

MADRONE CONTINUATION HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2015-2016,
Published during 2016-2017*

District Information:

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200

<http://www.srcs.org>

Dr. Michael R. Watenpaugh, Superintendent



School Information:

Madrone Continuation High School

185 Mission Avenue
San Rafael, CA 94901
415-485-2435

<http://mhs.srcs.ca.schoolloop.com/>

Jane Songer, Principal



MADRONE

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I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new 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 an LCAP is to be consistent with data reported in the SARC.

Additional Information

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

Madrone Continuation High School is one of three high schools in the San Rafael City School District. Madrone High School is an alternative program that serves students considered to be 'at risk' of not achieving a high school diploma. Students enter Madrone through a referral process from our sister schools, San Rafael High School, and Terra Linda High School. Students are typically 20-30 credits deficient and lack self-motivation to achieve academic success. Many students have become discouraged about their prospects of graduating, have low regard for scholastic pursuits and/or have displayed immature and/or impulsive behaviors. Some Madrone High School students have difficulty focusing on school because of difficult family situations, socio-economic stress and/or have drug or alcohol abuse. Students may also enter Madrone as a transition placement as they leave County Community School. We also receive students who have entered the San Rafael City School District and were students of alternative programs in their previous district.

Madrone High School creates an environment where all students value and respect integrity, diversity, and civic responsibility. Students will develop the intellectual, social, and emotional skills necessary to compete and contribute successfully in their local and global communities.

Student Enrollment by Grade Level (School Year 2015-2016)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
9	0
10	0
11	25
12	34
Total Enrollment	59

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2015-2016)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.1%	Two or More Races	1.7%
American Indian or Alaska Native	0%	Other	0%
Asian	1.7%	Socioeconomically Disadvantaged	79.7%
Filipino	0%	English Learners	20.3%
Hispanic or Latino	76.3%	Students with Disabilities	13.6%
Native Hawaiian or Pacific Islander	0%	Foster Youth	1.7%
White	15.3%		

III. 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 Credentials (Three-Year Comparison)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2014-2015	2015-2016	2016-2017	2016-2017
With Full Credential	4	4	4	142
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions (Three-Year Comparison)

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

The Federal Elementary and Secondary Education Act (ESEA) of 2005-2006 requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. **A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srcs.org/hscourses.**

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III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools High School District on October 10, 2016.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment	0%
Visual and Performing Arts	n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

At Madrone Continuation High School, the campus is orderly, and students feel safe on campus before, during and after school. Madrone's school principal monitors students the entire school day including before and after school. The principal has access to the campus supervisors from San Rafael High School if needed. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. The expectations for appropriate behavior are clearly shared with students at individual enrollment meetings, through advisory, and through consistent implementation by staff. Students are encouraged to self-monitor and anonymously report any suspicious activity on campus.

District and school policy require that during the school day all guests check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space.

Madrone Continuation High School was established in 1965 and is located on the San Rafael High School campus. The school has a total of five classrooms, student services and counseling offices, and no portable buildings. Madrone utilizes the athletic facilities, library, career center and cafeteria at San Rafael High. The school underwent modernization using funds from the voter-approved school bond measures and state modernization funds in 2007, including classrooms, student services areas, a new counseling area, student restrooms, corridors with new lockers, new exterior paint, ADA ramp, and improvements to the front and rear entryways.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process ensures efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure B in November 2015 to fund capital facilities projects to improve our school facilities. Measure B provides \$161 million to update: San Rafael High School, Terra Linda High School and Madrone High School.

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III. CONDITIONS OF LEARNING

School Facility Conditions and Planned Improvements (Most Recent Year)

Over the next eight years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes.

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			n/a
Interior: Interior Surfaces	✓			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
Electrical: Electrical	✓			n/a
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓			n/a
Safety: Fire Safety, Hazardous Materials	✓			n/a
Structural: Structural Damage, Roofs	✓			n/a
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

Date of Inspection: August 19, 2016

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating	✓			

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IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System); and
- The percentage of pupils 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.

