

MADRONE CONTINUATION HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2014-2015,
Published during 2015-2016*

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 2014-2015)

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 | 23 |
| 12 | 24 |
| Total Enrollment | 47 |

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2014-2015)

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 | 6.4% | White | 6.4% |
| American Indian or Alaska Native | 0% | Two or More Races | 0% |
| Asian | 4.3% | Socioeconomically Disadvantaged | 76.6% |
| Filipino | 2.1% | English Learners | 12.8% |
| Hispanic or Latino | 80.9% | Students with Disabilities | 0% |
| Native Hawaiian or Pacific Islander | 0% | Foster Youth | 2.1% |

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

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 |
|--|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2015-2016 |
| With Full Credential | 4 | 4 | 4 | 126 |
| 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

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 | 2013-2014 | 2014-2015 | 2015-2016 |
|--|-----------|-----------|-----------|
| 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 2014-2015)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, 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/tg>.

| 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.srccs.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 September 21, 2015.

| 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.

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III. CONDITIONS OF LEARNING

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 | | | ✓ | Work orders submitted and repairs to be completed by December 2015 |
| 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: October 19, 2015

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], Science California Standards Tests); 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 2014-2015 CAASPP comprises the following required assessments:

- Smarter Balanced Summative Assessment, or computer adaptive test (CAT) and performance task (PT), for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Early Assessment Program (EAP), which uses the Smarter Balanced Summative Assessments in grade 11.
- Alternate assessment field test for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

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.

California Assessment of Student Performance and Progress (CAASPP) Results for All Students (School Year 2014-2015)

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CAASPP in the areas of English-language arts and mathematics for the 2014-2015 school year.

| Percent of Students Scoring at Proficient or Advanced | | | |
|---|--------|----------|-------|
| Subject | School | District | State |
| English-Language Arts | 4% | 54% | 44% |
| Mathematics | -- | 30% | 33% |

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IV. PUPIL OUTCOMES

Disaggregated CAASPP Results— English Language Arts and Mathematics (School Year 2014-2015)

The following tables display CAASPP assessment results in English language arts (ELA) and mathematics disaggregated by student groups, and by grade level, for the 2014-2015 school year. In reporting the results, **Level 1** = standard not met; **Level 2** = standard nearly met; **Level 3** = standard met; and **Level 4** = standard exceeded.

| Grade 11 | | | | | | | | | | | | | | |
|---|------------------|------|---------------|------|----------------|-------|-----------------------------|-------|-----------------------------|-------|-----------------------------|------|-----------------------------|------|
| Student Groups | Total Enrollment | | Number Tested | | Percent Tested | | Percent Achievement Level 1 | | Percent Achievement Level 2 | | Percent Achievement Level 3 | | Percent Achievement Level 4 | |
| | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math |
| All Students | 30 | 30 | 27 | 27 | 90.0% | 90.0% | 52.0% | 74.0% | 37.0% | 7.0% | 4.0% | 0.0% | 0.0% | 0.0% |
| Male | * | * | 16 | 16 | 53.3% | 53.3% | 44.0% | 63.0% | 44.0% | 13.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Female | * | * | 11 | 11 | 36.7% | 36.7% | 64.0% | 91.0% | 27.0% | 0.0% | 9.0% | 0.0% | 0.0% | 0.0% |
| Black or African American | * | * | 2 | 2 | 6.7% | 6.7% | -- | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | * | * | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | * | * | 0 | 0 | 0.0% | 0.0% | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | * | * | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | * | * | 23 | 23 | 76.7% | 76.7% | 48.0% | 78.0% | 43.0% | 9.0% | 4.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | * | * | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | * | * | 2 | 2 | 6.7% | 6.7% | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | * | * | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | * | * | 24 | 24 | 80.0% | 80.0% | 50.0% | 75.0% | 38.0% | 4.0% | 4.0% | 0.0% | 0.0% | 0.0% |
| English Learners | * | * | 7 | 7 | 23.3% | 23.3% | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | * | * | 3 | 3 | 10.0% | 10.0% | -- | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | * | * | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | * | * | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

California Standards Tests Results for All Students in Science- Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the last three-year period.

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | School | | | District | | | State | | |
| | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 |
| Science | -- | -- | -- | 58% | 56% | 54% | 59% | 60% | 56% |

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IV. PUPIL OUTCOMES

California Standards Tests Results by Student Group in Science (School Year 2014-2015)

This table displays the percent of students, by group, scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the 2014-2015 school year.

| Student Group | Percentage of Students Scoring at Proficient or Advanced |
|------------------------------|--|
| | Science |
| All Students in the District | 54% |
| All Students in the School | -- |

Career Technical Education Programs (School Year 2014-2015)

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 2014-2015)

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

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 0 |
| Percent of pupils 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% |

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IV. PUPIL OUTCOMES

Courses for University of California and/or California State University Admission (School Years 2013-2014 and 2014-2015)

This table displays, for the most recent year, 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 |
|---|---------|
| 2014-2015 Students Enrolled in Courses Required for UC/CSU Admission | n/a |
| 2013-2014 Graduates Who Completed All Courses Required for UC/CSU Admission | n/a |

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 areas of English, mathematics, and physical education.

California High School Exit Examination

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal ESEA, also known as NCLB. Detailed information regarding CAHSEE results can be found at <http://cahsee.cde.ca.gov/>.

Note: Scores are not reported 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.

