



Lincoln Elementary School

650 Liberty Lane • Madera, CA 93637-2687 • (559) 675-4600 • Grades K-6

Nicole Guerriero, Principal

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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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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

Welcome to Lincoln Elementary School. The Lincoln culture is reflected in the vision as a commitment to providing "a nurturing, educational environment where all students, regardless of their circumstances, are equipped to achieve their full potential and aspirations." The school community maintains a high level of standards to promote academic growth. Our success with a standards-aligned curriculum begins in the classroom with a highly qualified teacher who understands, teaches, and facilitates what students should know and be able to do at the end of the year.

Lincoln teachers participate in grade level Professional Learning Communities (PLC), meeting at regular intervals to align curriculum, to review student data, and to share successful teaching strategies. They participate in monthly staff development to learn new instructional strategies, seeking to keep current with new research-based teaching and learning strategies. Student achievement to their highest potential is the goal of all Lincoln teachers and staff.

Staff, students, and families work tirelessly, sharing the belief that all students can succeed at high standards. When assessments indicate a student needs additional intervention, the Lincoln staff begins the Response to Intervention (RTI) process to close gaps. Parents are strongly encouraged to partner with us in their child's education so we can provide a safe, healthy and happy environment where students learn the necessary skills for continued success in their educational careers.

Mission Statement

The mission of Lincoln Elementary School is to celebrate life through learning by preparing children for their future. Lincoln educators strive to promote growth, productive citizenship, and lifelong learning through quality & rigorous instruction and adherence to the California State Standards for Education, for all students.

Vision Statement:

The Lincoln community dedicates itself to building a nurturing, educational environment where all students, regardless of their circumstances, are equipped to achieve their full potential and aspirations.

School Profile (School Year 2019-20)

Lincoln Elementary is one of 26 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District. During 2018-2019 school year 873 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

All students are challenged at their individual academic level. Teachers provide engaging lessons that incorporate units of study where students become gold miners (4th grade), pioneers in Apple Valley (5th grade) or interactive statues in an Ancient Egyptian Wax Museum (6th grade). In our primary grades students celebrate reading with Teddy Bear picnics, Read for the Record and Dr. Seuss' birthday and many other activities. We celebrate the 100th day of school and caterpillar and lightening rod math. Students in grades 4th-6th have the opportunity to participate in our site spelling bee with the winners moving on to the district spelling bee. We held a study of sixth-grade math and then competed in MUSD's sixth grade Mathletics competition.

Field Trips are an important part of student learning at Lincoln. The second grade travels to The Fossil Discovery Center, third grade to the county library and museum, fourth grade to San Juan Bautista Mission and Monterey Bay Aquarium, fifth grade to the Fresno Zoo, and sixth grade Hearst Castle and Calvin Crest Camp. These experiences provide our students with hands-on opportunities to learn and gives them background knowledge that enhances classroom learning.

We provided students and parents with student-friendly, websites to assist and challenge in the areas of math, reading, science, technology, arts, and homework.

Special Education Program: Lincoln is fully vested in the Center-Based Model of educating our special education students. The 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). Lincoln has four full time special education teachers and six full time special education aides to support our students. Lincoln has three Special Day Classes (SDC). The classes are a TK-Kinder class, 1st-3rd grade class and a 4-6th grade class.

English Learner Program: All of Lincoln'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 during our designated instruction time. 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, thinking, reading, and writing. Teachers evaluate students three to four times a year and monitor their progress. The results of these assessments help teachers determine what skills need to be taught or reviewed.

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	117
Grade 1	115
Grade 2	115
Grade 3	119
Grade 4	122
Grade 5	135
Grade 6	100
Total Enrollment	823

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	0.5
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	0.1
White	9.4
Two or More Races	2.1
Socioeconomically Disadvantaged	72.7
English Learners	16.6
Students with Disabilities	9.1
Foster Youth	0.9
Homeless	2.6

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 Lincoln Elementary School	17-18	18-19	19-20
With Full Credential	34	34	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School District	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 Lincoln 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.

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</p> <p>California Wonders</p> <p>Benchmark Advance: Step Up to Literacy</p> <p>California Wonders</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Big Ideas Math</p> <p>California Math in Focus: Singapore Math</p> <p>My Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Holt California Earth Science</p> <p>Houghton Mifflin California Science</p> <p>Macmillan/McGraw-Hill California Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>California History-Social Science: myWorld Interactive</p> <p>California History-Social Science: myWorld Interactive, Ancient Civilizations</p> <p>Social Studies Alive! California Series</p> <p>Social Studies Alive! California Series</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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)

Lincoln Elementary was originally constructed in 1993 and is comprised of 26 standard classrooms and ten portables, a multipurpose room/ cafeteria, library, staff lounge, and playground.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work. Lincoln has a beautiful school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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.

