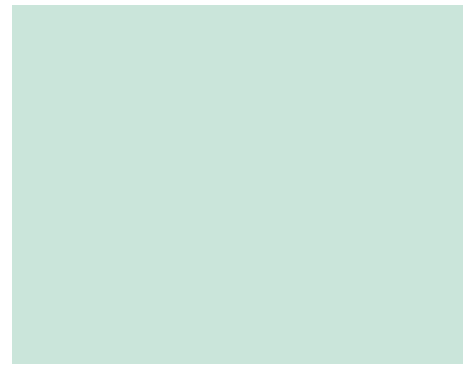
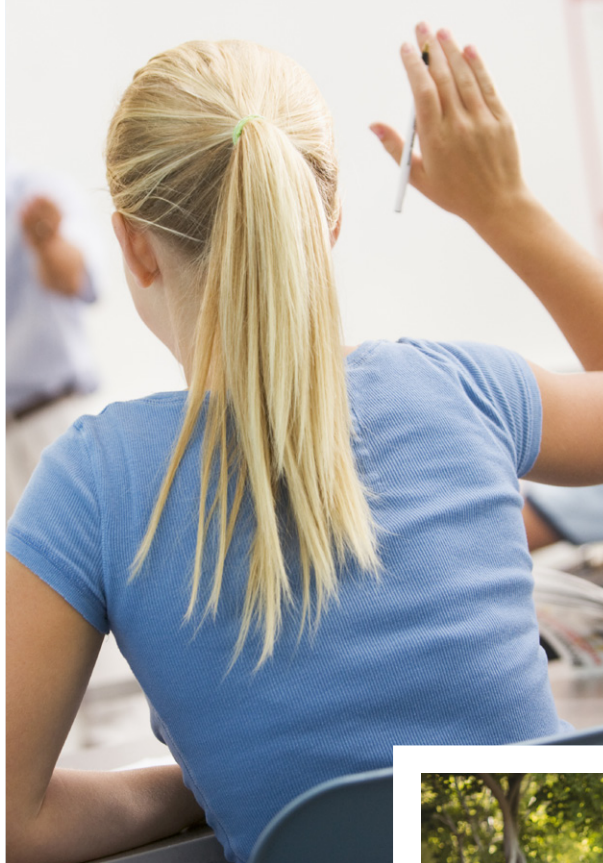


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Mt. Madonna Continuation High School

Grades 9-12
CDS Code 43-69484-4334850

Dianne Padilla
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Para español, visita
www.gusd.k12.ca.us



Gilroy Unified School District

7810 Arroyo Circle Gilroy, CA 95020 ▪ www.gusd.k12.ca.us
Deborah Flores, Superintendent ▪ debbie.flores@gilroyunified.org ▪ (408) 847-2700

Principal's Message

Mt. Madonna Continuation High School is a state-recognized Model Continuation High School that strives to meet the academic, social and emotional needs of its students. The primary goal is to help students complete their high school graduation requirements and to transition to a community college, vocational or technical school, or employment. This small, unique school community creates wonderful opportunities and learning experiences for our students to develop their character. Mt. Madonna continues to graduate students who did not find success at other schools by providing differentiated instruction and meeting the needs of English language learners. Mt. Madonna offers two unique programs to support student learning: direct instruction and an online program with a blended learning component. At Mt. Madonna, students and families are encouraged to participate in activities such as student leadership, college-readiness field trips, schoolwide committees, and Positive Behavioral Interventions and Supports (PBIS) practices.

School Mission Statement

Mt. Madonna Continuation High School promotes student education and personal success. Staff, parents and community resources are utilized to encourage students' academic achievement, self-worth and independence through a personal learning environment. We strive to empower students to pursue a postsecondary education, enter the workforce and be productive members of society.

School Vision Statement

To enrich lives and society through education, *one student at a time.*

Parental Involvement

We have strong parent participation on the School Site Council (SSC). Parents also participate in our back-to-school night, open house, the senior reception and teacher conferences. We welcome parents' presence on campus and hope to increase their involvement each year. We are focusing our efforts to implement an English Learner Advisory Committee (ELAC) by implementing new strategies for parent outreach. Parents are contacted regarding the progress of their students on a constant basis through progress reports, Student Study Teams, our school website and teacher phone calls.

For more information on how to become involved, please contact Principal Dianne Padilla at (669) 205-5505 or dianne.padilla@gilroyunified.org.

School Safety

Mt. Madonna is a safe place for students to complete their high school education. School grounds are monitored 15 minutes before school and immediately after dismissal. We have a closed campus and require all visitors to register at the office. Our principal, counselor, campus supervisor and teachers monitor campus during passing times and breaks for meals. Teachers help monitor students at lunch and after school during an assigned time one day of the week. In addition, we have a part-time campus supervisor who monitors safety throughout the school, parking lot, student bathrooms and child-care area.

