



Cesar Chavez Elementary School

2600 East Pecan • Madera CA 93638 • (559) 664-9701 • Grades K-6

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<https://www.madera.k12.ca.us/>

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



Madera Unified School District

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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

Welcome to Chavez Elementary School! Our teachers hold high standards for student achievement and behavior and provide students opportunities to excel in many disciplines. As a staff, we are committed to providing each child with a quality educational and social experience. In addition to our strong focus on academic achievement, we strive to encourage our students to become successful in the classroom and throughout our Madera community.

Cesar Chavez Elementary is located southeast of the city of Madera and has an enrollment of approximately 750 students in preschool through sixth grade. The Madera Community College is located within a mile from our school, and agricultural land surrounds our site. Chavez is located in a rural neighborhood of parents and community members who take pride in their school.

Staff at Chavez work together to meet the needs of every student. Every grade level meets in Professional Learning Communities in order to discuss current student data and to make decisions about best practices. These meetings are scheduled weekly on Tuesdays and Thursdays during the staff development portion of our minimum day. Many teams of teachers utilize additional time after the school day to work together to plan and provide students with quality instruction.

Students deploy among their own grade level to receive scaffolded yet rigorous reading instruction in grade 4-6. Students in grades K-3 receive guided reading instruction to meet their individual and specific needs. Students with intensive needs meet in small groups with the RtI Reading Specialist. All groups are adjusted as students progress. COST and Student Study Team (SST) meetings with teachers and parents are held as needed in order to discuss student needs and progress. These meetings include discussions in regards to all strategies/interventions provided for our students and the necessary next steps needed to meet their needs. Our special-needs students receive support in general education classrooms by highly qualified Special Ed Teachers and Paraprofessionals.

Parents at Chavez are actively involved in the education of their children. This is demonstrated by their personal involvement, participation and support of our school. Our parents are invited to monthly Friday morning Coffee Hours/Horas de Café with our Principal. This is an opportunity to stay connected to what's happening at Chavez Elementary. All meetings are focused on supporting our English Learner students through the inclusion of ELAC (the English Language Advisory Committee).

Occasionally, we invite community partners who may provide additional services and resources for our families and parents. We enjoy providing information and news with our community.

Chavez 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 the support and involvement of each and every parent!

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	107
Grade 1	99
Grade 2	99
Grade 3	104
Grade 4	117
Grade 5	100
Grade 6	105
Total Enrollment	731

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.5
Asian	3.8
Filipino	0.4
Hispanic or Latino	89.5
White	3.3
Two or More Races	0.3
Socioeconomically Disadvantaged	93.7
English Learners	43.8
Students with Disabilities	11.1
Foster Youth	0.5
Homeless	4.7

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 Cesar Chavez	17-18	18-19	19-20
With Full Credential	34	31	32
Without Full Credential	2	4	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 Cesar Chavez 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	K-1 English Language Arts Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016 2nd-6th English Language Arts McGraw-Hill California Wonders 2016 K-1 English Language Development Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016 2nd-6th English Language Development McGraw-Hill California Wonders 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	6th Mathematics Big Ideas Learning Big Ideas Math 2014 K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2nd-5th Mathematics McGraw-Hill My Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	6th Science Holt, Rinehart, & Winston Holt California Earth Science 2007 K Science Houghton Mifflin Houghton Mifflin California Science 1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive 2018 6th History/Social Science Pearson California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018 K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cesar Chavez Elementary was originally constructed in 2006 and is comprised of 31 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 2 playgrounds. Recent remodeling included adding an electronic marquee in front of the school.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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 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.

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. For the 2016-17 school year the district allocated \$660,231.00 for deferred maintenance program. This represents .4% of the district's general fund budget. During the 2016-17 school year, the district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in December 2019.

