



# Duane E. Furman High School

## 2016-2017 School Accountability Report Card

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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### Principal's Message

Furman High School is an innovative and progressive Independent Study High School. Furman high has revised and updated their curriculum to meet Common Core Standards through researched based instruction implemented school-wide.

During the spring of 2017, Furman high was granted a 6 year WASC accreditation. We serve a highly transient and diverse student population. Our students come from all the comprehensive and alternative school sites within Madera Unified School District and neighboring school districts. Many of our students find that our school's flexible schedule complements their academic needs. Students value the relationships and rapport they build with their Advisory teachers. This provides students with the needed motivation to excel academically.

The Furman High School staff takes pride in providing our students and community with a rigorous academic and fulfilling high school experience. Furman's Student Leadership Club takes an active role in promoting a positive school climate and culture. Furman believes that students should take an active role in their education.

We hope that you will take some time to visit our school and experience first hand "A place where Falcons soar".

### Mission Statement

**Mission:** The mission of Furman High School is to assess the behavioral, academic and socio-emotional needs of students and to provide them a safe, respectful, fair and flexible learning environment for students to excel academically.

**Vision:** Furman High School will be recognized as an independent study learning environment providing student opportunities while encouraging students to develop goals and attain their highest aspirations.

## School Profile (School Year 2016-17)

Furman (Duane E.) High School is one of three alternative educational high schools in the Madera Unified School District. The strength of Furman High School's independent study delivery method is the individualized learning plan that each student has in place.

Our school is made up of talented and caring teachers who have a passion for student learning and ensuring that all students succeed as productive and contributing members of our community. Our teachers have the skill set to know and build rapport with our students in order to design educational learning plans and interventions to meet the academic needs of each student. Our unique instructional design allows us to make powerful connections with our students that will lead them to future successes in their lives.

Our site initiative is to increase student critical thinking skills through the use of literacy and academic language across all content areas. We provide interactive and engaging instruction in English, math, history, science and elective courses. We have two paraprofessionals providing supplemental support in English and math to all students needing intervention support. All SPED, EL and 504 plan students are assigned to meet with the paraprofessionals.

Furman high has implemented a SOAR academy on Wednesdays in order to further provide students with needed interventions. Students are provided with hour long lab sessions to further enhance their critical thinking skills, literacy and academic language across all subjects.

All parents and guardians are encouraged to take an active role in their student's education by participating in our School Site Council (SSC), English Language Advisory Committee (ELAC) and District English Language Advisory Committee meetings (DELAC). Parents are encouraged to volunteer as tutors, attend our Back to School Night, Open House and Parent Conferences or staying in contact with their student's teacher. Parent involvement in their student's education and activities will impact student's learning and educational motivation.

## Enrollment By Ethnicity Or Student Group (School Year 2016-17)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	0.8%
American Indian or Alaska Native	1.6%
Hispanic or Latino	86.9%
White	9.8%
Two or More Races	0.8%
EL Students	15.6%
Socioeconomically Disadvantaged	89.3%
Students with Disabilities	5.7%

## Enrollment By Grade (School Year 2016-17)

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
9th	3		2
10th	19	15	14
11th	45	51	35
12th	65	64	71

## A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			District
	School			
	15-16	16-17	17-18	17-18
Fully Credentialed	7	7	10	853
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	25

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 semester or year.

Misassignments/Vacancies			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2017-18)

Madera Unified held a public hearing on September 26, 2017, 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, 2016 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	From Most Recent Adoption	% Lacking
9th-12th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
9th-12th	Mathematics	College Board	2014	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/20652432035640Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/20652432035640Textbooks_1.pdf)

## School Facilities (School Year 2015-16)

Furman (Duane E.) High School was constructed in 1998 and has undergone major remodeling within this past year. Furman is comprised of two main buildings which houses four small rooms for the English and SPED teachers connected to the main office, a science room/lab, computer lab, math and history rooms connected to the 400 building.