Statewide Student Assessments

The Standardized Testing and Reporting (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the California Assessment of Student Performance and Progress (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP comprises the following assessments:

- Smarter Balanced Summative Assessments for students in the general education population for English language arts/literacy (ELA) and mathematics given in grades 3 through 8 and 11;
- California Alternate Assessments (CAAs) for ELA and mathematics given in grades 3 through 8 and 11. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities; and
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

Note on ELA and Mathematics tests: results include both 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 on the CAAs divided by the total number of students who participated in both assessments.

Note on Science tests: results include CST's, CMA, and CAPA. The "Percent Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note on all tests: Scores are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

CAASPP Test Results in ELA and Mathematics for All Students (Two-Year Comparison)

This table displays the percent of students meeting or exceeding the state standards on the CAASPP in the areas of English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
English Language Arts/Literacy	4%	5%	58%	50%	44%	48%
Mathematics	0%	--	31%	32%	34%	36%

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

The following table displays testing data, including the percent of students meeting or exceeding the state standards in English language arts/literacy and mathematics, by student group, and by grade level.

Grade 11								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	27	27	24	21	88.9%	77.8%	4.6%	--
Male	12	12	10	10	83.3%	83.3%	--	--
Female	15	15	14	11	93.3%	73.3%	7.7%	--
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	19	19	17	15	89.5%	79%	5.9%	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	21	19	87.5%	79.2%	4.8%	--
English Learners	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results in Science for All Students (Three-Year Comparison)

This table displays the percent of students scoring at the Proficient or Advanced level in science.

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Science	--	--	--	56%	54%	59%	60%	56%	54%

CAASPP Test Results by Student Group – Science (School Year 2015-2016)

This table displays testing data, including the percent of students who scored at the Proficient or Advanced level in Science, by student group, in grade 10.

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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IV. PUPIL OUTCOMES

Career Technical Education Programs (School Year 2015-2016)

Madrone Continuation High School does not offer Career Technical Education Program certification, but does offer students a variety of activities focused on career/work preparation. Madrone has a dedicated school-to-career counselor one day per week. The school-to-career counselor supports student entrance into internships, ROP training (such as the Kaiser Launch program), jobs, and job shadowing. This counselor also works with staff to prepare lessons on resumé writing, job interview skills, and career day. Career-focused field trips are offered throughout the year.

The school-to-career counselor provides an end-of-year summary of student participation in internships and career-building opportunities.

Career Technical Education Participation (School Year 2015-2016)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Students Participating in CTE	0
Percent of Students Completing a CTE Program and Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated between the School and Institutions of Postsecondary Education	0%

Courses for University of California and/or California State University Admission (School Years 2014-2015 and 2015-2016)

This table displays, for the most recent year available, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
2015-2016 Students Enrolled in Courses Required for UC/CSU Admission	n/a
2014-2015 Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

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IV. PUPIL OUTCOMES

State Priority: Other Pupil Outcome

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.

California Physical Fitness Test Results (School Year 2015-2016)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tq/pf>.

Note: Percentages are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

Grade Level	Cumulative Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	n/a	n/a	n/a

V. 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.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Jane Songer

To Reach Contact Person: jsonger@srcs.org

Parent involvement is a vital component of the educational program at Madrone Continuation High School.

San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent teacher associations, district and school site committees, fundraising campaigns, and special events.

At Madrone Continuation High School, specific opportunities for parent participation include various site and district committees such as Career Day, field trips, and the site leadership team (SLT), which provides input into school planning.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school night, college night, financial aid night, and other special performances and events.