California High School Exit Examination for All Grade Ten Students— Three-Year Comparison

This table displays the percent of grade ten students scoring at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | School | | | District | | | State | | |
| | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 |
| English-Language Arts | -- | -- | -- | 66% | 33% | 36% | 57% | 56% | 58% |
| Mathematics | -- | -- | -- | 62% | 34% | 34% | 60% | 62% | 59% |

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IV. PUPIL OUTCOMES

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-2015)

This table displays the percent of grade ten students, by group, scoring at each performance level in English-language arts and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the District | 39% | 23% | 37% | 42% | 34% | 24% |
| All Students in the School | -- | -- | -- | -- | -- | -- |

California Physical Fitness Test Results (School Year 2014-2015)

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/tg/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 | -- | -- | -- |

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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.

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 | | |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2011-2012 | 2012-2013 | 2013-2014 | 2011-2012 | 2012-2013 | 2013-2014 |
| Dropout Rate | 8.8% | 6.1% | 8.9% | 8.8% | 6.1% | 8.9% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 88.59% | 91.37% | 88.07% | 88.59% | 91.37% | 88.07% | 78.87% | 80.44% | 80.95% |

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V. ENGAGEMENT

Completion of High School Graduation Requirements– Graduating Class of 2014

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 2013-2014 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. Until statewide student-level longitudinal data are available, data reported at the state level represent estimates.*

| Group | Graduating Class of 2014 | | |
|-------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100% | 85% | — |
| Black or African American | 100% | 100% | 76% |
| American Indian or Alaska Native | 200% | 97% | 78% |
| Asian | n/a | 100% | 93% |
| Filipino | 95% | 89% | 96% |
| Hispanic or Latino | 71% | 57% | 81% |
| Native Hawaiian or Pacific Islander | 125% | 85% | 84% |
| White | 91% | 85% | 90% |
| Two or More Races | 100% | 80% | 83% |
| Socioeconomically Disadvantaged | 83% | 100% | 81% |
| English Learners | 97% | 80% | 51% |
| Students with Disabilities | 83% | 90% | 61% |
| Foster Youth | n/a | n/a | n/a |

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

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 for the most recent three-year period.

| Rate | School | | | District | | | State | | |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 |
| Suspensions | 12.1% | 6.5% | 6.3% | 4.5% | 4.9% | 3.7% | 5.1% | 4.4% | 3.8% |
| Expulsions | 0% | 0% | 0% | 0.1% | 0% | 0% | 0.1% | 0.1% | 0.1% |

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V. ENGAGEMENT

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: October 1, 2014

Date Discussed with School Faculty: November 1, 2014

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.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics (due to a one-year waiver, this will not be reported for 2015)
- Attendance rates as an additional indicator (for elementary and middle grades only)
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-2015)

This table displays an indication of whether the school, district, and state made AYP overall and whether the school, district, and state met each of the AYP criteria.

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate – English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate – Mathematics | Yes | Yes | Yes |
| Met Percent Proficient – English-Language Arts | n/a | n/a | n/a |
| Met Percent Proficient – Mathematics | n/a | n/a | n/a |
| Met Attendance Rates | n/a | n/a | Yes |
| Met Graduation Rate | n/a | Yes | Yes |

Madrone Continuation High School 2014-2015 School Accountability Report Card

VI. OTHER SARC INFORMATION

Federal Intervention Program (School Year 2015-2016)

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% |

Average Class Size and Distribution

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 | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | |
|----------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 19.0 | 3 | 2 | 0 | 21.0 | 2 | 2 | 0 |
| Mathematics | 17.0 | 3 | 1 | 0 | 14.0 | 3 | 0 | 0 | 20.0 | 3 | 1 | 0 |
| Science | 21.0 | 1 | 1 | 0 | 22.0 | 1 | 1 | 0 | 19.0 | 2 | 0 | 0 |
| Social Science | 22.0 | 2 | 3 | 0 | 19.0 | 4 | 1 | 0 | 20.0 | 3 | 1 | 0 |

Madrone Continuation High School 2014-2015 School Accountability Report Card

VI. OTHER SARC INFORMATION

Academic Counselors and Other Support Staff (School Year 2014-2015)

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 | n/a |

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-2014)

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 | \$16,768 | \$3,529 | \$13,239 | \$93,182 |
| District | n/a | n/a | \$8,669 | \$88,845 |
| Percent Difference - School and District | n/a | n/a | 34.5% | 4.6% |
| State | n/a | n/a | \$5,348 | \$72,798 |
| Percent Difference - School and State | n/a | n/a | 59.6% | 21.8% |

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VI. OTHER SARC INFORMATION

Types of Services Funded (Fiscal Year 2014-2015)

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 2014-2015 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
- CAHSEE intervention materials

Teacher and Administrative Salaries (Fiscal Year 2013-2014)

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 | — | \$43,455 |
| Mid-Range Teacher Salary | — | \$69,035 |
| Highest Teacher Salary | — | \$89,886 |
| Average Principal Salary (High School) | — | \$121,551 |
| Superintendent Salary | * | \$158,898 |
| Percent of Budget for Teacher Salaries | 36% | 35% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

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

VI. OTHER SARC INFORMATION

Advanced Placement Courses (School Year 2014-2015)

Not applicable to this school site.

Professional Development

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 | | |
|--|------------------|------------------|
| 2012-2013 | 2013-2014 | 2014-2015 |
| 0 | 0 | 1 |