



Martin Luther King, Jr. Middle School

2012-2013 School Accountability Report Card

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Madera Unified School District

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Mission Statement/Vision Statement

At Martin Luther King, Jr. Middle School, students master the academic standards through excellent, precise, and passionate instruction. The staff and community work collaboratively to provide a healthy and safe environment where students become productive and responsible members of society.

Vision Statement

Martin Luther King, Jr. Middle School will be distinguished for high levels of achievement for all students. Students and staff will work together in a safe and engaging environment.

School Profile

Martin Luther King Jr. Middle School is one of 3 middle schools in Madera Unified School District.

During 2012-13, 746 students in 7th-8th grade were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Principal's Message

Martin Luther King, Jr. Middle School (King) is a great place for students to attend school. A caring and competent staff address the needs of our diverse community; King has become a place where staff and students embrace the District's statement of encouragement: "Every student, every day, whatever it takes." King offers its students a variety of academic and social experiences. Students receive instruction in math, language arts, history, science and physical education (PE).

Math instruction is provided in Pre-Algebra, Algebra, Algebra Readiness and Geometry. English/Language Arts (ELA), and/or English Language Development (ELD) are subject areas that all students are enrolled in. History classes cover World History and US History curriculum and PE is offered through grade level instruction. We also offer additional instructional time in the form of support classes in math and ELA courses. King Middle School also offers a wide variety of athletic and extracurricular activities. We currently offer two sections of band. Students in this group not only learn to play music, but also perform for events within Madera and throughout the valley. Our music program hosts concerts, performs at events for the District, as well as, in parades, concerts, and field performances around the Central Valley. Throughout the year, interventions are initiated to address student academic needs. Interventions include: Class to Success (which is scheduled within the regular school day), after-school intervention, and Saturday "Academies." The additional instruction targets students who are performing below grade level expectations as measured by multiple assessments. The targeted groups of students range from those students acquiring English language proficiency to students needing additional assistance in algebra. During the year, students and staff participate in numerous cultural and social activities. Activities such as: Red Ribbon Week, Mix-it-up at lunch, Rallies, Jaguar Den, MLK La Posada, MLK family dance, and a community beautification project are just a few. King Middle School is unique and is committed to supporting the whole student both socially, academically, and emotionally.

Enrollment by Student Group

2012-13

	Percentage
African American	3.3%
American Indian	0.3%
Asian	0.5%
Filipino	0.3%
Hispanic or Latino	92.3%
Pacific Islander	-
White	3.4%
Two or More	-
None Reported	-
English Learners	58.6%
Socioeconomically Disadvantaged	97.3%
Students with Disabilities	8.2%

Discipline & Climate for Learning

Students at Martin Luther King Jr. Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Martin Luther King Jr. Middle discipline program is to provide a positive behavior intervention support system. Parents and students are informed of school rules and discipline policies through our Parent/Student handbook which is sent home at the beginning of the school year. Additionally, all students receive lessons specifically teaching the school-wide behavior expectations.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Associated Student Body, Campus Awakening, Book Club, Yearbook Club, Gardening Club, Academic Pentathlon-Speech, Math, Essay/literature, Super Quiz for Science, Peer Helpers, and the International Club.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football, Cross Country, Tennis, Volleyball, Golf, Soccer, Wrestling, Softball, Baseball, Track, Basketball, Gymnastics, and Cheer.

School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during quarterly honor awards assemblies, routinely by their classroom teachers, and by various staff members for demonstrating the 3 Rs-Being Respectful, responsible and ready to learn.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	307	163	161	2622	1906	2125
Suspension Rate	42.6%	22.8%	21.9%	13.4%	9.6%	10.6%
Expulsions	7	12	5	74	135	96
Expulsion Rate	1.0%	1.7%	0.7%	0.4%	0.7%	0.5%

Class Size

The chart shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	11	12	13	1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Grade Level												
7	-	-	23	-	-	1	-	-	19	-	-	-
8	-	-	23	-	-	1	-	-	19	-	-	-
4-8	-	-	23	-	-	2	-	-	38	-	-	-
By Subject Area												
English	18	18	-	51	38	-	13	25	-	-	-	-
Math	22	19	-	24	32	-	19	14	-	-	-	-
Science	24	22	-	6	11	-	16	17	-	-	-	-
Social Science	24	22	-	6	10	-	18	18	-	-	-	-

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
7th	343	371	368
8th	378	343	368

Counseling & Support Staff (School Year 2012-13)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor-to-pupil ratio is 1:375. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.00
Intervention Specialist	1	1
Paraprofessionals	1	
Teacher on Special Assignment	2	2

Teacher Assignment

Madera Unified School District recruits and employs only the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	42	35	43	737
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	12

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, Demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	N/A	N/A

Parent Involvement

Martin Luther King Jr. Middle School greatly benefits from its supportive parents who volunteer and proactively support their children in both academically and behaviorally. The school has a strong base of parent volunteers who serve on a variety of committees such as: School Site Council, English Learner Advisory Committee, Parent and Club. Parents are also welcome to join a quarterly Coffee with the Principals/Cafe con los directores. The school also benefits from several community partnerships, including our outreach with local business.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 2 full days to staff development annually for the past three years, as well as at least 1 hour per week to planning and professional development. Topics for staff development during the 2013-14 school year included: Common Core State Standards for ELA Habits of Mind, Mathematical Practices & Technology CCSS, Professional Learning Communities, Direct Instruction (Initial training for DI & Refresher training for DI), Checking for understanding Strategies, Higher order questioning strategies, pair-share strategies, EL Program Principles, ELD Curriculum trainings, Academic Register/Academic Language training, Literacy support trainings, LMB trainings, Sped Trainings, Writing Committee Trainings, and CELDT proctoring training.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (559) 674-4681.

