00		5,000,000.00
1905	01	3130B0DY2	FHLB 4.9% MAT	Redemption	06/06/2025	06/06/2025	Maturity		5,000,000.00		5,000,000.00
1872	01	24422EWW5	JOHN DEERE	Interest	06/06/2025	06/06/2025				123,750.00	123,750.00
1905	01	3130B0DY2	FHLB 4.9% MAT	Interest	06/06/2025	06/06/2025				122,500.00	122,500.00
Totals for 06/06/2025										10,000,000.00	246,250.00
1486	01	SYS1486	CAMP	Redemption	06/10/2025				5,000,000.00		5,000,000.00
1940	01	58933YBC8	MERCK & CO INC,	Interest	06/10/2025	06/10/2027				42,500.00	42,500.00
Totals for 06/10/2025										5,000,000.00	42,500.00
1852	01	3130AVWR9	FEDERAL HOME	Interest	06/11/2025	06/11/2027				90,625.00	90,625.00
Totals for 06/11/2025										90,625.00	90,625.00
1911	01	3135GAR94	FNMA 5.25% MAT	Redemption	06/12/2025	06/12/2028	Call		10,000,000.00		10,000,000.00
1745	01	3130AMFS6	FEDERAL HOME	Interest	06/12/2025	06/12/2026				15,000.00	15,000.00

Portfolio Management by Fund
Transaction Activity Report
Sorted by Transaction Date - Transaction Date

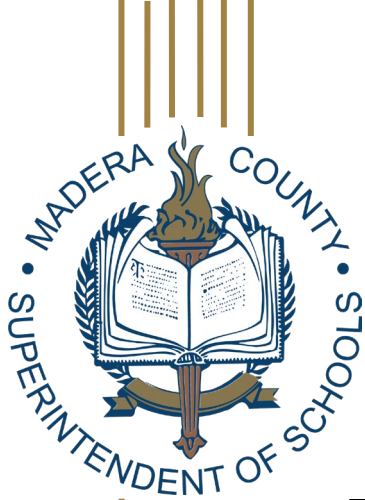
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Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
1776	01	3130AN4T4	FEDERAL HOME	Interest	06/12/2025	06/12/2026				21,875.00	21,875.00
1911	01	3135GAR94	FNMA 5.25% MAT	Interest	06/12/2025	06/12/2028				262,500.00	262,500.00
Totals for 06/12/2025									10,000,000.00	299,375.00	10,299,375.00
1486	01	SYS1486	CAMP	Purchase	06/16/2025			9,000,000.00			-9,000,000.00
1667	01	3134GWP91	FEDERAL HOME LN	Redemption	06/16/2025	06/16/2025	Maturity		5,000,000.00		5,000,000.00
1667	01	3134GWP91	FEDERAL HOME LN	Interest	06/16/2025	06/16/2025				6,250.00	6,250.00
1876	01	91282CHH7	UNITED STATES	Interest	06/16/2025	06/15/2026				82,500.00	82,500.00
1929	01	91324PDK5	UNH 3.85% MAT	Interest	06/16/2025	06/15/2028				96,250.00	96,250.00
1957	01	437076BY7	HOME DEPOT INC,	Interest	06/16/2025	06/15/2029				73,750.00	73,750.00
Totals for 06/16/2025									9,000,000.00	5,000,000.00	258,750.00
1689	01	3134GXFY5	FEDERAL HOME LN	Redemption	06/17/2025	06/17/2025	Maturity		3,000,000.00		3,000,000.00
1689	01	3134GXFY5	FEDERAL HOME LN	Interest	06/17/2025	06/17/2025				7,500.00	7,500.00
Totals for 06/17/2025									3,000,000.00	7,500.00	3,007,500.00
1756	01	89236TJK2	TOYOTA MTR CR	Interest	06/18/2025	06/18/2026				39,375.00	39,375.00
Totals for 06/18/2025										39,375.00	39,375.00
1856	01	1856 MD 01 HL	MD1 2.56% MAT	Redemption	06/20/2025	09/27/2025	Sale		27,565.95		27,565.95
1857	01	1857 MD 10 MR	MD 10A 2.56% MAT	Redemption	06/20/2025	06/30/2025	Sale		2,205,275.67		2,205,275.67
1881	01	1881 MD 19	MD19AB 3.14% MAT	Redemption	06/20/2025	09/27/2026	Sale		20,362.66		20,362.66
1856	01	1856 MD 01 HL	MD1 2.56% MAT	Interest	06/20/2025	09/27/2025				3,528.44	3,528.44
1857	01	1857 MD 10 MR	MD 10A 2.56% MAT	Interest	06/20/2025	06/30/2025				14,113.76	14,113.76
1881	01	1881 MD 19	MD19AB 3.14% MAT	Interest	06/20/2025	09/27/2026				3,188.17	3,188.17
Totals for 06/20/2025									2,253,204.28	20,830.37	2,274,034.65
1777	01	3130AQF65	FHLB 1.25% MAT	Interest	06/23/2025	12/21/2026				31,250.00	31,250.00
1828	01	3133EN4X5	FEDERAL FARM CR	Interest	06/23/2025	12/23/2026				193,750.00	193,750.00
Totals for 06/23/2025										225,000.00	225,000.00
1486	01	SYS1486	CAMP	Purchase	06/24/2025			45,000,000.00			-45,000,000.00
Totals for 06/24/2025									45,000,000.00		-45,000,000.00
1486	01	SYS1486	CAMP	Redemption	06/26/2025				35,000,000.00		35,000,000.00
Totals for 06/26/2025									35,000,000.00		35,000,000.00
130	02	SYS130	BANKAM 0.0%	Purchase	06/30/2025			7,725,379.15			-7,725,379.15
1744	01	3130AN4A5	FEDERAL HOME	Redemption	06/30/2025	06/30/2025	Maturity		3,000,000.00		3,000,000.00
1750	01	912828ZW3	UNITED STATES	Redemption	06/30/2025	06/30/2025	Maturity		4,000,000.00		4,000,000.00
1744	01	3130AN4A5	FEDERAL HOME	Interest	06/30/2025	06/30/2025				10,500.00	10,500.00
1750	01	912828ZW3	UNITED STATES	Interest	06/30/2025	06/30/2025				5,000.00	5,000.00
131	01	SYS131	BOFA-I 0.0%	Interest	06/30/2025					36.20	36.20
131	01	SYS131	BOFA-I 0.0%	Purchase	06/30/2025			36.20			-36.20
1486	01	SYS1486	CAMP	Interest	06/30/2025					119,804.07	119,804.07
1486	01	SYS1486	CAMP	Purchase	06/30/2025			119,804.07			-119,804.07

Portfolio Management by Fund
Transaction Activity Report
Sorted by Transaction Date - Transaction Date

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Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
Totals for 06/30/2025								7,845,219.42	7,000,000.00	135,340.27	-709,879.15
Grand Total								61,845,219.42	80,352,929.56	2,651,320.37	21,159,030.51



Tricia Protzman
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item August 12, 2025

Topic:

Consideration of the Master Plan for English Learner

Background:

The Master Plan for English Learners provides guidance for the English Learners Program at MCSOS school site(s). This plan outlines all components of English Learner Development including assessment, instruction, and reclassification.

Financial Impact:

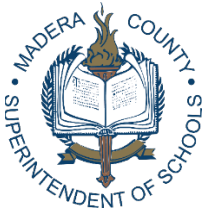
None.

Resource:

Hugo Sanchez
Program Director
Career Technical & Alternative Education Services

Recommendation:

Acceptance of the Master Plan for English Learners.



