

Duane E. Furman Independent Study

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Duane E. Furman Independent Study
Street	955 W. Pecan Avenue
City, State, Zip	Madera, CA 93637
Phone Number	559-675-4482
Principal	Hilda Castrellon & Michelle Angus
Email Address	hildacastrellon@maderausd.org & michelleangus@maderausd.org
School Website	https://www.madera.k12.ca.us/Page/4109
County-District-School (CDS) Code	20-65243--2035640

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

What makes the Furman unique:

Duane E. Furman Independent Study School is an independent study school and is one of three alternative educational high schools in the Madera Unified School District. The elementary component is the only alternative education program for elementary students in the the district. The strength of Furman Independent Study's 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.

Furman Independent Study is an innovative and progressive independent study school. The school has revised and updated

2023-24 School Description and Mission Statement

the curriculum to meet Common Core Standards through researched based instruction implemented school-wide. During the spring of 2023, Furman high was granted a 6 year WASC accreditation.

From K-12, the school serves 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. High school students value the relationships and rapport they build with their Advisory teachers, while elementary students' families value the increased interaction with their students' teachers. This relationship-building provides students with the needed motivation to excel academically. The Furman Independent Study staff takes pride in providing our students and community with a rigorous academic and fulfilling high school experience. Furman High School'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 welcome guests to visit our school and experience first hand "A place where Falcons soar."

Mission Statement: The mission of Furman Independent Study is to enhance 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.

School Vision: Furman High School will provide a positive and rigorous learning environment that challenges all students to reach their academic and career goals while developing cultural, global and critical thinking skills for college and career readiness upon graduation.

Furman Independent Study, TK-8 will ensure students experience success, facilitate opportunities to grow, enable them to advance their knowledge, and empower their resiliency.

School Goals:

Our site initiative is to increase student's foundational skills in college and career readiness within all content areas as we focus on reading, writing and math. We provide interactive and engaging instruction in English, ELD, math, social science, science and elective courses. High school students can take classes in person, online and/or through virtual means. Elementary students take classes virtually. Furman is focusing on providing students with the needed scaffolds in order to assist all students to access the rigor and relevant curriculum.

Progress Indicators and Monitoring:

Furman implements NWEA Reading and math assessments three times a year to monitor students learning as it pertains to reading and math. The Panorama survey which is conducted three times a year is also use to monitor and note student progress in the school's culture and climate.

Schoolwide Programs:

Furman offers before school and after school tutoring by high school teachers to all students needing extra assistance in math, reading and writing as well as within other subjects, while elementary students are provided time via teacher office hours to receive extra assistance and support. Furman has two high school paraprofessionals providing supplemental support in English/literacy and math to students in grades 9th-12th needing intervention and support. All high school SPED, EL and 504 plan students are assigned to meet with the paraprofessionals. Furman high has implemented a SOAR academy on early release Mondays in order to further provide students with needed interventions. Students are provided with 70 minute class sessions to further enhance their critical thinking skills, literacy and academic language across all subjects.

Parent Involvement:

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), Coffee with the Principal and District English Language Advisory Committee meetings (DELAC). Parents are encouraged to volunteer or chaperone during our school events and trips, attend our Back to School Night, Open House and Parent Conferences or to stay in contact with their student's teacher. Parent involvement in their student's education and activities will impact student's learning and educational motivation.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	15
Grade 2	14
Grade 3	16
Grade 4	9
Grade 5	15
Grade 6	16
Grade 7	20
Grade 8	28
Grade 9	26
Grade 10	32
Grade 11	46
Grade 12	56
Total Enrollment	301

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	1.7%
Asian	2%
Black or African American	2%
Filipino	1%
Hispanic or Latino	82.1%
Two or More Races	0.7%
White	8.6%
English Learners	15.3%
Homeless	2.3%
Migrant	2%
Socioeconomically Disadvantaged	93%
Students with Disabilities	7.6%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	62.69	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	37.31	15.10	1.57	12115.80	4.41
Unknown	0.00	0.00	58.40	6.05	18854.30	6.86
Total Teaching Positions	7.20	100.00	966.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	70.89	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.42	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.14	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	19.31	23.70	2.33	11953.10	4.28
Unknown	0.00	0.24	57.50	5.64	15831.90	5.67
Total Teaching Positions	21.20	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.70	4.10
Total Out-of-Field Teachers	2.70	4.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I & Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English II & Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English III & Honors English III (11th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>AP Language (11th): Language of Composition: Reading, Writing, Rhetoric Adopted July 17, 2007 Bedford/St. Martin's, 2008</p> <p>The Bedford Reader Adopted March 28, 2000 Bedford/St. Martin's, 11th Edition, 2012</p> <p>Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition Adopted May 26, 2009 California State University Online Press, 2019</p> <p>AP Literature (12th): Perrine's Literature: Structure & Sense Adopted March 28, 2000 Harcourt Brace, 10th Ed., 2009</p> <p>English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas Pearson, 9th Edition, 2016</p>	Yes	0.0%