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	Poor	
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	43	41	33	35	50	50
Math	38	38	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	10.9	22.5	34.8

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	481	470	97.71	41.49
Male	244	237	97.13	39.24
Female	237	233	98.31	43.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	25	89.29	76.00
Filipino	--	--	--	--
Hispanic or Latino	386	379	98.19	37.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.00	53.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	340	331	97.35	35.65
English Learners	125	119	95.20	31.93
Students with Disabilities	52	48	92.31	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	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	481	472	98.13	38.14
Male	244	238	97.54	43.28
Female	237	234	98.73	32.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	69.23
Filipino	--	--	--	--
Hispanic or Latino	386	380	98.45	34.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.00	51.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	340	332	97.65	32.53
English Learners	125	121	96.80	28.10
Students with Disabilities	52	48	92.31	18.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	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)

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Council (PAC) and the Lincoln Parent Faculty Club (LPFC) assist in providing information to parents and assisting with parent/family involvement within the school setting. Numerous parents volunteer on a daily/weekly basis in classes to assist teachers with student learning. Parent teacher conferences are held four times per year, with teachers meeting with 90-100% of all parents. Back to School Night and Open House are two examples of parents getting to know how the school functions. Activities such as the Fall Harvest Carnival, Wax Museum, Spelling Bee, talent show, band, choir, MULES sports and others functions invite parents and the community onto our campus to participate in their child's extracurricular events.

For more information on how to become involved, contact Amanda Berry Lincoln Parent Faculty Club President, at (559) 675-4600. Lincoln also houses a Parent Resource Center. The Parent Resource Centers (PRCs) are dedicated centers where parents may access resources, use computers, participate in activities, and gather for meetings. The Centers are part of a concerted effort to create more welcoming, useful spaces for parents within our schools.

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 Lincoln Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in February by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated list of emergency contact numbers. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held every three months on a rotating basis with other drills. Students are supervised before and after school by certificated staff, classified staff, principal and vice principal. Certificated staff, classified staff, principal and vice principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors & volunteers must sign-in in the office and get a visitors or volunteer pass when entering the school campus..

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	3.0
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*	823.0

* 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	.7
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	21	2	5		21	2	4		20	2	4	
1	23		5		22	1	4		22	1	4	
2	22		5		22	1	4		22		5	
3	23	1	5		20	1	5		21	1	5	
4	36			3	31		4		30		4	
5	31		4		32		2	1	33		2	2
6	32		4		25	2	5		27	1	2	1
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

Lincoln's Staff Development plan addresses both individual and school-wide goals. The content of staff development clearly reflects established school goals for curriculum, instruction, student assessment, and student achievement.

The school's priority goals are met through the completion of a variety of staff development activities and the Cycle of Inquiry (COI) process. We plan staff training to support the professional and personal growth of personnel who work with students at Lincoln. Each grade level also participates in Lesson Design days working with the Teacher on Special Assignment to aid in implementation of the Common Core State Standards. These activities help staff members refine existing skills, learn new skills, and gain knowledge needed for effective implementation of the curriculum. The teachers, administrators, and support teachers (technology and intervention) are directly involved in planning and conducting the staff development. During teacher planning time, teachers participate in grade level Professional Learning Communities (PLC), meeting at regular intervals to align curriculum, to review student data, to create common formative assessments, and to share successful teaching strategies.

We evaluate these activities and use the results to further meet the needs of staff. We set aside funds for staff to attend seminars and trainings.

Teachers participate in weekly staff development to learn new instructional strategies, seeking to keep current with new research-based teaching and learning strategies. We implement Direct Instruction strategies in 2nd through 6th grade, and Write From The Beginning and Thinking Maps in Kindergarten through 6th grades.

The district dedicated specific days to staff development. Topics for staff development during the 2018-19 school year include; Common Core, Lesson Design implementing Common Core Standards, RtI Academic & Behavior Plan & Strategies, student engagement strategies and English Language Development Strategies.

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	\$1,332	\$907	\$425	\$77,763
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	-170.5	
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.