Madera County Superintendent of Schools

MASTER PLAN FOR ENGLISH LEARNERS



Revised: July 2025

Board Approved: August 12, 2025

CAREER AND ALTERNATIVE EDUCATION SERVICES (CAES) MASTER PLAN FOR ENGLISH LEARNERS

CAES English Learners by Site School Years 2020-2025					
	MCIA		PTC		CAES
School Years	English Learners	RFEP	English Learners	RFEP	Total Enrollment
2020-2021	9	1	51	93	373
2021-2022	10	4	48	78	317
2022-2023	7	5	70	62	291
2023-2024	10	4	65	64	305
2024-2025	11	9	62	47	268

The Madera County Superintendent of Schools (MCSOS) and Career and Alternative Education Services (CAES) programs serve diverse student populations, with Spanish being the primary language for most English Learner (EL) students. Although CAES schools have students in grades K-12, the majority of EL students are grades 9-12. During the 2024-25 school year, there were 2 EL students reclassified as fluent English proficient (RFEP), a reclassification rate of 2.8%.

MCSOS VISION STATEMENT

The vision of the Madera County Superintendent of Schools is to enhance the quality of life through education.

CAES Division English Learner Vision Statement: English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

MCSOS MISSION STATEMENT

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

CAES Division Mission Statement for English Learners: The MCSOS CAES Division affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to preparing graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

POSITION STATEMENT

The purpose of MCSOS' English Learner (EL) program for students enrolled in the CAES Division is to:

1. Develop the listening, speaking, reading, writing, and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets-oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The MCSOS CAES Division EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language and be college and career-ready – equipped with 21st century skills.

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If available, CAES counseling staff collects the HLS and assessment information from the student's previous program. If a CAES school is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, excluding speaking, which is assessed one-on-one. Testing times will vary depending on the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at www.caaspp-elpac.org or the CDE Initial Assessment Fact Sheet at

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either Initially Fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

CAES Division Initial ELPAC Assessment Process

Upon a student's first enrollment in the CAES Division of MCSOS, staff will:

1. Administer a home language survey (HLS). If this is the student's first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into PowerSchool, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of the results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

CAES Division Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California’s assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as RFEF Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at www.caaspp-elpac.org.

Summative ELPAC Level Descriptions

Level 1

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English Learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level 3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing, and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification follow-up form will also be in each student's folder.

PART II: PLACEMENT OF STUDENTS

All CAES Division EL students will have full access to the types of high-quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

All CAES Division students are in a full independent study program – except for Juvenile Hall students.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all EL students. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific California State Content Standards for each of their specific topics. (See Part III of this document for additional information)

Integrated ELD

All CAES Division EL students will receive integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards. (See Part III of this document for additional information)

Transfer of Students

When students transfer in or out of CAES Programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered in the student data system.
- When site receives the student information packet from former school/program, the record will be reviewed by counseling staff or site principal to check for relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

PART III: INSTRUCTIONAL PROGRAMS

All students enrolled in CAES programs are served in English mainstream classrooms with required supports, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes and receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self-image are provided.
- EO students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards CAES will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards based ELD instruction.

CAES provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Overcoming Academic Deficits

An individual intervention/learning plan assists English Learners with overcoming academic deficits incurred while learning English. CAES schools utilize a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum including Academic Acceleration classes to support students not on grade level in Reading and/or mathematics. Edgenuity, an online learning platform, may be used to recover credits lost in previous courses, and has built-in features to support the needs of English Learners. In addition, Edgenuity offers pre- and post- tests in all subject areas and includes remediation classes in Language Arts.

Extended learning opportunities may include one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Increased Support for Students

State and federal laws require schools to assess a child and notify parents of a student's English proficiency level when a language other than English is on a child's Home Language Survey (HLS) upon the child's first enrollment in a California school. The ELPAC assessment is the primary tool used to determine a child's proficiency level and appropriate ELD class placement for each EL student. State and federal laws require schools to assess a child and notify parents of a student's English proficiency level when a language other than English is on a child's Home Language Survey (HLS) upon the child's first enrollment in a California school. The ELPAC assessment is the primary tool used to determine the child's proficiency level and appropriate ELD class placement for each EL student. An analysis of data for EL proficiency levels based on spring 2025 ELPAC Summative Assessment results shows 8.5% of EL students are Level 1, 42.3% of EL students are Level 2, 36.6% of EL students are Level 3, and 12.7% of EL students are Level 4. Currently, there are roughly 71 EL students, which is 26.5% of the total CAES student population

ELD courses focus on the domains of reading, writing, speaking, and listening. ELD teachers, using the ELD standards as the course foundation, have developed the ELD curriculum currently in place. The ELD teachers carry a caseload of independent study students, providing knowledge of the curriculum from all content areas, which allows greater application of ELD standards to specific content. Normally, students at Pioneer Technical Center are independent study students who meet with their teacher independently. The ELD courses bring EL students of similar English proficiency levels together to have greater interaction with the English Language and amongst their peers. Course materials include lessons from Study Sync ELA with Designated ELD. Units and selections from these lessons require each student to make and support opinion with evidence and express themselves through speaking and writing. Additionally, these topics require students to answer comprehension questions, as well as explain and persuade via writing or through debate.

ELD teachers will receive ongoing professional learning opportunities focused on teaching all students specific skills such as listening and speaking, demonstrated through oral presentations and group share-outs. Group work and pairing of students create opportunities for students to read and write together, as well as develop listening and speaking skills in relation to academic vocabulary. Students are required to edit their writing for errors and share corrections with their class. Other speaking opportunities come from daily journal-writing requirements, as students have the option to read entries aloud to the class.

Courses require additional interaction between students outside of the classroom via Google Classroom and allow for a greater interaction with the English language, and learning how language works, which leads to increased proficiency. This course has also contributed to greater proficiency with technology.

Study Sync will be infused as a supplement to ELA and ELD curricula for ELD classes. The inclusion of this in the new curriculum is aligned with the ELA curriculum. To ensure EL students attend the assigned designated ELD class, EL students will have priority scheduling and registration. Since all students have weekly one-hour appointments, as per the PTC Independent Study Master Agreement, EL students will have the opportunity to schedule their ELD class on the same day as their independent study appointment. Initially, there will be three ELD courses (1 – 3), and they include students in Level 1/Lower Level 2, Upper Level 2/ Lower Level 3, and Upper Level 3/ Level 4. These groupings will allow for small class sizes and support EL students in scheduling courses to coincide with responsibilities requiring independent study as an academic option. Students enrolled in ELD classes will earn elective credits that meet elective credit requirements toward high school graduation.

A team consisting of the independent study teacher (case manager), ELD teacher, academic counselor, bilingual coordinator, and principal will meet at least quarterly to determine appropriate placement of students in ELD classes. Data results studied will include ELPAC (transfer information), LAS Links, I-Ready and course grades to determine appropriate student placement and allow mobility for progression through designated ELD courses with increased proficiency levels, and potentially satisfy the criteria for reclassification of English language proficiency. The team will continue to support reclassified fluent English proficient students for four years after reclassification by reviewing data with the same frequency and exploring interventions to prevent students from failing courses.

Progress Monitoring for English Learners

Teachers monitor EL students' classroom work in a variety of ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following:

- ☐ ELPAC Testing
- ☐ EL Folders (Orange Folders)
- ☐ Smarter Balanced formative assessments
- ☐ Classroom performance-based assessments
- ☐ Grades
- ☐ Teacher observation (OPTEL)
- ☐ Other measures, including a-Ready Assessments

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, CAES will provide learning opportunities that result in further developing the skills of personnel to provide appropriate

instructional services to English Learners.

Administrators, counselors, teachers, and others are provided with on-going training opportunities that include, but are not limited to, the following:

- ☐ Strategies to assist students in the development of a positive self-image
- ☐ Cross-cultural understanding and teaching methodology
- ☐ English Language Development (ELD) teaching methodology
- ☐ Developing Positive Student/Teacher Relationships
- ☐ Developing Quick Write Strategies (Write to Learn)
- ☐ Developing Reading Strategies (Reading for Meaning)
- ☐ Student engagement strategies
- ☐ Other

PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

Reclassification Criteria

The reclassification criteria outlined in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) Section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, the Summative ELPAC or, when appropriate, the Alternate Summative ELPAC for dually identified students. The CAES Division will use the Summative ELPAC Overall Performance Level (PL) 4 or the Alternate Summative ELPAC Overall Performance Level (PL) 3 to meet Criterion #1; **and**
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; The CAES Division will use a C or better criteria for the student's current grade. **and**
3. Parent consultation; **and**
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The CAES Division staff will use an average of ELA scores by grade level on the California Assessment of Student Performance and Progress (CAASPP) ELA exam **or** performance within the overall reading placement of grade level or above using the i-Ready diagnostic tool for this reclassification criteria.