<p>Mathematics</p>	<p>Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math III & Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III Adopted April 29, 2014 The College Board, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition Adopted March 26, 2019 California State University Online Press, 2019</p> <p>AP Calculus AB/BC (12th): Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Adopted June 29, 2010 Brooks/Cole Cengage Learning, 2010</p> <p>Statistics & Probability (12th): Understanding Statistics, 8th Edition Adopted May 14, 2006 Houghton Mifflin Harcourt, 2006</p> <p>AP Statistics (12th): The Practice of Statistics, 5th Edition Adopted June 26, 2014 Bedford, Freeman & Worth, 2014</p>	<p>Yes</p>	<p>0.0%</p>
<p>Science</p>	<p>The Living Earth/AG Biology (9th): Biology Adopted August 14, 2007 McDougal Littell, 2008 Online supplemental: Biozone: The Living Earth, 2nd Edition, 2020</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Chemistry Adopted April 12, 2005 Prentice Hall, 2005 Online supplemental: Biozone: Chemistry in the Earth Systems, 2019</p> <p>Physics of the Universe (11th): Honors Physics, 6th Edition Adopted May 14, 2006 Pearson Prentice Hall 2005 Online supplemental: Biozone: Physics of the Universe, 2019</p> <p>AP Biology (11-12th): Principles of Life, 2nd Edition Adopted May 26, 2015 WH Freeman & Company, 2014</p> <p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Adopted June 23, 2020 SAVVAS (Pearson), 2018</p>	<p>Yes</p>	<p>0.0%</p>

	AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. Adopted May 26, 2015 WH Freeman & Company, 2015		
History-Social Science	12th Civics Pearson 12th Economics Pearson 9th-12th United States History Pearson 9th-12th World History Pearson	Yes	0.0%
Foreign Language	9th-12th Chinese Cheng & Tsui Integrated Chinese 9th-12th Spanish 1-3 Holt McDougal ¡Avancemos! 9th-12th Spanish for Heritage Speakers Holt, Rinehart, & Winston Nuevas Vistas	Yes	0.0%
Health	9th-12th French 1-3 Holt McDougal Bien dit!	Yes	0.0%
Visual and Performing Arts	9th-12th Health Glencoe/McGraw Hill Health	Yes	0.0%

School Facility Conditions and Planned Improvements

Duane E. Furman Independent Study School was constructed in 1998 and has undergone major remodeling within these past few years. Furman Independent Study is comprised of four main buildings which houses Furman High, Furman Elementary and the Adult Transition Program (ATP).

Cleaning Process

Furman Independent Study has two custodial staff, 1 full-time and 1 part-time, to ensure that the cleaning of the school is maintained throughout the day to provide staff and students a clean and healthy learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

On a regular basis, and through Williams and safety inspection visits, 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 the highest priority is given to emergency repairs. All work orders for needed repairs have been submitted to maintenance that were included in the FIT this past fall 2023.

This past summer 2023, Furman underwent some significant remodeling: All outside and inside restrooms were remodeled and painted, all outside building were painted and a new patio cover was installed. Furman also installed a new electronic marquee.

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. Madera Unified School district allocated monies for the deferred maintenance program. This represents .4% of the district's general fund budget. 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.

Year and month of the most recent FIT report

7/26/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Principals Office Room 405: Window doesn't stay open Benches: paint tables and benches All School doors: Paint all doors with same color

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	26	30	31	47	46
Mathematics (grades 3-8 and 11)	7	7	16	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	189	88.32	11.68	26.46
Female	126	116	92.06	7.94	31.90
Male	88	73	82.95	17.05	17.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	175	155	88.57	11.43	27.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	18	90.00	10.00	22.22
English Learners	28	26	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	177	88.94	11.06	24.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	12	75.00	25.00	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	188	87.04	12.96	7.45
Female	127	117	92.13	7.87	5.98
Male	89	71	79.78	20.22	9.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	177	155	87.57	12.43	7.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	0.00
English Learners	30	27	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	201	175	87.06	12.94	6.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	12	75.00	25.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.48	10.96	15.25	14.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	147	90.18	9.82	10.96
Female	96	87	90.63	9.37	10.34
Male	67	60	89.55	10.45	11.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	125	91.24	8.76	12.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	0.00
English Learners	17	15	88.24	11.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	136	90.07	9.93	11.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	16.67

