

Madera County Independent Academy
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Madera County Independent Academy
Street	1635 E. Olive Avenue
City, State, Zip	Madera, CA, 93638
Phone Number	559-662-6211
Principal	Hugo Sanchez
Email Address	hsanchez@mcsos.org
Website	http://www.mcsos.org/
County-District-School (CDS) Code	20102070117184

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Madera County Independent Academy
Phone Number	(559) 673-6051
Superintendent	Cecilia Massetti
Email Address	cmassetti@mcsos.org
Website	http://www.mcsos.org/

School Description and Mission Statement (School Year 2020-2021)

About Our School

Welcome Cheetahs and Parents:

I would like to welcome all of you to the 2020-2021 school year. Last year we encountered some unforeseen challenges, but it was great to see how students, families and our teachers responded. One important lesson we learned from last year is the need to make sure all students have access to updated technology to continue their learning through technology while at home. At the start of the year, each student needing a computer will receive a Chromebook to use at home and school, along with hotspots for internet access. We value all of our students and know this arrangement will lead to greater academic success. I want you to know that the entire staff of MCIA has worked hard to prepare for this school year and we are excited to have you as part of the Cheetah Family.

We want to continue providing challenging schoolwork and opportunities to learn in groups and individually. We encourage all of you, students and parents, to communicate with us any ideas you have to make MCIA a better school. Field trips and other school activities will extend learning beyond the classroom, and we hope students take advantage of these rewarding opportunities. In addition, we invite parents to join formal committees, like School Site Council (SSC) or English Learner Advisory Committee (ELAC), since your input is valuable and contributes to the best learning opportunities for your child.

Thank you for entrusting us with your child, and your child for choosing to be a Cheetah. The year will surely fly by, and soon it will be time to decide which school you want to attend next year. Although we would like your child to stay with us, we want to ensure they are successful at any school they will attend. Before that day arrives, there will be many fun and engaging opportunities to learn. If there is anything we can do to support your child's academic success, please let us know.

Regards,

Hugo Sánchez

Principal

Principal's Comment

The instructional method at Madera County Independent Academy (MCIA) will emphasize the whole child and frame its academic components with individualized lessons, allowing each child's full potential to unfold. The goal of the MCIA staff is to broaden the educational choices and opportunities for students and families who live in Madera County and adjacent counties.

MCIA will accept applications for enrollment from any student qualified by the State Charter School Law. The targeted student population consists of educationally disadvantaged students of grades kindergarten through grade eight. Students who attend Madera County Independent Academy come in search of an alternative educational model and benefit from one-to-one instruction, as well as small cohort instruction to provide opportunities for greater flexibility and individualized instruction. The goal for every student is to develop the academic and social skills to be successful in any educational setting.

Contact

Madera County Independent Academy (MCIA)

1635 E. Olive Avenue

Madera, CA 93638

Phone: 559-662-6211

Email: hsanchez@mcsos.org

Mission:

The mission of the Madera County Independent Academy (MCIA) staff is to broaden the educational choices and opportunities for students and families who live in Madera County and surrounding areas. The instructional method will emphasize the whole child and frame its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

Vision:

The vision of the MCIA staff is for all students to be self-motivated, competent, life-long learners, to improve employability of youth by high school completion, and to encourage post-secondary education.

Schoolwide Learner Outcomes (SLO's)

Our three Schoolwide Learner Outcomes accurately reflect a wide range of view points.

