

**Meeting of
Madera County Board of Education
Tuesday, February 10, 2026
3:30 p.m.**

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

AGENDA

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

1.0 Call to Order

- 1.1 Flag Salute

2.0 Consideration of Minutes

- 2.1 Regular Meeting January 13, 2026 (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

4.2.1 Special Recognition: Dennis Lingo, Nick Mihall,
Manny Rojas, Robert Velasquez, Brenda
Plauson, and Donnie Gray
[Award of Excellence – Cybersecurity]

[Protzman]

- 4.3 Non-School Sources

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

[Deniz]

- 4.5 Madera County Foundation Board Report [Marsh]
- 4.6 Member Report(s) [Member]

5.0 Information from the Superintendent and Staff

- 5.1 Quarterly Reports on Williams Uniform Complaint
[MCSOS programs and district quarterly reports] [Protzman]
- 5.2 LCAP Mid-year Review Including Career
Technical and Alternative Education Programs
and Madera County Superintendent of Schools
[LCAP update presentation] [Cogan]
- 5.2.1 Madera County Independent Academy
- 5.2.2 Pioneer Technical Center
- 5.2.3 Madera County Superintendent of Schools

6.0 Old Business

7.0 Closed Session

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Code Section 54956.8

- 7.1 Property: 901 S. Madera Ave., Madera, CA

MCSOS Negotiators: Tricia Protzman, Superintendent, Marisol Verduzco,
Chief Business and Administrative Services Officer, and David A. Soldani

Party with Whom MCSOS is Negotiating: Camarena Health and Matthew
Nutting

Under Negotiation: Price and Terms of Payment

- 7.2 Property: 200 W. Lewis Street, Madera, CA

MCSOS Negotiators: Tricia Protzman, Superintendent, Marisol Verduzco,
Chief Business and Administrative Services Officer, and David A. Soldani

Party with Whom MCSOS is Negotiating: Dennis Cowles

Under Negotiation: Price and Terms of Payment

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
[Review and approval of the quarterly rate of return
of investments with the county government] | (Action) | [Verduzco] |
| 8.4 | Consideration Approval of Revised 2025-2026 School
Calendar for Pioneer Technical Center (Chowchilla)
[Chowchilla Fair day has moved to May 8] | (Action) | [Cogan] |
| 9.0 | Other | | |
| 9.1 | Board Bylaws Ad Hoc Committee February Update
[New legislation requires review of Board Bylaws] | (Action) | [Board] |
| 10.0 | Adjournment | | |

UNADOPTED

Minutes of Madera County Board of Education January 13, 2026

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

Absent: None

Also Present: David Bustos, Joe Casarez, Fred Cogan, Jessica Drake, Dennis Lingo, Nick Mihall, Jennifer Pascale, Manny Rojas, Kellie Stiles, Dr. Elisa Torres-Barton, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

Superintendent Tricia Protzman called the meeting to order at 3:31 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting December 16, 2025

Alfred Soares, Jr. moved to approve the minutes of December 16, 2025, seconded by Dianna Marsh and carried by majority vote.

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

Noes: None

Abstain: Bonilla

Absent: None

3.0 Adoption of Board Agenda

Alfred Soares, Jr., moved to adopt the agenda, seconded by Tammy Loveland and carried by unanimous vote.

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

Noes: None

Abstain: None

Absent: None

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 provided the Board with information on the following:

- The Madera Tribune distributed a “Year in Review 2025” catalog. Mrs. Protzman tagged articles relating to MCSOS for Board Members to read.
- An article regarding Battle of the Books was provided for review. The event incorporated middle schools this year and was held at the fairgrounds due to the amount of participation.
- Last week, internal/classified/confidential and Leadership Implementation Team members participated in professional development. The topics were workplace communication and safety. Staff toured the Madera County Food Bank in the afternoon. Mrs. Protzman noted how eye-opening the tours were. Over 30,000 families throughout Madera County receive meals from the Food Bank on a monthly basis. There are 64 distribution sites.
- The annual MLK Celebration will take place this Sunday. Mrs. Protzman invited the Board to attend. The event begins at 2 p.m. In addition to speeches, there will be a choir, a dance performance, and an art competition. Dr. Andre Stephens, President of Fresno Pacific University will be the keynote speaker.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association Executive Committee Meeting Report

None

4.5 Madera County Foundation Board Report

None

4.6 Member Report(s)

President Bustos stated she received an e-mail from the Association of California County Boards of Education (ACCBE). ACCBE would like to provide a presentation to the Board regarding the services they offer outside of what CSBA delivers. To date, 43 county offices have joined. A Zoom presentation will be planned for late spring or summer.

5.0 Information from the Superintendent and Staff

5.1 Cybersecurity: Responding to Cyber Threats

Mrs. Protzman stated MCSOS had a cybersecurity threat. The IT team did an outstanding job identifying the threat and shutting it down before data was obtained. Dennis Lingo, Nick Mihall, Manny Rojas, and Robert Velasquez were key individuals in maintaining data safety. CalOES complimented MCSOS on a job well done. They were impressed.

Mr. Lingo reported MCSOS is always under cyberattack, receiving over 90,000 cyber threats every hour. Public agencies and school systems are high value targets, and for this reason MCSOS has an incident response plan.

This recent cyberthreat found one successful credential validation and moved laterally to gain access to administrative credentials. They installed programs and services, but were caught during the “warning phase,” which is before there is opportunity for a data breach.

Mr. Lingo contacted the Superintendent and CBO the evening of November 19 to authorize a complete shutdown of MCSOS’ internet. Then the FBI was notified, along with the sheriff, and CalOES. MCSOS worked with CalOES to complete a forensic review of our systems. Systems were carefully restored using the backup. This took 14 days to complete. CalOES verified everything was clean. Cybersecurity training is an on-going occurrence and additional training have been developed for employees.

5.2 MCSOS Williams Quarterly Report

Ms. Drake reported no complaints were received.

5.3 Current Expense of Education (Form CEA) & Application For Exemption Process

Mrs. Verduzco explained Form CEA is a requirement of Education Code 41372. It is used to determine the percentage of expenditures for the direct classroom cost of teaching students. The form was created in the 1970’s and has been amended over time. It mandates school districts to spend a percentage of their education funds on the salaries of classroom teachers and classroom classified staff as defined in EC 41011.

Mrs. Verduzco stated this is not a form COE’s are required to complete, but Business staff works with District staff to ensure the form and appropriate exemptions are completed correctly. Example: ELOP funds are intended to support before and after school programs. Funds used for the employment of extended school day staff would be exempt, since the services are provided outside of regular school hours.

When a district files an exemption with the COE, funds are withheld by the COE. If the exemption is approved by the COE, the funds are released. If the exemption is denied by the COE, the funds withheld will be spent on teacher salaries in the following year.

There are three reasons to file waivers: serious financial hardship, payment of classroom teachers in excess of comparable districts, and the deficiency is less than \$1,000.

6.0 Old Business

6.1 Consideration President Appointments

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

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Joe Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from December 1-31, 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.

Mr. Nishimoto asked about Emergency Crosscultural, Language and Academic Development (CLAD). Mr. Casarez explained a CLAD is an additional certification required in addition to a basic credential. Teachers who have English learners in their classrooms must be CLAD certified.

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

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

Noes: None

Abstain: None

Absent: None

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included computers and laptops.

Dianna Marsh moved to approve the list of equipment declared obsolete, seconded by Wallace Nishimoto and carried by unanimous vote.

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

Noes: None

Abstain: None

Absent: None

8.3 Consideration of School Accountability Report Card

8.3.1 Endeavor/Voyager Secondary School

8.3.2 Pioneer Technical Center

8.3.3 Madera County Independent Academy

8.3.4 Special Education

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

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

9.0 Other

9.1 Appointment of Bylaws Review Committee

9.1.1 MCBE BB 9250: Compensation, Benefits, and Reimbursement

9.1.2 Ed Code 1090

President Bustos appointed Alfred Soares, Jr., Wallace Nishimoto, and Tammy Loveland to serve on the Bylaws Review Committee. These members accepted their appointment.

10.0 Adjournment

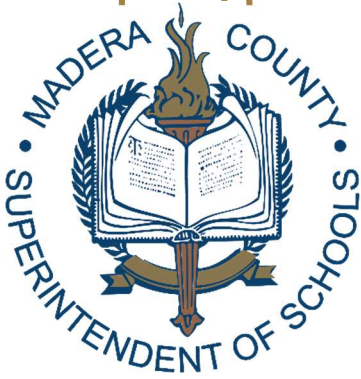
Alfred Soares, Jr., moved to adjourn the meeting, seconded by Shelley Deniz and carried by unanimous vote.

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

The meeting adjourned at 4:57 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary



Tricia Protzman
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item February 10, 2026

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.

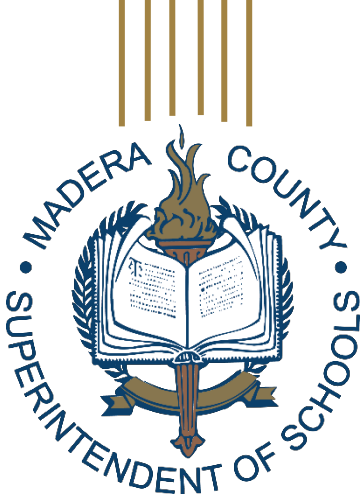
All districts excluding Bass Lake and Madera Unified have submitted reports showing no complaints have been filed. Should something develop with either of the remaining districts, the information will be brought to the Board.

Financial Impact:

None

Resource:

Tricia Protzman
Madera County Superintendent of Schools



Tricia Protzman
Superintendent of Schools

Agenda Item 5.2

Board of Education Informational Item February 10, 2026

Topic:

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

- 5.2.1 Madera County Independent Academy
- 5.2.2 Pioneer Technical Center
- 5.2.3 Madera County Superintendent of Schools

Background:

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

Financial Impact:

None.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards- Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported for SY 2023-2024 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board.	MET -- Results reported for SY 2024-25 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms. [June, 2025, Local Indicators Report to Governing Board]		100% of MCIA students receive standards-based instruction and all curriculum is aligned to CCSS.	MET -- Results reported for SY 2026-2027 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Number of Special Education students receiving academic intervention and supports.	During SY 2023-2024, All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.	During SY 2024-25, All students with an IEP receive interventions and support as identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.		Currently, all 6 MCIA students on Individual Education Plan (IEP) receive direct support from Special Education teacher as well as additional support with Academic Acceleration from Instructional Assistants.	For SY 2026-2027: All students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready results.
1.3	Percentage of teachers and staff attending professional development trainings.	During SY 2023-2024, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices,	During SY 2024-25, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices,		100% of teachers and staff participate in professional development trainings with CAES colleagues from MCSOS and PTC led by MCSOS/CAES/FCSS	For SY 2026-2027: 100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning and Gang Awareness Training.	Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning and McKinney-Vento Training.		staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Literacy Development, Human Trafficking Prevention, and Social-Emotional Learning, ELD training, and Foster Youth McKinney-Vento training.	
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires the use of CDE data from the most recent DataQuest to report teacher assignment data.)	100% of teachers are appropriately credentialed in 2021-22. (Ed Code now requires the use of CDE data from the most recent DataQuest year to report teacher assignment data.)	100% of teachers are appropriately credentialed in 2022-23. [DataQuest] [June, 2025, Local Indicators Report to Governing Board]		91.7% teachers are appropriately credentialed and assigned. [2023-2024 Dataquest Results]	100% of teachers will be appropriately credentialed in 2024-25. (Ed Code now requires the use of CDE data from the most recent DataQuest year to report teacher assignment data.)
1.5	California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC	2023 California School Dashboard: Overall student performance: 88.6 points below Low-Income students: 83.1 points below Hispanic students: 70.4 points below	2024 California School Dashboard: Overall student performance: 96.0 points below Low-Income students: 90.2 points below Hispanic students: 88.4 points below English Learners: 100.9 points below		2025 California School Dashboard: Overall student performance: 80.8 points below Low-Income students: 80.3 points below Hispanic students: 75.9 points below	2026 California School Dashboard: Overall student performance: 55 points below Low-Income students: 55 points below Hispanic students: 45 points below English Learners: 55 points below
1.6	California School Dashboard:	2023 California School Dashboard:	2024 California School Dashboard:		2025 California School Dashboard:	2026 California School Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Math Distance from Standard (DFS) standard as measured by SBAC	Overall student performance: 150.9 points below, Low-Income students: 152.7 points below, Hispanic students: 136.4 points below.	Overall student performance: 151.0 points below Low-Income students: 142.4 points below Hispanic students: 146.7 points below English Learners: 158.0 points below		Overall student performance: 126.7 points below Low-Income students: 129 points below Hispanic students: 121.7 points below	Overall student performance: 115 points below, Low-Income students: 115 points below Hispanic students: 105 points below. English Learners: 120 points below
1.7	Percentage of English Learner (EL) reclassifications.	During SY 2023-2024, These data were not reported due to the small number of English Learners (<11).	During SY 2024-25, local data indicates that 1 English Learner was reclassified.		For SY 2025-2026, 1 English Learner has been reclassified. [2025 Local Data]	For SY 2026-2027: 10% increase in reclassifications
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency	During SY 2023-2024, These data were not reported due to the small number of English Learners (<11).	English Learners: 25% Long-Term English Learners: <11 [2024 California School Dashboard]		66.7% of English Learners made progress toward reclassification. [2025 California School Dashboard]	2026 California School Dashboard: 60% of English Learners will achieve progress toward English Proficiency
1.9	Percentage of Low- Income students showing growth on i-Ready assessments in reading and Math.	December, 2023 i-Ready assessments: Students At or Above Grade Level: Reading -- 19% Math -- 5%	May, 2025 i-Ready assessments: Students At or Above Grade Level: Reading -- 39.1% Math -- 21.7%		December, 2025 i-Ready assessments: Students At or Above Grade Level: Reading -- 26%; 67% of students showed growth between Diagnostic 1 and 2 Math -- 10%; 58% of students showed growth between Diagnostic 1 and 2	December, 2026 i-Ready assessments: Students At or Above Grade Level: Reading -- 35% Math -- 20%
1.10	Percentage of students with access to instructional technology	100% of students have access to instructional technology, including	100% of students have access to instructional technology, including		100% of students have access to instructional technology, including	For SY 2026-2027: 100% of students will have access to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Chromebooks and WIFI Hotspots. As of 2023-24 school year, all students have Chromebooks and 20 students have hotspots.	Chromebooks and WIFI Hotspots. As of 2024-25 school year, all students have Chromebooks, and 27 students have hotspots.		Chromebooks and WIFI Hotspots. As of 1/21/26, all students have Chromebooks and 27 students have hotspots.	instructional technology, including Chromebooks and WIFI Hotspots.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide Standards-Aligned Curriculum to All Students Madera County Independent Academy (MCIA) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.</p>	No	Ongoing Implementation	100% of MCIA students receive standards-based instruction and all curriculum is aligned to CCSS. As of January 21, 2026, no replacement textbooks have been needed. Annual site/individual student licenses for SAVVAS or Go Math were purchased in the previous school year.	Instructional materials, software licenses for students	\$12,000.00	\$2112.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Support Students on IEPs Since students are enrolled at Madera County Independent Academy on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional Assistant. Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.	No	Ongoing Implementation	Currently, 6 MCIA students receive direct support from Special Education teacher in addition to weekly services with MCIA teachers of record.	Teacher-student weekly schedules and appointments.	\$25,817.00	\$8,844
1.3	Instructional Staff Professional Development Program Professional Development to be offered on a weekly basis for 90 minutes per week, aside from PD accessed by staff through other professional educational agencies. Professional development opportunities will be provided to all staff to support the use of standards-aligned curriculum and pedagogy. MCIA professional development is designed around meeting the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of unduplicated pupils. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include: <ul style="list-style-type: none"> Social emotional learning 	Yes	Ongoing Implementation	Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers participated in weekly training for Foster Youth/Homeless, Suicide	Professional development calendar, materials purchased for training, service agreements	\$2,500.00	\$800

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners Meeting the needs of Homeless students and Foster Youth Multi-Tiered Support System (MTSS) <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS. (LCAP Goal 1, Action 5)</p>			Awareness and Prevention, Human Trafficking Awareness and Prevention, Literacy Development, LCAP training, and Math pedagogy designed to improve their instructional support practices.			
1.4	<p>Low-Income Students to Make Academic Progress in Math</p> <p>Based on low SBAC and i-Ready Math scores for Low-Income students and English Learners (as described in the "Reflections" section) MCIA will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on MCIA staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level.</p> <p>This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from</p>	No Yes	Ongoing Implementation	Teachers and Two Instructional Assistants providing intensive support for all students not performing at grade level in Math receive professional development focused on improving math proficiency for students in grades K - 8 by a math specialist from FCSS. Training involves 8 half days and three full days of	Professional Development Calendar, shared resources, service agreements (Invoices not received as of 1/28/26)	\$6,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	standard) on state and local assessments since its inception.			specialized training.			
1.5	Retain Highly Effective Teachers Through Individualized Professional Development To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, MCIA will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth that meets the needs of the teacher will be emphasized. Title II	No	Ongoing Implementation	During the fall semester, teachers and Instructional Assistants participated in Literacy Development cohort training sessions, K-2 grade literacy workshop, and Multitudes Reading Screener training; Math curriculum committee members participated in trainings to learn about new math curriculum.	Professional development materials	\$1,400.00	\$3,254
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math To increase Low-income and English Learner student performance in ELA and Mathematics, MCIA staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC and i-Ready ELA/Reading and Mathematics assessments. Results will be analyzed by administrators, teachers, and	No	Fully Implemented	Instructional staff members provide services to students at MCIA. Additional staff members provide administrative support, secretarial support, and	Staff members, supplies, instructional materials	\$350,866.00	\$175,433

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academic counselors to improve instruction and close achievement gaps. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, Study Sync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward student proficiency.</p> <p>Title I, Part A</p>			administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.			
1.7	<p>Maintain Low Student to Teacher Ratio</p> <p>Charter guidelines require the student to teacher ratio to remain below the ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so MCIA will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.</p>	Yes	Fully Implemented	Teachers are employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1. Currently, MCIA services students at a ratio of 29:1.	Increased student enrollment	\$206,478.00	\$123,593
1.8	<p>English Learner Support</p> <p>To support EL students in achieving English Language reclassification, MCIA staff will use i-Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teachers. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research-</p>	No	Ongoing Implementation	ELA/ELD Program Director from MCSOS supports all MCIA teachers to increase effectiveness in meeting the academic needs of EL students.	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$20,293.00	\$9,953

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>MCIA will provide English language development instruction in order to support students' language acquisition and increased access to core curriculum. MCIA also provides professional development to support teachers in their ELD instruction. MCIA will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties.</p> <p>Title I, Part A</p>			Aside from the monthly meetings with CAES ELD teachers, the Program Director observes and provides coaching to increase effective practices.			
1.9	<p>Provide Direct Intervention and Support for Struggling Learners as Measured by i-Ready</p> <p>Instructional Assistants (IAs) will assist low-performing Low-Income students with additional instruction in small group settings to mitigate learning loss. The support of IAs will be principally directed to students grades K-8 and provide individual or small group accelerated interventions using i- Ready prescriptive lessons. Additional instructional materials will be purchased to support classroom instruction, as needed.</p> <p>Title I, Part A</p>	No	Ongoing Implementation	Two teachers and two Instructional Assistants provide direct student support to address student skill deficiencies to students below grade level as measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants provide intensive	Two Instructional Assistants provide direct assistance to students requiring academic support in Reading and/or Math.	\$99,412.00	\$48,190

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.			
1.10	i-Ready Assessments for Grade Level Proficiency i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i- Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning, increase academic and English Language proficiency.	No	Fully Implemented	i-Ready assessments have formally been administered to students twice during this academic year and students have shown growth in Reading and Math over this time last year.	i-Ready license costs and additional training day for Academic Acceleration staff December, 2025 i-Ready assessment results: Students At or Above Grade Level: Reading -- 28% Math -- 12%	\$13,000.00	\$15,998
1.11	Increase Reading Proficiency MCIA will purchase the Accelerated Reader program to build reading proficiency and thus encourage a desire for lifelong, recreational reading. Materials will include Accelerated Reader (books and software), and online software/curriculum.	Yes	Fully Implemented	The Accelerated Reader Program is supplemental learning for all students to increase English Proficiency and reading fluency, and given growing success develop a	Software, new books for AR library, staff training (as needed)	\$5,000.00	\$3,243