2022-23 Career Technical Education Programs

Furman (Duane E.) High (Independent Study Program) career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Furman (Duane E.) High (Independent Study Program) have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including preparation for work, college and career readiness.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	51
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	7.69

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	25%	20%	20%	20%	25%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Duane E. Furman Independent Study School greatly benefits from its supportive parents who are involved with their students. 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), Parent Advisory Council (PAC) and District English Language Advisory Committee meetings (DELAC). Parents are encouraged to volunteer or chaperone during our school events and trips, attend our Back to School Night, Open House, Coffee with the Principal, College and Career Faire, Senior Nights and Parent Conferences. They are also encouraged to keep in close contact with their student's teacher. The school also benefits from several community partnerships, including Madera Evening Lions Club, who sponsor our Senior Night Dinner, partnerships with Madera City College and partnerships with other organizations.

Increasing parent involvement is a high priority for our school. Furman Independent Study uses personal calls and Parent Square text and automated messages in Spanish and English to communicate with parents and guardians. Parent newsletters, invites to meetings and updates on school events are communicated via Parent Square. Parents are encouraged to communicate with their students' teachers to stay updated on their progress in school. Furman Independent Study has parent conferences in the fall and spring semesters in order for teachers, parents and students to meet and discuss student progress. The office administration, school counselors/support staff and teachers make personal phone calls and email/ParentSquare messages 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. The school principals, Hilda Castellon and Michelle Angus are available to meet with any parent/guardian or community member who would like further information about the school. They can be contacted at 559-675-4482 and 559-661-9051.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	26	14.9	14.1	8	4.6	5.5	9.4	7.8	8.2
Graduation Rate	67.1	75.4	79.7	89	91.8	91.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	64	51	79.7
Female	33	27	81.8
Male	31	24	77.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	56	43	76.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	13	9	69.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	63	50	79.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	481	261	54.3
Female	294	255	133	52.2
Male	266	226	128	56.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	6	5	83.3
Asian	6	6	5	83.3
Black or African American	15	15	7	46.7
Filipino	3	3	1	33.3
Hispanic or Latino	472	401	214	53.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	2	2	100.0
White	45	40	23	57.5
English Learners	88	74	43	58.1
Foster Youth	3	1	1	100.0
Homeless	24	18	15	83.3
Socioeconomically Disadvantaged	519	448	242	54.0
Students Receiving Migrant Education Services	11	10	7	70.0
Students with Disabilities	37	31	12	38.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.40	0.00	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

School safety is a primary focus for Duane E. Furman 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 approved on August 24, 2023 by the School Site Council parents and staff, student leadership and Furman staff. All revisions were communicated to the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and disaster drills are conducted on a regular basis throughout the school year. Lock-down drills are held three times a year. Fire drills are held three times a year and an earthquake drill is held once a year. Students who are on campus 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. Furman has implemented the use of the Evolv, metal detector. There is a designated area for student drop off and pick up. Visitors must report to the office before entering any classroom.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	75		
Mathematics	3	47		
Science	3	27		
Social Science	5	41		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	46	3	2
Mathematics	7	33	1	1
Science	6	18	1	
Social Science	7	41		1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	50	0	2
Mathematics	3	68	0	0
Science	4	26	0	0
Social Science	4	41	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	150.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7553.94	3874.29	3679.65	79662
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	0.2	-2.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-56.7	-10.4

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

For the past three years, staff members have developed 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 Professional Learning Community (PLC). Furman high teachers have participated in both site and district professional development trainings which are conducted during the district's professional development dates.

Each Monday during early outs, a two hour block of time is dedicated for Professional Learning Community (PLC) meetings

Professional Development

and staff development. Topics for staff development during the 2020-21, 2021-22 and 2022-23 school years include the following: PLC training, Inspired Mathematicians, SAP collaboration, Instructional strategies for distance learning, writing projects that promote critical thinking skills, problem solving activities that enhance math skills, best practices for online curriculum, Edgenuity training, Independent Study Program Compliance issues, social emotional learning and other relevant topics related to best practices and researched based instructional strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	