PART VI: ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (ELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Training

The CAES Division for the MCSOS will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

PART VII: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

The CAES DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.

6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The CAES DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

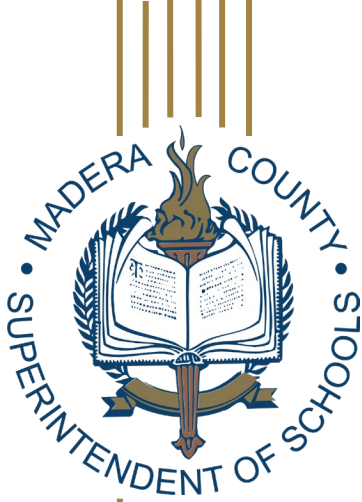
Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

PART VIII: SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.
- Students with disabilities are provided with the same opportunities to be reclassified as students without disabilities. Therefore, regarding reclassification of English learner students with disabilities:
 - Criteria 1: The IEP team can use the Summative ELPAC or an alternate assessment of language proficiency for reclassification purpose (EC 56342 and 56345 (b)).
 - Criteria 2: An IEP team determines if a lack of or limited academic achievement in the classroom is due to other factors such as disability or motivation.
 - Criteria 3: The parent is encouraged to be actively involved and informed during the reclassification process and to express his/her observations and options regarding the students' readiness to be reclassified. The parent is an integral member of the IEP team and part of the reclassification process.
 - Criteria 4: Basic performance for Special Education students will be determined based on the recommendations of the student's IEP team



Tricia Protzman
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item August 12, 2025

Topic:

Consideration Renewal of Career and Alternative Education (CAES) Waiver to the State Board of Education to Waive Education Code 52852 in Order to Operate Shared School Site Council (SSC) and Reduce the Number of Representatives Composing the SSC.

[Annual board approval notice of renewal of waiver allowing CAES to share SSCs and to reduce the required number of representatives]

Background:

A School Site Council (SSC), as required by Title I and the California Department of Education (CDE), is prescribed by California Education Code (Ed Code 52852). In short, the code requires every school receiving Title I funds to establish a School Site Council. The same Education Code establishes the composition of a council to include a principal, teachers, other staff, parents, and students (at the high school level). The Education Code calls for parity between school and parent/community representatives and outlines requirements for numbers in each group.

California Department of Education provides a waiver process for schools that cannot meet the Education Code requirements. Specifically, a Local Education Agency (LEA) may request a waiver of Ed Code 52852—a SSC at each school receiving Title I and the composition of SSCs. A waiver request is prepared by the LEA, and approval of the request is sought from the School Site Council (or other advisory committee), the Local Board of Education, and the Superintendent. The bargaining unit is informed of the waiver request for an SSC.

The Waiver Request is sent to CDE, which reviews the request and submits the request to the State Board of Education. At a regularly scheduled State Board meeting, such waiver requests are reviewed and either approved, approved with conditions, or denied.

Pursuant to Senate Bill (AB) 75 local educational agencies (LEAs) will no longer be required to seek the State Board of Education (SBE) approval for some of their school site councils to waive the composition requirements contained in Education Code (EC) 65000. The specific provisions for such permission are authorized in EC 65001 which includes: Up to three schools with a combined pupil population of less than 1,000 may operate a shared School Site Council and sites share geographic proximity to one another with similar pupil populations.

The Madera County Superintendent of Schools' (MCSOS) Career and Alternative Education Services Division (CAES) requests such a waiver. This waiver requests one SSC to serve Madera County Independent Academy (MCIA), Pioneer Technical Center (PTC), and Endeavor/Voyager School. The justification for this waiver meets the requirements listed above such that the combined student population of CAES programs does not exceed 1,000 pupils, CAES programs share the same geographic proximity, as well as, CAES programs address similar student needs, administration, funding, and the small staffs at each individual school site.

In addition, our combined School Site Council would have to consist of at least 12 people: 1 principal, 3 teachers and 2 other school employees (6 total) and 3 parents or other community members as well as 3 students (6 total).

Financial Impact:

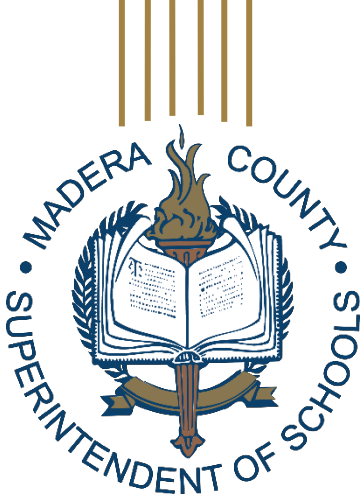
There is no financial impact.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Madera County Board of Education approve the submission of the waivers to the State Board of Education to Waive Education Code 52852 in order to share school site councils for CAES charter schools and Endeavor/Voyager.



Tricia Protzman
Superintendent of Schools

Agenda Item 8.6

Board of Education Action Item August 12, 2025

Topic:

Consideration of Prop 28 Arts and Music Annual Report for 2024-2025

8.6.1 Pioneer Technical Center

8.6.2 Madera County Independent Academy

8.6.3 Madera County Superintendent of Schools

Background:

Proposition 28 Arts and Music Education Program funding requires that the annual report for the 24/25 year for Pioneer Technical Center, Madera County Independent Academy and Madera County Superintendent of Schools Arts and Music be brought before the board for consideration

Financial Impact:

None

Resource:

Marisol Verduzco

Chief Officer

Business and Administrative Services

Recommendation:

It is recommended the Board approve the 2024-2025 Annual Report for Prop 28 for items 8.6.1 Pioneer Technical Center, 8.6.2 Madera County Independent Academy, and 8.6.3 Madera County Superintendent of Schools as presented.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Pioneer Technical Center
CDS Code: 2010207-2030229
Charter School Number: 460
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Pioneer Technical Charter contract with the Madera County Arts Council to provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	243
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body	8/12/2025 12:00:00 AM
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Annual Report Data URL
<https://www.mcsos.org/>

Submission Date	8/6/2025 11:34:32 AM
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Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Madera County Independent Academy
CDS Code: 2010207-0117184
Charter School Number: 1001
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Madera County Independent Academy will contract with the Madera County Arts Council t provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	62
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 8/12/2025 12:00:00 AM

Annual Report Data URL
<https://www.mcsos.org>

Submission Date 8/6/2025 11:20:37 AM

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024-25

Name: Madera County Superintendent of Schools
CDS Code: 2010207-0000000
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Endeavor/Voyager Schools, they will partner with the Madera Arts Council for services in the areas of visual arts, poetry, dance, theater, and/or Music appreciation and theory. All areas of instruction are aligned with the California Arts Standards. Instruction will occur weekly for all students on the Endeavor/Voyager site and focus on creativity and skill enhancement using a “hands on” curriculum. For Gould Educational Center and CSPP/Early Learning Programs, 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.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 531

6. Number of school sites providing arts education. 3

Date of Approval by Governing Board/Body 8/12/2025 12:00:00 AM

Annual Report Data URL

<https://www.mcsos.org>

Submission Date 8/6/2025 12:01:55 PM

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024-25

Name: Pioneer Technical Center
CDS Code: 2010207-2030229
Charter School Number: 460
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Pioneer Technical Charter contract with the Madera County Arts Council to provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	243
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 8/12/2025 12:00:00 AM

