

# Pioneer Technical Center

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021 22 School Contact Information

<b>School Name</b>	Pioneer Technical Center
<b>Street</b>	1665 E. Olive Avenue
<b>City, State, Zip</b>	Madera, CA, 93638
<b>Phone Number</b>	559-664-1600
<b>Principal</b>	Scott Ellingson
<b>Email Address</b>	sellingson@mcsos.org
<b>School Website</b>	www.mcsos.org
<b>County-District-School (CDS) Code</b>	20102072030229

## 2021 22 District Contact Information

<b>District Name</b>	Pioneer Technical Center - Madera and Chowchilla
<b>Phone Number</b>	(559) 673-6051
<b>Superintendent</b>	Dr. Cecilia Massetti
<b>Email Address</b>	cmassetti@mcsos.org
<b>District Website Address</b>	<a href="http://www.mcsos.org/">http://www.mcsos.org/</a>

## 2021 22 School Overview

### About Our School

Welcome to Pioneer Technical Center Charter High School! I am Scott Ellingson, PTC Principal. I am excited to join the PTC staff and be able to bring my passion for Career Technical Education and many years of educational experience to our site. We are continually looking for opportunities to expand our Career Technical Education (CTE) programs, while staying grounded to core education programs through our unique Independent Studies Program. Our program offers a smaller learning environment that maintains a lower student-to-teacher ratio not found in most other schools or districts. Our goal is to give all PTC students the opportunity to explore CTE options while earning their high school diploma and getting prepared for College and Career options.

At Pioneer Technical Center, our staff is committed to providing the best education possible in a school environment open to all students in grades 9-12. Our students have the opportunity to explore a variety of options including Core Content areas, Career Technical Education, enrichment-based field trips, sports competitions, problem-based learning, and character building activities and programs with community service opportunities. Our dedicated staff members provide exceptional educational experiences for the young people within Madera County and encourage and inspire students to follow their dreams and pursue college and career goals.

Each day at Pioneer Technical Center, innovative and relevant learning occurs both inside and outside the classroom. We are fortunate to have students that make us better educators and impress us with their accomplishments. We encourage you to be a part of our school community and participate in our many school committees and events scheduled throughout the year. Please come by Pioneer Technical Center anytime or contact me with any questions or inquiries.

Go Mustangs!

Scott Ellingson - Principal  
Pioneer Technical Center  
1665 E. Olive Avenue  
Madera, CA 93638  
Phone: 559-662-4636

## 2021 22 School Overview

E-mail: [sellingson@mcsos.org](mailto:sellingson@mcsos.org)

### Principal's Comment:

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

Our target student population includes students wanting a different academic experience, credit deficient and "high-risk" youth. Many PTC students have not been successful at comprehensive high schools for a variety of reasons, as most students enrolled at PTC are looking for an alternative to a comprehensive site, credit deficient and/or struggled on the Smarter Balanced Assessments of California (SBAC), expelled, or on a probationary status. Many of our students are kinesthetic learners and our vocational programs provide additional motivation for students to stay focused on their academic classes. Our program design incorporates both individualized instruction in the core academic courses and a choice of CTE programs approved by Fresno County Regional Occupational Program (ROP). Several factors have kept students from benefitting from elective courses and vocational classes at their home districts, so the opportunity to learn viable skills gives students a greater level of engagement. Many PTC students are looking to either enter the work force upon graduation or complete their graduation and continue to a college or university program.

Mission Statement: Pioneer Technical Center will provide all students of Madera County opportunities, experiences, and academic preparation needed to successfully contribute to the global community. Students of Pioneer Technical Center will achieve and demonstrate mastery of core academic subjects in addition to career technical education. Pioneer Technical Center will combine the support of parents, educators, and community resources to develop students with integrity and ambition.

## About this School

### 2020 21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	--
Grade 1	--
Grade 2	--
Grade 3	--
Grade 4	--
Grade 5	--
Grade 6	--
Grade 7	--
Grade 8	5
Grade 9	98
Grade 10	84
Grade 11	91
Grade 12	37
<b>Total Enrollment</b>	<b>315</b>

### 2020 21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.6
Asian	1.3
Black or African American	1.6
Filipino	0
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	0
Two or More Races	1.9
White	16.8
English Learners	16.2
Foster Youth	0.3
Homeless	2.5
Migrant	.3
Socioeconomically Disadvantaged	88.6
Students with Disabilities	6

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2020 21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.4	26.3	26.4	38.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	7.0	10.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	5.0	7.2	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	11.9	70.2	12.9	18.7	12115.8	4.4
<b>Unknown</b>	0.6	3.6	17.6	25.5	18854.3	6.9
<b>Total Teaching Positions</b>	16.9	100.0	68.9	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020 21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020 21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020 21 Credentialed Teachers Assigned Out of Field (considered “out of field” under ESSA)

