Berenda Elementary School

26820 Club Drive • Madera, CA 936382725 • (559) 674-3325 • Grades K-6
Carsten Christiansen, Principal
carstenchristiansen@maderausd.org
www.madera.k12.ca.us

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

Madera Unified School District
1902 Howard Rd.
Madera, CA 93637-5123
559.675.4500
www.madera.k12.ca.us

District Governing Board

Ruben Mendoza**Board President Area 3**
rubenmendoza@maderausd.org

Brent Fernandes**Board Clerk Area 7**
brentfernandes@maderausd.org

Ray G. Seibert**Area 1**
rayseibert@maderausd.org

Ed McIntyre**Area 2**
edmcintyre@maderausd.org

Joetta Fleak**Area 4**
joettafleak@maderausd.org

Lucy Salazar**Area 5**
lucysalazar@maderausd.org

J. Gordon Kennedy**Area 6**
jameskennedy@maderausd.org

District Administration

Todd Lile**Superintendent**

Sandon M. Schwartz**Deputy Superintendent**

Sheryl Sisil**Assistant Superintendent of Educational Services**

Linda Monreal**Area Assistant Superintendent Blue Pyramid**

Jesse Carrasco**Area Assistant Superintendent Purple Pyramid**

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 entire Berenda staff, it is with great pleasure that I welcome you to Berenda Elementary School. Our teachers hold high standards for student academic achievement and behavior. As a staff, we are committed to providing each child with a quality educational experience. In addition to our strong focus on academics, we believe service learning is important in developing students who are successful in the classroom and productive in our Madera community. Berenda Elementary is located six miles northeast of the city of Madera and has an enrollment of over 800 students in kindergarten-6th grade. Suburban housing surrounds the school on three sides with agricultural land located to the east of the school. The surrounding neighborhood of parents and community members take great pride in their homes and their school. Parents at Berenda are actively involved in the education of their children. This is demonstrated by their personal involvement, participation, and support of the school, events, and the Berenda Parent Club. Parent involvement at Back-to-School Night, Open House, and parent/teacher conferences typically exceeds 80% participation. Berenda parents believe in high standards for their children and the school. They support a balanced instructional program that places an emphasis on building academic excellence and personal responsibility. We recognize and value parental support and community involvement as our staff strives to provide optimal instruction for each student.

Mission Statement

Berenda Elementary is committed to creating and sustaining a safe, respectful, and responsible community which perseveres in social, emotional, and academic settings.

School Vision Statement

Berenda Broncos will demonstrate their ability to think creatively, communicate clearly, collaborate respectfully, produce purposefully, adapt thoughtfully, and contribute generously.

School Profile (School Year 2019-20)

Berenda Elementary is one of 27 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. On average, we have approximately 800 TK-6th grade students enrolled at the Berenda, with classes arranged on a traditional calendar. Advanced Learners: We work hard to provide opportunities for our advanced students. We are always looking for opportunities to challenge and expand the learning of our students with various hands-on activities that allow our students to practice higher order thinking skills while participating in a true "learning-by-doing" environment. Special Education Program: MUSD uses a combination of a Center-Based Model and Special Day Class Model of educating our special education students. In the CBM, students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). In the SDC model, students are in a special classroom for over half of the school day, pushing into the general education setting when it is appropriate, based on their strengths and abilities. At this time, we don't have any SDC classes at Berenda. English Learner Program: All of Berenda's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need and are taught in either a deployment model or in their home rooms. The emphasis is on oral language, listening, reading, and writing.

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	121
Grade 1	101
Grade 2	119
Grade 3	116
Grade 4	93
Grade 5	120
Grade 6	107
Total Enrollment	777

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.5
Hispanic or Latino	84.8
White	12.9
Two or More Races	0.5
Socioeconomically Disadvantaged	83.8
English Learners	22.7
Students with Disabilities	8.6
Foster Youth	0.6
Homeless	3.3

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 Berenda Elementary	17-18	18-19	19-20
With Full Credential	32	29	37
Without Full Credential	0	0	2
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 Berenda Elementary School

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. The table displays information collected in October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016
Mathematics	Big Ideas Math 2014 California Math in Focus: Singapore Math 2014 My Math 2014
Science	Holt California Earth Science 2007 Houghton Mifflin California Science 2007 Macmillan/McGraw-Hill California Science 2007
History-Social Science	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
Foreign Language	Benchmark Advance: Step Up to Literacy 2016 California Wonders 2016