Annual Report Data URL

<https://www.mcsos.org/>

Submission Date 8/6/2025 11:34:32 AM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Madera County Independent Academy
CDS Code: 2010207-0117184
Charter School Number: 1001
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Madera County Independent Academy will contract with the Madera County Arts Council t provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	62
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body	8/12/2025 12:00:00 AM
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Annual Report Data URL

<https://www.mcsos.org>

Submission Date	8/6/2025 11:20:37 AM
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Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2024-25

Name: Madera County Superintendent of Schools
CDS Code: 2010207-0000000
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Endeavor/Voyager Schools, they will partner with the Madera Arts Council for services in the areas of visual arts, poetry, dance, theater, and/or Music appreciation and theory. All areas of instruction are aligned with the California Arts Standards. Instruction will occur weekly for all students on the Endeavor/Voyager site and focus on creativity and skill enhancement using a “hands on” curriculum. For Gould Educational Center and CSPP/Early Learning Programs, 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.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 531

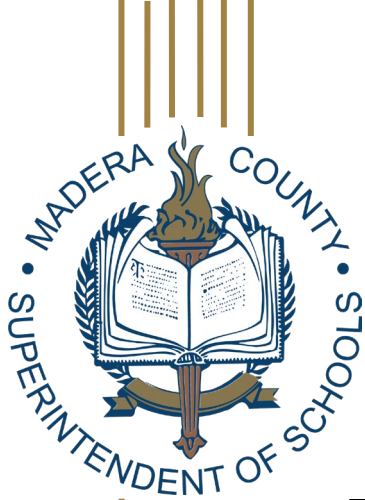
6. Number of school sites providing arts education. 3

Date of Approval by Governing Board/Body 8/12/2025 12:00:00 AM

Annual Report Data URL

<https://www.mcsos.org>

Submission Date 8/6/2025 12:01:55 PM



Tricia Protzman
Superintendent of Schools

Agenda Item 8.7

Board of Education Action Item August 12, 2025

Topic:

Consideration of Prop 28 Arts and Music Plan

8.7.1 Pioneer Technical Center (PTC)

8.7.2 Madera County Independent Academy (MCIA)

8.7.3 Endeavor/Voyager

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:

- PTC: \$41,843
- MCIA: \$12,113
- Endeavor/Voyager: \$3,980

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Board approved the expenditure plans for Endeavor/Voyager, MCIA, and PTC.

8.7.1

Grant		Grant Amount	
2025-2026 Arts and Music (Prop. 28 Funding)		2025-2026 Allocation is \$41,843	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Pioneer Technical Center, Madera, and Chowchilla	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
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 administrative expenses.</p> <p>Use of funds for school year 2025-2026 can include the additional usage of 2024-2025 carryover funds of \$60,343.</p>			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
<p>Pioneer Technical Center (PTC) provides educational services and resources for students grades 5-12. PTC is a non-classroom based Independent Study program offered at two respective sites in Madera and Chowchilla. The Madera site offers program grades 9-12, and Chowchilla offers program grades 5-12.</p> <p>Pioneer Technical Center utilizes the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site 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.</p> <p>Because of the nature of Pioneer Technical Center being a non-classroom based Independent Study Charter School, the implementation of Arts and Music will include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at each respective site. This will allow for the equity of services to all sites while engaging students in programs that are of high interest.</p>			

An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for Pioneer Technical Center students only supports and enhances educational experiences.

Prop 28 funds will be utilized in the following ways, but not limited to, for the Pioneer Technical Center program:

Pioneer Technical Center (PTC) provides educational services and resources for students grades 5-12. PTC is a non-classroom based Independent Study program offered at two respective sites in Madera and Chowchilla. The Madera site offers program grades 9-12, and Chowchilla offers program grades 5-12. Each site will receive grade level instruction that is articulated to the California Arts Standards in the areas of visual arts, Poetry, dance, theater, and/or music focusing on creativity and skill enhancement using “hands-on” curriculum. Students may also be offered external learning opportunities that support learning in the Arts and/or Music.

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.

Pioneer Technical Center	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation (includes both Madera and Chowchilla)	\$18,825
Supplies (includes both Madera and Chowchilla)	\$4,755
Visual Arts Student Field Trip: San Francisco Museum of Modern Art (tickets, meals, transportation)	\$5,000
Visual Arts Student Field Trip: California Arts Academy (Fresno): Tickets and Transportation to Fresno	\$2,200
High School Art Walk Event at Pioneer Technical Center	\$7,500
Total	\$ 38,280

8.7.2

Grant		Grant Amount	
2025-2026 Arts and Music (Prop. 28 Funding)		2026-2026 allocation amount MCIA: \$12,113	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Madera County Independent Academy	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
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 five hundred 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 administrative expenses.</p> <p>Use of funds for school year 2025-2026 can include the additional usage of 2024-2025 carryover funds of \$12,057.</p>			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
<p>Madera County Independent Academy (MCIA) provides educational services and resources for students grades K-8. MCIA is a non-classroom based Independent Study program.</p> <p>Madera County Independent Academy utilizes the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site 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.</p> <p>Because of the nature of Madera County Independent Academy being a non-classroom based Independent Study Charter School, the implementation of Arts and Music may include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at each respective site. This will allow for the equity of services to all sites while engaging students in programs that are of high interest.</p> <p>An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for MCIA students only supports and enhances educational experiences for all students.</p>			

Prop 28 funds will be utilized in the following ways, but not limited to, for the MCIA program:

Madera County Independent Academy (MCIA) provides educational services and resources for students grades K-8. MCIA is a non-classroom based Independent Study program. MCIA will receive weekly grade-clustered instruction that is articulated to the California Arts Standards in the areas of visual arts, Poetry, dance, theater, and/or music focusing on creativity and skill enhancement using “hands-on” curriculum. Students will also be offered two “Family Night” events (one per semester) in which multiple learning opportunities will be explored to expand arts appreciation and community engagement for school partners to experience.

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.

Madera County Independent Academy	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation	\$6,825
Supplies	\$1,755
Family Night with the Arts Event: Community Paint-By-Number Mural, Rock Installation, Chalk Art Competition, Face Painting	\$5,525
Total	\$14,105

8.7.3

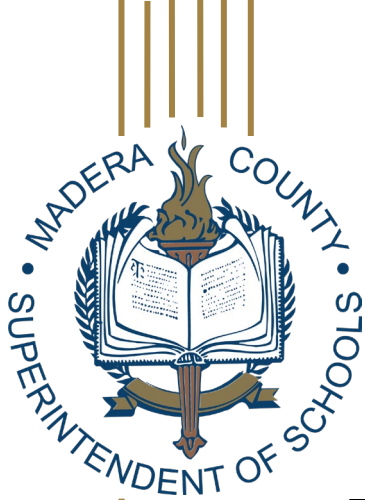
Grant		Grant Amount	
2025-2026 Arts and Music (Prop. 28 Funding)		2025-2026 Allocation is \$3,980	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Madera County Superintendent of Schools: Endeavor/Voyager School	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
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 administrative expenses.</p> <p>Use of funds for school year 2025-2026 can include the additional usage of 2024-2025 carryover funds of \$2,735.</p>			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
<p>Endeavor/Voyager Schools provide educational services and resources for Incarcerated youth grades 7-12.</p> <p>The programs under the MCSOS receiving these funds include Endeavor/Voyager Schools. The MCSOS Endeavor/Voyager Programs utilize the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site 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.</p> <p>Because of the nature of the Endeavor/Voyager Program being a court school program for incarcerated youth, the implementation of Arts and Music can include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at the Juvenile Hall site. This will allow for the equity of services while engaging students in programs that are of high interest.</p> <p>An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for Endeavor/Voyager students only supports and enhances educational experiences for all students.</p> <p>The Prop 28 funds will be utilized in the following ways, but not limited to, for the Endeavor/Voyager programs:</p>			

Endeavor/Voyager Schools will partner with the Madera Arts Council for services in the areas of visual arts, poetry, dance, theater, and/or Music appreciation and guitar theory and practice. All areas of instruction are aligned with the California Arts Standards. Instruction will occur weekly for all students on the Endeavor/Voyager site and focus on creativity and skill enhancement using a “hands on” curriculum.