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				lifelong love for reading.			
1.12	<p>Access to a Broad Course of Study for Low-Income Students</p> <p>MCIA is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts.</p> <p>Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, MCIA will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.</p>	No	Fully Implemented	SED students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices.	Device replacements, fees	\$7,000.00	\$569

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism	<p>2023 California School Dashboard:</p> <p>All Students: 29.3% Low-Income: 28.6% Hispanic: 23.4%</p> <p>No other groups had data reported due to <11 students in a cohort.</p>	<p>2024 California School Dashboard:</p> <p>All Students: 23.0% Low-Income: 24.6% Hispanic: 23.0% English Learners: 20%</p> <p>No other groups had data reported due to <11 students in a cohort.</p>		<p>Per 2025 CA School Dashboard:</p> <p>All Students: 34.9% Low-Income: 38.9% Hispanic: 35.1%</p>	<p>2026 California School Dashboard:</p> <p>All Students: 15% Low-Income: 15% Hispanic: 15% English Learners: 15%</p>
2.2	Number of Annual School Events	<p>2023-2024 Local Data:</p> <p>MCIA hosted 9 Schoolwide events including STEM Days, Parent Teacher Conferences, and a Family Math Night.</p>	<p>2024-2025 Local Data:</p> <p>MCIA hosted 5 Schoolwide events including STEM Days, Parent Teacher Conferences, and a Family Open House during Spring 2025.</p>		<p>MCIA hosted Parent Teacher Conferences and a Trick-or-Treat at MCIA day during the 2025 Fall semester.</p>	<p>2026-2027 Local Data:</p> <p>MCIA will host at least two schoolwide events annually to invite parents and families to our school, at least one in the fall semester and one in the spring semester.</p>
2.3	Number Students Participating in Learning Opportunities Outside of the Classroom	<p>In 2023-24, MCIA students have participated in a Math Night, STEM Day, and 15 field trips, including 11 virtual field trips to places otherwise too far to explore.</p>	<p>In 2024-25, 234 MCIA students have participated in STEM Club Days, and 4 field trips, including virtual field trips.</p>		<p>Approximately 36 students participated in a field trip to the Sugar Pine Railroad and the Trick-or-Treat Event during the first semester.</p>	<p>2026-2027 Local Data:</p> <p>100% of students will have the opportunity to participate in outside classroom learning and extended learning activities.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school -- 97.0%. Students responding that they feel connected to school -- 94.7%. [2025 Local Climate Surveys]		TBD. The 2025-26 LCAP Student Survey will be given in February 2026.	2027 Local Climate Surveys: Students responding that they feel safe at school --98%. Students responding that they feel connected to school -- 98%.
2.5	California School Dashboard: Suspension Rate	2023 California School Dashboard: 0% student suspension rate	2023 California School Dashboard: 0% student suspension rate		Per 2025 CA School Dashboard: 0% of students have been suspended.	2026 California School Dashboard: MCIA students will maintain a 0% suspension rate for the school year.
2.6	Attendance Rate	2023-2024 Local Calculation: 94.3% MCIA student attendance for April 2024 as reflected in PowerSchool.	2024-25 Local Calculation: 92.0 % MCIA student attendance for April 2025 as reflected in PowerSchool.		2025-26 Local Calculation: 94.2% MCIA student attendance through December 2025 as reflected in PowerSchool.	2026-2027 Local Data: All MCIA students will maintain at least a 90% seat time attendance rate for the school year.
2.7	Facilities Inspection Tool (FIT)	The FIT report (October 2023) for MCIA showed facilities in good repair.	MET: Results reported The FIT report for MCIA showed facilities in good repair. [June, 2025, Local Indicators Report to Governing Board]		The FIT report (October 2025) for MCIA showed facilities in good repair.	2026-2027 Local Data: The FIT report (October 2026) for MCIA will show facilities in good repair.
2.8	Percentage of Students Access to Academic and Behavioral Health Counseling Services	100% of students had access to academic or behavioral counseling	100% of students had access to academic or behavioral counseling		7 student referrals to the School Psychologist. Suicide Prevention	2026-2027 Local Data:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		services by school counselor. 3 student referrals were made this year to the school Psychologist.	services by school counselor. 8 student referrals were made this year to the school Psychologist.		Professional Training for all staff held in September.	100% of students needing academic, behavioral, or social-emotional counseling will receive services on site.
2.9	Transportation Provided for MCIA Students Who Qualify or Are in Need	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2023-24, no students have required public transportation to attend school or school events.	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2024-25, no students have required public transportation to attend school or school events.		MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, 1 student has required public transportation to attend school or school events.	2026-2027 Local Data: 100% of students needing transportation to school will be provided vouchers/tickets for local public transportation to school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Maintain a Safe School Environment When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt" app (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents. Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events.	Yes	Fully Implemented	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well.	ParentSquare fees, MCIA school documents	\$3,000.00	\$624

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ParentSquare also has instant translations into 17 languages.			
2.2	Maintain School Facilities The link between student learning and desire to be at school is a clean, well-maintained campus that fosters student learning. MCIA staff maintains quality learning facilities by ensuring good communication with maintenance and facilities staff. Work orders are submitted and attended to in a timely manner, while prioritizing any requests that may pose any safety concerns.	No	Fully Implemented	MCIA is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year as needed.	FIT Inspections October 2025, maintenance work-order system, and maintenance personnel	\$118,000.00	\$58,158
2.3	Host Annual School Events At least two events held annually to support greater school connections. Administrators, academic counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all MCIA families.	No	Fully Implemented	MCIA hosted Parent Teacher Conferences and a Trick-or-Treat event during the fall 2025 semester.	Parent Square post, flyers, sign-in form.	\$1,000.00	\$275
2.4	Provide Home-School Student Transportation As Needed Bus tickets/vouchers will be provided to students/parents whose families have mobility issues or economic challenges to attend MCIA or MCIA events. School staff will provide vouchers to those requesting and document the amount given individually and collectively. Title I, Part A	No	Ongoing Implementation	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, one student has requested public	MCIA Instructional Assistant narrative feedback, parent outreach.	\$250.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				transportation or assistance to attend school or school events.			
2.5	Increase Student Attendance Rate Increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives.	Yes	Fully Implemented	Addressing Chronic Absenteeism is highly important in ensuring students make academic progress and become academically proficient. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly important in keeping families informed of progress. School/program information is translated to keep Spanish-speaking families informed. As of January 28, 2026, 38	Student of the Month Certificates; (supplies were on hand, no new purchases at this time).	\$1,000.00	\$240

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				students were recognized for Perfect Attendance for the first quarter, and 6 students were recognized for Student of the Month.			
2.6	<p>Provide Behavioral Health Intervention and Support Services To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures, MCIA will create school environments that welcome and support all student populations.</p> <p>Provide staff resources to teach, model, and practice social-emotional learning skills that support a positive climate for learning and work. All teachers will incorporate digital citizenship lessons to teach and model appropriate, responsible use of technology.</p> <p>Professional development for teachers and instructional staff will address their own SEL needs and better equip them to evaluate and support the needs of students. All teachers will teach, model and support positive SEL behaviors.</p> <p>School counselors to provide lessons on a variety of topics that affect social-emotional learning and better prepare students to cope with challenges in academic achievement.</p> <p>School psychologist will provide referrals or direct services to identified students as needed. School psychologist will also provide professional development to staff for resources, services, procedures and best</p>	No	Fully Implemented	A school psychologist provides mental health screenings and services to students, and has received a total of 7 referrals for MCIA as of 1/27/26. Also, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools.	School psychologist contract	\$10,000.00	\$4,911

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	practices for students needing SEL interventions.						
2.7	Maintain Suspension Rate Maintain zero suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and parents communicated in English and Spanish. Parent conferences support communication between home and school, as well as student report cards, progress reporting and regular home contacts.	No	Fully Implemented	There has been two suspensions as of 1/27/25. Parent communication is a cornerstone to the MCIA program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, MCIA uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are	ParentSquare, PowerSchool, report card, progress reports	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools.			
2.8	<p>Expand Support Services for Homeless and Foster Youth</p> <p>Based upon the increased social-emotional needs of Homeless and Foster Youth who have suffered trauma due to food and/or shelter insecurities or family trauma; all Foster Youth and/or Homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services.</p> <p>Professional Development is provided to MCIA staff to better support students' social-emotional needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues that may reflect other issues.</p> <p>Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare.</p>	No	Ongoing Implementation	<p>Quarterly check-ins conducted by Foster Youth Services (FYS) and Educating Homeless Children and Youth (EHCY) program staff were implemented Fall 2025 for CAES foster and homeless students.</p> <p>Updates on grades, attendance, and behavior are obtained from teachers and instructional support staff. Academic, social-emotional, and health referrals are made as needed. Phone calls to parents/guardians are made to provide updates</p>	Madera County Foster Youth/Homeless Youth Advisory event flyers	\$18,033.00	\$9,217

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues.</p> <p>Site Administration and academic counselor will maintain a priority list of students to monitor for intervention.</p>			<p>on students as well as to ensure that student's needs are being met. In addition, emergency support services are provided including housing, eyeglasses, clothing, toiletries and school supplies as needed. CAES foster and homeless students are prioritized for county-wide events including college field trips, monthly College & Career Awareness Workshops (middle school), and the annual R.I.S.E. Youth Conference (middle school). Outreach to students regarding these events is conducted via mail, Parent Square, and personal phone call. In addition, teachers are asked to speak with students</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				regarding these opportunities and encourage them to participate.			
2.9	<p>Positive Student Recognition Program MCIA administration, academic counselors, teachers, and other staff will plan and conduct four student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and citizenship awards, and parents are invited to attend the assemblies.</p> <p>Teachers recognize and nominate students. Support will contact students and parents, and students and parents are contacted using ParentSquare as well.</p>	No	Ongoing Implementation	Students have been recognized for Student of the Month for first quarter.	<p>Certificates, Photos, presentations for first quarter</p> <p>*NO expenses needed through December 2025</p>	\$1,000.00	\$0
2.10	<p>Climate Survey Responses A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.</p>	No	Partially Implemented	As of January 26, 2026 Parents have been given LCAP surveys to complete. Students will be given LCAP surveys beginning February 2, 2026. Both surveys contain questions directly tied to school climate and program efficacy.	LCAP Survey responses, students and parents	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.11	External Learning Opportunities for Students As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics.	Yes	Ongoing Implementation	MCIA students are being rewarded for various academic successes including perfect attendance and student of the month recognition with external learning field trips. As of January 27, 2026, students who earned perfect attendance for the first quarter took a field trip to the Yosemite Mountain Sugar Pine Railroad. The second quarter perfect attendance field trip will take place on February 5, 2026, to Monterey Bay Aquarium.	Student participation on trips	\$10,000.00	\$624

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	In 2023-24, 98% of MCIA parents received phone notifications and 85% received text messages through ParentSquare. [Local Data]	In 2024-25, 100% of MCIA parents received phone notifications and 89% received text messages through ParentSquare. [Local Data]		In 2025-26, 100% of MCIA parents received phone notifications and 76% received text messages through ParentSquare.	In 2026-27, 100% of MCIA parents will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	In 2023-24, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 8% have elected to receive their communication in Spanish. [Local Data]	In 2024-25, 100% of parents of English Learners received phone notifications and text messages through ParentSquare. 10% have elected to receive their communication in Spanish. [Local Data]		In 2025-26, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 6% have elected to receive their communication in Spanish.	In 2026-27, 100% of MCIA parents of English Learners will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [Local Data]		100% of Teachers were provided access to PowerSchool to log home communication entries in 2025-26.	100% of Teachers will be provided access to PowerSchool to log entries in 2026-27. [Local Data]
3.4	Increase Parent/Guardian Involvement and Attendance at School Functions	21 parents participated in 2023-24 Parent-Teacher Conferences.	26 parents participated in 2024-25 Parent-Teacher Conferences.		53 Parents participated in Parent-Teacher Conferences during Parent-Teacher	The number of parents participating in school events will continue to increase annually.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		4 parents participated in 2023-24 STEM Day and Math Night. [Local Data]	36 parents participated in Fall Safety Day and Spring Open House events. [Local Data]		Conference Week held in October 2025.	
3.5	Develop Greater Community Outreach Opportunities	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 2 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	In 2024-25, 33 parents completed the Spring School Climate surveys in digital form. 1 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.		As of January 27, 2026, 3 MCIA parent participates on the SSC and 11 English Learner parent participates on ELAC.	Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.

Actions & Measuring and Reporting Results

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.			conversations with families to be more effective and ensure educational partners are informed.			
3.2	Promote Participation of Families of English Learners Spanish is the primary language of most English Learner students enrolled in PTC. We will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.	Yes	Planned	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS educational documents, ParentSquare, MCIA school documents. These expenses will be incurred during the 2nd semester.	\$2,402.00	\$531
3.3	Increase Parent/Guardian Involvement and Attendance in School Functions Very low rates of parent involvement at MCIA have been shown in rates of completion (nine) on 2024 LCAP surveys which were sent via ParentSquare. To increase parent involvement, MCIA will do the following: <ul style="list-style-type: none"> Academic Counselors will use ParentSquare app/website to 	No	Ongoing Implementation	ParentSquare has been made available to all MCIA parents with an excellent usage rate among parents. Flyers are used to	ParentSquare, Surveys, flyers, conferences	\$1,000.00	\$230

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>promote, deliver, and translate educational information. Targeted events designed for the MCIA EL community will be a priority, with 15% of the student population being EL students.</p> <ul style="list-style-type: none"> Printed flyers in both English and Spanish will be distributed on site. An MCIA academic counselor will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. MCIA teachers will continue to hold annual parent-teacher conferences as a follow-up to the initial meetings at enrollment. These conferences will focus on i-Ready data growth, academic progress, attendance updates, and general academic planning. Open house and Family appreciation days will be hosted; one event in the fall and one in the spring. ParentSquare will also be used more prominently to survey all parents on a regular basis. MCIA administration team will set parameters and the program director will disaggregate and disseminate the data. 			<p>announce MCIA activities and upcoming events and digital field trip permission forms. Parent-Teacher Conferences were held during the fall semester. LCAP Surveys gathering student, parent, and staff input on programs and suggestions for future programming have been provided to staff and parents. Student LCAP surveys are scheduled to be sent on February 2, 2026.</p>			
3.4	<p>Develop Greater Community Outreach Opportunities</p> <p>MCIA will increase participation of EL and SED students' parents through personal invitations via phone calls by administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide</p>	Yes	Fully Implemented	Contract in place and scheduled with Parent Institute for a Quality Education (PIQE) for parent	Parents attended PIQE parent institute; EL Reclassification to RFEP doc.	\$17,000.00	\$15,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>opportunities for parents to provide feedback. ParentSquare translates communications into the language of EL students' parents.</p> <p>MCIA will partner with a parent organization to empower parents to better assist their children academically.</p>			<p>education sessions to increase student achievement. A series of six sessions for the Fall semester saw 8 families complete the program. The spring semester cohort will occur later in the spring semester. Parent feedback during 1 student EL reclassification to RFEP meeting.</p>			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	870,505	893,548
LCFF Supplemental/Concentration Grants	240,540	246,907

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [June, 2025, Local Indicators Report to Governing Board]		MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [June, 2025, Local Indicators Report to Governing Board]	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Number of Special Education Students Receiving Academic Intervention and Supports.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per iReady results.	All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per iReady results.		All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready results.	All students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on iReady results.
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training.	During SY 2024-25, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems		During SY 2025-26, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			of Support (MTSS), Social-Emotional Learning and McKinney-Vento Training.		Learning, Human Trafficking Prevention Training, and McKinney-Vento Training.	
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	31.5% of teachers are appropriately credentialed in 2021-22.	MET -- Results reported 29.9% of teachers are appropriately credentialed and assigned in 2022-23 (DataQuest) [June, 2025, Local Indicators Report to Governing Board]		MET -- Results reported 28.7% of teachers are appropriately credentialed and assigned in 2023-24 (DataQuest)	100% of teachers will be appropriately credentialed in 2024-25.
1.5	Average Number of Credits Earned by Credit-Deficient Students	As of the Fall semester, 2023, 60% of 113 Low-Income students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.	As of the Fall semester of 2024, 37% of 151 Low-Income students earned more than 30 credits, satisfying the minimum credit recovery requirement for the semester.		As of the Fall semester of 2025, 53% of 137 Low-Income students earned more than 30 credits, satisfying the minimum credit recovery requirement for the semester.	100% of students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.
1.6	California School Dashboard: Distance from Standard (DFS) As Measured by the SBAC	ELA Distance from Standard: Overall -- 87.1 Points Below English Learners -- 103.3 Points Below Low-income -- 86.3 Points Below Hispanic -- 85.9 Points Below Math Distance from Standard: Overall -- 203.2 Points Below	ELA Distance from Standard: Overall -- 70.2 Points Below English Learners -- 88.5 Points Below Long-Term English Learners (LTEL) -- 103.7 Points Below Low-income -- 70.8 Points Below Hispanic -- 70.1 Points Below		ELA Distance from Standard: Overall -- 92.5 Points Below English Learners --NO DATA Long-Term English Learners (LTEL) -- NO DATA Low-income -- 91.6 Points Below Hispanic -- 93.7 Points Below	ELA Distance from Standard: Overall -- 60 Points Below English Learners --65 Points Below Low-income -- 60 Points Below Hispanic -- 60 Points Below Math Distance from Standard: Overall -- 160 Points Below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		English Learners -- 203.7 Points Below Low-income -- 204.6 Points Below Hispanic -- 192.0 Points Below [2023 California School Dashboard]	Math Distance from Standard: Overall -- 202.3 Points Below English Learners -- 210.3 Points Below LTEL -- 210.7 Points Below Low-income -- 203.7 Points Below Hispanic -- 202.2 Points Below [2024 California School Dashboard]		Math Distance from Standard: Overall -- 199.1 Points Below English Learners -- NO DATA LTEL -- NO DATA Low-income -- 198.3 Points Below Hispanic -- 203.6 Points Below [2025 California School Dashboard]	English Learners -- 160 Points Below Low-income -- 160 Points Below Hispanic -- 150 Points Below [2026 California School Dashboard]
1.7	Percentage of English Learner reclassifications.	5.3% of students reclassified as RFEP.	2% of students were reclassified as RFEP, and four other students had an ELPAC score "4", but did not meet local criteria for reclassification.		0% of students were reclassified as RFEP, and four other students had an ELPAC score "4", but did not meet local criteria for reclassification.	10% of students reclassified as RFEP
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	52.9% of EL students making progress towards English proficiency. [2023 California School Dashboard]	59.0% of EL students making progress towards English proficiency (Green/High performance level) LTEL: 61.0% [2024 California School Dashboard]		40.4% of EL students making progress towards English proficiency (Green/High performance level) LTEL: 61.0% [2025 California School Dashboard]	60% of EL students making progress towards English proficiency. 70% of LTEL students making progress towards English proficiency. [2026 California School Dashboard]
1.9	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.	Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.		Percentage of Low-Income and English Learner students showing growth on i-Ready assessments in ELA and Math.	Low-income and English Learners will show growth toward grade-level proficiency as measured by i-Ready in ELA and Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELA Growth: EL Group - 12.2% SED Group - 23.6% Math Growth: EL Group - 12.5% SED Group - 29.2%	ELA Growth: EL Group - 20% SED Group - 44% Math Growth: EL Group - 18% SED Group - 43%		ELA Growth: EL Group - 20% SED Group - 18% Math Growth: EL Group - 35% SED Group - 41%	ELA Growth: EL Group - 27.2% SED Group - 32.6% Math Growth: EL Group - 27.5% SED Group - 38.2%
1.10	Percentage of students completing 20 Credits in CTE/ROP Courses Before Graduation	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2024 completed at least 20 credits of CTE/ROP.		100% of students graduating in Fall of 2025 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2026 will complete at least 20 credits of CTE/ROP.
1.11	California School Dashboard: Graduation Rate	Overall -- 41.9% English Learners -- 29.7% Low-income -- 40.9% Hispanic -- 38.7% [2023 California School Dashboard]	Overall -- 53.5% English Learners -- 44.2% LTEL -- 42.5% Low-income -- 53.1% Hispanic -- 52.6% [2024 California School Dashboard]		Overall -- 76.7% English Learners -- 75.8% LTEL -- 75.8% Low-income -- 76.7% Hispanic -- 76.1% [2025 California School Dashboard]	Overall -- 70% English Learners -- 70% Low-income -- 70% Hispanic -- 70% [2026 California School Dashboard]
1.12	11th Grade Academic Proficiency on SBAC ELA, Math, and Science Assessments for Low-Income and English Learner Students	ELA Meeting/Exceeding Standard: Overall -- 16.5% English Learners -- 9.0% Low-income -- 16.1% Math Meeting/Exceeding Standard: Overall -- 0% English Learners -- 0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 11.1% English Learners -- n/d	ELA Meeting/Exceeding Standard: Overall -- 15.9% English Learners -- 0% Low-income -- 16.7% Math Meeting/Exceeding Standard: Overall -- 0% English Learners -- 0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 5.1% English Learners -- n/d Low-income -- 5.4%		ELA Meeting/Exceeding Standard: Overall -- 14.08% English Learners -- 0% Low-income -- 13.64% Math Meeting/Exceeding Standard: Overall -- 0% English Learners -- 0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 5.0% English Learners -- 0% Low-income -- 5.26%	ELA Meeting/Exceeding Standard: Overall -- 35% English Learners -- 30% Low-income -- 35% Math Meeting/Exceeding Standard: Overall -- 20% English Learners -- 20% Low-income -- 20% Science Meeting/Exceeding Standard: Overall -- 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Low-income -- 13.0%	[2024 SBAC]		[2025 SBAC]	English Learners -- 25% Low-income -- 25%
1.13	Percentage of students who have access to Instructional technology	100% of students have access to 1:1. Currently 213 Chromebooks checked out and 65 Wi-Fi Hotspots.	100% of students have access to 1:1. Currently, 213 Chromebooks checked out and 65 Wi-Fi Hotspots.		100% of students have access to 1:1. Currently, 265 Chromebooks checked out and 100 Wi-Fi Hotspots.	100% of students will have access to 1:1.
1.14	Percentage of students who have access and receive a broad course of study.	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.	MET -- Results reported 100% of PTC students had access to a broad course of study including Edgenuity online curriculum. [June, 2025, Local Indicators Report to the Board]		MET -- Results reported 100% of PTC students had access to a broad course of study including Edgenuity online curriculum. [June, 2025, Local Indicators Report to the Board]	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.
1.15	Early Assessment Program (EAP): % PUPILS SCORING "Standard Met or Exceeded" on SBAC ELA and Math Assessments	ELA: Overall: 1.27% SED: 1.49% EL: 0% Hispanic: 1.61% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2023 SBAC Data]	ELA: Overall: 1.22% SED: 1.28% EL: 0% Hispanic: 1.45% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2024 SBAC Data]		ELA: Overall: 0% SED: 0% EL: 0% Hispanic: 1.45% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2025 SBAC Data]	ELA: Overall: 6% SED: 6% EL: 6% Hispanic: 6% Math: Overall: 5% SED: 5% EL: 5% Hispanic: 5% [2026 SBAC Data]
1.16	California School Dashboard: College and Career Indicator (Percentage of Students "Prepared")	Overall: 2% SED: 2% EL: 0% Hispanic: 2.5% [2023 California School Dashboard]	Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2024 California School Dashboard]		Overall: 1.5% SED: 1.5% EL: 0% Hispanic: 2% [2025 California School Dashboard]	Overall: 10% SED: 10% EL: 10% Hispanic: 10% [2026 California School Dashboard]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide Standards-Aligned Curriculum to All Students</p> <p>Improve Low-Income Students' Achievement in Math and ELA</p> <p>The Pioneer Technical Center (PTC) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p> <p>Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.</p> <p>An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Pioneer Technical Center will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science.</p>	No	Ongoing Implementation	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials including software licenses for students	\$12,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.						
1.2	Support Students with IEPs Since students are enrolled at Pioneer Technical Center on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional . Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.	No	Ongoing Implementation	RSP Teacher provides instructional support to students on IEPs throughout the year. The students are scheduled to designated times throughout the week, which allows for consistency and ongoing support. The RSP teacher and Instructional Assistant are accommodating to meet the students needs when unforeseen circumstances impact scheduled RSP support times.	Teacher/student weekly schedules and appointments, daily rosters of students on IEPs	\$77,952.00	\$26,532
1.3	Instructional Staff Professional Development Program	Yes	Ongoing Implementation	Professional development for instructional	Professional development calendar,	\$4,500.00	\$995

