



James Madison Elementary

109 Stadium Road • Madera, CA 93637 • (559) 675-4630 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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Oracio Rodriguez **Area Assistant Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of Accountability and Communications**

Dr. Rebecca Malmo **Executive Director of Student and Family Support Services**

Principal's Message

On behalf of the staff at James Madison Elementary School, I am delighted to welcome you to the 2019-2020 school year! We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. Our goal is to ensure that all students become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers and prolific writers. Teachers diligently work to refine their instructional strategies and identify best practices within Professional Learning Communities. Grade levels meet regularly to analyze student progress and identify areas of focus. We do this to prepare students for the demands of the real-world so our students may become productive citizens, become our future leaders, and contribute and give back positive to the community. Education is a joint venture between school and home. As we work with our students to help them learn about the world around them through the prescribed curriculum, we very much appreciate the support that parents give their children at home as they strive to reach their learning goals. The foundation of a successful school is the cooperation between the students, staff, parents and community. I look forward to a great year! On behalf of the staff of James Madison Elementary School, I want to thank you for being a part of our school community! Sincerely, Mercedes Ochoa Principal, James Madison Elementary School

Mission Statement

The Mission of the Madera USD The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances. Madison Mission statement: James Madison School promotes a positive and safe learning environment where all students will learn and experience success. Vision: Mavericks collaborate, think critically, and persevere through rigorous, relevant, and engaging tasks using multiple strategies and materials.

School Profile (School Year 2019-20)

James Madison Elementary is one of 26 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District. Currently, 2019-2020 school year enrollment is at 653 students. All programs follow a traditional school year calendar. Madison students participated in Extended Learning summer school program during the 2018 summer session. Madison Elementary sits in the heart of Madera next to Madera High School. Our free and reduced lunch rate is at 96%. Our current English Language Learner population is 54.6% with the Spanish language spoken by 98% of our EL students. Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education), we still work hard to provide opportunities for our advanced students. Special Education Program: Madison provides Center-Based Instruction for RSP students. Students are in the general education classroom for the majority of their day. Support is provided from a special education staff member during a portion of their time, while pull out of the general education environment for more intense instruction is determined based on the needs identified in the student's Individualized Education Plan (IEP). Madison has one full-time special education teacher and two full time special education aides to support our students. English Learner Program: All of Madison's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 30-45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking. Teachers evaluate students and monitor their progress. The results of these tests help teachers determine next steps for instruction.

Dual Language Instruction Program: Dual Language Instruction is a form of education where students are taught literacy and content in two languages. It prepares our students for the 21st-century learning, as well as college and career opportunities that will lead to success in a global economy. We have highly qualified bi-literate teachers to ensure success in the program. The Dual Language Instruction (DLI) Program uses core curriculum taught in both Spanish and English. The teacher never uses both languages at the same time. Teachers are highly trained in delivering lessons that are understood by all students, regardless of home language. Hands-on experiences help students learn the language and content in a supportive environment. California Academic Standards are taught in all subjects areas. Teachers receive continuous professional development to enhance the delivery of instruction that promotes high levels of academic language and literacy.

About the SARC

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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	109
Grade 2	82
Grade 3	81
Grade 4	76
Grade 5	81
Grade 6	75
Total Enrollment	614

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.8
Asian	1
Hispanic or Latino	94.5
White	3.4
Socioeconomically Disadvantaged	94.5
English Learners	56.7
Students with Disabilities	6.8
Foster Youth	0.8
Homeless	3.4

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 for James Madison	17-18	18-19	19-20
With Full Credential	26	30	27
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at James Madison Elementary

Indicator	17-18	18-19	19-20
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 Instructional Materials (School Year 2019-20)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Big Ideas Math 2014 California Math in Focus: Singapore Math 2014 My Math 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Holt California Earth Science 2007 Houghton Mifflin California Science 2007 Macmillan/McGraw-Hill California Science 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 Social Studies Alive! California Series 2018 Social Studies Alive! California Series 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1951, with additional portables added over the years. Madison now consists of 31 classrooms, one state preschool classroom, a multipurpose/cafeteria room, a library, a staff lounge/workroom, staff meeting room, and administration offices. All of the classrooms are in good repair, as is evidenced by the annual Williams report. Playground space is adequate for the number of students we have enrolled; providing them with ample opportunity to be active during their recess time.

Cleaning Process

The site administration works daily with a custodial staff of 3.0 full-time employees to ensure that the school maintains cleanliness and safety. A staggered shift schedule ensures one custodian is available on campus from 6:00 a.m. to 10 p.m. A two-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The school grounds are clean and safe thanks to the efforts of many people. Madison has its own custodial staff that takes care of daily cleaning and maintenance.