Data Sources

Data within the SARC was provided by Madera Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

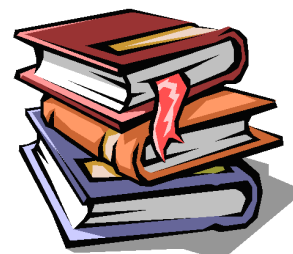
CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Physical Fitness (School Year 2012-13)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6%	20.7%	38.6%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	35	39	27	41	42	40	54	56	55
Mathematics	44	35	24	40	39	39	49	50	50
Science	48	46	55	44	42	46	57	60	59
History/Social Science	33	38	37	39	42	42	48	49	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	40	39	46	42
School	27	24	55	37
African American/ Black	9	*	42	31
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	24	56	37
Pacific Islander	*	*	*	*
White	54	23	64	60
Males	23	21	53	38
Females	31	26	58	37
Socioeconomically Disadvantaged	27	24	56	38
English Learners	6	5	20	6
Students with Disabilities	29	13	*	6
Migrant Education	17	21	45	34
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2004-2005
Year in PI (2013-14)	Year 5	Year 3
# of Schools Currently in PI	-	24
% of Schools Identified for PI	-	96.0%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group. The second table displays, by student group, the Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	2	2	2
Similar Schools	7	9	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	12	14	-24
Hispanic or Latino			
Actual API Change	12	14	-26
Socioeconomically Disadvantaged			
Actual API Change	22	16	-24
English Learners			
Actual API Change	-	2	-32

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	684	702	13,947	736	4,655,989	790
Black or African American	19	611	311	704	296,463	708
Hispanic or Latino	634	700	12,090	727	2,438,951	744
White	23	757	1,156	814	1,200,127	853
Socioeconomically Disadvantaged	666	700	12,334	724	2,774,640	743
English Learners	403	645	7,109	691	1,482,316	721
Students with Disabilities	59	584	1,073	600	527,476	615

Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		No	
Graduation Rate	N/A		Yes	

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Madera, which contain numerous computer workstations.

Instructional Materials (School Year 2013-14)

Madera Unified held a public hearing on September 24, 2013, 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 August, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
7th-8th	Algebra I	Holt, Rinehart & Winston	2008	Yes	0.0%	
8th	Algebra Readiness	Glencoe/McGraw Hill	2008	Yes	0.0%	
8th	Geometry	McDougal Littell	2005	Yes	0.0%	
7th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%	
7th-8th	Intervention	National Geographic & Hampton Brown	2010	Yes	0.0%	
7th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%	
7th-8th	Reading/Lang Arts	Holt, Rinehart & Winston	2009	Yes	0.0%	
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%	

School Facilities

Martin Luther King, Jr. Middle School was originally constructed in 1995 and is comprised of 37 classrooms, 1 gyms, 1 cafeteria, 1 library, 2 staff lounges, 3 computer labs, and 1 blackout area. Recent remodeling included a variety of updates using QEIA facility funds.

School Facility Conditions				
Date of Last Inspection: 08/06/2013				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	Interior- many rooms holes in the wall due to prometean board movement and re-installing. Work order placed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Externaldoors and panels are in need of repainting due to tagging inside of door are in ne3ed of painting due to wear. Work order are placed.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees 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 is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have 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.

For the 2013-14 school year the district allocated \$66,231.00 for deferred maintenance program. This represents .43% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included new carpet at Madison Elementary, Fencing project & asphalt at Dixieland, HVAC control for EMS at MLK, fencing at Sierra Vista Elementary, and reroof at Washington Elementary.

Safe School Plan

Safety of students and staff is a primary concern of Martin Luther King Jr. Middle School. 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 on February 20, 2013 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. Fire and disaster drills are conducted on a regular monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by both certificated and classified staff. Certificated and classified staff also supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are always required to check into the office.

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$37,159	\$40,933
Mid-Range Teachers	\$58,115	\$65,087
Highest Teachers	\$71,557	\$84,436
Elementary School Principals	\$97,705	\$106,715
Middle School Principals	\$100,146	\$111,205
High School Principals	\$108,042	\$120,506
Superintendent	\$165,000	\$207,812
Salaries as a Percentage of Total Budget		
Teacher Salaries	0.4%	0.4%
Administrative Salaries	0.1%	0.1%

School Site Teacher Salaries (Fiscal Year 2011-12)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2012-13 financial statements).

Average Teacher Salaries	
School & District	
School	\$53,213
District	\$59,591
Percentage of Variation	-10.7%
School & State	
All Unified School Districts	\$68,841
Percentage of Variation	-22.7%

District Expenditures (Fiscal Year 2012-13)

The expenditures per pupil data is based on 2012-13 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,934
From Supplemental/Restricted Sources	\$2,680
From Basic/Unrestricted Sources	\$5,254
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-5.1%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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 2012-13)

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
- EIA/SCE
- EIA/LEP