Indicator	2020 21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	11.9
Total Out-of-Field Teachers	11.9

## 2020 21 Class Assignments

Indicator	2020 21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021 22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
<b>Mathematics</b>	All students at PTC have access to standards-based textbooks, additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %
<b>Science</b>	All students at PTC have access to standards-based textbooks and additional resources and instructional materials. All students have a textbook in the core curriculum area and textbooks placed at the instructional site were adopted beginning the school year by the Madera County Superintendent of Schools with additional textbooks approved annually.	Yes	0.00 %

<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

All facilities, classrooms and equipment at PTC received a Facilities Inspection Tool (FIT) rating of Good for 2020-21.

Year and month of the most recent FIT report

October 2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020 21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	97	53	54.64	45.36	18.87
Female	55	34	61.82	38.18	20.59
Male	42	19	45.24	54.76	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	37	58.73	41.27	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	9	45	55	--
English Learners	13	6	46.15	53.85	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	47	58.75	41.25	14.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020 21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	97	53	54.64	45.36	0.00
Female	55	34	61.82	38.18	0.00
Male	42	19	45.24	54.76	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	36	57.14	42.86	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	10	50.00	50.00	--
English Learners	13	6	46.15	53.85	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	46	57.50	42.50	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
<b>Science</b> (grades 5, 8 and high school)	N/A	--	N/A	0.00	N/A	28.72

## 2020 21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	59	10	16.95	83.05	--
<b>Female</b>	31	6	19.35	80.65	--
<b>Male</b>	28	4	14.29	85.71	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	5	13.51	86.49	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	4	36.36	63.64	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	8	15.38	84.62	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2020 21 Career Technical Education Programs

Pioneer Technical Center offers Construction, Welding and Child Development as Career Technical Education (CTE) courses. These courses follow all guidelines of the Fresno County Regional Occupational Programs (ROP) Career and Technical Education requirements. Each pathway has its own advisory committee made up of industry professionals that meet several times a year to discuss the program and current industry standards alignment. Through the CTE Pathways, students also participate in activities sponsored by Fresno County ROP/CTE, such as the Career Skills Challenge at the Career Tech Expo held at Chukchansi Park. Here, students from many mainstream and county schools, showcase their skills acquired from their classes. Our programs have demonstrated students' workforce preparedness by placing 1st, 2nd, or 3rd in the past several years in exterior construction and welding. Students in the construction trades have also worked installing solar panels on homes of low income families and made improvements on our campus and nearby schools. Several local industry leaders have observed our students at work and have offered them paid internships during the summer and permanent positions after graduation

Students enrolled in the Child Development pathway assist in a community classroom at a local day care center operated by Madera County Superintendent of Schools. Additionally, students in this pathway gain valuable classroom experience through opportunities to assisting elementary school teachers in their classrooms at nearby elementary schools. These real-life opportunities are preparing students for employment immediately upon graduation from high school, another testament to the high quality of our CTE programs at PTC.

## 2020 21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	5.81
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020 21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021 22 Opportunities for Parental Involvement

At Pioneer Technical Center, we believe that parental involvement is an essential component in a every student's education. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Each year, PTC hosts a Back to School and Open House Day with extended hours during the day to create more opportunities for parents and guardians to meet their teachers and Leadership team members. Surveys are collected from all parents to gather data to better guide decision making in targeted program improvements. Additionally, parents are invited to participate on the CAES shared School Site Council (SSC) and English Language Advisory Committee (ELAC) where they can contribute to establishing policies, supporting budget decisions and allocation of resources to increase student achievement. Parents are also urged to participate in stakeholder meetings to update the Local Control Accountability Plan (LCAP). PTC hosts quarterly awards assemblies, graduation ceremonies and several athletic events throughout the year; allowing parents to support their children and contribute to a positive and productive school culture and community.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018 19	School 2019 20	School 2020 21	District 2018 19	District 2019 20	District 2020 21	State 2018 19	State 2019 20	State 2020 21
<b>Dropout Rate</b>	55.3	28.4	19.6	62.1	29.0	22.0	9.0	8.9	9.4
<b>Graduation Rate</b>	40.2	44.7	44.6	34.0	41.4	36.7	84.5	84.2	83.6

## 2020 21 Graduation Rate by Student Group (Four Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	112	50	44.6
<b>Female</b>	59	27	45.8
<b>Male</b>	53	23	43.4
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	74	31	41.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	17	10	58.8
<b>English Learners</b>	12	2	16.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	18	4	22.2
<b>Socioeconomically Disadvantaged</b>	107	47	43.9
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	11	5	45.5