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.

Endeavor/Voyager Schools	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation	\$6,825
Supplies	\$1,755
Total	\$ 8,580



Tricia Protzman
Superintendent of Schools

Agenda Item 8.8.1

Board of Education Action Item August 12, 2025

Topic:

Resolution Number 1, 2025-2026 Availability of Instructional Materials (Special Education)

Background:

To comply with Education Code 60119, a public hearing was held related to the sufficiency of instructional materials in Madera County Superintendent of Schools (MCSOS) programs. In this resolution, the Madera County Board of Education acknowledges the adoption of materials for special education students. The instructional program for special education students matches the specifications of their Individualized Education Plan (IEP). Students accessing regular education programs are provided State adopted textbooks and materials that are appropriate for the courses and match their IEPs. These materials are aligned to the adopted content standards, are consistent with the cycles of curriculum frameworks adopted by the state board of education, and align with the materials utilized by the district in which the student is attending.

Financial Impact:

Budgeted as regular expenditures.

Resource:

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:

It is recommended the Madera County Board of Education adopt Resolution Number 1, 2025-2026 on the availability of instructional materials for MCSOS Special Education students.

**Madera County Board of Education
Resolution No. 1, 2025-2026
Availability of Instructional Materials 2025-2026**

WHEREAS, the Madera County Board of Education and Madera County Superintendent of Schools (MCSOS), in order to comply with the requirements of Education Code Section 60119, held a public hearing on August 12, 2025 at 5:15 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the Madera County Superintendent of Schools attendance area that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, consistent with their Individualized Education Plan (IEP).

NOW, THEREFORE BE IT RESOLVED that for the 2025-2026 school year, the Madera County Board of Education acknowledges the adoption of sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks as appropriate for Special Education Programs.

ADOPTED by the following vote this 12th day of August, 2025.

AYES:
NOES:
ABSTAIN:
ABSENT:

Cathie Bustos, President

NOTICE OF PUBLIC HEARING

To determine the Sufficiency of Textbooks and Instructional Materials for students served in Madera County Superintendent of Schools programs.

Tuesday, August 12, 2025

5:15 p.m.

Madera County Superintendent of Schools
1105 South Madera Avenue, Conference Room 5
Madera, CA 93637

Questions may be directed to Jennifer Pascale at (559) 662-6274.

Note: This notice was posted on July 25, 2025, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para determinar la Suficiencia de Libros de Texto y Materiales de Instrucción para los estudiantes atendidos en los programas del Superintendente de Escuelas del Condado de Madera.

martes, 12 de agosto de 2025

17:15

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue, Sala de conferencias 5
Madera, CA 93637

Las preguntas pueden dirigirse a Jennifer Pascale al (559) 662-6274.

Nota: Este aviso se publicó el 25 de julio de 2025 en seis sitios:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite, Centro Técnico Pioneer, Centro Técnico Pioneer – Chowchilla y Academia Independiente del Condado de Madera

NOTICE OF PUBLIC HEARING

To determine the Sufficiency of Textbooks and Instructional Materials for students served in Madera County Superintendent of Schools programs.

Tuesday, August 12, 2025

5:15 p.m.

Madera County Superintendent of Schools
1105 South Madera Avenue, Conference Room 5
Madera, CA 93637

Questions may be directed to Jennifer Pascale at (559) 662-6274.

Note: This notice was posted on July 25, 2025, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para determinar la Suficiencia de Libros de Texto y Materiales de Instrucción para los estudiantes atendidos en los programas del Superintendente de Escuelas del Condado de Madera.

martes, 12 de agosto de 2025

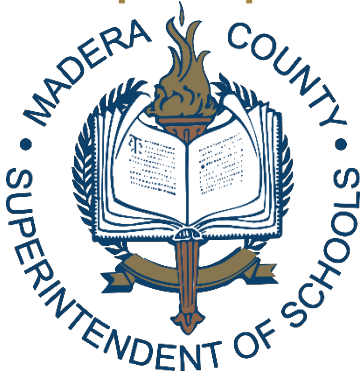
17:15

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue, Sala de conferencias 5
Madera, CA 93637

Las preguntas pueden dirigirse a Jennifer Pascale al (559) 662-6274.

Nota: Este aviso se publicó el 25 de julio de 2025 en seis sitios:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite, Centro Técnico Pioneer, Centro Técnico Pioneer – Chowchilla y Academia Independiente del Condado de Madera



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

Agenda Item 8.8.2

Board of Education Action Item August 12, 2025

Topic:

Resolution Number 2, 2025-2026 Availability of Instructional Materials (Career Technical and Alternative Education)

Background:

Education Code Section 60119(a) requires a county office of education to hold an annual public hearing to determine if each pupil has sufficient textbooks or instructional materials in specific subjects that are aligned to the academic content standards and consistent with the cycles of the curriculum frameworks adopted by the state board.

The notice of public hearing must be posted ten days prior to the hearing in at least three public places and must contain the time, place, and purpose of the hearing.

Financial Impact:

Failure to take the above listed actions would result in the loss of textbooks and instructional materials funds, which would severely impact instructional programs.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Madera County Board of Education adopt Resolution Number 2, 2025-2026 on the availability of instructional materials for Career Technical and Alternative Education

Madera County Board of Education
Resolution No. 2
2025-2026 Availability of Instructional Materials

WHEREAS, the Madera County Board of Education and Madera County Superintendent of Schools, in order to comply with the requirements of Education Code Section 60119(a) held a public hearing on August 12, 2025 at 5:15 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

WHEREAS, the Madera County Board of Education provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing; and

WHEREAS, the Madera County Board of Education encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education; and

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, sufficient textbooks and instructional materials listed in Attachment A were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English language development component of an adopted program

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

NOW, THEREFORE BE IT RESOLVED, that for the 2025 - 2026 school year, the Madera County Board of Education and Madera County Superintendent of Schools have provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

ADOPTED by the following vote this 12th day of August, 2025.

AYES:

NOES:

ABSTAIN:

ABSENT:

Cathie Bustos President

NOTICE OF PUBLIC HEARING

To determine the Sufficiency of Textbooks and Instructional Materials for students served in Madera County Superintendent of Schools programs.

Tuesday, August 12, 2025

5:15 p.m.

Madera County Superintendent of Schools
1105 South Madera Avenue, Conference Room 5
Madera, CA 93637

Questions may be directed to Jennifer Pascale at (559) 662-6274.

Note: This notice was posted on July 25, 2025, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para determinar la Suficiencia de Libros de Texto y Materiales de Instrucción para los estudiantes atendidos en los programas del Superintendente de Escuelas del Condado de Madera.

martes, 12 de agosto de 2025

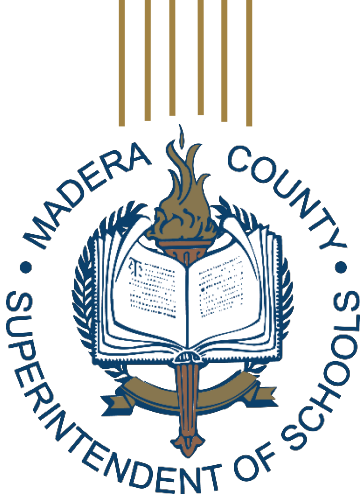
17:15

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue, Sala de conferencias 5
Madera, CA 93637

Las preguntas pueden dirigirse a Jennifer Pascale al (559) 662-6274.

Nota: Este aviso se publicó el 25 de julio de 2025 en seis sitios:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite, Centro Técnico Pioneer, Centro Técnico Pioneer – Chowchilla y Academia Independiente del Condado de Madera



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

Agenda Item 8.8.3

Board of Education Action Item August 12, 2025

Topic:

Adoption of Instructional Materials for Pupils in Grades 9-12.