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	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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	34	33	33	35	50	50
Math	28	21	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	20.8	21.8	26.7

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	422	418	99.05	32.78
Male	221	219	99.10	30.14
Female	201	199	99.00	35.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	382	379	99.21	31.13
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	393	390	99.24	31.28
English Learners	252	249	98.81	30.92
Students with Disabilities	42	42	100.00	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	20	20	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	422	420	99.53	21.19
Male	221	220	99.55	21.82
Female	201	200	99.50	20.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	382	381	99.74	18.90
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	393	391	99.49	19.69
English Learners	252	251	99.60	18.33
Students with Disabilities	42	42	100.00	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	20	20	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)

Chavez 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. Parents support their students through parent-teacher conference interactions and provide input through groups such as Coffee Hour, School Site Council, English Language Advisory Committee, and the annual Title I Meeting. Parents volunteer to support school events and field trips and are encouraged to participate in and support various school activities (see below).

Parents also enjoy participating in our annual Harvest Carnival, Chavez Posada, Pancake Breakfast, Literacy Night, Cesar Chavez Celebration, Back-to-School Night, Open House, and various sports events. We recognize and value the support and involvement of each and every parent!

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

Safety of students and staff is a primary concern of Cesar Chavez Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Chavez has a School Safety Plan 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 School Site Council (SSC). The School Site Safety plan was last reviewed and updated in February, 2019, by the School Site Council. All revisions were communicated to both the classified and certificated staff.

The Safety Plan includes procedures for child abuse reporting; suspension, expulsion, and due process procedures; procedures for the notification of staff regarding dangerous pupils; sexual harassment policy; dress code; procedures for safe ingress and egress of the school by students, parents and staff; fire drill procedures; 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.

Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in to the office before entering campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.1	7.1	3.4
Expulsions Rate	0.0	0.0	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*	1218.3

* 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)	
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	1	4		21	1	5		19	2	4	
1	22		5		24		4		22		4	
2	23		5		24		4		24		4	
3	24		5		23	1	4		26		4	
4	34			3	25		4		28		4	
5	35			4	30		3		32		2	1
6	27	2		3	25	1	4		28	1	1	2
Other**									10	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

Cesar Chavez Elementary is committed to improving the performance of all students and to closing the achievement gap. We take advantage of our early release staff development days to meet in Professional Learning Communities for data collection/reflection and to plan for instruction. In addition to these days, there are times when the staff meets after school to do further trainings.

Much of our focus this next year will be on improving our teachers' skills through the professional learning community to provide intervention strategies, direct instruction techniques and English learner strategies. Through the use of our Teachers on Special Assignment (TSA), we have also provided our own staff professional development in Kagan Structures, academic vocabulary strategies and other reading strategies for first through sixth grade teachers. This year, all students will receive differentiated reading instruction at their grade level through a school-wide deployment called WIN (What I Need) Time. Our Primary Literacy Support Specialists provide coaching support in the primary grades to improve teachers' instructional skills and provide training for guided reading instruction and ongoing informal assessments. Our site coach provides coaching cycles which include modeling, co-planning, co-teaching, observing, supporting, and reflecting for all grade levels based on needs of staff. Teacher teams are led in the development of rigorous, common core aligned units of instruction. Students are thus engaged in integrated curricular learning experiences throughout the day.

The majority of our staff has been trained in conducting Professional Learning Community meetings. These collaborative meetings are focused on current student data collected by our common formative assessments. Teachers meet in PLCs during our minimum days (Thursdays) and every other Tuesday. Teachers at each grade level share out best practices based on the results of their assessments.

Administration continues to participate in daily Focus Walks throughout our campus. Notes are taken based on observations made during the classroom visits. Teachers are provided with immediate written and oral feedback in regards to rigorous instructional techniques.

Topics for staff development include: Professional Learning Communities, Guided and Close Reading, Informal Running Records, Khan Academy, Path to Proficiency (for ELs), Write From the Beginning, Thinking Maps, Response to Intervention, NGSS Science Lessons, Reading, Scholastic Reading Assessment (NSGRA), Wonders and Benchmark Training.

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,237	\$1,315	\$7,791	\$68,762
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	37.2	-8.1
School Site/ State	3.7	-17.6

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.