## 2020 21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	402	245	60.9
Female	223	205	118	57.6
Male	213	196	126	64.3
American Indian or Alaska Native	4	4	2	50.0
Asian	4	3	1	33.3
Black or African American	7	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	288	263	162	61.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	7	77.8
White	75	72	38	52.8
English Learners	69	62	50	80.6
Foster Youth	4	4	4	100.0
Homeless	16	13	9	69.2
Socioeconomically Disadvantaged	381	350	216	61.7
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	25	23	15	65.2

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018 19	School 2020 21	District 2018 19	District 2020 21	State 2018 19	State 2020 21
<b>Suspensions</b>	0.00	0.00	2.92	0.21	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019 20	District 2019 20	State 2019 20
<b>Suspensions</b>	0.00	1.67	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020 21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021 22 School Safety Plan

At Pioneer Technical Center, all staff members follow the health, safety, and risk management policies adopted by the Madera County Superintendent of Schools. The school has adopted and implemented a comprehensive set of health, safety, and risk management policies, which include safety and disaster plans. Additionally, measures are in place to ensure that immunization records for students are reviewed annually. Newly hired employees are fingerprinted with FBI/DOJ background and reference checks. For all staff, tuberculosis inoculation is monitored, training for natural disasters and emergency response preparation are also required and rehearsed, and staff receive training on universal precautions to avoid exposure to blood-borne pathogens. First-aid and CPR trainings are offered, along with classes for proper administration of prescription drugs and other medications. The school's policy establishes PTC as a drug, tobacco, VAPE and alcohol free workplace. An anti-bullying policy is in place to define bullying, establish how students can report bullying on the STOP App, how administration investigates and determines the outcome of each incident. The safety plan is reviewed annually, and modified as needed by a committee that includes staff from all divisions of the Madera County Superintendent of Schools. The plan was last reviewed in Fall 2021.

When schools closed due to COVID-19 in March, 2020, staggered work schedules for essential staff were created, along with workstations tailored to observe social distancing norms and protect staff members as they prepared student assignments and conducted appointments with students electronically. Maintenance members were trained in proper safety procedures to ensure a safe and clean working environments, proper use of disinfectants, and preparation for potential site contaminations.

## 2018 19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1 22 Students	Number of Classes with 23 32 Students	Number of Classes with 33+ Students
English Language Arts	7	57	1	0
Mathematics	9	30	1	1
Science	6	39	1	0
Social Science	7	68	2	0

## 2019 20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1 22 Students	Number of Classes with 23 32 Students	Number of Classes with 33+ Students
English Language Arts	7	58	1	1
Mathematics	9	30	0	1
Science	8	35	0	1
Social Science	7	78	0	0

## 2020 21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	58	0	1
Mathematics	8	31	0	1
Science	7	35	0	1
Social Science	7	77	0	0

## 2020 21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	315

## 2020 21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019 20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,671.71	\$6,136.09	\$8,535.62	\$77,664
District	N/A	N/A	\$	\$78,167
Percent Difference - School Site and District	N/A	N/A		-0.6
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	1.1	-8.5

## 2020 21 Types of Services Funded

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

## 2019 20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,928	\$45,813
Mid-Range Teacher Salary	\$66,456	\$70,720
Highest Teacher Salary	\$82,975	\$93,973
Average Principal Salary (Elementary)	\$108,014	\$108,104
Average Principal Salary (Middle)	\$108,014	\$108,104
Average Principal Salary (High)	\$108,014	\$108,104
Superintendent Salary	\$219,515	\$150,704
Percent of Budget for Teacher Salaries	54	29.11
Percent of Budget for Administrative Salaries	10	6.27

## 2020 21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Madera County Superintendent of Schools (MCSOS) is committed to providing high quality staff development to its instructional staff including teachers, specialists, and instructional assistants. Of the 34 days of professional development for the 2019-20 school year, four were full days and 30 were weekly professional development trainings conducted every Friday for 75 minutes. Specialists from MCSOS provided much of the professional development, which focused primarily on increasing student achievement in English Language Arts and meeting the academic needs of English Learners (EL). Another important component of professional development has teachers modeling research-based effective lessons to the rest of the staff. In addition, staff is encouraged to seek out trainings, conferences, and in-services that address the most current research based instructional strategies especially for those students in alternative settings with low academic performance. In 2020-21, four full days and weekly professional development trainings conducted every Friday for 75 minutes, totaled 12 days dedicated to professional development. For 2021-22, four additional professional days for student assessment and placement were added to the existing four professional days for a total of eight. Additionally, weekly professional development trainings conducted every Friday for 75 minutes, totaled 16 days dedicated to professional growth and development.

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

Subject	2019 20	2020 21	2021 22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	12	16