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to):</p> <ul style="list-style-type: none"> • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) • Academic Achievement <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.</p>			<p>staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of English Learners. Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from</p>	<p>materials purchased for training</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				those provide by MCSOS.			
1.4	<p>Low-Income Students to Make Academic Progress in Math</p> <p>Based on annually low SBAC and i-Ready Math scores for Low-Income students and English Learners, described in the "Reflections" section, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level.</p> <p>This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.</p>	Yes	Ongoing Implementation	All teachers receive instructional support from a Math expert from Fresno County Superintendent of Schools by way of monthly training in a whole group setting. Furthermore, one IS/Academic Acceleration teacher attended a math conference in December 2025 to improve instructional practices in mathematics.	Professional development calendar, shared resources	\$7,000.00	\$0
1.5	<p>Retain Highly Effective Teachers Through Individualized Professional Development</p> <p>To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, PTC staff will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a</p>	No	Ongoing Implementation	Pioneer Technical Center staff participate in a weekly ongoing professional development program	Conference fees and professional development materials	\$8,862.00	\$3,249

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth that meets the needs of the teacher will be emphasized.</p> <p>Title II</p>			<p>designed to improve student achievement and teacher/IA efficacy. Teachers have participated in training related to the WASC Self Study, Foster Youth/Homeless, Project Protect, Suicide Awareness and Prevention, and LCAP training. Teachers are encouraged to seek relevant professional development offered by other educational agencies as well.</p>			
1.6	<p>Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math</p> <p>To increase student performance in ELA and Mathematics, PTC staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.</p>	No	Fully Implemented	<p>Instructional staff members provide services to students. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials</p>	Staff members, supplies, instructional materials	\$1,037,500.00	\$491,168

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				purchased to support the mission of the school.			
1.7	Maintain Low Student-to-Teacher Ratio Charter guidelines require student to teacher ratio to remain below ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so PTC will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.	Yes	Fully Implemented	Since the student population is almost 95% SED, 30% English Learners, and most are credit deficient, PTC provides increased academic support to students. Additionally, students not achieving at grade-level in reading and mathematics are provided classes to address subskill areas of growth.	Student enrollment to teacher ratio	\$1,284,717.00	\$427,113
1.8	English Learner Support PTC will provide English Language Development (ELD) instruction in order to support students' language acquisition and increased access to core curriculum. PTC also provides professional development to support teachers in their ELD instruction. PTC will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties. To support English Learner students in achieving English Language reclassification, PTC will use i- Ready English Language	No	Ongoing Implementation	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices,	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$20,293.00	\$9,953

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research- based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings.</p> <p>Title I, Part A</p>			ELPAC testing procedures and requirements, student outcome data, as well as provides teacher observation and relevant teacher feedback of instructional practice success.			
1.9	<p>Provide Intervention and Instructional Support for Struggling Learners</p> <p>Students identified as needing additional academic support beyond the parameters of the independent study appointment will be provided additional support from an Instructional Assistant at Pioneer Technical Center, Chowchilla.</p>	Yes	Ongoing Implementation	An Instructional Assistant provides intensive support for all students performing below grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address subskill weaknesses.	Instructional Assistant provides direct assistance to students daily for students requiring support in reading/math	\$99,847.00	\$24,388
1.10	<p>i-Ready Assessments for Grade Level Proficiency</p> <p>i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i- Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will</p>	No	Fully Implemented	i-Ready assessments have been administered twice to students behind grade-level in reading or math	Instructional Assistants provides direct support to students daily for students, i-Ready results	\$63,190.00	\$30,002

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. One Instructional Assistant (IA) will assist students performing below grade level in reading and mathematics during Academic Acceleration classes. The IA will provide individual or small group support to students in the class. Classroom supplies and materials will be provided to students in the Acceleration Class to increase academic proficiency in ELA and Math.</p> <p>Title I, Part A</p>			during the 2025-26 academic year and 16% of assessed students have shown growth in Reading over this time last year. Students have shown growth 39% in Math during the same time frame.			
1.11	<p>Increase Students Completing CTE Courses</p> <p>94.7% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 1.5% of those students have met the College and Career Readiness indicator on the 2025 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation.</p>	No	Fully Implemented	CTE teachers provide weekly instruction to student, and place them in setting to apply what is taught/learned in classes. The expectation at the end of each course is for every student to be able to apply skills and theories learned in the class and develop career-ready skills. Students enrolled in the CTR/ROP increase their required time on campus which also contributes	CTE credits earned for in-person instruction and Edgenuity online courses	\$303,552.00	\$126,038

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				to school connectedness.			
1.12	Increase Student Support Toward Completing CTE Courses 94.7% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 1.5% of those students have met the College and Career Readiness indicator on the 2025 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support SED students in CTE/ROP, an Instructional Assistant (I/A) will provide support during learning opportunities for Low-Income students, English Learners, and Foster Youth students	Yes	Fully Implemented	AN Instructional Assistant provides direct academic support to students in the CTE classes to support their applying theory to practice. The high percentage of students who are behind grade-level in reading requires additional academic support to ensure they can develop career-ready skills.	Instructional Assistant provides direct support to students daily for students and facilitates regular communication with parents or guardians	\$57,694.00	\$24,195
1.13	Increase Reading Proficiency PTC will purchase the Accelerated Reader program to encourage recreational reading to build reading proficiency. Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	Yes	Fully Implemented	The high percentage of PTC students has resulted in many of them not having developed a "love" for reading. The Accelerated Reader program allows students to find books that they can connect to with topics that are of interest. Furthermore,	Accelerated Reader books and materials	\$10,000.00	\$3,243

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the books are at various grade levels, which allows students to find books and their reading levels and increase their language proficiency.			
1.14	<p>Academic and Social Emotional Counseling for At-Promise Students</p> <p>The School Counselor will grade-level reclassify all qualifying students based on credits earned, as opposed to traditional freshman, sophomore, junior, and senior years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as graduation requirements may change. The School Counselor will inform the Counseling Specialist and teachers to ensure records are updated and students are enrolled in appropriate classes.</p> <p>The counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</p> <p>Title I, Part A</p>	No	Fully Implemented	<p>School Counselor works with students on supporting SEL needs through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Daily Seity SEL check-ins are completed by students to allow students to express how they are feeling emotionally. Teacher and other staff make referrals for counselors to provide appropriate support to students in need. Credits are assigned and academic records with</p>	Staff, counseling support and student counseling, student information system support, state assessments support	\$228,967.00	\$115,129

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				district of residence are updated soon to minimize loss of credits and progress toward graduation.			
1.15	Provide Credit Recovery Options for Low-Income Students A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill graduation requirement, CAES school counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning courses. This will require school counselors to update credit evaluations after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support accessing and using the Edgenuity platform. Title I, Part A	No	Fully Implemented	PTC students access Edgenuity platform as needed to earn high school credits toward graduation including CTE and increased elective course offerings.	Number of students enrolled in Edgenuity courses, academic credits earned in Edgenuity	\$47,000.00	\$30,600
1.16	Access to a Broad Course of Study for Low-Income Students PTC is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner	No	Ongoing Implementation	Materials and supplies are purchased to support the academic needs of every student through the use of textbooks and online courses to meet high	Device replacements, fees for course licenses	\$13,000.00	\$1,486

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

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism (Grades K-8)	All Students -- 14.3% Low-Income -- 14.3% No other groups reported due to numbers <11. [2023 California School Dashboard]	All Students -- 0% Low-Income -- 0% Hispanic -- 0% No other groups reported due to numbers <11. [2024 California School Dashboard]		All Students -- 5.9% No other groups reported due to numbers <11. [2025 California School Dashboard]	All Students -- 5% Low-Income -- 5% [2026 California School Dashboard]
2.2	Number of Student Recognition Assemblies Conducted Throughout the Year	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance. Five ceremonies conducted in 2023-24.	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, Good Attendance, participation in CTE events and Student Leadership. Six recognition events conducted in 2024-25.		Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, Good Attendance, participation in CTE events and Student Leadership. 3 recognition events conducted in fall semester 2025-26.	PTC will maintain or increase the number of student recognition ceremonies conducted in the 2026-27 school year.
2.3	Number of Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24: Two team competitions in athletics (eight students) Two CTE trips to MCIA for student support during school functions	In 2024-25: Two team competitions in athletics (nine students) Six CTE trips to MCIA for student support during school functions and other		In 2025-26: One team competitions in athletics (three students) Three CTE trips for community classroom learning opportunities and hands-on events	Increase number of students participating in external learning opportunities from the prior year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		One community service trip to Madera Food Bank (5 students)	community classroom learning opportunities provided opportunities for 22 students 31 on-site and off-site Enrichment opportunities attended by 200 students total (duplicate students)		provided opportunities for 18 students 12 on-site and off-site Enrichment opportunities attended by 191 students total (duplicate students)	
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school --94.9%. Students responding that they feel connected to school -- 90.8%. [2025 Local Climate Surveys]		Students responding that they feel safe at school --94.9%. Students responding that they feel connected to school -- 90.8%. [2025 Local Climate Surveys]	Students responding that they feel safe at school --98%. Students responding that they feel connected to school -- 98%. [2027 Local Climate Surveys]
2.5	California School Dashboard: Suspension Rate	0% [2023 California School Dashboard]	0%, assigned the Blue performance level. [2024 California School Dashboard]		0%, assigned the Blue performance level. [2025 California School Dashboard]	0% [2026 California School Dashboard]
2.6	Attendance Rate	93% as of 4/29/24. [Local Calculation]	93% as of 4/11/25. [Local Calculation]		93.4% as of 12/19/25. [Local Calculation]	100% [Local Calculation]
2.7	Facilities Inspection Tool (FIT)	The FIT report for PTC (October 2023) showed facilities in good repair.	MET-- Results reported The FIT report for PTC showed facilities in good repair. [June, 2025, Local Indicators Report to the Board]		MET-- Results reported The FIT report for PTC showed facilities in good repair. [June, 2026, Local Indicators Report to the Board]	The FIT report for PTC (October 2026) will show facilities in good repair.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	High School Dropout Rate	<p>All Students -- 32.3% Low-Income -- 32.7% English Learners -- 37.5% Hispanic -- 31.3% White -- 33.3%</p> <p>No other groups reported due to numbers <11.</p> <p>[2022-23 DataQuest Four-Year Adjusted Cohort Outcomes]</p>	<p>All Students -- 22.9% Low-Income -- 23.2% English Learners -- 20.0% Hispanic -- 21.0% White -- 36.4%</p> <p>No other groups reported due to numbers <11.</p> <p>[2023-24 DataQuest Four-Year Adjusted Cohort Outcomes]</p>		<p>All Students -- 9.2% Low-Income -- 9.2% English Learners -- 15.0% Hispanic -- 9.8% White -- 8.3%</p> <p>No other groups reported due to numbers <11.</p> <p>[2024-25 DataQuest Four-Year Adjusted Cohort Outcomes]</p>	<p>All Students -- 6.5% Low-Income -- 6.5% English Learners -- 6.5% Hispanic -- 6.5% White -- 6.5%</p> <p>Target based on 2022-23 Statewide data.</p> <p>[2025-26 DataQuest Four-Year Adjusted Cohort Outcomes]</p>
2.9	Expulsion Rate	<p>0%</p> <p>[2022-23 DataQuest Expulsion Rate]</p>	<p>0%</p> <p>[2023-24 DataQuest Expulsion Rate]</p>		<p>0%</p> <p>[2024-25 DataQuest Expulsion Rate]</p>	<p>0%</p> <p>[2025-26 DataQuest Expulsion Rate]</p>
2.10	Number of Times Needed Home-School Transportation Is Provided for Low-Income Students	<p>MAXX passes are currently free of charge for students being transported from designated stop to stop. 14 students have used this method of transportation during the 2023-24 school year.</p> <p>MUSD bus transportation to PTC has not resumed.</p>	<p>MAXX passes are currently free of charge for students being transported from home to school. 9 students have used this method of transportation during the 2024-25 school year.</p>		<p>MAXX passes are currently free of charge for students being transported from home to school. 5 students have used this method of transportation during the 2025-26 school year.</p>	<p>All students or families in need will be provided transportation or vouchers/tickets for local public transportation.</p>
2.11	Number of Parenting Teens, Foster Youth and/or Homeless Students Receiving Academic and Social-Emotional Services	<p>In 2023-24, there were 32 student referrals to the School Psychologist, with some students receiving referrals for further social-</p>	<p>In 2024-25, there were 13 student referrals to the School Psychologist, with some students receiving referrals for further social-</p>		<p>In 2025-26, there have been 12 student referrals to the School Psychologist, with some students receiving referrals for further social-</p>	<p>Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		emotional support from outside mental health agencies.	emotional support from outside mental health agencies.		emotional support from outside mental health agencies.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Maintain a Safe Campus PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.	Yes	Fully Implemented	PTC staff communicates and addresses student safety concerns in a timely manner. Professional development has increased capacity of all staff, especially in the area of social-emotional learning which contributes to responding to situations appropriately. Referrals to counseling and other specialists allow students to get the support they need.	ParentSquare fees, PTC school documents	\$10,000.00	\$8,561
2.2	Maintain School Facilities PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.	No	Fully Implemented	PTC is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the	FIT inspections Fall 2025, maintenance work order system, maintenance personnel	\$227,000.00	\$105,623

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				year as needed. FIT inspection yielded PTC campuses in "Good Repair."			
2.3	Host Annual School Events At least two events held annually to support greater school connections. Administrators, Principal, School Counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all PTC families.	No	Ongoing Implementation	PTC has hosted 12 school events for students and parents, including Parent Teacher Conferences, enrollment orientations, college presentations and high school graduation.	Requisitions for supplies and materials for events	\$1,500.00	\$750
2.4	Provide Student Transportation As Needed to and from School As 90% of PTC students are Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events.	Yes	Ongoing Implementation	Currently, five students require assistance from public transportation to get to/from school. Currently, this transportation through the city of Madera has come at no cost. Some students living in rural areas have requested assistance and tickets have been purchased for the second semester.	5 students use public transportation to get to/from school	\$1,200.00	\$0
2.5	Increase Student Attendance Understanding that academic success increases when students attend school, PTC staff believe all students achieve more when	No	Ongoing Implementation	Staff members regularly review attendance and academic	School counselor time, counselor referral forms, Tiered	\$62,583.00	\$33,487

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	they attend on a regular basis. PTC will increase student attendance rates and decrease chronic absenteeism rates by celebrating and recognizing good attendance through the use of incentives. Students with perfect attendance will be celebrated monthly with certificates and other school incentives. Additionally, effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, and home visits by administrators, academic counselors, and the school psychologist will increase school connectedness and the desire to attend regularly.			progress data to identify how to best support students and help maintain their progress toward completing courses and graduation requirements. A school psychologist is available to meet with students and parents to support SEL needs and make appropriate referrals for services with Madera County service providers. Communication between school and home is translated to keep Spanish-speaking families informed. Counselor meets with every parent of new student enrollments to address attendance procedures and the process for communicating concerns.	Reengagement Policy, PowerSchool		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Counseling Presentations School Counselors present or invite guest presenters to provide information on resources and services available to students. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, grade-level cohort meetings to inform students and parents of academic progress toward graduation.	Yes	Fully Implemented	There were 9 counselor presentations at PTC and included information on college, credits, enrollment in Independent Study, and financial aid.	Sign in sheets	\$8,000.00	\$1,779
2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students To address dropout rates, PTC will do the following: Administrators/Principal and School Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration/Principal and School Counselor will maintain a priority list of students to monitor for intervention.	Yes	Ongoing Implementation	Ongoing communication amongst staff allows identification of students with attendance concerns or lack of academic progress. Students and parents are informed of concerns to also identify additional support that may be required at home or school. Communication with families is available in Spanish for those requiring it. ParentSquare communication allows families	TRP meeting, SNL and TNL notifications, ParentSquare	\$3,000.00	\$225

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				to communicate with PTC in a preferred manner and language they understand.			
2.8	Provide Behavioral Health Intervention and Support Services PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling. Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention.	Yes	Fully Implemented	The contracted school psychologist time allocated currently meets the needs of students on IEPs. In addition to this position, Pioneer Technical Center partners with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families. Additional partnerships with Madera County Juvenile Probation, Behavioral Health and Public Health allow for families to access required resources and services. As of 1/31/26, no additional materials have	Tiered Reengagement Policy notifications and meetings, counseling referral form, IEPs	\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				been required/purchased.			
2.9	Suspension Rates PTC will maintain low suspension rates by continuing opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.	No	Fully Implemented	There has been zero suspensions as of 1/23/26. Parent communication is a cornerstone to the PTC program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, PTC uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more	Local suspension data; At presents there have not been any cost items but presentations on SEL and gang awareness builds capacity for staff to be aware of potential concerns	\$1,500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				informed about scholastic programs. Staff trained as needed for using tools.			
2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth Based upon the increased SEL needs of students who are parents themselves and other at-promise youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist.	No	Fully Implemented	Quarterly check-ins conducted by Foster Youth Services (FYS) and Educating Homeless Children and Youth (EHCY) program staff were implemented Fall for CAES foster and homeless students. Updates on grades, attendance, and behavior are obtained from teachers and instructional support staff. Academic, social-emotional, and health referrals are made as needed. Phone calls to parents/guardians are made to provide updates on students as well as to ensure that student's needs are being met.	Contact logs, student/parent sign in sheets, ParentSquare	\$18,333.00	\$9,171