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V. ENGAGEMENT

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 Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Dropout Rate	6.1%	8.9%	10.7%	6.1%	8.9%	10.7%	11.4%	11.5%	10.7%
Graduation Rate	91.37%	88.07%	88.25%	91.37%	88.07%	86.3%	80.44%	80.95%	82.3%

Completion of High School Graduation Requirements– Graduating Class of 2015

Students in California public schools must pass both the English-language arts and mathematics portions of the CAHSEE to receive a high school diploma. This table displays, by student group, the percent of students who began the 2014-2015 school year in grade twelve and were part of the school's graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Note: "n/a" means that the student group is not numerically significant.*

Group	Graduating Class of 2015		
	School	District	State
All Students	75%	87%	85%
Black or African American	n/a	83%	77%
American Indian or Alaska Native	n/a	86%	75%
Asian	100%	92%	99%
Filipino	100%	100%	97%
Hispanic or Latino	79%	81%	84%
Native Hawaiian or Pacific Islander	n/a	100%	85%
White	100%	97%	87%
Two or More Races	n/a	0%	91%
Socioeconomically Disadvantaged	67%	69%	77%
English Learners	100%	58%	51%
Students with Disabilities	n/a	35%	68%
Foster Youth	n/a	n/a	n/a

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V. ENGAGEMENT

State Priority: School Climate

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

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

Suspensions and Expulsions (Three-Year Comparison)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels.

Rate	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Suspensions	6.5%	6.3%	5.1%	4.9%	3.7%	4.3%	4.4%	3.8%	3.7%
Expulsions	0%	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: January 12, 2016

Date Discussed with School Faculty: January 27, 2016

Madrone Continuation High School shares a school campus with San Rafael High School and therefore shares the San Rafael High School comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year.

Key elements included in the school safety plan include: assessment of current status of school crime; district and site policies and procedures regarding safety issues; programs and policies regarding drug, tobacco and alcohol use and prevention; and a review of suspension/expulsion and arrest data.

VI. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but it is not included in the state priorities for the LCFF.

Federal Intervention Program (School Year 2016-2017)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2009-2010
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	50%

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VI. OTHER SARC INFORMATION

Average Class Size and Distribution (Three-Year Comparison)

This table displays, by subject area, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Subject	2013-2014			2014-2015			2015-2016					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	19.0	3	2	0	21.0	2	2	0	14.0	4	0	0
Mathematics	14.0	3	0	0	20.0	3	1	0	10.0	2	0	0
Science	22.0	1	1	0	19.0	2	0	0	11.0	2	0	0
Social Science	19.0	4	1	0	20.0	3	1	0	16.0	2	0	0

Academic Counselors and Other Support Staff (School Year 2015-2016)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	n/a
Counselor (Social/Behavioral or Career Development)	0.2	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0.2	n/a

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VI. OTHER SARC INFORMATION

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School	\$19,275	\$4,314	\$14,961	\$97,481
District	n/a	n/a	\$9,537	\$91,180
Percent Difference - School and District	n/a	n/a	36%	6.4%
State	n/a	n/a	\$5,677	\$75,859
Percent Difference - School and State	n/a	n/a	62%	22%

Types of Services Funded (Fiscal Year 2015-2016)

Madrone Continuation High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2015-2016 school year, these programs and services included the following:

- Supplementary educational programs
- Materials
- Staff development during faculty meetings/minimum days
- An instructional aide to facilitate the independent study lab
- Professional consultants who provide health education seminars to students

Madrone Continuation High School 2015-2016 School Accountability Report Card

VI. OTHER SARC INFORMATION

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

This 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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and 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	\$52,463	\$45,265
Mid-Range Teacher Salary	\$80,680	\$72,281
Highest Teacher Salary	\$106,014	\$94,342
Average Principal Salary (High School)	\$134,955	\$127,317
Superintendent Salary	\$119,429*	\$168,625
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	8%	6%

*The Superintendent serves the Elementary District for 50% of the assignment.

Advanced Placement Courses (School Year 2015-2016)

Not applicable to this school site.

VI. OTHER SARC INFORMATION

Professional Development (Three-Year Comparison)

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

Annual Number of School Days Dedicated to Staff Development		
2013-2014	2014-2015	2015-2016
0	1	2

DataQuest is an online data tool 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). The DataQuest Web page is located at <http://dq.cde.ca.gov/dataquest/>.

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.