Our students:

- are proficient thinkers, who can transfer skills to new situations, using logical reasoning to make decisions in their own life, and communicate effectively in a variety of situations.
- exhibit motivation, discipline, respect, compassion, and a connection to their community in order to promote life-long learning and life improvement.
- feel a connection to their school and a commitment to enhancing their school learning experience.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 2	5
Grade 3	1
Grade 4	5
Grade 5	4
Grade 6	3
Grade 7	15
Grade 8	32
Total Enrollment	71

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Hispanic or Latino	62
White	15.5
Socioeconomically Disadvantaged	87.3
English Learners	21.1
Students with Disabilities	7
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	3	3	77
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 200-2021 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
Mathematics	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2020-2021 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2020-2021 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %
History-Social Science	All students have access to current, standards based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning the 2020-2021 school year by the Madera County Board of Education with additional textbooks approved annually.	Yes	0.00 %

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

School Facility Conditions and Planned Improvements

Madera County Independent Academy moved to their current location six years ago, and is using about 8,000 sq ft of the 12,500 sq ft building. The size of the building allows for access to academic counseling services, student technology pods, along with areas for individual appointments with students and teachers, as well as classroom settings. There is a conference room onsite that allows for professional development opportunities for teachers and other staff. The facility is clean, safe, and allows for growth of our dynamic program. During the summer of 2019, a major remodel was done and incorporated new technology for student access, professional development, and parent engagement.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at this time.
Interior: Interior Surfaces	Good	No repairs needed at this time.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at this time.
Electrical: Electrical	Good	No repairs needed at this time.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at this time.
Structural: Structural Damage, Roofs	Good	No repairs needed at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at this time.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	12	N/A	8	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	1	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	3	N/A	3	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Madera County Independent Academy, we believe that parental involvement is an essential component in a every student's education. The greater the parental involvement in the student's education, the greater the likelihood that the student will be successful in school and after graduation. Every year, MCIA hosts a Back to School / Open House Day with extended hours during the day to create more opportunities for parents and guardians to meet their teachers and Leadership team members. Surveys are collected from all parents to gather data to better guide decision making in targeted program improvements. Additionally, parents are invited to participate on the CAES shared School Site Council (SSC), where they can contribute to establishing policies, supporting budget decisions and allocation of resources to increase student achievement. Parents are also urged to participate in stakeholder meetings to update the Local Control Accountability Plan (LCAP). MCIA hosts student of the month recognition events monthly, promotion ceremonies, and family appreciation weeks; allowing parents to support their children and contribute to a positive and productive school culture and community.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	26.7	26.4	80	32.3	29.2	62.1	9.1	9.6	9
Graduation Rate	49.6	68.1	20	43.5	41.2	34	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	6.4	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Safe Schools Plan is updated annually. During the school year, meetings are scheduled to review the plan to ensure its continued appropriateness and to make any necessary changes based upon recommendations. Members include administrators, teachers, school nurses, maintenance and operations staff, and parents. Contents of the Safe Schools Plan include, but are not limited to, the following: safe school strategies and programs, disaster and emergency response procedures, threat assessment protocol, school discipline procedures including suspension and expulsion recommendations, procedures for safe ingress and egress from school. A survey is provided to staff members in the spring. The analysis of the results assists the committee in the development of new goals and activities to promote a safe school environment. Drills are conducted regularly to practice emergency responses. Specific trainings include Run, Hide, Fight to prepare staff for the appropriate response in the unlikely event of an active shooter. Safe Schools Plans are maintained at the sites and are approved by the Madera County Board of Education annually at the October meeting. Updates to the plan including new goals, objectives and activities are reviewed with instructional staff. The Safe Schools Plan was last reviewed during the fall of 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4									4	1		
Other**									10	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	43										
Mathematics	6	32										
Science	5	25										
Social Science	5	59										

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	177.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23656.05	\$6341.44	\$17451.90	\$71035.00
District	N/A	N/A	\$11830.00	\$84077.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$67638.00
Percent Difference - School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-2020)

Madera County Independent Academy provides a variety of school/Ed. services for students, including direct instruction from credentialed teachers. Students also receive academic counseling from an academic counselor, social-emotional support from a School Psychologist, Guidance and Leadership support from the site Principal and Leadership Team. Additionally, students on IEPs receive support from an RSP teacher or speech pathologist as prescribed.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	34	12

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