Background:

CDE requires the districts and county offices to review and adopt basic instructional materials for pupils in grades 9-12 (EC 60422, EC 60451). Materials must be adopted by the Board of Education. The materials are listed in Attachment A for Special Education and in Attachment B for Alternative Education Programs.

Financial Impact:

Budgeted as regular expenditures.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:

Approval of the attached lists of textbooks and instructional materials for the use and purchase in the Alternative Education Programs and Special Education of the Madera County Superintendent of Schools for the 2025-2026 school year.

Attachment B

Recommended Textbook Adoptions Madera County Superintendent of Schools Career and Alternative Education Services 2025 - 2026

English/Language Arts

Journeys (k-6)	Houghton Mifflin Harcourt
Wonders (k-6)	McGraw Hill
Triumphs Reading (5-6)	Houghton Mifflin
Literature & Language Arts 1 st & 2 nd Course (7-8)	Holt Rinehart Winston
StudySync (7-12)	McGraw Hill

Mathematics

Go Math (k-8)	Houghton Mifflin Harcourt
Mathematics (5-6)	Houghton Mifflin
180 Days of Math for 6 th Grade (6)	Shell Education
Math Courses I & II (7-8)	McDougal Littell
Pre-Algebra (8)	American Guidance Service, Inc.
Algebra I (9)	McDougal Littell
Algebra 1 (9)	American Guidance Service, Inc.
Algebra 1 (9)	Pacemaker
CA Algebra 1 (9)	Glencoe/McGraw-Hill
Geometry (10)	American Guidance Service, Inc.
Geometry (10)	Pacemaker
Geometry (10)	McDougal Littell
Algebra II (11)	Pearson
Algebra II (11)	Glencoe/McGraw-Hill

Science

Elevate Science (k-8)	Savvas
Field Detectives – Integrating Math and Science (4-8)	AIMS
Harcourt Science CA Edition (5-6)	Harcourt
Life Science (7)	Pearson/Prentice Hall
Physical Science (8)	Pearson/Prentice Hall
Earth Science (9)	CA Prentice Hall
Earth Science (9)	Holt & McDougall
Physical Science (9)	American Guidance Service, Inc.
Physical Science Concepts in Action (9)	Pearson/Prentice Hall
Biology: Cycles of Life (10)	AGS/Globe
Biology (10)	AGS/Globe
Miller & Levine Biology (10)	Pearson/Prentice Hall
Biology (10)	Miller & Levine

Attachment B

Recommended Textbook Adoptions Madera County Superintendent of Schools

Social/Science

Impact California Social Studies (1-8)	McGraw-Hill
A Child's Place in Time and Space (1)	
People Who Make a Difference (2)	
Community and Change (3)	
California A Changing State (4)	
US History Making a New Nation (5)	
Ancient Civilizations (6)	
Medieval & Early Modern Times (7)	
United States History & Geography (8)	
Horizons Social Studies (5-6)	Harcourt
US History Beginnings (5)	
Social Studies Ancient Civilizations (6)	
Medieval and Early Modern Times (7)	Prentice Hall
The American Journey (8)	Glencoe/McGraw Hill
World Geography (9)	Savvas
World History (10)	Savvas
United States History (11)	Savvas
United States Government (12)	Savvas
Economics (12)	Savvas

English Language Development

Wonders ELD (k-4)	McGraw Hill
Study Sync (5-12)	McGraw Hill

Online Learning

myOn (k-12)	Renaissance Learning
i-Ready (k-12)	Curriculum Associates
Imagine Edgenuity (6-12)	Edgenuity
Computer Keyboarding (8-12)	Typing.com
Driver's Education (9-12)	Support Driving School 101.com

Visual/Performing Arts (9-12)

Art in Focus	Glencoe/McGraw-Hill
Music – Piano 1	Faber
Photography	Haworth
Studio Art & Design	Haworth
Advanced Studio Art & Design	Haworth

Attachment B
Recommended Textbook Adoptions Madera County Superintendent of Schools

Life Skills/Job Skills/Career Technical Education (9-12)

Health	Glencoe
Careers	Pacemaker
Teaching	Goodhart Willcox Company
Working with Young Children	Goodhart Willcox Company
Core Curriculum, 4th Ed.	National Center for Construction Ed & Research
Construction and Technology, 3rd Ed.	National Center for Construction Ed & Research
Miller Welding	Website
Math for Welders	The Goodheart Willcox Company
Principles of Residential Construction	The Goodheart Willcox Company
Math for Carpentry and Construction	The Goodheart Willcox Company
Modern Welding	The Goodheart Willcox Company

Electives (9-12)

Agriscience Explorations, 4th Ed	Pearson
Community Enrichment/Advisory	Haworth
Creative Writing: A Beg. Curr. for H.S. Writing	Green
Criminal Justice, 5th Ed.	Constitutional Rights Foundation
Environmental Science	AGS/Globe
Everyday Life Skills	AGS/Globe
Home Economics	Clawson
Leadership (Character Education)	Haworth
World Geography	Savvas
Discipline From Birth to Three	Morning Glory Press
Mommy, I'm Hungry	Morning Glory Press
Teen Dads	Morning Glory Press
The Challenge of Toddlers	Morning Glory Press
Your Baby's First Year	Morning Glory Press
Your Pregnancy and Newborn Journey	Morning Glory Press

Attachment B
Imagine Edgenuity
2025-2026 California Course List
Core Curriculum and Electives

English Language Arts

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English 1
- English 1 Accelerated
- English 2
- English 2 Honors
- English 3/American Lit
- English 3 Honors
- English 4/British Lit
- English 4 Honors
- Expository Reading and Writing
- Classic Novels and Author Studies

Science

- MS Life Science
- MS Physical Science
- MS Earth Science
- Integrated Science 6
- Integrated Science 7
- Integrated Science 8
- Biology
- Biology Honors
- Chemistry
- Chemistry Honors
- Chemistry in the Earth System
- Chemistry in the Earth System Honors
- Earth and Space Science
- Physical Science
- Physics
- Physics Honors
- Physics in the Universe
- Physics in the Universe Honors
- The Living Earth
- The Living Earth Honors

Mathematics

- Math 6
- Math 7
- Math 8
- Accelerated Math 7/8
- Grade 8 Algebra I
- Grade 8 Mathematics I

Mathematics (Continued)

- Pre-Algebra
- Supportive Algebra (year 1 of 2)
- Supportive Algebra (year 2 of 2)
- Algebra I
- Algebra I Honors
- Geometry
- Geometry Honors
- Algebra II
- Algebra II Honors
- Pre-Calculus
- Pre-Calculus Honors
- Mathematics I
- Mathematics I Honors
- Mathematics II
- Mathematics II Honors
- Mathematics III
- Mathematics III Honors
- Mathematical Analysis
- Trigonometry
- Statistics and Probability

World Languages

MIDDLE SCHOOL

- Spanish I
- French I
- Chinese I
- German I
- Latin I
- Spanish II
- French II
- Chinese II
- German II
- Latin II

HIGH SCHOOL

- Spanish I
- French I
- Chinese I
- German I
- Latin I
- Spanish II
- French II

Attachment B
Core Curriculum and Electives

World Languages, HIGH SCHOOL (Continued)

- Chinese II
- German II
- Latin II
- Spanish III
- French III

Social Studies

- MS World History and Geography: Ancient Civilizations
- MS World History and Geography: Medieval and Early Modern Times
- MS United States History and Geography
- Modern World History
- Principles of American Democracy
- Principles of American Democracy Honors
- U.S. History and Geography
- U.S. History and Geography Honors
- World History, Culture, and Geography
- World History, Culture, and Geography Honors
- Civics and Citizenship*

Advance Placement

All AP courses except Computer Science Principles, English Literature and Composition, Environmental Science, Human Geography, Psychology, and Spanish require textbooks.