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				In addition, emergency support services are provided including housing, eyeglasses, clothing, toiletries and school supplies as needed. CAES foster and homeless students are prioritized for county-wide events including college field trips, monthly College & Career Awareness Workshops (middle school), and the annual R.I.S.E. Youth Conference (middle school). Outreach to students regarding these events is conducted via mail, Parent Square, and personal phone call. In addition, teachers are asked to speak with students regarding these opportunities and encourage them to participate. All			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				CAES foster and homeless students meet with the academic counselor upon enrollment to discuss academic requirements, grades, attendance, behavior, etc. Parents/Guardians of CAES foster and homeless students are invited to participate in monthly Parent Connection Workshops. Information specific to the unique needs of foster and homeless students is provided to ensure familiarity with rights and responsibilities as well as to have the necessary information to advocate for students. Topics discussed so far include: AB490/McKinney-Vento, School Technology,			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Strategies for the Academic Success of Students, Substance Use Awareness, Suicide Prevention & Mental Health Awareness, and Trauma and It's Behavioral and Academic Effects.			
2.11	Positive Student Recognition Program PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and parents are contacted using ParentSquare as well.	Yes	Ongoing Implementation	Students received P.R.I.D.E awards for perfect attendance, citizenship, and academic achievement at the quarter and semester.	184 students have received recognition certificates (Duplicated)	\$3,000.00	\$900
2.12	Climate Survey Responses A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from	No	Partially Implemented	Students and parents will be given LCAP surveys starting January 26, 2026, which contains questions directly tied to school climate.	Student, Parent LCAP Survey responses	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.						
2.13	External Learning Opportunities for Students For the 2024-25 school year, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.	Yes	Ongoing Implementation	PTC students are rewarded for various academic successes including perfect attendance and student of the month recognition with external learning field trips. As of January 23, 2026, 71 students have attended seven field trips, including CTE competitions and college trips, and there are several trips planned for the second semester.	Bus contracts, entrance fees, student participation	\$45,000.00	\$8,420

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]		100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]		100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [Local Data]		100% of Teachers were provided access to PowerSchool to log entries in 2025-26. [Local Data]	100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]
3.4	Number of Parents Attending School Events	4 school events offered to parents/family members in 2023-24. 15 parents/family members attended events.	16 school events offered to parents/family members in 2024-25. 72 parents/family members attended school events.		11 school events offered to parents/family members in 2025-26. 82 parents/family members attended school events. Over 200 parents and family	7 school events will be offered to parents/family members in 2026-27. 50 parents/family members will attend events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		[Local Data]	[Local Data]		members attended Fall 2025 high school graduation ceremony on 12/18/25 for 22 graduates. [Local Data]	[Local Data]
3.5	Community Outreach Opportunities	With the additional of PIQE, PTC now has 6 community partners. Five families participated in the Community Appreciation Day.	PTC now has six community partners, and five community partners participated in a Wellness event hosted at PTC on 5/16/25, which was attended by 24 students, 5 parents, 17 staff, and 29 other community partners.		PTC now has six community partners.	Increase the number of community partners and connect them with families and students.
3.6	Educational Partner Input and Participation	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 15 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	In 2024-25, 33 parents completed the Spring School Climate surveys in digital form. 12 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.		In 2025-26, _____ parents completed the Spring School Climate surveys in digital form. TBD 14 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Promote School Communication ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used	Yes	Ongoing Implementation	School to home communication is documented in PowerSchool	DTS contracts, ParentSquare fees	\$3,150.00	\$2,563

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events.</p> <p>Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.</p> <p>Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.</p>			log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.			
3.2	<p>Promote Participation of Families of English Learners</p> <p>Spanish is the primary language of more than 99% of English Learner students enrolled in PTC. PTC staff will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistants and support staff are Spanish-speaking and facilitate clear and prompt communication.</p>	No	Ongoing Implementation	Staff uses complete translations on all programmatic documents shared with parents and guardians. Staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS fees for translations, Student and Parent LCAP Surveys to be completed February 2026, 94.6% of parents are contactable through ParentSquare	\$2,692.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Increase Parent/Guardian Involvement and Attendance in School Functions</p> <p>PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following:</p> <ul style="list-style-type: none"> Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being English Learner students and RFEP (30% of enrollment) students. Printed flyers in both English and Spanish will be distributed on site. Two CAES counselors will use parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i- Ready data analysis, academic progress, attendance updates, and general academic planning. Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local 	No	Fully Implemented	Parent and family members have attended high school graduations and other school events. Parents also attend IEP meetings, Tiered Reengagement Policy meetings. college matriculation, parent conferences, grade-level cohort meetings and FAFSA application meetings.	ParentSquare usage by staff and parents, LCAP Surveys, student and family events on campus	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>employers, job corps, and the Madera County Workforce Development will take place once a year.</p> <ul style="list-style-type: none"> ParentSquare will be used to survey and poll all parents on a regular basis. PTC administration will set parameters and Program Director will disaggregate and disseminate the data from those surveys. 						
3.4	<p>Develop Greater Community Outreach Opportunities</p> <p>Since 94.7% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students.</p> <p>PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children CSEC) meetings, and quarterly Juvenile Justice Coalition (JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities.</p> <p>To build community outreach for students beyond supporting the Kids' Day fundraiser for</p>	Yes	Ongoing Implementation	School administrators participate in Madera County COMPACT, FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory committee members to discuss current trends and needs	Contracts, MOUs, Participation in PTC Partner meetings and fees paid	\$1,000.00	\$200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Valley Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future.</p> <p>Parent Institute for Quality Education (PIQE) has become a new educational partner for PTC. Existing partnerships include Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.</p>			of preparing students for career opportunities after graduation.			
3.5	<p>Increase Educational Partner Input and Participation</p> <p>As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare.</p> <p>PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC</p>	No	Fully Implemented	PTC Staff has developed parent and student surveys for LCAP input and will send to families in February 2026. Also, throughout school year 2025-26, all families enrolling with PTC take an enrollment survey which provides instant	94.6% of parents are contactable through ParentSquare, use by staff and parents, LCAP Surveys, student and family events on campus	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The Principal/Program Director and teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis.</p> <p>Currently 98% of parents are able to be contacted through the website. PTC staff will set poll parameters and disaggregate and disseminate collected data from those polls.</p>			<p>programmatic feedback and generates parent volunteers for school committees. Zoom meetings allow for full, virtual participation from parents of students in school programs. This has increased participation from staff and students for input meetings.</p>			

Goal 4

Goal Description

By June 30, 2026, Pioneer Technical Center will increase the graduation rate by 10%.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Graduation Rate	41.9% graduation rate according to the 2023 CA School Dashboard.	Overall -- 53.5% English Learners -- 44.2% LTEL -- 42.5% Low-income -- 53.1% Hispanic -- 52.6% [2024 California School Dashboard]		Overall -- 76.7% English Learners -- 75.8% LTEL -- 75.8% Low-income -- 76.7% Hispanic -- 76.1% [2025 California School Dashboard]	Grad rate will be 71.9% according to the CA School Dashboard.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Increased Support for EL Students Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.	No	Ongoing Implementation	An Instructional Assistant (IA) provides intensive support for English Learner students to increase language proficiency in reading, writing, listening, and speaking domains. The IA works closely with the designated ELD teacher to maximize instructional	IA provides eight hours weekly service in ELD classroom support	\$46,000.00	\$8,110

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				time and program effectiveness.			
4.2	Increased Parent Education As a result of parent feedback via school enrollment and LCAP surveys, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will continue to partner with a Parent Education Organization to empower parents to better assist their children.	No	Ongoing Implementation	During Fall 2025, PTC continued its partnership with PIQE (Parent Institute for Quality Education) to host an online classes for parents to learn how to better support their child's social, emotional, and academic needs as students. 15 parents attended at least one session.	PIQE Contracts, roster of families who participated in Fall training; Spring session pending	\$75,000.00	\$0
4.3	Increase School Connectedness for all Students Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.	No	Ongoing Implementation	PTC staff have held on campus events at school to help students feel connected to staff and teachers. Field trips and/or other incentives are planned for the second semester. A	Field trip requests, sign-in sheets, requisitions	\$25,000.00	\$15,949

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				student leadership group continues to plan student/family events to increase student participation and school connectedness.			
4.4	Monitor Plan Effectiveness PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation progress markers' identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.	No	Ongoing Implementation	According to the California School Dashboard, the Graduation Rate for PTC students increased by 23.2% from the previous year, and currently stands at 76.7%.	Leadership staff analyzes and reports data on various accountability reports	\$0.00	\$0
4.5	Edgenuity Licenses Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements.	No	Fully Implemented	Additional licenses purchased to increase access to CTE and credit	55 students currently taking online courses through Edgenuity.	\$105,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				recovery courses. Since students typically enroll at PTC significantly behind in academic credits and at-risk of not graduating, the Edgenuity courses contribute to increased credits earned by students.			
4.6	Academic Support for Low-Performing Students Pioneer Technical Center staff uses i-Ready diagnostic assessments and prescriptive lessons as a means of remediating all SED and English Learner students in the areas of Reading and Mathematics to ensure students become grade level proficient and meet graduation requirements.	No	Fully Implemented	Students not performing academically on grade level in Reading and Math, as measured by i-Ready, are assigned prescriptive lessons to address subskill weaknesses. Students are provided additional support through Acceleration Classes that are determined by grade level performance.	i-Ready costs, prescriptive lessons	\$75,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.7	Supplemental Curriculum for English Learners PTC uses StudySynch as the curriculum for English Language Arts, and the StudySynch Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level 1 and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.	No	Planned	Program Director for MCSOS has assisted in researching a curriculum to support the language proficiency needs of long term English learners that are performing at levels 1 and 2. The curriculum would help students make progress toward reclassification. Feedback from educational partners has not yielded a program that meets the needs for student in ELD in a non-classroom based school.	Researching curriculum	\$30,000.00	\$31,041
4.8	Provide Additional Student Support Some SED students may require additional support throughout the school year, beyond the academic support provided by teachers and instructional staff. Students who fall behind academically tend to have higher absenteeism rates and lower stability rates, which affect the graduation rate. These students have lost instructional time at school and may be absent due to lack of personal school items such as backpacks or other	No	Planned	All enrolled students receive a new backpack with school supplies. Parents and students have provided positive feedback on not needing to	Requisitions	\$40,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	needs that prevent students from attending school. This action will provide funding for special or additional supplemental materials that are principally directed toward meeting the needs of those students.			purchase school supplies.			
4.9	Summer School for Credit-Deficient Students Summer school will allow SED students a greater opportunity to graduate with their cohorts. Most students who enroll at PTC after their first year of high school are already credit deficient and are less likely to graduate high school in four years. This action is intended to have a positive effect on the graduation rate at PTC. "While most students that failed one or more classes did not graduate from high school, the findings indicated that these students are more likely to graduate from high school if they participate in the summer school program than if they do not. As the number of times that students participated in the summer school program increased, the more likely they were to graduate from high school." Trujillo, G. 2012. Participation in Summer School and High School Graduation in the Sun Valley School District (ED551743).	No	Planned	Cohort data from junior and senior students will help determine the need for offering a summer school program in Summer 2026	TBD	\$25,000.00	\$0

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3,303,790	3,351,051
LCFF Supplemental/Concentration Grants	986,707	1,000,821

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [2024 Report to the Local Board]	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [June, 2025 Report to the Board]		100% of students have access to standards aligned curriculum and relevant instructional materials. State standards are implemented in all classrooms and reported to the Board.	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.
1.2	Percent of Special Education students receiving academic intervention and support.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results. [2024 Local Data]	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results. [2025 Local Data]		100% of students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready diagnostic results.
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study,	100% of Endeavor/Voyager teachers and Instructional Assistant have been involved in Professional		100% of Endeavor/Voyager teachers and Instructional Assistant involved in Professional Development training.	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SEL, McKinney-Vento training, and Suicide Prevention Training. [2024 Local Data]	Development training during SY 24-25. [2025 Local Data]			
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	72.8% of teachers are appropriately credentialed in 2021-22. [2024 DataQuest]	MET -- Results reported 48% of teachers were appropriately credentialed in 2022-23. (DataQuest)		68.3% of teachers were appropriately credentialed in 2023-24. [2025 Data Quest]	100% of teachers will be appropriately credentialed in 2024-25.
1.5	Average number of credits earned by credit-deficient students.	As of May 1, 2024, 127 incarcerated students earned 1029.75 credits for an average of 8.11 credits per student. [2024 Local Data]	As of May 1, 2025, 162 incarcerated students earned 1,462.5 credits for an average of 9.02 credits per student. [2025 Local Data]		As of 1/15/26, 120 high school students earned 1279.5 credits for an average of 10.66 credits per student.	Increase the average number of credits earned by credit-deficient students.
1.6	California School Dashboard: Distance from Standard (DFS) standard as measured by SBAC	SBAC data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]	SBAC data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]		SBAC data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Decrease Distance from Standard in both ELA and Math.
1.7	Percentage of English Learner (EL) reclassifications.	0% of EL students were reclassified as of May 1, 2024. [2024 Local Data]	0% of EL students were reclassified as of May 1, 2025. [2025 Local Data]		0% of EL students reclassified as of 1/15/26. [2025 Local Data]	5% of EL students will be reclassified. [2027 Local Data]
1.8	California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students	ELPI data not available due to minimum cohort	ELPI data not available due to minimum cohort		Fewer than 11 students - data not displayed for privacy.	Increase the percentage of English Learner Students Making Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Making Progress toward English Proficiency (ELPI)	requirement of 11 students not met. [2023 California School Dashboard]	requirement of 11 students not met. [2024 California School Dashboard]		[2025 California School Dashboard]	toward English Proficiency.
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in ELA and Math.	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2024, yield 6.94% of students are performing at or above grade-level in Reading (with 31% having showed growth) and 1.4% at grade level in Math. However, Math results indicate 23.94% of students showed growth of at least one grade-level during the second semester. [2023-24 Local Data]	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level in Reading (with 52% having showed growth) and 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester. [2024-25 Local Data]		Diagnostic results from i-Ready assessments for Low-Income students completed through 1/15/26, yield 11% of students are performing at or above grade-level in Reading (with 32% having shown growth) and 0% at grade level in Math. However, Math results indicate 29% of students showed growth of at least one grade-level during the first semester. [2025 Local Data]	30% of students performing at or above grade-level in Reading. 10% at or above grade level in Math.
1.10	Number of Students completing credit in a Career Technical Education (CTE) Class	As of January 2024, 6 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual). Additionally, 5 students completed a CTE course via Edgenuity for a total of 49 credits. [2024 Local Data]	As of May 1, 2025, 5 students in the Cadet Academy enrolled and 3 earned credit in the Introduction to Welding course (Virtual). Additionally, 10 students completed a CTE course via Edgenuity for a total of 56.5 credits. [2025 Local Data]		As of 1/15/26, 8 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual). Additionally, 6 students completed a CTE course via Edgenuity for a total of 14.5 credits. [2025 Local Data]	10 students will earn credit in a CTE class.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.11	Number of 11th and 12th grades students screened to qualify for modified graduation track or grade level reclassification.	25 students have been screened. Five students were placed on a modified graduation track. [2024 Local Data]	As of May 1, 2025, 20 students have been screened. Ten students were placed on a modified graduation track. [2025 Local Data]		8 Students screened for modified graduation track (AB 2306) upon release and enrollment at district of residence. Two students were approved and placed on modified track. Students are no longer grade level reclassified according to credits	All 11th and 12th grades students will be screened.
1.12	California School Dashboard: Students Graduating with a High School Diploma	Dashboards graduation data not reported due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard] As of June 2024, four Endeavor students graduated during the 2023-24 school year. [2024 Local Data]	Dashboards graduation data not reported due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]		Dashboards graduation data not reported due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard] As of 1/15/26, 4 Endeavor students graduated during the 2025-25 school year. [2025 Local Data]	Increase number of graduates.
1.13	Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	21 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review postsecondary options. Career Assessments were	25 students completed an Individual Transition/ Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review postsecondary options. Career Assessments were conducted May 2025.		Over the course of 4 sessions, 69 students received information on graduation requirements, progress toward graduation and postsecondary pathways, as of 1/15/26. Individual Transition/Progress Plan Survey two seniors to assist with college matriculation and financial aid applications. Career	All seniors will complete an Individual Transition/Progress Plan and an Individual Graduation Progress Plan and Career Assessment Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		conducted Spring 2024. [2024 Local Data]	[2025 Local Data]		Assessments to be conducted Spring 2026.	
1.14	Access to a Broad Course of Study	All students had access to a broad course of study within the parameters of the school setting. [2024 Report to the Local Board]	MET -- Results reported All students had access to a broad course of study within the parameters of the school setting. [June, 2025, Local Indicators Report to the Board]		100% of students had access to a broad course of study. [2025 Report to Local Board]	All students will have access to a broad course of study within the parameters of the school setting.