### Cleaning Process

The principal works daily with the custodial staff of 1 (1 full-time and 1 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

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

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2017-18 school year, our district allocated monies for deferred maintenance program. This represents .4% of the district's general fund budget. During the 2015-16 school year, the district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements.

School Facility Conditions				
Date of Last Inspection: 08/02/2017				
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	
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	

## 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

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	16	19	--	28	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	--	2	--	17	21	--	36	37
Science (Grades 5, 8, and 10)	11	43	--	41	41	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	54	48	88.89	18.75	50	92.59	2
Male	28	26	92.86	7.69	26	92.86	0
Female	26	22	84.62	31.82	24	92.31	4.17
Hispanic or Latino	42	39	92.86	23.08	40	95.24	2.5
Socioeconomically Disadvantaged	48	42	87.50	16.67	44	91.67	2.27
English Learners	14	14	100.00	0	14	100.00	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## UC/CSU Course Completion

Students at Furman (Duane E.) High (Independent Study Program) are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	-
* Duplicated Count (one student can be enrolled in several courses).	

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Career Technical Education Participation (2016-17)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## Physical Fitness (School Year 2016-17)

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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

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

## C. 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.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Furman high school office at 559-675-4482 or email Mr. Hilda Castrellon, Furman Principal, at [hildacastrellon@maderausd.org](mailto:hildacastrellon@maderausd.org).

## Parent Involvement (School Year 2016-17)

Furman (Duane E.) High (Independent Study Program) greatly benefits from its supportive parents who are involved with their student. All parents and guardians are encouraged to take an active role in their student's education by participating in our School Site Council (SSC), English Language Advisory Committee (ELAC) and District English Language Advisory Committee meetings (DELAC). Parents are encouraged to volunteer as tutors, attend our Back to School Night, Open House, fall and spring Senior Nights and Parent Conferences or staying in contact with their student's teacher. The school also benefits from several community partnerships, including Madera Lions Club, who sponsor our Senior Night Dinner and partnership with Home Depot who donates Christmas trees, lights, ornaments and stands each Christmas for our students in need.

Increasing parent involvement is a high priority for our school. Parents are encouraged to communicate with their students' teachers to stay updated on their progress in school. Furman high has implemented parent conferences in the fall and spring semesters in order for teachers, parents and students to meet and discuss student progress. Administration and teachers make phone calls to parents to inform them of students' academic progress and attendance. Parent involvement in their student's education and activities will impact student's learning and educational motivation.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout & Graduation Rates (Four-Year Cohort Rate)

Furman (Duane E.) High (Independent Study Program) believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In order to provide interventions to potential at-risk students, the following programs are made available to students: Student Leadership Club, "At-Risk" and Academic counseling, Socio-emotional group counseling and academic referrals to our SOAR academy. Students are scheduled into all core classes for a minimum of one time per week. Students can choose to attend core classes for additional support during our SOAR academy.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	39.2%	37.7%	31.8%	39.2%	49.1%	59.1%
District	10.3%	7.9%	6.7%	87.0%	89.7%	90.5%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

## Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2015-16 school year was the most recent available at the time of publication.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	32.6%	90%	85.7%
African American/Black	0%	44.7%	76.9%
American Indian or Alaska Native	0%	25%	74.9%
Asian	0%	100%	92.8%
Filipino	0%	60%	96.8%
Hispanic or Latino	36.4%	92.8%	84.5%
Native Hawaiian or Pacific Islander	0%	100%	84.9%
White	35.3%	88.8%	87.2%
Two or More Races	0%	0%	91.4%
English Learners	33.3%	53.9%	50.9%
Socioeconomically Disadvantaged	38%	94.8%	76.6%
Students with Disabilities	66.7%	53.9%	68.4%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

## Discipline & Climate for Learning

Furman High School believes in providing our students and staff with a respectful and safe learning environment. The staff and leadership students have adopted "Building Student Capacity" student behavior expectations that have been implemented school-wide. These behavior expectations promote respect, professionalism, collaboration, cooperation, communication and leadership skills among all students.



The goal of Furman (Duane E.) High discipline program is to have fewer suspensions each school year. Parents and students are informed of site and MUSD rules and discipline policies through the Parent/Student handbooks which are sent home at the beginning of the school year.