- Biology
- Calculus AB
- Computer Science Principles
- English Language & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- Statistics
- U.S. Government & Politics
- U.S. History
- World History: Modern

National Test Preparation

- ACCUPLACER
- ACT WORK KEYS

National Test Preparation (continued)

- ACT
- ASVAB (MATH, VERBAL, SCIENCE)
- GED
- HiSET
- PSAT
- SAT
- TASC

CALIFORNIA TEST PREPARATION

- CAA Grade 11 Math
- CAST Grade 8 Science
- CAST HS Science
- CHSPE Language
- CHSPE Mathematics
- CHSPE Reading

General Electives

MIDDLE SCHOOL

- Digital Literacy
- Online Learning & Digital Citizenship
- Keyboarding and Applications

HIGH SCHOOL

- Art History I
- Computer Applications: MS Office' 2016
- Computer Science Principles
- Contemporary Health
- Economics
- Economics Honors
- Environmental Science
- Foundations of Personal Wellness
- Intro to Communications & Speech I
- Intro to Communications & Speech II
- Introduction to Computer Science
- Lifetime Fitness (semester)
- Lifetime Fitness (full-year)
- Literacy and Comprehension I
- Literacy and Comprehension II
- Linear Algebra
- Psychology
- Sociology
- Strategies for Academic Success
- Visual Arts
- World Regional Geography (semester)
- World Regional Geography (full year)

Attachment B

Career and Technical Education

(CTE Electives can be added to concurrent or site licenses for an additional cost.)

Career Readiness

- Career Explorations I
- Career Explorations II
- Career Explorations III
- Career Explorations
- Career Management
- Career Planning and Development

Career Clusters

AGRICULTURE & NATURAL RESOURCES

- Agribusiness Systems
- Animal Systems
- Food Products and Processing Systems
- Introduction to Agriculture, Food, & Natural Resources
- Plant Systems
- Power, Structural, and Technical Systems

ARTS, MEDIA, & ENTERTAINMENT

- Fundamentals of Digital Media

BUILDING & CONSTRUCTION TRADES

- Construction Careers
- Introduction to Careers in Architecture & Construction

BUSINESS & FINANCE

- Banking Services Careers
- Business Computer Information Systems
- Business Law
- Financial Math
- Introduction to Business and Finance
- Introduction to Careers in Finance
- Keyboarding and Applications
- Personal Finance
- Small Business Entrepreneurship
- Technology and Business

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES

- Family and Community Services
- Introduction to Careers in Education and Training
- Introduction to Consumer Services
- Introduction to Human Growth and Development

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES (continued)

- Introduction to Human Services
- Personal Care Services
- Teaching and Training Careers

ENGINEERING & ARCHITECTURE

- Engineering and Design
- Engineering and Product Development
- Introduction to STEM
- Science and Mathematics in the Real World
- Scientific Discovery and Development
- Scientific Research
- STEM and Problem Solving

HEALTH SCIENCE & MEDICAL TECHNOLOGY

- Careers in Allied Health
- Health, Safety and Ethics in the Health Environment
- Health Science Concepts
- Health Science & Medical Technology
- Introduction to Careers in the Health Sciences
- Medical Terminology
- Nursing: Unlimited Possibilities & Unlimited Potential
- Nursing Assistant
- Pharmacy Technician
- Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
- Public Health Discovering the Big Picture in Health Care
- Therapeutics: The Art of Restoring and Maintaining Wellness

Attachment B

Career and Technical Education

HOSPITALITY, TOURISM & RECREATION

- Food Safety and Sanitation
- Marketing and Sales for Tourism and Hospitality
- Planning Meetings and Special Events
- Sustainable Service Management for Hospitality & Tourism
- Transportation and Tours for the Traveler

- Law Enforcement Field Services
- Legal Service
- Security and Protective Services

Transportation

- Careers in Logistics Planning and management Services
- Introduction to Careers in Transportation, Distribution, and Logistics

INFORMATION & COMMUNICATION TECHNOLOGIES

- Computer Science Principles
- Fundamentals of Computer Systems
- Fundamentals of Programming and Software Development
- Information and Communication Technology
- Introduction to Coding
- Introduction to Computer Science
- Introduction to Information Technology Support & Services
- Introduction to Network Systems
- Microsoft Office Specialist
- Network System Design
- New Applications: Web Development in the 21st Century
- Software Development Tools

MARKETING, SALES, & SERVICES

- Careers in Marketing Research

PUBLIC SERVICES

- Corrections: Policies and Procedures
- Fire and Emergency Services
- Forensics: Using Science to Solve a Mystery
- Introduction to Careers in Government and Public Administration

PUBLIC SERVICES (continued)

- Introduction to Law, Public Safety, Corrections, & Security

**Chowchilla Union High School District
9-12 Core Curriculum List
2025/2026**

AP Stats

The Practice of Statistics
Freeman

Biology

High School Living Earth
Discovery

Biology (SPED)

High School Living Earth
Discovery

Biology Honors 9th

High School Living Earth
Discovery

Pre-Calculus

Precalculus with Limits (A Graphing Approach)
Larson, Hostetler, Edwards

Chemistry

Chemistry in the Earth System
Discovery

Chemistry (SPED)

Chemistry in the Earth System
Discovery

Personal Finance

Foundations in Personal Finance
Ramsey Solution

AP Biology

Campbell Biology in Focus 3rd Ed.
Pearson

AP Calculus AB/BC

Calculus
Prentice Hall

AP Psychology

Myers' Psychology for AP
Worth Publishers

AP Chemistry

AP Edition Chemistry

Brown ISBN 978-0-13-217508

AP US History

The American Pageant

Wadsworth Cengage Learning

Spanish I

Asi Se Dice 1

McGraw Hill

Spanish II

Asi Se Dice 2

McGraw Hill

Spanish III

Asi Se Dice 3

McGraw Hill

AP Government (Consumables)

Government in America

Pearson

Math I

Mathematics 1 Common Core

McGraw Hill

Math I (H)

Mathematics 1 Common Core

McGraw Hill

Math II

Mathematics 2 Common Core

McGraw Hill

Math II (H)

Mathematics 2 Common Core

McGraw Hill

Math III

Mathematics 3 Common Core

McGraw Hill

Math III (H)

Mathematics 3 Common Core

McGraw Hill

MRWC

Pre-Calculus with Limits (A Graphing Approach)
Larson, Hostetler, Edwards
Pearson

AP European

History Western Civilization
Cengage Learning

Psychology

Psychology in Everyday Life
BFW

English 9 (Consumables)

My Perspectives 9th Grade
Savvas

English 9 (H) (Consumables)

My Perspectives 9th Grade
Savvas

English 10 (Consumables)

My Perspectives 10th Grade
Savvas

English 10 (H) (Consumables)

My Perspectives 10th Grade
Savvas

English 11 (Consumables)

My Perspectives 11th Grade
Savvas

English 12 (Consumables)

My Perspectives 12th Grade
Savvas

Sustain Ag (H)

The Science of Agriculture a Biological Approach
Cengage Learning

Sustain Ag Bio

The Science of Agriculture a Biological Approach
Cengage Learning

Civics

Magruder's American Government
Prentice Hall

Civics (SPED)

Magruder's American Government
Prentice Hall

Anatomy/Phys

Fundamentals of Anatomy and Physiology Eleventh Edition
Pearson

AP Lang Comp

Ideas in Argument
BFW

AP Eng Lit

The Norton: Introduction to Literature
Norton

Art I

Art Talk -3rd edition (33)
Art Talk -4th edition (34)
Art in Focus (71)
Glencoe/McGraw-Hill

Art II

Art Talk -3rd edition (33)
Art Talk -4th edition (34)
Art in Focus (71)
Glencoe/McGraw-Hill

Ag Comm

Modern Manners and Habitudes
Potter Style and National FFA

AP Spanish

Temas y Triángulo Aprobado
Vista Higher Learning and Wayside Publishing

Economics (Consumables)

Economics
Pearson

English 9/10 (SPED) (Consumables)

My Perspectives 9th/10th Grade
Savvas

English 11/12 (SPED) (Consumables)

My Perspective 11th/12th Grade
Savvas

Math Skills 1-3 and Math Skills 4-6 and Math Skills 7-8 (SPED)