Actions & Measuring and Reporting Results

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.						
1.2	Support Students with IEPs Since incarcerated youth are enrolled at Endeavor/Voyager on an ongoing basis, all teachers receive a daily roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, a RSP teacher meets with all students on IEPs either individually or in small groups. Support for students can be "push- in" or "pull-out" to provide additional instructional options. Regular communication between core academic teachers and the RSP teacher ensures identified students are receiving appropriate support.	No	Ongoing Implementation	RSP Teacher provides instructional support to incarcerated students on IEPs throughout the year.	Teacher/student weekly schedules and appointments, daily rosters of students on IEPs	\$26,317.00	\$37,796
1.3	Instructional Staff Professional Development Program Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): <ul style="list-style-type: none"> • Social emotional learning • Identifying and implementing best instructional practices principally 	Yes	Ongoing Implementation	Professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic	Professional development calendar, materials purchased for training	\$1,500.00	\$800

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>directed at meeting the needs of English Learners</p> <ul style="list-style-type: none"> Meeting the needs of Homeless students and Foster Youth Multi-Tiered Support System (MTSS) Academic Achievement <p>Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.</p>			<p>achievement. Professional development will also focus on identifying/implementing best instructional practices principally directed at meeting the needs of English Learners.</p> <p>Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS.</p>			
1.4	<p>Low-Income Students to Make Academic Progress in Math</p> <p>School year 2024-25 i-Ready results indicate 0% of Low-Income students are at grade level in Math, and the sample size of students was too small to provide meaningful achievement data from CAASPP results.</p>	Yes	Ongoing Implementation	All teachers receive instructional support from a Math expert from Fresno County	<p>Professional development calendar, shared resources</p> <p>**No materials needed as of mid-year reporting</p>	\$800.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math.</p> <p>Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. To better assist Low-Income students, MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms.</p>			<p>Superintendent of Schools by way of monthly training in a whole group setting. Furthermore, math teacher attended a math conference in December 2025 to improve instructional practices. (Conference funds spent accounted for in item 1.5.)</p>			
1.5	<p>Retain Highly Effective Teachers Through Individualized Professional Development</p> <p>To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student</p>	Yes	Ongoing Implementation	<p>Endeavor/Voyager instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in training related</p>	Conference fees and professional development materials	\$2,800.00	\$2,595

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	achievement in the areas of ELA, designated English language development and math.			to the WASC Self Study, Foster Youth/Homeless, Project Protect, Suicide Awareness and Prevention, and LCAP training. Teachers are encourage to seek relevant professional development offered by other educational agencies as well.			
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math To increase student performance in ELA and Mathematics, Endeavor/Voyager staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.	No	Fully Implemented	Instructional staff members provide services to students. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.	Staff members, supplies, instructional materials	\$236,081.00	\$118,040
1.7	Maintain Low Student to Teacher Ratio Student to teacher ratio should be 16:1, but during the 2024-25 school year, Endeavor/Voyager was below 10:1. Having an	Yes	Fully Implemented	Incarcerated students have significant needs during	Student enrollment to teacher ratio	\$421,279.00	\$210,639

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. Low-Income students are significantly behind grade level as measured by i-Ready assessments for ELA and Math. Students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings.</p> <p>In order to support those teachers and students in making academic progress and stronger social-emotional relationships, an Instructional Assistant will provide additional support to Low-Income students, English Learners, and Foster Youth. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.</p>			their periods of incarceration which requires greater academic support. E/V staff consists of 4 full time teachers and an Instructional Assistant to support approximately 38 students for all curricular needs.			
1.8	<p>English Learner Support Endeavor/Voyager will provide English Language Development (ELD) instruction to support students' language acquisition and increased access to core curriculum. Endeavor/Voyager is providing professional development and coaching to support teachers in their instruction for ELD. Endeavor/Voyager will provide English Language Development (ELD) supplemental materials and additional supports to English Learners who experience academic difficulties.</p> <p>The MCSOS Program Director- ELA/ELD will provide coaching and professional development for staff in instructional best practices to improve language proficiency and increase the number of students meeting the criteria for RFEP.</p>	No	Ongoing Implementation	MCSOS ELA/ELD Program Director provides a Bilingual Network program for all CAES ELD teachers for discussing latest instructional practices, ELPAC testing procedures and requirements, student outcome data,	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$20,293.00	\$10,147

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				as well as provides teacher observation and relevant teacher feedback of instructional practice success.			
1.9	Provide Intervention and Instructional Support for Struggling Learners Endeavor/Voyager staff will provide intervention and instructional support for students' academic growth as measured by SBAC, ELPAC, and i-Ready formative ELA and Math assessments. Formative and summative assessments will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and school counselors. An Instructional Assistant will provide direct support to Low-Income and EL students.	No	Ongoing Implementation	An Instructional Assistant provides intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address subskill weaknesses.	Instructional Assistant provides direct assistance to students daily for students requiring support in reading/math	\$63,727.00	\$31,863
1.10	i-Ready Assessments for Grade Level Proficiency Because CAASPP summative assessments do not provide data due to the small sample size, i-Ready formative assessments will provide actionable student data for ELA and math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support	Yes	Fully Implemented	i-Ready assessments have been administered to students twice during this academic year and 32% of assessed students have shown growth in Reading over this time last year. Students have shown growth 29% in Math during the	Instructional Assistant provides direct support to students daily for students, IReady results	\$4,800.00	\$2,300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis.			same time frame.			
1.11	Increase Students Completing CTE Courses To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts.	Yes	Fully Implemented	CTE teacher provides weekly instruction in "Virtual Welding" which includes the use of virtual welders. The expectation at the end of the course is for the student to be able to apply skills and theory learned in the class and be able to apply to a regular Welding class upon return enrollment to local school after period of incarceration. During the first semester, students also attended hands on learning experiences in	Edgenuity credits earned for CTE courses online	\$58,425.00	\$11,862

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the welding shop.			
1.12	<p>Academic and Social Emotional Counseling for At-Promise Students</p> <p>A School Counselor will facilitate updated credit evaluations so teachers can assign appropriate coursework for each student. All students enrolled in Endeavor/Voyager for at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon student release.</p> <p>A School Counselor will grade-level reclassify all qualifying students based on credits earned as opposed to years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses.</p> <p>School Counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</p> <p>Endeavor/Voyager staff will work with a counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation.</p>	No	Fully Implemented	<p>School Counselor works with students on supporting SEL needs through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Biweekly SEL check-ins are completed by students to identify emotional support needs and results are communicated with pertinent staff. Appropriate credits are assigned and records with district of residence are updated soon to minimize loss of credits and progress toward graduation</p>	Staff, counseling support and student counseling, student information system support, state assessments support	\$54,897.00	\$26,454

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.13	Create Individual Progress Plans and Career Assessment Surveys The School Counselor will meet with all students enrolled greater than 15 days in Endeavor/Voyager to complete Individual Progress Plan and Career Assessment Survey. The school counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.	No	Fully Implemented	By January 30, 2026, all students will complete an Individual Transition/ Progress Plan Survey. School counselor meets with all seniors individually to assist with college matriculation and financial aid applications. Group meetings are held with all students to review post-secondary options. Career Assessments will be conducted Spring 2026.	College enrollment, FAFSA completion **No materials needed as of mid-year reporting	\$300.00	\$0
1.14	Provide Credit Recovery Options for Low-Income Students Endeavor/Voyager students come from various districts within Madera County and other counties as well. Furthermore, the most students are significantly credit deficient. To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity are part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic	No	Fully Implemented	Endeavor/Voyager students use Edgenuity platform as needed to earn high school credits toward graduation including.	Number of students enrolled in Edgenuity courses, academic credits earned	\$30,600.00	\$29,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	records are obtained and provided in a timely manner to districts of residence.						
1.15	Access to a Broad Course of Study for Low-Income Students The Endeavor/Voyager staff is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Since the circumstances of incarcerated youth preclude some of the activities of traditional school setting, software and technology will be provided to allow the broadest possible access within the parameters allowed for our students.	No	Ongoing Implementation	Materials and supplies are purchased to support the academic needs of every students through the use of textbooks and online courses to meet high school graduation requirements. This includes chromebook replacements as needed for coursework completion.	Device replacements, fees for course licenses	\$2,500.00	\$4,470
1.16	Academic Supports for Students at Gould Education Center All Gould Education Center classroom staff will be trained and coached in utilizing the adopted ELA, ELD, and Math curricula in their classrooms on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and differentiation strategies to meet the unique needs of the Gould students, specifically those who are English Learners and Hispanic students.	No	Ongoing Implementation	All Gould staff engage in ongoing professional development and coaching in utilizing the adopted ELA, ELD, and Math curricula. Beginning in August 2025 staff engaged in multiple days of professional development targeted on maximizing	Monthly professional development training, additional staff days, curriculum purchases	\$20,000.00	\$38,700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				student engagement, providing appropriate differentiation strategies, accommodations, behavioral support, and technology to meet the unique needs of Gould students, specifically those who are English Language Learners and Hispanic students. On a monthly basis, administrators meet with their staff to continue teacher support, coaching and professional development. Teachers are also invited to attend non-mandatory monthly teacher trainings on a variety of topics.			
1.17	Support Students Toward Graduation The school counselor will maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure students progress toward meeting all graduation requirements of their home districts. All students enrolled in Endeavor/Voyager at least 15 days are eligible	No	Partially Implemented	Since October 2025, Aftercare Liaison has been onboarded to provide post-incarceration support to returning	Student and Parent phone calls and meetings, connections and/or with district representatives, PowerSchool entries	\$166,385.00	\$10,036

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to earn partial credits toward requirements. An Aftercare Liaison will assist all students returning to their home districts for the purposes of reengaging with their home school, setting up support once enrolled, and provide ongoing support through graduation to reduce school dropouts.			students back to their respective districts of residence.			

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism (K-8)	Data not reported on the 2023 California School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022- 23.	Data not reported on the 2024 California School Dashboard for Juvenile Hall (Endeavor/Voyager Secondary) due to a cohort number below 11 students K-8. 2.5% of students were chronically absent in Juvenile Hall (Endeavor/ Voyager Secondary) (9-12) [2024 Data Quest]		As of 1/15/26, Data Quest shows 1.7% of students were chronically absent in 2024-25. [2025 Data Quest]	0% [2026 California School Dashboard]
2.2	Number of Annual Presentations to Students	There were seven presentations to students during the 2023-24 school year. [2024 Local Data]	As of May 1, 2025, there were four presentations to students during the 2024-25 school year. [2025 Local Data]		Four (4) presentations to students as of 1/15/26 and seven (7) planned for the second semester. [205-26 Local Data]	There will be 10 presentations to students during the 2026-27 school year. [2027 Local Data]
2.3	Percentage of Students Participating in Learning Opportunities Outside of the Classroom	In school year 2023-24, 100% of students participated in learning opportunities outside the classroom. [2024 Local Data]	In school year 2024-25, 100% of students participated in learning opportunities outside the classroom. [2025 Local Data]		As of 1/15/26, 100% of students participated in learning opportunities outside the classroom. [2025-2026 Local Data]	In school year 2026-27, 100% of students participated in learning opportunities outside the classroom. [2027 Local Data]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school -- 97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school -- 94.9%. Students responding that they feel connected to school -- 90.8%. [2025 Local Climate Surveys]		TBD Spring 2026. [2026 Local Climate Surveys]	Students responding that they feel safe at school -- 100%. Students responding that they feel connected to school -- 100%. [2027 Local Climate Surveys]
2.5	California School Dashboard: Suspension Rate	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2023 California School Dashboard]	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2024 California School Dashboard]		4.6% for Juvenile Hall (Endeavor/Voyager Secondary) [2025 California School Dashboard].	0% for Endeavor/Voyager Secondary [2026 California School Dashboard]
2.6	Attendance Rate	99.8% [2024 Local Calculation]	99.7% [2025 Local Calculation]		Student attendance rate as of 12/13/25 99.7% [Fall 2025 Local Calculation]	100% attendance rate [Local data]
2.7	Facilities Inspection Tool (FIT)	FIT in October 2023 scored Endeavor/Voyager in "Good Repair".	MET -- Results reported FIT scored Endeavor/Voyager in "Good Repair". [June, 2025, Local Indicators Report to the Board]		FIT in October 2025 scored Endeavor/Voyager in "Good Repair"	FIT in October 2026 will score Endeavor/Voyager in "Good Repair" or better.
2.8	High School Dropout Rate	Not reported on DataQuest due to low number of students in the cohort. [2023 DataQuest]	Not reported on DataQuest due to low number of students in the cohort.		Not reported on DataQuest due to low number of students in the cohort.	0% [2026 DataQuest]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			[2024 DataQuest]		[2025 DataQuest]	
2.9	Expulsion Rate	0% [2023 DataQuest]	0% [2024 DataQuest]		0% [2025 DataQuest]	0% [2026 DataQuest]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Increase Student Attendance Rates Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they do have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance.	Yes	Ongoing Implementation	Staff members participate in monthly team treatment meetings to continually learn how best to support students and help maintain students on track toward completing courses and graduation requirements. Positive behaviors and attendance allow students to earn points to be used in Rosa's Pantry. Students traditionally do not miss school because of the connectedness to a committed staff.	Attendance rate of 99.7% as of 12/13/25. [2025 Local Data]	\$1,200.00	\$842

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	Counseling Presentations School counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. The "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.	No	Ongoing Implementation	Four presentations to students as of 1/17/25 and seven more are planned for the second semester. Planned presentation topics include Tobacco/Vaping prevention, Nutrition, Community College information, Suicide Preventions awareness and others of benefit to students.	Presentation materials, scheduling with teachers	\$0.00	\$200
2.3	Increase Student Participation Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field trip destinations now allow for virtual access, which can also contribute to learning goals.	Yes	Fully Implemented	Seven students have participated in community service activity Wreaths Across America and 13 students in athletics competitions, as well as poetry/essay contest held locally and at Fresno State, with additional sporting events scheduled in Spring 2026. There have been 5 students participate in	Student participation in athletic competitions and academic presentations, probation bucks for Rosa's Pantry	\$1,000.00	\$200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Speech/Essay contests.			
2.4	Behavioral Health Interventions and Support Services When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between school staff and parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. School counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. A school counselor, RSP teacher, and school psychologist will provide services to students that support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.	No	Fully Implemented	The contracted school psychologist time allocated currently meets the needs of students on IEPs. In addition to this position, Madera County Superintendent of Schools partners with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families.	Treatment team meeting participation, referral form, IEPs	\$17,100.00	\$11,162
2.5	Suspension Rates Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated to provide appropriate interventions. Parent conferences help communication between home and school, as well as other reporting opportunities like student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school.	No	Fully Implemented	Increased communication with all educational partners is the key to success when working with incarcerated youth. The most difficult connection for educational staff to make is with parents, and	At present there have not been any cost items but presentations build capacity for staff to be aware of potential concerns. Per 2025 CA School Dashboard is 4.6%	\$0.00	\$160.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Parent Square removes that barrier. Staff maintain communications with families for the best intent for working with incarcerated youth.			
2.6	Positive Student Recognition Program Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well.	Yes	Fully Implemented	Endeavor/Voyager students are recognized monthly by staff to acknowledge positive behavior and academic achievement.	5 students have been recognized for student of the month as of 1/15/26. **No materials needed as of mid-year reporting	\$1,000.00	\$0
2.7	Climate Survey Responses Endeavor/Voyager staff will engage with parents through various communication methods to increase the number of climate survey responses and to continue to improve climate survey satisfaction results. Increased survey responses will support stronger connections between families and school.	No	Fully Implemented	Students, Parents will be given LCAP surveys beginning February 3, 2026, which contains questions directly tied to school climate.	LCAP Survey responses from students and parents Spring 2026	\$0.00	\$0

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of Parents of Low-Income Students Using ParentSquare to Communicate with the School	100% of parents Low-Income students are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of Low-Income students are in contact with teachers via phone calls and 86% are contactable through the ParentSquare texting feature. [2025 Local Data]		100% of parents of Low Income students are in contact with teachers via ParentSquare texting feature. [2026 Local Data]	100% of parents of Low-Income students will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2025 Local Data]		100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2026 Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]
3.3	Number of Parents Attending School Events	10 parents/family members attended high school graduation ceremony during 2023-24. [2024 Local Data]	12 parents/family members attended school events, including speech and poetry contests. [2025 Local Data]		As of 1/19/26 , 51 parents and community members attended school events, including, Martin Luther King Speech Contest, Rotary Speech Contest, and Cadet Academy Graduations. [2026 Local Data]	20 parents/family members will attend school events in 2026-27. [Local Data]
3.4	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access	100% of Teachers were provided access		100% of Teachers were provided access	100% of Teachers will provide access to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		to PowerSchool to log entries in 2023-24. 2024 [Local Data]	to PowerSchool to log entries in 2024-25. [2025 Local Data]		to PowerSchool to log home communication entries. [2026 Local Data]	PowerSchool to log entries in 2026-27. [Local Data]
3.5	Number of Parents Attending Endeavor/Voyager Parent Meetings	No parents of English Learner students and one parent of a Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2023. 2023-24 [Local Data]	No parents of English Learner or Low-Income students attended a Parent Advisory Committee (PAC) meeting during Fall 2023. [2025 Local Data]		No parents of English Learner students or Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2025.	5 parents of English Learner students and 5 parents of a Low-Income student will attend Parent Advisory Committee (PAC) in 2026-27. [Local Data]
3.6	Percentage of Foster Youth Caregiver Participation in Monthly Workshops.	In 2023-24, 9% of Madera County caregivers have participated in monthly workshops. [2024 Local Data]	During the 2024-2025 school year, 14% of Madera County caregivers participated in monthly workshops. [2025 Local Data, Foster Focus]		24% of Madera County Foster Youth caregivers have participated in monthly workshops. [2026 Local Data]	In 2026-27, 25% of Madera County caregivers will participate in monthly workshops. [Local Data]
3.7	Percentage of caregivers of CAES foster youth using ParentSquare to communicate with Foster Youth/Homeless Education staff	Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will be new in the 2024-2025 school year. Currently, 0 parents use this feature for Foster Youth. [2023-24 Local Data]	14 CAES foster/homeless families used ParentSquare during the 2024-2025 year to communicate with school staff. [2024-2025 Local Data]		100% of CAES foster youth caregivers and homeless education parents are using the "Smart Alerts" text feature for workshops and field trip notices. [2025-26 Local Data]	100% of CAES foster youth caregivers and homeless parents will communicate directly with Foster Youth staff via ParentSquare [Local Survey Data]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Promote School Communication ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events.</p> <p>Translations of announcements and documents through ParentSquare will provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.</p>	Yes	Ongoing Implementation	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.	DTS contracts, ParentSquare fees	\$1,200.00	\$283
3.2	<p>Promote Participation of Families of English Learners Spanish is the primary language of more than 99% of English Learner students enrolled in Endeavor/Voyager. By utilizing both Parent Square translation services (embedded in the program) and DTS translations of school documents including SARC and LCAP, Endeavor/Voyager staff will increase participation of parents of English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of English Learner reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.</p>	No	Ongoing Implementation	Staff uses complete translations on all programmatic documents shared with parents and guardians. Staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS fees for translations, Student and Parent LCAP Surveys to be completed February 2026, 81% of parents access ParentSquare	\$1,500.00	\$412

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	Increase Parent/Guardian Involvement and Attendance at School Functions Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.	Yes	Fully Implemented	Parent and family members have attended speech contests and Cadet Academy graduations. Parents also attend IEP meetings, college matriculation, and FAFSA application meetings.	ParentSquare usage by staff and parents, LCAP Surveys, student and family events on campus **No materials needed as of mid-year reporting	\$500.00	\$0
3.4	Maintain High Level of Home-School Communication Endeavor/Voyager staff will ensure the requiring of communication to the parents of students by documentation of all communication in ParentSquare by teachers, on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.	No	Ongoing Implementation	School administrators participate in Madera County COMPACT, FRESNO ROP, Juvenile Justice Coalition Committee meetings, meetings with probation partners, counselors partner with Madera Community College for Reg-To-Go, CTE teachers meet with advisory	Zoom subscriptions for meetings, participation in meetings	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				committee members to discuss current trends and needs of preparing students for career opportunities after graduation.			
3.5	Increase Educational Partner Input and Participation The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.	Yes	Fully Implemented	Zoom meetings allow for full, virtual participation from parents of students in Endeavor/Voyager school programs. This has increased participation from staff, students, and correctional staff for input meetings.	81% of students access ParentSquare, use by staff and parents, LCAP Surveys, student and family events on campus	\$500.00	\$90
3.6	Foster Youth and Homeless Students Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities	Yes	Ongoing Implementation	Four (4) caregiver workshops have been provided for caregivers. A virtual option is also made available to ensure access to all caregivers county-wide. The county FYSCP	ParentSquare, workshop and presentation attendance	\$1,000.00	\$1,207

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff.			program started using ParentSquare to inform caregivers about college field trips, College & Career Workshops for students, senior workshops, and Parent Connection Workshops.			