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Berenda Elementary was originally constructed in 1985 and is comprised of 31 K-6 general education classrooms, 1 Special Education classroom, 1 SDC Preschool classroom, 1 Literacy Lab, 1 STEAM room, 1 Multipurpose room/Cafeteria, 1 Library, 1 Music room, 3 Madera County Office of Education classrooms, and 2 playgrounds. All classrooms are in good repair. Playground space is adequate for the number of students who attend at any given time. There is adequate space for staff to work. Our school grounds are clean and safe thanks to the efforts of many people.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6 a.m. to 10 p.m. A two-person team from the district maintenance department services the larger maintenance needs. 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.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the summer of the 2019 the cafeteria floor was refurbished and now has a polished concrete finish, our parking lot recieved some repairs and the asphal was resurfaced as was the asphalt in the student playground area. A bicycle enclosure was also installed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 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	38	39	33	35	50	50
Math	31	31	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	16.5	28.3	30.7

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	451	441	97.78	38.78
Male	233	229	98.28	36.24
Female	218	212	97.25	41.51
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	377	371	98.41	37.74
White	62	58	93.55	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	381	374	98.16	34.22
English Learners	149	147	98.66	29.25
Students with Disabilities	51	48	94.12	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	19	19	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	451	440	97.56	30.91
Male	233	229	98.28	33.62
Female	218	211	96.79	27.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	377	371	98.41	30.73
White	62	57	91.94	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	381	373	97.90	27.61
English Learners	149	147	98.66	25.85
Students with Disabilities	51	48	94.12	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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)
Parents are an essential component of Berenda Elementary School. The Berenda Parent Club (BPC) meets monthly to coordinate fundraising activities to support class field trips, school needs, and existing programs. Parents, grandparents, and community members provide meaningful support for our students and staff. In addition to fundraising, the BPC organizes and facilitates many school events (Harvest Festival, Family Fun Night, Jog-a-thon, Used Book Sale, etc.) The BPC also supports the efforts of the teachers by providing academic incentives and rewards for our students. Parents are involved in school governance through their participation on School Site Council (SSC), English Learner Advisory Committe (ELAC), District ELAC, and Parent Advisory Committee (PAC). The high level of involvement and cooperation on the part of our parents contributes immensely to Berenda's success in meeting the needs of all students. We feel it is critical for every parent to attend Back-to-School Night, Open House, and Parent Conferences. We also host multiple Parent Nights on various academic themes. The Home/School Compact is an essential component, demonstrating the teamwork between parents, students, and staff to the education of our students. Parent volunteers play a crucial role in the leadership of our school. Parents and other community members share their skills and expertise when they volunteer in the classroom, library, and serve as athletic coaches. Parents are encouraged and welcomed to work in classrooms, attend assemblies, chaperone field trips, and work on school committees. Come into the office and we can provide you with information regarding what paperwork needs to be completed to be a volunteer and/or chaperone.

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

The safety of students and staff is of utmost importance at Berenda Elementary School. Berenda's Safety Plan was developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with the staff. Parents are also involved in the development of the plan via the SSC. The Safety Plan includes procedures and policies for the following areas: child abuse reporting; suspension and expulsion; due process; notification of staff regarding dangerous pupils; sexual harassment; dress code; safe ingress and egress of the school by students, parents and staff; fire, earthquake, lock-down and evacuation; and a statement regarding school discipline. A key element of the Safety Plan is the Crisis Management Plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. In addition, an emergency 'Go Bag' is stocked with first aid supplies and an updated student list of emergency contact numbers. The School Safety Plan goals are reviewed, updated, and shared with school faculty annually. The plan is approved annually at our January SSC meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.4	3.6
Expulsions Rate	0.0	0.2	0.1

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*	777.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.6
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.

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	23		6		22		6		20	3	3	
1	22		5		24		5		20	4	1	
2	26		4		23		5		23		5	
3	23	1	4		21	2	3		20	1	5	
4	28		4		28		4		31		3	
5	30		4		28		4		46		4	2
6	33		3	1	72		4	2	69	1	4	2
Other**												

*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 trainings, workshops, and their professional learning groups. Over the last many years, our teachers have been trained in a variety of areas:
~Common Formative Assessment (CFA) development
~Lesson Design and Interactive Coaching
~Common Core
~504 Accommodations/Modifications
~Response to Intervention (RtI)/COST
~Cycle of Inquiry & Collaboration
~Professional Learning Communities
~EL Strategies and Principles
~Data Analysis
~NWEA and SRI
~Kagan strategies
~Thinking Maps
~Write From the Beginning
~SBAC information
~PBIS
~ Positive Behavioral Interventions and Supports
~ELPAC information
~Technology training for Chromebooks and IPads
~Guided Reading support for some grade levels
~Write From the Beginning ~SBAC information
~Number Talks

In 2019-20, our focus will continue to be on number talks. We will support many of the above areas as needed by various staff. There will continue to be a strong focus on guided reading in the primary grades as well as looking into how we can support upper grades students with their needs for remediation.

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	11,785	1,276	509	78,875
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	-165.2	
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.