CA Go Math

HMH

Physics (H)

Holt McDougal Physics Textbook - Student Edition

ISBN: 0547586698

Holt McDougal

World History

IMPACT: World History

McGraw Hill

United States History

IMPACT: US History

McGraw Hill

World History (SPED)

IMPACT: World History

McGraw Hill

United States History (SPED)

IMPACT: US History

McGraw Hill

Public Safety 1

Introduction to Criminal Justice

McGraw Hill

Public Safety 2

Street Law

McGraw Hill

CTE Health and Medicine

Healthcare: Science Technology

McGraw Hill

SPED English

My Perspectives Companion Workbook

Savvas

English Language Development (Consumables)

English 3D

HMH

Attachment A

**Madera Unified School District
9-12 Core Curriculum List
2025-2026**

English Department

English I & Enhanced English I (9th):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016
Adopted May 24, 2016

English II (10th):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016
Adopted May 24, 2016

Honors English II (10th):

Advanced Language & Literature
Bedford, Freeman & Worth, 2016
Adopted January 25, 2022

English III & Honors English III (11th):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016
Adopted May 24, 2016

AP Language (11th):

The Bedford Reader
Bedford/St. Martin's, 11th Edition, 2012
Adopted March 28, 2000

Expository Reading & Writing Course (ERWC) (12th):

Expository Reading & Writing Course, Third Edition
California State University Online Press, 2019
Adopted May 26, 2009

AP Literature (12th):

Perrine's Literature: Structure & Sense
Harcourt Brace, 10th & 11th eds., 2009 & 2017
Adopted March 28, 2000

English 1A Dual Enrollment (12th)

The Blair Reader: Exploring Issues and Ideas
Pearson, 9th Edition, 2016

Attachment A

Madera Unified School District 9-12 Core Curriculum List 2025-2026

Mathematics Department

Integrated Math I & Enhanced Integrated Math I (9th):

Springboard Mathematics – Integrated Mathematics I (*accessed digitally*)
The College Board, 2014
Adopted April 29, 2014

Integrated Math II & Enhanced Integrated Math II (10th):

Springboard Mathematics – Integrated Mathematics II (*accessed digitally*)
The College Board, 2014
Adopted April 29, 2014

Integrated Math III & Honors Integrated Math III (11th):

Springboard Mathematics – Integrated Mathematics III (*accessed digitally*)
The College Board, 2014
Adopted April 29, 2014

Mathematical Reasoning With Connections (MRWC) (12th):

Mathematical Reasoning with Connections, 1st Edition
California State University Online Press, 2019
Adopted March 26, 2019

AP Calculus AB/BC (12th):

Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed.
Brooks/Cole Cengage Learning, 2010
Adopted June 29, 2010

Statistics & Probability (12th):

Understanding Statistics, 8th Edition
Houghton Mifflin Harcourt, 2006
Adopted May 14, 2006

AP Statistics (12th):

The Practice of Statistics, 5th Edition
Bedford, Freeman & Worth, 2014
Adopted June 26, 2014

Social Science Department

World History (10th):

California World History: The Modern World
Pearson, 2019
Adopted May 8, 2018

Attachment A

**Madera Unified School District
9-12 Core Curriculum List
2025-2026**

World History Dual Enrollment (10th):

World in the Making: A Global History, Volume One: To 1500
Oxford University Press, 2018

AP European History (10th):

A History of Western Society Since 1300 for the AP Course
BFW Publishers, 2020
Adopted May 23, 2023

US History (11th):

California United States History: The Twentieth Century
Pearson, 2019
Adopted May 8, 2018

AP US History (11th):

The American Pageant: History of a Republic, 13th ed.
Houghton-Mifflin, 2006
Adopted May 8, 2008

US History Dual Enrollment (11th):

American History: Connecting with the Past, Vol. 1
McGraw Hill, 2014

Civics (American Government) (12th):

California Magruder's American Government
Pearson, 2019
Adopted May 8, 2018

Economics (12th):

California Economics: Principles in Action
Pearson, 2019
Adopted May 8, 2018

AP Human Geography (9-12th):

The Cultural Landscape: An Introduction to Human Geography, 13th Ed.
Savvas (Pearson), 2020
Adopted June 23, 2020

AP American Government (12th):

American Government: Stories of a Nation
BFW Publishers, 2021
Adopted May 24, 2022

Attachment A

Madera Unified School District 9-12 Core Curriculum List 2025-2026

AP Comparative Government (12th):

Essentials of Comparative Politics with Cases, 7th Edition
W.W. Norton & Company, 2021
Adopted June 8, 2021

AP Microeconomics (12th):

Krugman's Economics, 3rd Edition
BFW Publishers, 2019
Adopted June 8, 2021

Science Department

Experience Biology The Living Earth (9th):

Open Source: The Living Earth Student Edition
Printshop, 2021
Adopted May 2025

Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th):

Experience Chemistry, Volumes 1 & 2
Savvas, 2021
Adopted June 22, 2021

Physics of the Universe (11th):

Experience Physics
Savvas, 2021
Adopted May 23, 2023

AP Biology (11-12th):

Principles of Life, 2nd Edition
WH Freeman & Company, 2014
Adopted May 26, 2015

AP Chemistry (11-12th):

Chemistry: The Central Science, 14th Edition
Savvas (Pearson), 2018
Adopted June 23, 2020

Human Anatomy & Physiology (11-12th):

Mader's Understanding Human Anatomy & Physiology
McGraw Hill, 6th & 10th eds., 2008 & 2019
Adopted August 14, 2007

Honors Human Anatomy & Physiology (11-12th):

Human Anatomy & Physiology, 7th Edition
Pearson, 2007
Adopted July 17, 2007

Attachment A

Madera Unified School District 9-12 Core Curriculum List 2025-2026

AP Environmental Science (11-12th):

Environmental Science for AP, 2nd Ed.

WH Freeman & Company, 2015

Adopted May 26, 2015

World Language

Spanish I:

Encuentros 1

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish II:

Encuentros 2

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish III:

Encuentros 3

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish for Heritage Speakers I:

Galeria 1

Vista Higher Learning, 2020

Adopted May 24, 2022

Spanish for Heritage Speakers II:

Galeria 2

Vista Higher Learning, 2020

Adopted May 24, 2022

AP Spanish Language:

Temas

Vista Higher Learning, 2020

Adopted May 24, 2022

AP Spanish Literature:

Temas

Vista Higher Learning, 2020

Adopted May 24, 2022

French I-IV:

D'accord

Vista Higher Learning, 2019

Adopted May 24, 2022

Attachment A

**Madera Unified School District
9-12 Core Curriculum List
2025-2026**

French I:

D'accord 1

Vista Higher Learning, 2019

Adopted May 24, 2022

French II:

D'accord 2

Vista Higher Learning, 2019

Adopted May 24, 2022

French III:

D'accord 3

Vista Higher Learning, 2019

Adopted May 24, 2022

AP French:

Themes

Vista Higher Learning, 2022

Adopted May 24, 2022

Attachment A

**Yosemite Unified School District
Grades 9-12 Core Curriculum List
2025-2026**

English Department

English 9

Houghton Mifflin Harcourt (HMH) Into Literature 9 (2020)

English 10

HMH Into Literature 10 (2020)

English 11

HMH Into Literature 11 (2020)

English 12

HMH Into Literature 12 (2020)

Math Department

Math 1

HMH Into AGA, Algebra 1 (2020)

Math 2

HMH Into AGA, Geometry (2020)

Math 3

HMH Into AGA, Algebra 2 (2020)

Social Science

World History

HMH World History (2019)

America History

HMH US History (2019)

US Government

HMH US Government (2018)

Economics

HMH Economics (2018)

Science Department

Living Earth

HMH California, The Living Earth (2020)

Biology

HMH California, The Living Earth (2020)

Physics

HMH California, Physics in the Universe (2020)

Chemistry

HMH California, Chemistry in the Earth System (2020)