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	i-Ready assessments in Math: Percentage of Students Showing Growth	<p>18% of students are performing at or above grade-level in Reading.</p> <p>0% at grade level in Math. However, Math results indicate 9% of students showed growth of at least one grade-level.</p> <p>[2023-24 iReady Diagnostic Assessment]</p>	<p>Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level in Reading (with 52% having showed growth) and 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester.</p> <p>[2024-25 Local Data]</p>		<p>0% at grade level in Math. However, Math results indicate 29% of students showed growth of at least one grade-levels measured by i-Ready in Fall 2025 diagnostics.</p> <p>[2025-26 2nd i-Ready Diagnostic Assessment]</p>	100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in ELA and Math.
4.2	California School Dashboard: Students Graduating with a High School Diploma	<p>Two Endeavor students graduated during the 2023-24 school year.</p> <p>[2024 Local Data]</p>	<p>0 Endeavor/Voyager students graduated during the 2024-25 school year.</p> <p>[2025 Local Data]</p>		<p>2 Endeavor students graduated during the first semester of the 2025-26 school year.</p> <p>[2025-26 Local Data]</p>	Four Endeavor students will graduate in the 2026-27 school year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Math Support Teacher Endeavor/Voyager students are enrolling significantly deficient in math as measured by i-Ready Formative Assessments. Students are in need of more intensive, daily math instruction as the increased proficiency is needed to close the achievement gap for all Low Income, English Learner, and Foster Youth students. An additional teacher will be assigned to Endeavor/Voyager staff for math instruction.	No	Fully Implemented	Staff LCAP survey results and parent input highlighted a need for daily mathematics instruction for incarcerated students. In addition, low test scores on local and state mathematics assessments prompted the need of a full-time math teacher providing daily math instruction to all students.	An additional teacher provides daily instruction in mathematics for incarcerated youth	\$155,261.00	\$77,630

Goal 5

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Number of county-wide meetings, professional development/technical assistance opportunities provided to LEAs, probation, and child welfare services partners.	During 2023-2024 school year, the FYSCP provided 16 professional development opportunities [2023-24 Local Data]	The FYSCP provided 14 professional development opportunities during the 2024-2025 school year. [2024-25 Local Data]		Ten (10) professional development opportunities have been provided to date. [2025-26 Local Data]	Continue providing at least 15 professional development opportunities annually.
5.2	Foster youth graduation rate	61% graduation rate (2022-2023 DataQuest)	69% graduation rate. (2023-2024 DataQuest)		73% graduation rate. [2024-25 DataQuest]	100% of Madera County Foster Youth will graduate
5.3	Foster youth stability rate	59% stability rate (2022-2023 DataQuest)	49% stability rate (2023-2024 DataQuest)		48% stability rate [2024-25 DataQuest]	Foster youth stability rate will match or exceed the county-wide rate
5.4	Number of LEAs participating in monthly advisory council meetings.	During 2023-2024, six LEAs participated in monthly advisory council meetings [2023-24 Local Data]	During the 2024-2025 school year, six LEAs participated in monthly advisory council meetings. [2024-2025 Local Data]		Six (6) LEAs have participated in monthly advisory council meetings. [2025-26 Local Data]	100% of LEAs (9) will participate in monthly advisory council meetings
5.5	Number of parent workshops and other opportunities for caregiver support provided	During 2023-2024, six parent workshops were provided for caregivers. [2023-24 Local Data]	During the 2024-2025 school year, 10 parent workshops were provided for caregivers.		Four (4) parent workshops have been provided for caregivers as of January, 2026. [2025-26 Local Data]	Provide 10 workshops annually to caregivers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			[2024-2025 Local Data]			
5.6	Number of county-wide post-secondary preparation and career awareness/readiness opportunities provided for foster youth	During 2023-2024, 14 post-secondary preparation/career readiness opportunities were provided for foster youth. [2023-24 Local Data]	During the 2024-2025 school year, 23 post-secondary preparation/career readiness opportunities were provided for foster youth. [2024-2025 Local Data]		Eight (8) post-secondary preparation/career readiness opportunities have been provided for foster youth.	Provide 15 or more post-secondary/career readiness opportunities for foster youth.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students The FYSCP will coordinate college matriculation and free application for federal student aid (FAFSA) support workshops for seniors, coordinate quarterly post-secondary awareness workshops/guest speakers for high school students focused on the different systems of higher education and career technical education opportunities, coordinate monthly parent workshops on topics to increase foster youth advocacy and improve college/career guidance at home (i.e. AB490, Trauma Informed Strategies, Special Education, Healthy Relationships, Early College Awareness and Preparation, etc.) and ensure staff receive training, support and resources to implement AB167.	No	Ongoing Implementation	Two quarterly virtual workshops for seniors have been held to provide additional support for students to complete the community college matriculation and financial aid process. Three College & Career Connection monthly workshops were conducted for high school	Fliers, student sign in sheets, caregiver sign in sheets	\$273,216.00	\$136,608

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>students focused on graduation and college entrance requirements, post secondary options and CA college education systems, career exploration and financial aid.</p> <p>Three monthly Parent Connection workshops have been provided for caregivers with information on various topics. To date, information on the following topics has been provided: AB490, School Technology, Strategies for Supporting the Academic Success of Students, Substance Use Awareness, Mental Health Awareness & Prevention. A consistent group of 8 - 10 caregivers have attended these workshops throughout the</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				fall semester. An AB167 training/overview was provided to LEA liaisons, social services educational liaisons, and CASA partners during September's Executive Advisory Council meeting.			
5.2	Coordinate county-wide career awareness and readiness activities for foster youth students The FYSCP will coordinate the annual R.I.S.E. Youth Conference, provide backpacks and school supplies, coordinate and facilitate College and Career Awareness Workshops for middle and high school students, coordinate college/university field trips and opportunities for other student events, assist in the development and facilitation of grade level transition services, provide support for orientation meetings and support for students transitioning from elementary to middle, middle to high school, and high school to post-secondary, provide paid work experience opportunities, provide assistance for case management to identify academic and social support services (i.e. behavioral health, tutoring, academic counseling, etc.) and to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE courses (help to ensure high school youth are familiar with available courses and other support services); outreach to families will be conducted regarding college and career workshops, senior workshops, and other student events and activities; partner with Independent Living Program to facilitate	No	Ongoing Implementation	100 students received a backpack and school supplies July, 2025; the annual R.I.S.E. Youth Conference is scheduled to take place on February 23, 2026. Middle and high school students will attend. Three College and Career Awareness workshops were held for high school students covering career awareness/interests and post-secondary options; college entrance requirements	Student backpack sign out sheet; RISE Youth Conference Planning Agendas/Minutes; Student sign-in sheets/fliers,	\$26,000.00	\$7,800

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	financial literacy, budgeting and other independent living skills.			<p>and financial aid.</p> <p>Two middle school grade level transition workshops have been conducted focused on high school graduation requirements and CTE pathways, career exploration and financial literacy.</p> <p>Four college visits were provided to CSU San Jose, UC Merced, College of the Sequoias, and UC Santa Cruz.</p> <p>A contract for case management services for Foster Youth was finalized with MUSD to help identify student academic and social needs.</p>			
5.3	Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth The Foster Youth Coordinator will develop and provide professional development in areas	No	Ongoing Implementation	Beginning August, 2025, through December, 2025, monthly	Fliers, agendas, sign in sheets.	\$73,586.00	\$9,267

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	relevant to Foster Youth including legislation, school stability, HS needs of Foster Youth, truancy, trauma informed care, and alternative discipline strategies (for liaisons, school staff, social workers, probation, CASA, caregivers, etc.), meet with liaisons individually two times per year to provide support, pilot the Neurosequential Model in Education (NME) in one school district, assist LEAs to provide case managers to conduct AB167 screenings, monitor attendance and academic progress, identify academic and social-emotional needs, make referrals, coordinate services, identify youth to participate in post-secondary preparation activities, etc., coordinate monthly caregiver workshops focused on various topics to help support the academic and social-emotional well-being of foster youth; Prioritize literacy for 3rd – 6th grade foster youth through increased awareness of the importance of early literacy, workshops and literacy events to provide strategies for parents; increase coordination with local Early Childhood Education programs to identify and support more children and families; increase awareness about the importance of attendance and providing positive attendance strategies for caregivers, provide support for case managing seniors and ensuring support for matriculation into post-secondary programs, connecting them with college support programs, etc.; provide social emotional support services to Foster Youth by ensuring staff have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth and ensuring connection to extra-curricular activities; provide assistance to revise policies/practices to ensure that Foster Youth experiencing school discipline have access to positive behavior supports, Restorative Justice, pupil services counseling, mental health services, and other positive behavior modification services; provide support to increase number of foster youth receiving services from Court Appointed			Advisory Council meetings were held that focused on legislative updates, the unique needs of foster youth and best practices to address these needs. Additionally, two virtual professional development opportunities were provided to partners on AB490 and Meeting the High School Needs of Foster Youth (including partial credits, screening for reduced credits, transfer of records, etc.). FYSCP staff assist continue to provide ongoing support to ensure processes and procedures are in place to screen high school students for reduced graduation credit requirements. Individual Liaison site			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Special Advocates (CASA) targeting early childhood-aged youth - focus on social-emotional strategies, attendance, behavior and support for caregivers on managing behavior at home; continue facilitating monthly Executive Advisory Council meetings and highlighting information relevant to foster youth including legislation, best practices, training opportunities, etc.			visits have been conducted to provide added support specific to each district. Six of nine school district liaisons have been visited at least once. The process for initial implementation of the Neurosequential Model (trauma) has been initiated with one school district who will be the pilot for Madera County. Four caregiver workshops have been provided covering a variety of topics to help caregivers advocate for youth. Partners from the County Office of Education, Behavioral Health, local LEAs, and Public Health have presented on various topics. The Executive Advisory Council has met monthly sin			

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				meetings focuses on best practices for minimizing school placement changes.			

Goal 6

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	Madera County Student Expulsion Rate	0.3% expulsion rate of students from Madera County. [2022-23 Data Quest Expulsion Rate]	0.2% expulsion rate of 74 total students from Madera County. [2023-24 Data Quest Expulsion Rate]		0.1% expulsion rate of students from Madera County. [2024-25 Data Quest]	Maintain or reduce the expulsion rate annually.
6.2	Expulsion Meetings	Meetings were held throughout 2023-24 to craft the next Expelled Youth Plan for Madera County. [2023-24 Local Data]	Thirty-seven meetings held throughout 2024-25 with district partners for offering services to expelled youth. Meetings included district administrators, parents, and students prior to enrollment. Meetings also held to assist district partners with concerns/questions for expulsion cases.		As of December 2025, CAES programs have provided educational services to 18 expelled youth (4 PTC, 7 PTCC, 2 MCIA, 5 E/V) from districts within Madera County.	MCSOS will facilitate meetings throughout the year with district partners for services to expelled youth. Meetings will include district administrators, parents, and students prior to enrollment. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.

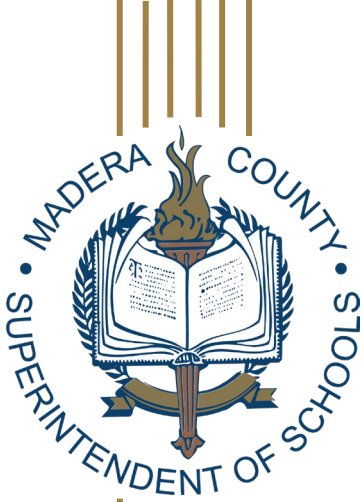
Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	Triennial Meetings MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES)	No	Planned	This is year two of a three-year cycle of the Expelled Youth Plan. Most meetings will be conducted individually on	Zoom, Phone meetings	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Division, will lead the process with representatives from each of the other districts in Madera County. Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion. The annual review was conducted in Spring of 2024, with a new plan written and approved by the nine district Superintendents and MCSOS in May of 2024.			how best to serve incoming expelled youth.			
6.2	Expelled Youth Placement Meetings Meetings will be held throughout the year with district partners to offer services for expelled youth during the year. Meetings will include district administrators, parents, and students prior to enrollment. The meetings will ensure that students are placed in the appropriate program to meet their unique needs. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.	No	Ongoing Implementation	As of December 20, 2025, no district representative meetings have been held, however, individual meetings with district representatives have been held to discuss incoming expelled youth to CAES programs.	Zoom, phone meetings, referral packages	\$37,000.00	\$18,500

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	18,475,508	19,493,899
LCFF Supplemental/Concentration Grants	327,131	365,513



Tricia Protzman
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item February 10, 2026

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from January 1, 2026. 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

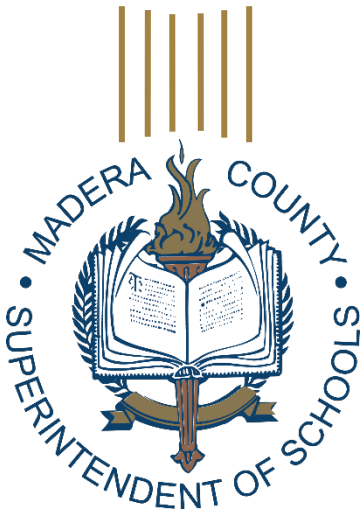
Recommendation:

It is recommended the Board ratify the issuance of Temporary County Certificates from January 1-30, 2026.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 01/01/2026-01/30/2026

<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>
Benavidez	Crystal	Speech-Language Pathology Services Credential	02/01/2026-03/01/2027	MCSOS	1/30/2026	New
Camacho	Noel	Prospective Substitute Teacher Permit	01/21/2026-02/01/2027	County-Wide Substitute Teacher List	1/30/2026	New
Cruz	Steve	Prospective Substitute Teacher Permit	12/15/2025-01/01/2027	County-Wide Substitute Teacher List	1/30/2026	New
Gonzalez Santillan	Paola	Prospective Substitute Teacher Permit	01/09/2026-02/01/2027	County-Wide Substitute Teacher List	1/30/2026	New
Haynes	Hailey	Prospective Substitute Teacher Permit	01/27/2026-02/01/2027	County-Wide Substitute Teacher List	1/30/2026	New
Hess	Jessica	CCSD English Language Authorization	10/24/2025-11/01/2026	Chawanakee USD	1/30/2026	New
Horton	Dana	Short Term Staff Permit	12/01/2025-01/01/2027	Golden Valley USD	1/30/2026	New
Iriye	Bryan	EM- 30 Day Sub Permit	01/01/2026-02/01/2027	Chowchilla Elementary SD	1/30/2026	New
Owen	Michelle	Preliminary School Nurse Services Credential	12/01/2025-01/01/2027	County-Wide Substitute Teacher List	1/30/2026	New
Sconce	Matthew	CCSD English Language Authorization	10/24/2025-11/01/2026	Chawanakee USD	1/30/2026	New
Smith	Kiersten	Emergency CLAD	10/01/2025-11/01/2026	Chowchilla Elementary SD	1/30/2026	New
Varner	Jennifer	CCSD English Language Authorization	10/24/2025-11/01/2026	Chawanakee USD	1/30/2026	New
VonWagner	Rodney	CCSD English Language Authorization	10/24/2025-11/01/2026	Chawanakee USD	1/30/2026	New



Tricia Protzman
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item February 10, 2026

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 the items on the attached list cannot be used in an alternative placement. The equipment consists of a variety of laptops and computers. Once declared obsolete, these items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:

None

Resource:

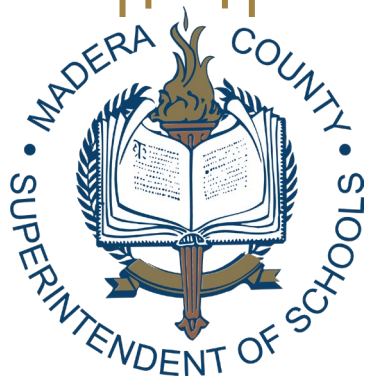
Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the attached list and be declared obsolete then removed from inventory.

Work Order #	Req Date	Work Requested
OB26-00186	12/19/2025	Asset# 25872 Computer MakeDell ModelOptiplex 7450 AIO ObsoleteYes
OB26-00187	12/19/2025	Asset# 24665 Computer MakeDell ModelOptiplex 9020 AIO ObsoleteYes
OB26-00188	12/31/2025	Asset# 26423 Laptop MakeDell ModelLatitude 5520 ObsoleteYes
OB26-00189	1/27/2026	Description: Black 3 drawer file cabinet Make: HON Broken: Y
OB26-00190	2/2/2026	Asset# 23756 Laptop MakePlanar ModelPT19 ObsoleteYes
OB26-00191	2/2/2026	Asset# 26539 Laptop MakeDell ModelLatitude 3420 BrokenYes
OB26-00192	2/2/2026	Asset# 25798 Computer MakeDell Model7450 AIO ObsoleteYes
OB26-00193	2/2/2026	Asset# 25149 Laptop MakeDell Model9030 AIO ObsoleteYes
OB26-00194	2/2/2026	Asset# 25878 Computer MakeDell Model7450 AIO ObsoleteYes
OB26-00195	2/2/2026	Asset# 27139 Printer MakeHP ModelColor LaserJet Enterprise M554 BrokenYes
OB26-00196	2/2/2026	Asset# 24619 Computer MakeDell ModelLatitude E5530 non-vPro ObsoleteYes
OB26-00197	2/2/2026	Asset#25368 Computer MakeDell ModelLatitude 3560 ObsoleteYes
OB26-00198	2/2/2026	Asset# 25373 Computer MakeDell ModelLatitude 3560 ObsoleteYes

OB26-00199	2/2/2026	Asset# 25367 Computer Model Dell Latitude 3560 ObsoleteYes
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Tricia Protzman
Superintendent of Schools

Agenda Item 8.3

Board of Education Action Item February 10, 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 4.58% and is higher compared to last year's rate of return of 4.30% for the same time period by 0.28%.

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: January 16, 2026
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – December 2025

REQUIREMENT

This report summarizes the investment activity for the month ending December 31, 2025. It details the pooled funds on deposit by investment type, issuer name, maturity date, par value, and subtotal amounts invested within each sector held by the County Treasurer. Market values are provided by the custodial bank, Principal Custody Solutions.

In accordance with the County Treasurer's Investment Policy (effective January 1, 2025) and Government Code Section 53646(b), the Treasurer is required to submit quarterly investment reports within 45 days after each quarter's end. The Treasurer has chosen to exceed this requirement by issuing monthly reports, which are distributed to all pool participants.

DISCUSSION

The portfolio is actively managed by the County Treasurer with advisory support from Meeder Public Funds.

The portfolio's objectives are Safety, Liquidity, and Yield, consistent with the County's Investment Policy. This policy is certified by the California Municipal Treasurers Association (CMTA) with a score of 96%.

The Treasurer closely monitors economic conditions to ensure adequate liquidity for all expenditure obligations. Investments are restricted to high-quality, low-risk instruments authorized under Government Code Section 53601. Authorized investments are limited by percentage restrictions applied at the time of purchase. Changes in market values or portfolio composition after purchase do not constitute policy violations.

Currently, the portfolio composition is as follows:

- **U.S. Treasuries:** 36.6% (safest investment instruments)
- **Federal Agency Securities:** 19.4% (backed by the U.S. Federal Government)

- **Other Investments:** (44.0%), including Money Market Funds, Joint Powers Authority (JPA) investments, Commercial Paper, Corporate Medium-Term Notes, Municipal Bonds, and a Bank of America interest account.

The portfolio's yield objective focuses on earning a market rate of return aligned with current fiscal and economic conditions, while considering risk constraints and ensuring portfolio liquidity.

PORTFOLIO GROWTH

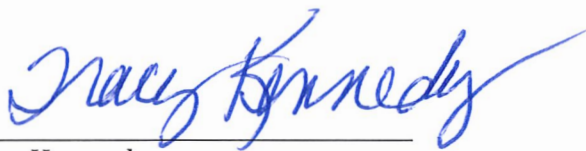
The portfolio decreased by \$67.5 million compared to December of the previous year but saw an increase of \$62.4 million from the prior month.

STATISTICS

Report Period	December 2025
Average Daily Portfolio Balance	\$1,064,245,045.35
Effective Rate of Return	3.70%
Book Value Dec. 2024 to Dec. 2025	↓ \$67.5 million
Total Monthly Interest Received	\$2,532,083.66

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

Respectfully submitted,



Tracy Kennedy,
Treasurer-Tax Collector



Portfolio Management by Fund
Portfolio Management
Portfolio Summary
December 31, 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	300,984,000.00	297,180,830.40	293,095,615.25	26.49	1,459	858	4.240
Federal Agency Coupon Callables	107,000,000.00	105,587,910.00	105,644,621.26	9.55	1,608	285	2.354
Treasury Coupon Securities	415,000,000.00	409,955,520.00	405,035,463.95	36.60	1,339	756	4.015
Allspring Money Market Fund	966,705.20	966,705.20	966,705.20	0.09	1	1	3.740
Bank of America Interest Checking	26,354.45	26,354.45	26,354.45	0.00	1	1	1.530
CAMP: CA Asset Mgmt Program	175,290,821.41	175,290,821.41	175,290,821.41	15.84	1	1	3.950
Local Agency Investment Funds	11,197,277.06	11,197,277.06	11,197,277.06	1.01	1	1	4.025
Federal Agency Bullets	110,000,000.00	109,502,930.00	109,194,716.22	9.87	1,536	497	3.161
Municipal Bonds	5,730,246.00	5,730,246.00	5,730,246.00	0.52	6,393	3,428	3.586
Grant Anticipation Notes	367,545.94	367,545.94	367,545.94	0.03	1,027	269	3.140
	1,126,562,950.06	1,115,806,140.46	1,106,549,366.74	100.00%	1,215	598	3.819
Investments							

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	3,339,988.85	19,582,039.57
Average Daily Balance	1,064,245,045.35	848,216,844.71
Effective Rate of Return	3.70%	4.58%

Active Account Balance as of 12/31/2025: \$11,135,323.28.
 PURSUANT TO GOVERNMENT CODE SECTION 53646:

- (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2025 INVESTMENT POLICY VALID 01/01/2025 THROUGH 12/31/2025.
- (b)(3) THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL'S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.
- (b)(1) MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Tracy Kennedy, Treasurer-Tax Collector