Maintenance and Repair

Each year Madison is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have During the summer of 2017, James Madison's campus was updated with new landscape, all student and staff restrooms and kitchen area were renovated. This remodeling has brought a beautiful curb appeal to our campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	21	24	33	35	50	50
Math	20	19	23	22	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.2	10.1	17.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	308	99.35	23.78
Male	167	167	100.00	19.88
Female	143	141	98.60	28.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	289	289	100.00	23.61
White	13	12	92.31	25.00
Socioeconomically Disadvantaged	304	303	99.67	23.84
English Learners	212	212	100.00	25.94
Students with Disabilities	19	19	100.00	15.79
Students Receiving Migrant Education Services	15	15	100.00	13.33
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	306	98.71	18.63
Male	167	165	98.80	19.39
Female	143	141	98.60	17.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	289	287	99.31	18.47
White	13	11	84.62	18.18
Socioeconomically Disadvantaged	304	301	99.01	18.94
English Learners	212	212	100.00	21.23
Students with Disabilities	19	19	100.00	15.79
Students Receiving Migrant Education Services	15	15	100.00	6.67
Foster Youth	--	--	--	--
Homeless	12	10	83.33	16.67

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)

Madison provides a variety of opportunities for parental involvement and training. A Parent Resource Center (PRCs) operated by MUSD opened during the summer of 2019 at Madison Elementary School. The PRCs is designed to provide the proper resources that will help parents with their children's education and promote parent engagement, by encouraging parents to take an active role in their children's school. The PRC center supports MUSD families by: Developing resources for families to support their children's learning at home, providing opportunities for parents to become involved in their children's education, ensuring that families receive literacy training and resources to support their children's academic achievement, networking with community organizations to support family engagement in education and supporting early learning programs to promote school readiness. Other involvement opportunities for parents are our School Site Council (SSC), and the English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters. The Madison Parent Club assists with fundraising to support field trips, classroom activities and materials, as well as school-wide student activities. Parental communication is provided via Connect Ed phone calls, Madison website, the marquee, monthly bulletins, e-flyers, and parent monthly newsletters. Madison offers the following activities: Back-to-School Night, Open House, Winter & Spring Concerts, parent-teacher conferences, student recognition assemblies, school carnival, Folklorico dance classes and a multitude of parental classes in an effort to improve parental involvement and student connectedness to school. Parents are provided passwords to our grading system to monitor their child's progress and assignment completion. Our teachers are in frequent contact with their students' parents and strive to be accessible during non-instructional hours. For more information on how to become involved at the school, please contact Mercedes Ochoa, Principal, at (559) 675-4630.

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.

School Safety Plan

Staff members supervise our school playground before school, during recess and after school to ensure student safety. James Madison Elementary has adopted Positive Behavioral Intervention and Supports (PBIS) as the foundation for enhancing the positive atmosphere of our school. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. For this 2019-20 school year, James Madison Elementary School continues to have staff participate in PBIS. The MTSS (Multi Systems of Support) team continues enhancing the implementation of PBIS as a framework for creating and sustaining safe and effective school. MTSS meetings are interactive, activity based preparation for implementation of School-wide PBIS. Parents and students are informed of school rules and discipline policies through behavior assemblies, school-wide outdoor announcements, and during parent meetings such as ELAC, Parent Club and SSC. These policies are also included in the Parent/Student handbook that is sent home at the beginning of the school year. James Madison School regularly undergoes a thorough safety evaluation as a result of Madera Unified School District's Crisis School Management Project and Madera County Office of Education's yearly monitoring of Williams Settlement requirements. Our District also provides a maintenance team that reviews safety issues on our campus monthly. The School Safety Plan was reviewed and updated on March 2nd, 2019 by the School Safety Committee, SSC, faculty, and other stakeholders. Revisions are based on feedback received from parents, staff, and students on a school-wide survey. The key elements of the plan include regular inspection and maintenance of the campus, emergency procedures, an emergency alarm system, a specific campus emergency plan, and a list of emergency phone numbers. The entire staff is trained on portions of the plan and various emergency procedures throughout the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.2	5.1	3.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1023.3

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	2	4		23		5		22		5	
1	21	1	3		26		3		22		5	
2	21	1	3		19	1	4		21	2	2	
3	29		3		26		3		27		3	
4	26		3		20	1	3		25		3	
5	32		2	1	38			2	27		3	
6	27	1	1	1	31		3		25		3	
Other**	9	1			8	1						

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Madison has dedicated half to full days to staff development annually for the past three years. Topics for staff development during the 2018-19 school year include: Dual Language Instruction Methodology and Strategies, Positive Behavior and Intervention Support, Thinking Maps, Write From the Beginning, Pathways to Proficiency, ELD Instructional Strategies, Kagan Engagement Strategies, Small Group Guided Reading, Daily 5, Learning Centers, and 15 Day Math Plans. Madison will continue staff development in Strategic Academic Plan initiatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	2,069	1,330	738	68,449
District	N/A	N/A	5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-151.5	
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

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).

Internet Access

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