



Virginia Lee Rose Elementary School

1001 Lilly St. • Madera, CA 93638 • (559) 662-2662 • Grades K-6

Lisa DeLaPeña, Principal

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

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

It is an honor to welcome each one of you to the 2018/19 school year!!! The Rose Staff is committed to providing opportunities that enhance and innovate student learning in a secure and engaging environment. We highly value a collective effort inclusive of teachers, parents, and students, to ensure that all children are receiving an equitable education which addresses your child's individual needs.

I invite you to be an active participant in your child's learning by attending school activities, parent/teacher conferences, parent trainings, council meetings, and visitations. Our school website and newsletters help to keep everyone informed.

With your support, we truly believe that your child can attain the high expectations our staff holds for student learning and character development. The collective effort through school, home and community ensures a successful year for everyone. We highly encourage your participation and support as we establish Rose Elementary as a premiere school in Madera Unified.

Please take the time to read through our student handbook with your child. It contains useful information that will assist you and your child on their educational journey.

Mission Statement

Rose Elementary is an innovative and safe educational community that empowers students to become lifelong learners

VISION

At Rose Elementary dedicated staff, parents and community work together ensuring all students receive a rigorous and effective learning experience creating responsible citizens who successfully impact the future

Goals

All students will reach high levels of academic competency

All students will be prepared for a college and career pathway

All students will develop positive character traits

All students will work collaboratively with stakeholders

All students will work in a safe and positive environment

Commitments

We will provide high quality instruction to all students

We will institute a professional learning community

We will exhibit positive and healthy behaviors

We will ensure all students receive appropriate & timely interventions

We will monitor individual student progress

Knight Pride - Character Traits

Kind

Noble

Innovative

Grateful

Honest

Tenacious
Successful

School Profile (School Year 2019-20)

Virginia Lee Rose Elementary is one of 28 elementary/middle/ comprehensive high schools in the Madera Unified School District. Rose is an inner-city school is located on 15 acres in Southeast Madera. The school has the capacity to house 850 students. In 2019/20, 770 grade students were enrolled at the school, with classes arranged on a traditional school year calendar. Rose Elementary has 33 classrooms, a music room, a media center, a tech lab, Rose Hall (cafeteria/kitchen), The High Table (staff lounge), and 3 conference rooms. Four of our intermediate classrooms have science lab areas equipped with gas and water.

Advanced Learners: We offer an after school Advanced Learner group to provide STEM and enrichment learning opportunities. We provide enrichment for the 19/2019 school year include the following areas: Robotics, Math, and Science.

Special Education Program: Rose is fully vested in the Center-Based Model of educating our Resource Specialist Program Sped students. Our RSP students are in the general education classroom for the majority of their day. They are provided support from an RSP special education staff member during a portion of their day. Based on student need, a student may also attend strategic, specialized instruction outside of the general education classroom as determined appropriate by the Individualized Education Plan Team (IEP). Rose has one RSP teacher and one full-time and two part-time special education paraprofessionals to support our students. Rose Elementary has a Special Day Class (SDC) for grades 4th- 6th on site. There is a special education classroom teacher, a full time special education paraprofessional and a part-time paraprofessional.

English Learner Program: All of Rose'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. The emphasis is on oral language, listening, reading, writing, and thinking. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests 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	116
Grade 3	107
Grade 4	100
Grade 5	117
Grade 6	91
Total Enrollment	763

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	0.3
Hispanic or Latino	95
White	1.8
Two or More Races	0.1
Socioeconomically Disadvantaged	97
English Learners	57.7
Students with Disabilities	7.2
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 Virginia Lee Rose Elementary School	17-18	18-19	19-20
With Full Credential	32	26	26
Without Full Credential	3	4	4
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 Virginia Lee Rose 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, 2018 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: Benchmark Education Company - Benchmark Advance: Step Up to Literacy 2nd-6th: McGraw-Hill - California Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6th: Big Ideas Learning - Big Ideas Math K-1: Houghton Mifflin/Harcourt - California Math in Focus: Singapore Math 2nd-5th: McGraw-Hill - My Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	6th: Holt, Rinehart, & Winston - Holt California Earth Science K: Houghton Mifflin - Houghton Mifflin California Science 1st-5th: MacMillan/ McGraw Hill - Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	1st-3rd: Pearson - California History-Social Science: myWorld Interactive 6th: Pearson - California History-Social Science: myWorld Interactive, Ancient Civilizations 4th-5th: Teacher's Curriculum Institute - Social Studies Alive! California Series K: Teacher's Curriculum Institute - Social Studies Alive! California Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Virginia Lee Rose Elementary construction was completed in 2017-18 and is comprised of 33 classrooms, 1 multipurpose room - Rose Hall, 1 Media Center, 1 staff lounge - The High Table, 1 Media Center Tech Lab, a music room and 2 playgrounds.

