

# Madrone Continuation High School

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

Paul Tuohy, Principal

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **San Rafael City Schools**

310 Nova Albion Way

San Rafael, CA 94903

415-492-3200

<http://www.srcs.org>

### **District Governing Board**

Greg Knell, President

Maika Llorens Gulati, Vice President

Linda Jackson, Board Member

Rachel Kertz, Board Member

Natu Tuatagaloa, Board Member

### **District Administration**

Dr. Michael R. Watenpaugh

**Superintendent**

Dr. Mayra Perez

**Deputy Superintendent**

Kevin P. Kerr

**Director of Secondary Education**

### **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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	25
Grade 12	44
<b>Total Enrollment</b>	<b>70</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0
White	18.6
Two or More Races	1.4
Socioeconomically Disadvantaged	81.4
English Learners	27.1
Students with Disabilities	4.3
Foster Youth	2.9

## 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	15-16	16-17	17-18
With Full Credential	4	4	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Madrone Continuation High	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

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](http://www.srcs.org/hscourses).

Textbooks and Instructional Materials Year and month in which data were collected: 2017, 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 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 A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

Over the next several 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. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Office: ceiling tile stained W.O#9831
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Kitchen: sink handle leaks W.O#9830
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	5	13	50	57	48	48
Math		0	32	29	36	37

\* 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.

School Year 2016-17 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	27	25	92.59	12.5
Male	15	13	86.67	15.38
Female	12	12	100	9.09
Hispanic or Latino	22	21	95.45	9.52
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	13.64
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	27	24	88.89	0
Male	15	13	86.67	0
Female	12	11	91.67	0
Hispanic or Latino	22	21	95.45	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	22	91.67	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

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 2017, Date Discussed with School Faculty: August 2017

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	2014-15	2015-16	2016-17
Suspensions Rate	6.3	5.1	6.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	4.3	4.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

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	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)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			21			2			3			
Mathematics			15			2			1			
Science			26						2			
Social Science			19			2			3			

\* 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:

2015-2016 – 1

2016-2017 – 1

2017-2018 – 1

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,060
Mid-Range Teacher Salary		\$70,769
Highest Teacher Salary		\$98,039
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		\$127,576
Superintendent Salary		\$170,379
Percent of District Budget		
Teacher Salaries	35%	33%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	44715	9787	34928	100404
District	◆	◆	6147	
State	◆	◆	\$6,574	\$77,535
Percent Difference: School Site/District			468.2	
Percent Difference: School Site/ State			431.3	29.5

\* Cells with ◆ do not require data.

### 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 2016-2017 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	2013-14	2014-15	2015-16
Dropout Rate	15.2	6.5	24.3
Graduation Rate	75.76	87.1	72.97
San Rafael City Schools	2013-14	2014-15	2015-16
Dropout Rate	8.9	10.7	12
Graduation Rate	88.07	86.25	84.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	92.75
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.



2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	82.35	88.68	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	88.46	94.42
Filipino	0	100	93.76
Hispanic or Latino	82.14	82.77	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	66.67	94.62	90.99
Two or More Races	100	80	90.59
Socioeconomically Disadvantaged	60	81.36	63.9
English Learners	77.78	58.82	55.44
Students with Disabilities	79.31	84.19	85.45
Foster Youth	100	100	68.19

### 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 <http://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.