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 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											
58933YAY1	1870	Merck & Co. Inc.		10/19/2023	4,200,000.00	4,181,352.00	4,109,619.98	0.750	54	5.389	Aa3 02/24/2026
023135BX3	1741	AMAZON.COM INC		06/28/2021	3,000,000.00	2,970,660.00	3,000,000.00	1.000	131	1.000	A1 05/12/2026
023135BX3	1789	AMAZON.COM INC		01/27/2022	5,000,000.00	4,951,100.00	4,986,019.42	1.000	131	1.580	A1 05/12/2026
89236TKT1	1916	Toyota		04/26/2024	5,000,000.00	5,010,600.00	4,982,970.35	4.450	137	5.175	A1 05/18/2026
89236TJK2	1756	Toyota		09/30/2021	7,000,000.00	6,915,020.00	6,997,452.54	1.125	168	1.200	A1 06/18/2026
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,962,300.00	4,961,959.69	2.400	219	3.220	Aaa 08/08/2026
594918BR4	1899	Microsoft Corp		02/15/2024	5,000,000.00	4,962,300.00	4,895,769.32	2.400	219	4.630	Aaa 08/08/2026
14912L6T3	1844	Caterpillar		04/12/2023	5,000,000.00	4,957,800.00	4,915,789.47	2.400	220	4.222	A2 08/09/2026
14913R2U0	1977	Caterpillar		03/27/2025	5,000,000.00	4,900,650.00	4,815,928.24	1.700	372	4.274	A2 01/08/2027
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,468,560.00	1,498,110.00	1.700	375	1.788	A1 01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,958,080.00	1,997,480.00	1.700	375	1.788	A1 01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,937,120.00	2,996,578.10	1.700	375	1.780	A1 01/11/2027
89236TJV8	1896	Toyota		01/12/2024	5,000,000.00	4,906,400.00	4,814,798.98	1.900	377	4.571	A1 01/13/2027
478160CE2	1979	Johnson & Johnson		04/03/2025	5,000,000.00	4,963,050.00	4,931,247.83	2.950	426	3.909	Aaa 03/03/2027
24422EWD7	1859	John Deere		06/28/2023	5,000,000.00	4,918,350.00	4,839,015.04	2.350	431	4.713	A1 03/08/2027
89236TLY9	1922	Toyota		05/09/2024	5,000,000.00	5,071,900.00	5,002,437.86	5.000	442	4.963	A1 03/19/2027
037833CR9	1923	APPLE INC.		05/17/2024	10,000,000.00	9,945,200.00	9,800,809.89	3.200	495	4.637	Aaa 05/11/2027
023135BR6	1924	AMAZON.COM INC		06/21/2024	10,000,000.00	9,662,400.00	9,509,677.97	1.200	518	4.741	A1 06/03/2027
58933YBC8	1940	Merck & Co. Inc.		09/26/2024	5,000,000.00	4,868,850.00	4,860,952.77	1.700	525	3.664	Aa3 06/10/2027
14913R3A3	1871	Caterpillar		10/26/2023	5,000,000.00	4,992,450.00	4,841,715.96	3.600	588	5.369	A2 08/12/2027
89236THG3	1891	Toyota		01/05/2024	4,000,000.00	3,839,640.00	3,758,883.20	1.150	589	4.445	A1 08/13/2027
023135BC9	1981	AMAZON.COM INC		04/09/2025	5,000,000.00	4,959,350.00	4,902,466.59	3.150	598	4.183	A1 08/22/2027
931142EX7	1892	WalMart		01/05/2024	4,000,000.00	4,022,680.00	3,976,942.60	3.950	616	4.263	Aa2 09/09/2027
437076BT8	1928	Home Depot Inc.		08/14/2024	5,000,000.00	4,921,000.00	4,870,448.65	2.800	621	4.194	A2 09/14/2027
06051GGA1	1880	Bk of America		12/04/2023	5,000,000.00	4,953,500.00	4,832,652.83	3.248	658	5.113	A1 10/21/2027
037833DK3	1836	APPLE INC.		02/06/2023	5,000,000.00	4,949,650.00	4,915,629.59	3.000	681	3.933	Aaa 11/13/2027
57636QBA1	1952	MasterCard		11/04/2024	5,000,000.00	5,038,800.00	4,968,097.31	4.100	744	4.376	Aa3 01/15/2028
57636QBA1	1974	MasterCard		03/21/2025	5,000,000.00	5,038,800.00	4,996,183.43	4.100	744	4.131	Aa3 01/15/2028
037833EC0	1879	APPLE INC.		12/04/2023	5,000,000.00	4,755,600.00	4,618,846.41	1.200	768	4.585	Aaa 02/08/2028
037833ET3	1887	APPLE INC.		12/22/2023	3,330,000.00	3,355,308.00	3,322,460.02	4.000	860	4.099	Aaa 05/10/2028
037833ET3	1894	APPLE INC.		01/12/2024	2,954,000.00	2,976,450.40	2,943,215.44	4.000	860	4.160	Aaa 05/10/2028
91324PDK5	1929	United Health Group Inc.		08/19/2024	5,000,000.00	4,994,700.00	4,950,421.51	3.850	896	4.283	A2 06/15/2028
931142ES8	1925	WalMart		07/02/2024	10,000,000.00	9,455,500.00	9,164,136.84	1.500	995	4.597	Aa2 09/22/2028
89236TLL7	1903	Toyota		03/14/2024	5,000,000.00	5,090,900.00	4,990,778.27	4.650	1,100	4.708	A1 01/05/2029
91324PEU2	1956	United Health Group Inc.		11/21/2024	10,000,000.00	10,073,800.00	9,884,086.75	4.250	1,110	4.616	A2 01/15/2029
24422EXH7	1901	John Deere		03/06/2024	5,000,000.00	5,079,850.00	4,962,632.00	4.500	1,111	4.740	A1 01/16/2029
69371RS80	1963	Paccar Financial Corp		12/23/2024	10,000,000.00	10,183,600.00	9,999,146.92	4.600	1,126	4.602	A1 01/31/2029
532457CK2	1954	ELI LILLY & CO		11/21/2024	5,000,000.00	5,094,300.00	4,995,559.29	4.500	1,135	4.527	Aa3 02/09/2029

Portfolio MAD

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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
December 31, 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											
17275RBR2	1968	Cisco Systems		01/15/2025	5,000,000.00	5,132,050.00	4,999,234.30	4.850	1,152	4.854	A1 02/26/2029
87612EBH8	1958	Target		12/03/2024	5,000,000.00	4,912,600.00	4,844,423.66	3.375	1,200	4.360	A2 04/15/2029
57636QAM6	1930	MasterCard		08/16/2024	10,000,000.00	9,686,400.00	9,653,043.48	2.950	1,247	4.050	Aa3 06/01/2029
57636QAM6	1932	MasterCard		08/29/2024	5,000,000.00	4,843,200.00	4,832,497.90	2.950	1,247	4.010	Aa3 06/01/2029
437076BY7	1957	Home Depot Inc.		12/03/2024	5,000,000.00	4,838,100.00	4,768,382.35	2.950	1,261	4.425	A2 06/15/2029
713448EL8	1953	Pepsico Inc.		11/05/2024	5,000,000.00	4,772,350.00	4,677,183.10	2.625	1,305	4.431	A1 07/29/2029
713448EL8	1972	Pepsico Inc.		02/26/2025	5,000,000.00	4,772,350.00	4,684,293.79	2.625	1,305	4.378	A1 07/29/2029
532457CQ9	1950	ELI LILLY & CO		10/31/2024	5,000,000.00	5,048,450.00	4,953,323.27	4.200	1,321	4.460	Aa3 08/14/2029
91324PDS8	1937	United Health Group Inc.		09/23/2024	5,000,000.00	4,801,300.00	4,810,348.98	2.875	1,322	3.926	A2 08/15/2029
91324PDS8	1945	United Health Group Inc.		10/08/2024	5,000,000.00	4,801,300.00	4,752,265.60	2.875	1,322	4.258	A2 08/15/2029
69371RT48	1944	Paccar Financial Corp		10/08/2024	5,000,000.00	5,006,550.00	4,952,040.27	4.000	1,364	4.268	A1 09/26/2029
69371RT48	1947	Paccar Financial Corp		10/22/2024	6,000,000.00	6,007,860.00	5,926,603.83	4.000	1,364	4.342	A1 09/26/2029
69371RT48	1967	Paccar Financial Corp		01/15/2025	5,000,000.00	5,006,550.00	4,831,432.29	4.000	1,364	4.954	A1 09/26/2029
14913UAU4	1969	Caterpillar		01/17/2025	5,000,000.00	5,129,900.00	4,992,667.43	4.700	1,414	4.740	A2 11/15/2029
14913UAX8	1971	Caterpillar		01/24/2025	5,000,000.00	5,167,650.00	4,996,095.29	4.800	1,468	4.819	A2 01/08/2030
084664CU3	1980	Berkshire Hathaway		04/09/2025	5,000,000.00	4,590,500.00	4,519,116.75	1.850	1,531	4.240	Aa2 03/12/2030
713448ES3	1975	Pepsico Inc.		03/21/2025	10,000,000.00	9,493,700.00	9,327,672.97	2.750	1,538	4.432	A1 03/19/2030
57636QAP9	1976	MasterCard		03/27/2025	5,000,000.00	4,882,450.00	4,764,068.93	3.350	1,545	4.534	Aa3 03/26/2030
Subtotal and Average			293,050,796.39		300,984,000.00	297,180,830.40	293,095,615.25		858	4.240	

Federal Agency Coupon Callables

3135GAC66	1695	Federal National Mortg. Assoc.		01/21/2021	3,000,000.00	2,995,080.00	3,000,000.00	0.500	20	0.500	Aa1 01/21/2026
3130AKN51	1696	Federal Home Loan Bank		01/28/2021	10,000,000.00	9,977,800.00	10,000,000.00	0.520	27	0.520	Aa1 01/28/2026
3130AKTM8	1699	Federal Home Loan Bank		01/28/2021	4,000,000.00	3,991,000.00	4,000,000.00	0.480	27	0.480	Aa1 01/28/2026
3130ALHH0	1842	Federal Home Loan Bank		04/12/2023	10,000,000.00	9,954,900.00	9,853,307.77	0.960	63	4.101	Aa1 03/05/2026
3130ALH56	1712	Federal Home Loan Bank		03/18/2021	5,000,000.00	4,970,550.00	5,000,000.00	0.750	76	0.750	Aa1 03/18/2026
3133EMUK6	1718	Federal Farm Credit		03/25/2021	2,000,000.00	1,988,480.00	2,000,000.00	1.050	83	1.050	Aa1 03/25/2026
3130ALUC6	1733	Federal Home Loan Bank		04/15/2021	2,000,000.00	1,984,460.00	2,000,000.00	1.020	104	1.020	Aa1 04/15/2026
3134GXCJ1	1843	Federal Home Loan Mortgage Cor		04/12/2023	5,000,000.00	4,940,650.00	4,920,886.32	0.650	147	4.051	Aa1 05/28/2026
3130AMYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,946,280.00	4,000,000.00	1.125	195	1.125	Aa1 07/15/2026
3130ANMH0	1865	Federal Home Loan Bank		10/05/2023	5,000,000.00	4,920,650.00	4,819,565.22	1.100	231	5.020	Aa1 08/20/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,898,000.00	5,000,000.00	0.820	272	0.820	Aa1 09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,883,540.00	6,000,000.00	1.000	279	1.000	Aa1 10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,882,100.00	6,000,000.00	1.150	300	1.150	Aa1 10/28/2026
3130APJH9	1825	Federal Home Loan Bank		12/21/2022	10,000,000.00	9,896,600.00	9,737,851.48	2.000	300	3.489	Aa1 10/28/2026
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,885,340.00	6,000,000.00	1.330	306	1.330	Aa1 11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,903,250.00	5,000,000.00	1.350	321	1.350	Aa1 11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,979,690.00	3,000,000.00	3.000	483	3.000	Aa1 04/29/2027

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Portfolio MAD
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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 Coupon Callables											
3130AJS5	1863	Federal Home Loan Bank		07/13/2023	11,000,000.00	10,587,940.00	10,313,010.47	1.000	551	4.441	Aa1 07/06/2027
3134HBLJ8	1987	Federal Home Loan Mortgage Cor		04/21/2025	5,000,000.00	5,001,600.00	5,000,000.00	4.520	1,475	4.522	Aa1 01/15/2030
Subtotal and Average			105,644,621.26		107,000,000.00	105,587,910.00	105,644,621.26		285	2.354	
Treasury Coupon Securities											
9128286A3	1978	US Treasury		03/27/2025	5,000,000.00	4,995,500.00	4,962,555.44	2.625	30	4.151	Aa1 01/31/2026
9128286A3	1982	US Treasury		04/09/2025	5,000,000.00	4,995,500.00	4,965,877.54	2.625	30	4.013	Aa1 01/31/2026
91282CHB0	1884	US Treasury		12/22/2023	5,000,000.00	5,001,350.00	4,986,101.79	3.625	134	4.219	Aa1 05/15/2026
91282CHB0	1946	US Treasury		10/18/2024	6,000,000.00	6,001,620.00	5,987,953.37	3.625	134	4.045	Aa1 05/15/2026
9128286X3	1985	US Treasury		04/17/2025	10,000,000.00	9,940,100.00	9,911,523.93	2.125	150	3.954	Aa1 05/31/2026
91282CHH7	1876	US Treasury		11/13/2023	4,000,000.00	4,011,120.00	3,987,812.50	4.125	165	4.781	Aa1 06/15/2026
912828Y95	1847	US Treasury		04/24/2023	8,000,000.00	7,923,520.00	7,853,075.28	1.875	211	3.847	Aa1 07/31/2026
912828Y95	1851	US Treasury		05/12/2023	5,000,000.00	4,952,200.00	4,921,436.54	1.875	211	3.552	Aa1 07/31/2026
912828Y95	1853	US Treasury		05/24/2023	5,000,000.00	4,952,200.00	4,903,110.57	1.875	211	3.957	Aa1 07/31/2026
912828Y95	1948	US Treasury		10/31/2024	5,000,000.00	4,952,200.00	4,889,043.83	1.875	211	4.196	Aa1 07/31/2026
912828Y95	1992	US Treasury		10/30/2025	5,000,000.00	4,952,200.00	4,954,432.74	1.875	211	3.742	Aa1 07/31/2026
9128282A7	1882	US Treasury		12/22/2023	5,000,000.00	4,936,850.00	4,874,599.08	1.500	226	4.175	Aa1 08/15/2026
9128282A7	1993	US Treasury		10/30/2025	5,000,000.00	4,936,850.00	4,928,770.38	1.500	226	3.737	Aa1 08/15/2026
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,901,350.00	4,993,831.51	0.875	272	1.002	Aa1 09/30/2026
912828YG9	1883	US Treasury		12/22/2023	5,000,000.00	4,929,000.00	4,883,178.83	1.625	272	4.123	Aa1 09/30/2026
91282CJT9	1962	US Treasury		12/18/2024	5,000,000.00	5,024,000.00	4,983,166.27	4.000	379	4.235	Aa1 01/15/2027
912828Z78	1983	US Treasury		04/10/2025	5,000,000.00	4,893,150.00	4,824,803.80	1.500	395	3.937	Aa1 01/31/2027
912828Z78	1994	US Treasury		12/17/2025	5,000,000.00	4,893,150.00	4,917,586.60	1.500	395	3.529	Aa1 01/31/2027
912828V98	1858	US Treasury		06/28/2023	10,000,000.00	9,861,700.00	9,735,001.83	2.250	410	4.169	Aa1 02/15/2027
912828V98	1886	US Treasury		12/22/2023	5,000,000.00	4,930,850.00	4,873,303.11	2.250	410	4.063	Aa1 02/15/2027
912828X88	1885	US Treasury		12/22/2023	5,000,000.00	4,924,600.00	4,884,071.32	2.375	499	4.048	Aa1 05/15/2027
91282CET4	1826	US Treasury		12/21/2022	10,000,000.00	9,880,500.00	9,843,895.71	2.625	515	3.766	Aa1 05/31/2027
91282CET4	1890	US Treasury		01/05/2024	5,000,000.00	4,940,250.00	4,897,895.12	2.625	515	4.099	Aa1 05/31/2027
91282CET4	1908	US Treasury		04/03/2024	10,000,000.00	9,880,500.00	9,736,662.86	2.625	515	4.530	Aa1 05/31/2027
91282CFB2	1827	US Treasury		12/21/2022	10,000,000.00	9,887,100.00	9,815,656.57	2.750	576	3.762	Aa1 07/31/2027
91282CFB2	1846	US Treasury		04/24/2023	5,000,000.00	4,943,550.00	4,909,093.88	2.750	576	3.741	Aa1 07/31/2027
91282CFB2	1898	US Treasury		01/26/2024	6,000,000.00	5,932,260.00	5,848,925.02	2.750	576	4.114	Aa1 07/31/2027
91282CFH9	1834	US Treasury		01/18/2023	10,000,000.00	9,942,600.00	9,906,639.23	3.125	607	3.636	Aa1 08/31/2027
91282CAL5	1835	US Treasury		02/03/2023	11,000,000.00	10,426,350.00	10,371,364.66	0.375	637	3.499	Aa1 09/30/2027
91282CFU0	1907	US Treasury		04/03/2024	5,000,000.00	5,055,450.00	4,966,702.66	4.125	668	4.489	Aa1 10/31/2027
9128283F5	1920	US Treasury		05/08/2024	5,000,000.00	4,889,050.00	4,788,017.59	2.250	683	4.572	Aa1 11/15/2027
91282CGH8	1862	US Treasury		07/07/2023	10,000,000.00	10,002,000.00	9,789,717.35	3.500	760	4.438	Aa1 01/31/2028
91282CGH8	1955	US Treasury		11/21/2024	5,000,000.00	5,001,000.00	4,909,670.50	3.500	760	4.278	Aa1 01/31/2028

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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
Treasury Coupon Securities											
91282CGH8	1970	US Treasury		01/21/2025	5,000,000.00	5,001,000.00	4,904,522.41	3.500	760	4.321	Aa1 01/31/2028
91282CGH8	1984	US Treasury		04/10/2025	5,000,000.00	5,001,000.00	4,949,716.37	3.500	760	3.927	Aa1 01/31/2028
91282CGP0	1921	US Treasury		05/08/2024	5,000,000.00	5,052,150.00	4,938,321.66	4.000	789	4.542	Aa1 02/29/2028
91282CHE4	1909	US Treasury		04/03/2024	10,000,000.00	10,026,200.00	9,817,805.71	3.625	881	4.430	Aa1 05/31/2028
91282CHQ7	1918	US Treasury		04/30/2024	5,000,000.00	5,074,600.00	4,923,086.38	4.125	942	4.695	Aa1 07/31/2028
91282CCR0	1931	US Treasury		08/22/2024	5,000,000.00	4,691,400.00	4,620,221.29	1.000	942	3.746	Aa1 07/31/2028
91282CCR0	1941	US Treasury		10/04/2024	10,000,000.00	9,382,800.00	9,271,328.80	1.000	942	3.621	Aa1 07/31/2028
9128284V9	1942	US Treasury		10/04/2024	10,000,000.00	9,839,500.00	9,791,854.22	2.875	957	3.624	Aa1 08/15/2028
9128284V9	1995	US Treasury		12/17/2025	5,000,000.00	4,919,750.00	4,968,554.69	2.875	957	3.508	Aa1 08/15/2028
91282CHX2	1906	US Treasury		04/03/2024	5,000,000.00	5,105,650.00	4,994,817.85	4.375	973	4.413	Aa1 08/31/2028
91282CHX2	1966	US Treasury		01/15/2025	10,000,000.00	10,211,300.00	9,955,053.32	4.375	973	4.538	Aa1 08/31/2028
91282CCY5	1910	US Treasury		04/10/2024	5,000,000.00	4,703,300.00	4,572,661.03	1.250	1,003	4.421	Aa1 09/30/2028
91282CDF5	1939	US Treasury		09/26/2024	5,000,000.00	4,710,550.00	4,702,802.27	1.375	1,034	3.520	Aa1 10/31/2028
91282CDF5	1964	US Treasury		12/23/2024	10,000,000.00	9,421,100.00	9,183,582.66	1.375	1,034	4.361	Aa1 10/31/2028
9128285M8	1912	US Treasury		04/16/2024	5,000,000.00	4,944,150.00	4,790,413.11	3.125	1,049	4.694	Aa1 11/15/2028
91282CJN2	1914	US Treasury		04/19/2024	5,000,000.00	5,113,500.00	4,955,181.47	4.375	1,064	4.710	Aa1 11/30/2028
91282CJW2	1949	US Treasury		10/31/2024	5,000,000.00	5,063,650.00	4,972,472.63	4.000	1,126	4.172	Aa1 01/31/2029
91282CJW2	1959	US Treasury		12/06/2024	5,000,000.00	5,063,650.00	4,978,576.16	4.000	1,126	4.133	Aa1 01/31/2029
91282CKD2	1917	US Treasury		04/30/2024	5,000,000.00	5,101,150.00	4,938,812.31	4.250	1,154	4.643	Aa1 02/28/2029
91282CKG5	1961	US Treasury		12/18/2024	10,000,000.00	10,165,600.00	9,952,440.18	4.125	1,185	4.274	Aa1 03/31/2029
91282CES6	1934	US Treasury		09/06/2024	5,000,000.00	4,866,000.00	4,867,539.47	2.750	1,246	3.579	Aa1 05/31/2029
91282CES6	1938	US Treasury		09/23/2024	5,000,000.00	4,866,000.00	4,878,915.40	2.750	1,246	3.506	Aa1 05/31/2029
91282CFC0	1935	US Treasury		09/18/2024	5,000,000.00	4,835,550.00	4,845,521.57	2.625	1,307	3.470	Aa1 07/31/2029
91282CFC0	1943	US Treasury		10/04/2024	10,000,000.00	9,671,100.00	9,634,438.88	2.625	1,307	3.628	Aa1 07/31/2029
91282CFC0	1986	US Treasury		04/17/2025	5,000,000.00	4,835,550.00	4,772,228.98	2.625	1,307	3.870	Aa1 07/31/2029
91282CFC0	1988	US Treasury		04/23/2025	5,000,000.00	4,835,550.00	4,761,841.20	2.625	1,307	3.929	Aa1 07/31/2029
91282CFJ5	1933	US Treasury		09/06/2024	5,000,000.00	4,915,650.00	4,917,687.06	3.125	1,338	3.578	Aa1 08/31/2029
91282CFJ5	1936	US Treasury		09/18/2024	5,000,000.00	4,915,650.00	4,936,237.81	3.125	1,338	3.474	Aa1 08/31/2029
91282CLR0	1951	US Treasury		11/04/2024	5,000,000.00	5,085,550.00	4,986,531.18	4.125	1,399	4.200	Aa1 10/31/2029
91282CLR0	1965	US Treasury		12/23/2024	10,000,000.00	10,171,100.00	9,909,872.04	4.125	1,399	4.377	Aa1 10/31/2029
91282CFY2	1960	US Treasury		12/18/2024	10,000,000.00	10,083,600.00	9,857,639.85	3.875	1,429	4.273	Aa1 11/30/2029
912828Z94	1973	US Treasury		03/10/2025	5,000,000.00	4,592,600.00	4,479,308.58	1.500	1,506	4.076	Aa1 02/15/2030
Subtotal and Average			399,927,405.14		415,000,000.00	409,955,520.00	405,035,463.95		756	4.015	
Allspring Money Market Fund											
VP4560000	140	Allspring Govt Money Market			966,705.20	966,705.20	966,705.20	3.740	1	3.740	Aaa
Subtotal and Average			1,329,310.38		966,705.20	966,705.20	966,705.20		1	3.740	