Cleaning Process - The principal works daily with the custodial staff of 3 (1 full-time and 2 part-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. Maintenance and Repair 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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	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	27	33	33	35	50	50
Math	27	28	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	21.6	16.4	19.0

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	397	393	98.99	33.08
Male	213	211	99.06	29.38
Female	184	182	98.91	37.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	378	374	98.94	33.16
White	--	--	--	--
Socioeconomically Disadvantaged	386	382	98.96	31.94
English Learners	277	276	99.64	28.99
Students with Disabilities	22	20	90.91	0.00
Students Receiving Migrant Education Services	24	24	100.00	33.33
Foster Youth	--	--	--	--
Homeless	16	15	93.75	6.25

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	397	393	98.99	27.99
Male	213	210	98.59	26.67
Female	184	183	99.46	29.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	378	374	98.94	27.54
White	--	--	--	--
Socioeconomically Disadvantaged	386	382	98.96	26.70
English Learners	277	276	99.64	25.72
Students with Disabilities	22	20	90.91	5.00
Students Receiving Migrant Education Services	24	24	100.00	25.00
Foster Youth	--	--	--	--
Homeless	16	15	93.75	6.25

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)

Virginia Lee Rose Elementary greatly benefits from its supportive parents who participate in various activities provided at the school site. In conjunction with the Family Resource Center, Rose Elementary is able to provide a variety of opportunities for parent trainings and education.

Parent Nurturing, GED, Computer Training, Homework School Website & Parent Portal Access are just a few of the parent opportunities on site. In 2018-19, the parent volunteers established the Rose Elementary Parent Teacher Organization. The school has a strong base of parent volunteers who work diligently to provide additional funding for student/parent activities throughout the school year. The PTO assists with fundraising to support field trips, classroom activities and materials, as well as school-wide student activities. Parents are also welcome to join our School Site Council (SSC) and the English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters.

The school also benefits from several community partnerships, including the Madera Garden Club, VFW, Granville Homes, Madera Workforce Development Center, Big Brothers & Sisters of Madera County, Boys Scouts of America, UC Merced and the Madera Ministerial Group.

Parental Communication is provided via ConnectEd phone calls and texts, Rose website, monthly bulletins, Class Dojo, and weekly newsletters & communiques with teachers. Rose Elementary offers the following activities: Back-to-School Night, Open House, Winter Program, Musical Concerts, and Parent-Teacher Conferences in an effort to improve parental involvement and student connectedness to school. Parents also have access to the internet in our Media Center and are encouraged to access their children's grades and communicate with teachers via Parent Portal and Class DOJO.

There is someone always available to assist parents on how to use our programs. Our teachers are in frequent contact with their students' parents and strive to be accessible during non-instructional hours. For more information on how to become involved at the school, please contact the Administrative Office at (559) 662-2662.

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 Virginia Lee Rose 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 reviewed and updated on February 26, 2019 by the School Safety Committee. All revisions are communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held 3 times per year.

Students are supervised before, during and after school by certificated staff, classified staff, and administration. Classified staff and administration supervise students during arrival, lunch and afterschool. There is a designated area for student drop off and pick up. All visitors are required to report to the Administration Office upon arrival and prior to entering the school grounds.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate		3.1	4.5
Expulsions Rate		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*	1271.7

* 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					19	4	2		20	5	1	
1					21	2	3		23		5	
2					28		4		29		4	
3					24		4		21	2	3	
4					27		4		32		2	1
5					31		2	1	38			3
6					30	1		3	23	2	3	
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 selected conferences and workshops throughout the year, then sharing their experiences and knowledge with their colleagues during Professional Learning Community Work time.

The School Site Council has approved all trainings and in-services supported by Title 1 funding. All trainings are aimed at supporting the goals outlined in the school site plan. District Academic Coaches assist with staff development for the 2018-19 school year. Topics for staff development include: Professional Learning Communities, CCSS in English Language Development (ELD), Thinking Maps, Path to Proficiency, 15-Day Plan (PLC), Kagan Instructional Strategies, Coaching Cycles in the following areas: Guided Reading, Close Reading, Running Records, Text Talk, Phonics, Phonemic Awareness, Error Handling, and Number Talks. Additionally, training was provided in Daily 5, Next Step Guided Reading, Positive Behavioral Intervention Support (PBIS), Response to Intervention Process, NWEA, 15-Day Plan and Technology.

In addition, grade level teams meet full-day on a rotating basis for site level PLC work. Grade levels are also provided additional meeting time on a weekly basis to further their PLC work through a grade level generated agenda. During weekly meetings, teachers participate in site specific staff development focused on site specific initiatives. Site initiatives are derived based on intense data analysis and improvement science.

- Rose Elementary has school site initiatives based on our 3 goal areas.
- 1) English Language Arts: Balanced Literacy
- 2) Mathematics: Concepts and Procedures
- 3) English Learner: Close Reading (Comprehension)

In addition, District funds three teachers on special assignments (TSAs) that support staff development and support at-risk students. In addition, Title 1 funding provides for 1 F/T TSA's in Response to Intervention who provides support for at-risk students and staff development.

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	\$1,984	\$1,017	\$966	\$73,562
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

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.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-138.8	-1.4
School Site/ State	-154.4	-10.9

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

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, 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.