Madrone Continuation High School

185 Mission Avenue • San Rafael, CA 94901 • 415-485-2435 • Grades
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Rafael City Schools
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415-492-3200
http://www.srcs.org

District Governing Board

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Maika Llorens Gulati, Vice President

Linda Jackson, Board Member

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Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent

Dr. Mayra Perez
Deputy Superintendent

School Description

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 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. The Mission of Madrone High School is to provide a positive educational experience for its students and the opportunity to foster the key developmental qualities essential to becoming a totally integrated individual in a changing society.

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.

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	28
Grade 12	44
Total Enrollment	72

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	0.0
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0.0
White	9.7
Socioeconomically Disadvantaged	79.2
English Learners	23.6
Students with Disabilities	12.5
Foster Youth	0.0

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

Teacher Credentials			
Madrone Continuation High School	16-17	17-18	18-19
With Full Credential	4	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Madrone Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
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.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, August	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

Note: Cells with N/A values do not require data.

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 online maintenance order request process is used to ensure 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 the district's high school facilities.

SRCS' bond program is providing 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 are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018 July		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 103: door under sink needs repairs W.O#11885
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 101: Door needs adjustment to close all the way W.O#11884
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	13.0	13.0	57.0	54.0	48.0	50.0
Math	0.0	0.0	29.0	37.0	37.0	38.0

Note: 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.

Note: 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.

	CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	35	31	88.57	13.33
Male	20	19	95.00	16.67
Female	15	12	80.00	8.33
Black or African American	--	--	--	--
Hispanic or Latino	28	26	92.86	16.00
White	--	--	--	--
Socioeconomically Disadvantaged	26	22	84.62	9.52
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	--	--	--	--
Hispanic or Latino	28	24	85.71	0
White	--	--	--	--
Socioeconomically Disadvantaged	26	19	73.08	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Contact Person Name: Paul Tuohy To Reach Contact Person: ptuohy@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: 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.

School Safety Plan
The School Safety Plan is updated and approved by the School Site Council annually in the beginning of the second semester prior to March 1st. It is shared with all staff at that time and again at the beginning of the next school year. Date Reviewed and Updated: August 2018, Date Discussed with School Faculty: August 2018

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 multiple times per 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.1	6.3	15.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.3	4.3	6.2
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.8
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	90

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	21.0	22.0	22.0	2	3	4	3	3	2			
Mathematics	15.0	15.0	17.0	2	3	2	1		1			
Science	26.0	21.0	22.0		1	2	2	2	1			
Social Science	19.0	23.0	22.0	2	2	4	3	3	2			

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

High School District number of dedicated negotiated staff development days:

2016-2017 – 1
2017-2018 – 1
2018-2019 – 1

District professional development during the 2017-2018 2018-2019 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. Teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

Site based professional development includes instructional coaching, PLC release days, and teacher-led professional development such as AVID strategies, writing, student engagement, ELD strategies, and instructional technology. The school partners with the Marin County Office of Education, UC Berkeley History and Social Science Project, Project Adventure, and more.

Teachers and other key school staff members have additional 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,129	$48,783
Mid-Range Teacher Salary	$91,095	$80,177
Highest Teacher Salary	$111,400	$104,535
Average Principal Salary (ES)	$128,506	$128,506
Average Principal Salary (MS)	$154,350	$154,350
Average Principal Salary (HS)	$161,478	$133,486
Superintendent Salary	$256,050	$181,868
Percent of District Budget		
Teacher Salaries	35.0	32.0
Administrative Salaries	7.0	6.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				Average Teacher Salary
Level	Expenditures Per Pupil			
	Total	Restricted	Unrestricted	
School Site	16868	2112	13230	106187
District	♦	♦	7644	$93,045
State	♦	♦	$7,125	$79,496
Percent Difference: School Site/District			53.5	
Percent Difference: School Site/ State			67.2	31.2

*   Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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 2017-2018 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Madrone Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	6.5	24.3	32.6
Graduation Rate	87.1	73.0	60.5
San Rafael City Schools	2014-15	2015-16	2016-17
Dropout Rate	10.7	12.0	14.2
Graduation Rate	86.3	84.9	77.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	61.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	59.1	86.6	88.7
Black or African American	0.0	60.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	0.0	93.9	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	61.3	81.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	66.7	94.4	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	67.7	86.0	88.6
English Learners	33.3	49.0	56.7
Students with Disabilities	100.0	84.2	67.1
Foster Youth	50.0	75.0	74.1

Career Technical Education Programs

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.

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).

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.