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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
Bank of America Interest Checking											
SYS131	131	Bank of America Interest Acct			26,354.45	26,354.45	26,354.45	1.530	1	1.530	
		Subtotal and Average	26,321.60		26,354.45	26,354.45	26,354.45		1	1.530	
CAMP: CA Asset Mgmt Program											
SYS1486	1486	California Asset Mgmt. Program			175,290,821.41	175,290,821.41	175,290,821.41	3.950	1	3.950	
		Subtotal and Average	137,781,398.23		175,290,821.41	175,290,821.41	175,290,821.41		1	3.950	
Local Agency Investment Funds											
SYS119	119	Local Agency Investment Fund			11,197,277.06	11,197,277.06	11,197,277.06	4.025	1	4.025	
		Subtotal and Average	11,197,277.06		11,197,277.06	11,197,277.06	11,197,277.06		1	4.025	
Federal Agency Bullets											
3130AKPL4	1697	Federal Home Loan Bank		01/28/2021	5,000,000.00	4,989,000.00	5,000,000.00	0.550	27	0.550	Aa1 01/28/2026
3133EPLC7	1854	Federal Farm Credit		05/26/2023	10,000,000.00	10,006,000.00	10,000,000.00	4.125	56	4.127	Aa1 02/26/2026
3133EMUZ3	1722	Federal Farm Credit		03/30/2021	2,000,000.00	1,986,240.00	1,999,820.00	0.810	88	0.828	Aa1 03/30/2026
3133ENUD0	1799	Federal Farm Credit		04/08/2022	3,000,000.00	2,991,540.00	3,000,000.00	2.640	97	2.640	Aa1 04/08/2026
3133ENG08	1774	Federal Farm Credit		12/01/2021	5,000,000.00	4,953,300.00	5,000,000.00	1.320	151	1.320	Aa1 06/01/2026
3130AMFS6	1745	Federal Home Loan Bank		07/12/2021	4,000,000.00	3,949,080.00	3,999,800.68	0.750	162	0.760	Aa1 06/12/2026
3130AN4T4	1776	Federal Home Loan Bank		12/13/2021	5,000,000.00	4,940,600.00	4,991,511.43	0.875	162	1.225	Aa1 06/12/2026
3133EMV66	1877	Federal Farm Credit		11/13/2023	5,000,000.00	4,917,100.00	4,806,287.47	0.680	207	4.861	Aa1 07/27/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,942,520.00	3,000,000.00	0.800	252	0.800	Aa1 09/10/2026
3130AXCP1	1866	Federal Home Loan Bank		10/05/2023	5,000,000.00	5,043,250.00	4,996,590.91	4.875	253	4.949	Aa1 09/11/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,892,050.00	4,998,695.28	1.250	354	1.277	Aa1 12/21/2026
3133EN4X5	1828	Federal Farm Credit		12/23/2022	10,000,000.00	10,028,100.00	9,996,512.50	3.875	356	3.913	Aa1 12/23/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,938,650.00	2,998,272.00	1.500	377	1.540	Aa1 01/13/2027
3130AVWR9	1852	Federal Home Loan Bank		05/12/2023	5,000,000.00	5,005,100.00	5,001,575.15	3.625	526	3.601	Aa1 06/11/2027
31422X2X9	1850	Farmer Mac		05/17/2023	10,000,000.00	10,001,700.00	10,000,000.00	3.600	806	3.601	03/17/2028
3133EPDP7	1845	Federal Farm Credit		04/12/2023	5,000,000.00	5,012,400.00	4,992,462.06	3.625	810	3.691	Aa1 03/21/2028
3133ETFR3	1991	Federal Farm Credit		05/02/2025	5,000,000.00	5,007,800.00	4,995,875.00	3.625	852	3.660	Aa1 05/02/2028
3133ELW91	1900	Federal Farm Credit		02/14/2024	5,000,000.00	4,659,850.00	4,523,501.57	0.800	932	4.325	Aa1 07/21/2028
3133EP5U5	1915	Federal Farm Credit		04/19/2024	5,000,000.00	5,076,350.00	4,907,652.17	4.125	1,174	4.722	Aa1 03/20/2029
3133ETFF9	1989	Federal Farm Credit		04/25/2025	5,000,000.00	5,051,650.00	5,000,000.00	3.900	1,210	3.900	Aa1 04/25/2029
3133ERKJ9	1927	Federal Farm Credit		07/05/2024	5,000,000.00	5,110,650.00	4,986,160.00	4.375	1,281	4.453	Aa1 07/05/2029
		Subtotal and Average	109,190,123.36		110,000,000.00	109,502,930.00	109,194,716.22		497	3.161	
Municipal Bonds											
MC1560	1560	Pub Fin Auth (Bass Lake)		04/05/2017	3,760,000.00	3,760,000.00	3,760,000.00	3.500	2,800	3.500	NR 09/01/2033
SYS1621	1621	Rolling Hills		01/30/2019	1,970,246.00	1,970,246.00	1,970,246.00	3.750	4,627	3.750	NR 09/02/2038

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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
Subtotal and Average			5,730,246.00		5,730,246.00	5,730,246.00	5,730,246.00		3,428	3.586	
Grant Anticipation Notes											
1881 MD 19	1881	MD19 A & B Parkwood		12/05/2023	367,545.94	367,545.94	367,545.94	3.140	269	3.140	NR 09/27/2026
Subtotal and Average			367,545.94		367,545.94	367,545.94	367,545.94		269	3.140	
Total and Average			1,064,245,045.35		1,126,562,950.06	1,115,806,140.46	1,106,549,366.74		598	3.819	



**Madera Co Investment Portfolio
Transaction Activity Report
December 1, 2025 - December 31, 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
1763	01	91282CAZ4	UNITED STATES	Redemption	12/01/2025	11/30/2025	Maturity		6,000,000.00		6,000,000.00
1763	01	91282CAZ4	UNITED STATES	Interest	12/01/2025	11/30/2025				11,250.00	11,250.00
1774	01	3133ENG8	FEDERAL FARM CR	Interest	12/01/2025	06/01/2026				33,000.00	33,000.00
1826	01	91282CET4	UNITED STATES	Interest	12/01/2025	05/31/2027				131,250.00	131,250.00
1890	01	91282CET4	UNITED STATES	Interest	12/01/2025	05/31/2027				65,625.00	65,625.00
1908	01	91282CET4	UNITED STATES	Interest	12/01/2025	05/31/2027				131,250.00	131,250.00
1909	01	91282CHE4	UNITED STATES	Interest	12/01/2025	05/31/2028				181,250.00	181,250.00
1914	01	91282CJN2	UNITED STATES	Interest	12/01/2025	11/30/2028				109,375.00	109,375.00
1930	01	57636QAM6	MA 2.95% MAT	Interest	12/01/2025	06/01/2029				147,500.00	147,500.00
1932	01	57636QAM6	MA 2.95% MAT	Interest	12/01/2025	06/01/2029				73,750.00	73,750.00
1934	01	91282CES6	UNITED STATES	Interest	12/01/2025	05/31/2029				68,750.00	68,750.00
1938	01	91282CES6	UNITED STATES	Interest	12/01/2025	05/31/2029				68,750.00	68,750.00
1960	01	91282CFY2	UNITED STATES	Interest	12/01/2025	11/30/2029				193,750.00	193,750.00
1985	01	9128286X3	UNITED STATES	Interest	12/01/2025	05/31/2026				106,250.00	106,250.00
130	02	SYS130	BANKAM 0.0%	Interest	12/01/2025					0.01	0.01
Totals for 12/01/2025									6,000,000.00	1,321,750.01	7,321,750.01
1486	01	SYS1486	CAMP	Purchase	12/03/2025			4,000,000.00			-4,000,000.00
1924	01	023135BR6	AMAZON COM INC,	Interest	12/03/2025	06/03/2027				60,000.00	60,000.00
Totals for 12/03/2025								4,000,000.00		60,000.00	-3,940,000.00
1486	01	SYS1486	CAMP	Purchase	12/09/2025			50,000,000.00			-50,000,000.00
Totals for 12/09/2025								50,000,000.00			-50,000,000.00
1940	01	58933YBC8	MERCK & CO INC,	Interest	12/10/2025	06/10/2027				42,500.00	42,500.00
Totals for 12/10/2025										42,500.00	42,500.00
1486	01	SYS1486	CAMP	Purchase	12/11/2025			28,000,000.00			-28,000,000.00
1852	01	3130AVWR9	FEDERAL HOME	Interest	12/11/2025	06/11/2027				90,625.00	90,625.00
Totals for 12/11/2025								28,000,000.00		90,625.00	-27,909,375.00
1745	01	3130AMFS6	FEDERAL HOME	Interest	12/12/2025	06/12/2026				15,000.00	15,000.00
1776	01	3130AN4T4	FEDERAL HOME	Interest	12/12/2025	06/12/2026				21,875.00	21,875.00
Totals for 12/12/2025										36,875.00	36,875.00
1486	01	SYS1486	CAMP	Purchase	12/15/2025			12,500,000.00			-12,500,000.00
1876	01	91282CHH7	UNITED STATES	Interest	12/15/2025	06/15/2026				82,500.00	82,500.00
1929	01	91324PDK5	UNH 3.85% MAT	Interest	12/15/2025	06/15/2028				96,250.00	96,250.00
1957	01	437076BY7	HOME DEPOT INC,	Interest	12/15/2025	06/15/2029				73,750.00	73,750.00
Totals for 12/15/2025								12,500,000.00		252,500.00	-12,247,500.00

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Madera Co Investment Portfolio
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
1486	01	SYS1486	CAMP	Redemption	12/16/2025				15,000,000.00		15,000,000.00
Totals for 12/16/2025									15,000,000.00		15,000,000.00
1994	01	912828Z78	UNITED STATES	Purchase	12/17/2025	01/31/2027		4,917,586.60			-4,917,586.60
1995	01	9128284V9	UNITED STATES	Purchase	12/17/2025	08/15/2028		4,968,554.69			-4,968,554.69
1486	01	SYS1486	CAMP	Redemption	12/17/2025				10,000,000.00		10,000,000.00
Totals for 12/17/2025									9,886,141.29	10,000,000.00	113,858.71
1756	01	89236TJK2	TOYOTA MTR CR	Interest	12/18/2025	06/18/2026				39,375.00	39,375.00
Totals for 12/18/2025										39,375.00	39,375.00
1486	01	SYS1486	CAMP	Purchase	12/19/2025			9,000,000.00			-9,000,000.00
Totals for 12/19/2025									9,000,000.00		-9,000,000.00
1486	01	SYS1486	CAMP	Redemption	12/22/2025				31,000,000.00		31,000,000.00
1777	01	3130AQF65	FHLB 1.25% MAT	Interest	12/22/2025	12/21/2026				31,250.00	31,250.00
Totals for 12/22/2025									31,000,000.00	31,250.00	31,031,250.00
1828	01	3133EN4X5	FEDERAL FARM CR	Interest	12/23/2025	12/23/2026				193,750.00	193,750.00
Totals for 12/23/2025										193,750.00	193,750.00
1486	01	SYS1486	CAMP	Purchase	12/24/2025			20,000,000.00			-20,000,000.00
Totals for 12/24/2025									20,000,000.00		-20,000,000.00
1486	01	SYS1486	CAMP	Purchase	12/29/2025			25,000,000.00			-25,000,000.00
Totals for 12/29/2025									25,000,000.00		-25,000,000.00
1881	01	1881 MD 19	MD19AB 3.14% MAT	Interest	12/30/2025	09/27/2026				471.56	471.56
Totals for 12/30/2025										471.56	471.56
130	02	SYS130	BANKAM 0.0%	Redemption	12/31/2025				1,382,692.30		1,382,692.30
131	01	SYS131	BOFA-I 0.0%	Interest	12/31/2025					33.95	33.95
131	01	SYS131	BOFA-I 0.0%	Purchase	12/31/2025			33.95			-33.95
1486	01	SYS1486	CAMP	Interest	12/31/2025					459,737.29	459,737.29
1486	01	SYS1486	CAMP	Purchase	12/31/2025			459,737.29			-459,737.29
Totals for 12/31/2025									459,771.24	1,382,692.30	459,771.24
Grand Total									158,845,912.53	63,382,692.30	2,528,867.81
											-92,934,352.42

Portfolio MAD

RC

TA (PRF_TA) 7.3.11

Report Ver. 7.3.11

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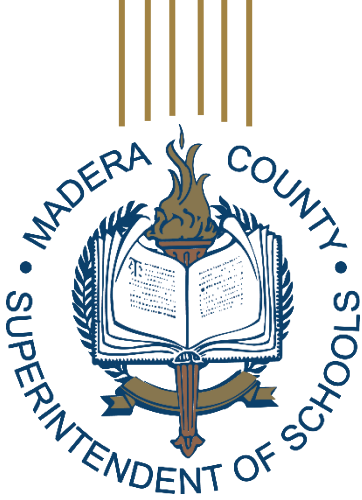
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Tricia Protzman
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item February 10, 2026

Topic:

Consideration Approval of revised 2025-2026 School Calendar for Pioneer Technical Center (Chowchilla)

Background:

The Madera County Board of Education annually approves school calendars for Madera County Superintendent of Schools (MCSOS) Alternative Education, Special Education and Charter School programs.

All calendars for the Career and Alternative Education Programs will follow a calendar that has variations from the Madera Unified School District (MUSD) due to the number of approved staff development days MUSD has that negatively affect the Average Daily Attendance calculation.

May 08, 2026, will now be set as the Chowchilla Fair day. Chowchilla Fair day has been moved from May15, 2026 to May 8, 2026. The changes are to reflect changes made in Chowchilla Union High School District's Calendar.

Financial Impact:

None.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

Approval of the calendar as presented.

DRAFT

MADERA COUNTY SUPERINTENDENT OF SCHOOLS Pioneer Technical Center (Chowchilla) 2025-2026

July 1-31 are non-school days. July the 4 is a holiday. Total instructional days are 0.

August 1, and 8-15 are non-school days. August 4-7 are staff workdays. August 18-31 are instructional days with August 18 being the first day of school. Total instructional days are 10, staff workdays are 4.

September 1 is a holiday. September 2-30 are instructional days. Total instructional days are 21.

October 1-31 are instructional days. Total instructional days are 23.

November 1-21 are instructional days. November 10 and 24-26 are non-school days. November 11, 27-28 are holidays. Total instructional days are 13.

December 1-19 are instructional days. December 22, and 26-31 are office closure days. December 23-25 are holidays. Total instructional days are 15.

January 1 and 19 are holidays. January 2 is a non-school day. January 5-31 are instructional days. Total instructional days are 19.

February 1-28 are instructional days. February 13 and 16 are holidays. Total instructional days are 18.

March 1-27 are instructional days. March 30-31 are non-school days. Total instructional days are 20.

April 1-6 are non-school days. April 7-30 are instructional days. Total instructional days are 18.

May 1-31 are instructional days. May 8 is a non-school day. May 25 is a holiday. Total instructional days are 19.

June 1-4 are instructional days with June 4 as the last day of school. June 5-30 are non-school days. June 19 is a holiday. Total instructional days are 4.

Total instructional days for the year are 180, non-instructional staff workdays are 4, and total staff workdays are 184.

DRAFT

MADERA COUNTY SUPERINTENDENT OF SCHOOLS

2025-2026

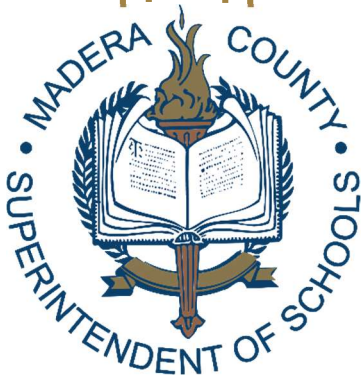
Career and Alternative Education Services Pioneer Technical Center - Chowchilla Site

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Days
JUL	N	N	N	H			N	N	N	N	N			N	N	N	N	N			N	N	N	N	N			N	N	N	N	0
AUG	N			SW	SW	SW	SW	N			N	N	N	N	N			X	X	X	X	X			X	X	X	X	X			10
SEP	H	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X		21
OCT	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	23
NOV			X	X	X	X	X			N	H	X	X	X			X	X	X	X	X			N	N	*N	H	H				13
DEC	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			*N	*N	H	H	H			N	N	N	15
JAN	H	H			X	X	X	X	X			X	X	X	X	X			H	X	X	X	X			X	X	X	X	X		19
FEB		X	X	X	X	X			X	X	X	X	H			H	X	X	X	X			X	X	X	X	X					18
MAR		X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			N	N	20
APR	N	N	N			N	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X		18
MAY	X			X	X	X	X	N			X	X	X	X	X			X	X	X	X	X			H	X	X	X	X			19
JUN	X	X	X	X	N			N	N	N	N	N			N	N	N	N	H			N	N	N	N	N			N	N		4
Total Instructional Days																															180	

- H** = Holiday
- N** = Non-School Day
- SW** = Staff Workday
- X** = Days Taught
- *N** = Office Closed
- X** = End of Quarter

Non-Instructional Staff Work Days = 4
Total Staff Workdays = 184

Board Approved:



Tricia Protzman
Superintendent of Schools

Agenda Item 9.1

Board of Education Informational Item February 10, 2026

Topic:

Board Bylaws Ad Hoc Committee February Update

Background:

Due to recent changes in legislation, the Board of Education has created an ad hoc committee to review and update the Board Bylaws.

Process:

1. Madera County Superintendent of Schools (MCSOS) staff to review similar county office bylaws.
2. MCSOS staff review education and government codes cited on the policies to verify that they are current.
3. MCSOS to focus first on two policies:
 - a. MCBE BB 9250 Compensation, Benefits and Reimbursement (to incorporate new laws related to Board remuneration).
 - b. MCBE BB 9321 Time, Place, Notification of Meetings, Teleconferencing (to incorporate new laws related to the Brown Act).
 - c. Remainder of the policies will be updated if needed to code citations or with changes to language conventions, removal of he/she, etc.
4. MCSOS staff to bring recommended updates and changes to the ad hoc committee for consideration and review.
5. Ad hoc committee to review recommendations.
6. Ad hoc committee to bring recommended updates and changes to the full Board of Education for discussion, review, direction and/or adoption

Timeline: February to July 2026

Financial Impact:

None

Resource:

Tricia Protzman
Madera County Superintendent of Schools