The suspensions and expulsions table illustrates total cases for the past six 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					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.13	3.05	2.07	0.00	0.00	0.00
District	8.08	7.98	7.47	0.19	0.41	0.17
State	3.79	3.65	3.65	0.09	0.09	0.09

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 includes our Student Leadership Club, "Caught being Good" Program and Student of the Month program.

Furman High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their classroom teacher with "Caught Being Good Passes" and Student of the Month. We really believe in empowering our students to make sound decisions regarding their academics and social well being.

## Safe School Plan (School Year 2016-17)

School safety is a primary focus for Furman (Duane E.) High School (Independent Study Program). The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our School Site Safety plan was last reviewed and updated in the Spring of 2017 by the School Safety Committee and Furman staff. 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 basis throughout the school year. Lock-down drills are held twice a year. Students are supervised before and after school by certificated staff and administration. Administration, school counselor and a safety officer assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must report to the office before entering any classroom.

## 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.

## Staff Development

Staff members develop their teaching skill set and knowledge by participating in conferences and workshops throughout the year. They share their experiences and newly acquired knowledge with their colleagues during staff meetings and PLCs. Furman high teachers have participated in both site and district PD trainings which are conducted during the site's Wednesdays early outs or the district's Monday early outs.

Each Wednesday during Early outs, a two hour block of time is dedicated for staff meetings and staff development. Topics for staff development during the 2016-17 school year include the following: NGSS, Kagan strategies, EL strategies, College and Career Readiness skills, School Safety, Google Docs Aeries and Illuminate training, Crisis Intervention and programs to assist "At-risk" students.

## Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017-18 school year. LEAs and schools that received Title I, Part A funds for the 2016-17 school year and were "In PI" in the 2016-17 school year will retain their same PI status and placement year for 2017-18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017-18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funds for the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year.

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	2013-2014	2004-2005
Year in PI	Year 2	Year 3
# of Title I Schools Currently In PI	-	24
% of Title I Schools Currently In PI	-	96.0%

## 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.

## Counseling & Support Staff (School Year 2015-16)

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. Furman high has created a Crisis Intervention team that consists of: School Psychologist, Counselor, Administrator, Nurse and Classified staff. 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.

Our counselor is shared with Ripperdan. His time is split 70% with Furman and 30% with Ripperdan. Our counselor-to-pupil ratio is 1:150. We have a part-time psychologist assigned to Furman one day a week. We also have a part-time nurse who works one day a week. The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Assistant Principal	1	As Needed
Classroom Tutors	1	.4
Counselor	1	1.00
Psychologist	1	As Needed
Registrar	1	.5
Title I Aides	2	.4

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	11	9	9	20	23	22	1	3	-	1	-	1
Mathematics	12	15	11	11	5	12	2	1	3	1	2	-
Science	25	41	53	3	1	-	-	-	-	2	2	2
Social Science	15	9	10	10	22	21	2	4	1	1	-	-

## School Site Teacher Salaries (Fiscal Year 2015-16)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$79,687
District	\$68,273
Percentage of Variation	16.7%
School & State	
All Unified School Districts	\$77,824
Percentage of Variation	2.4%

## Teacher & Administrative Salaries (School Year 2015-16)

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](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2015-16		
	District	State
Beginning Teachers	\$42,060	\$48,522
Mid-Range Teachers	\$66,195	\$75,065
Highest Teachers	\$85,059	\$94,688
Elementary School Principals	\$112,029	\$119,876
Middle School Principals	\$116,124	\$126,749
High School Principals	\$121,472	\$135,830
Superintendent	\$204,000	\$232,390
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	5.0%	5.0%

## District Expenditures (Fiscal Year 2015-16)

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	\$9,275
From Supplemental/Restricted Sources	\$1,185
From Basic/Unrestricted Sources	\$8,090
District	
From Basic/Unrestricted Sources	\$5,766
Percentage of Variation between School & District	40.3%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	23.1%

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 2016-17)

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