We have an Emergency Procedure Bulletin, which is posted on every classroom door. We practice the emergency plan for fires and earthquakes twice a year and code-red drills once a year. The key elements of our safety plan are communication protocol for staff and students, exit routes led by teachers, and an inventory of emergency supplies. The school safety plan was last reviewed, updated and discussed with the school faculty in November of 2018.

Types of Services Funded

Mt. Madonna has received several grants. The School Dropout Prevention Program grant will enable us to have a full-time advisor/counselor. The Cal-SAFE program funds to support pregnant and parenting students. We also have an Instructional Specialist for EL strategies, peer mentorships, and Cal-SOAP.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



Expecting all students to use their hearts and minds well

Governing Board

Heather Bass

Mark Good

Patricia Midtgaard

James Pace

Linda Piceno

Jaime Rosso

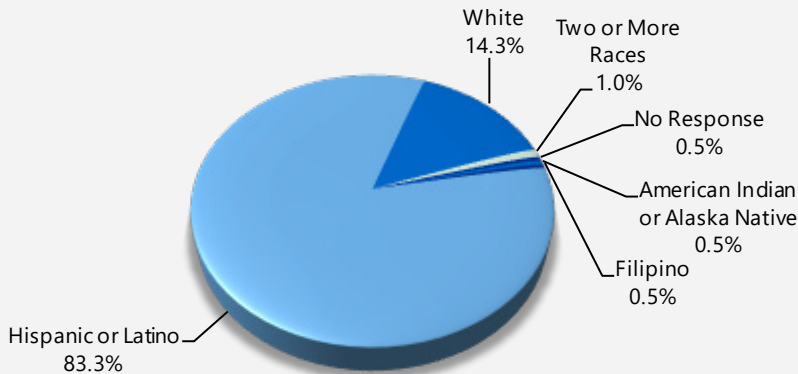
B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 203 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year



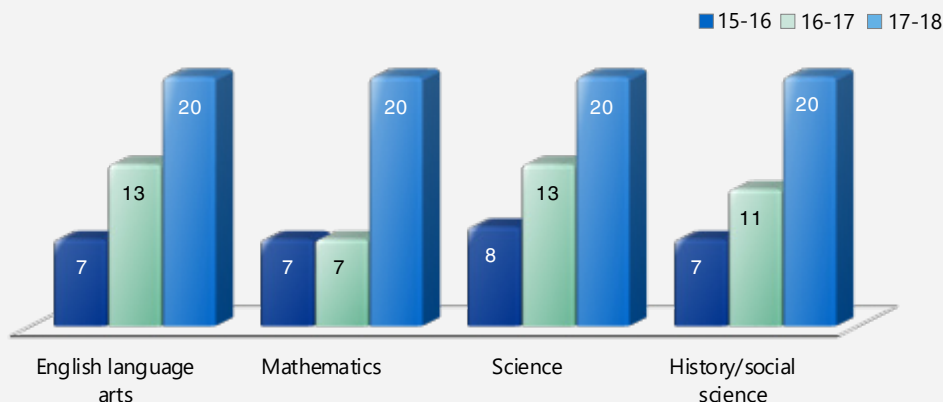
Socioeconomically disadvantaged	76.40%	English learners	12.80%	Students with disabilities	7.90%	Foster youth	2.50%
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Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

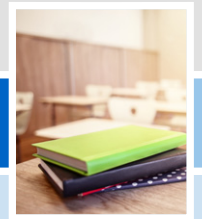
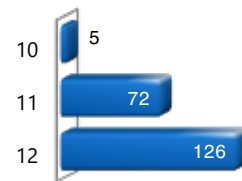
Three-Year Data

	2015-16			2016-17			2017-18		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	10			5			2		
Mathematics	5			10			1		
Science	5			5			1		
History/social science	11			10			3		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Mt. Madonna HS

	15-16	16-17	17-18
Suspension rates	5.9%	6.0%	5.8%
Expulsion rates	0.3%	0.3%	0.3%

Gilroy USD

	15-16	16-17	17-18
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Mt. Madonna HS		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Mt. Madonna HS		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	15%	1%	49%	49%	48%	50%
Mathematics	3%	0%	42%	42%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Mt. Madonna HS
		Grade 9
Four of six standards		✧
Five of six standards		✧
Six of six standards		✧

✧ Not applicable.

✧ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	110	74	67.27%	1.39%
Male	56	36	64.29%	2.86%
Female	54	38	70.37%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	91	63	69.23%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	10	58.82%	10.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	79	51	64.56%	0.00%
English learners	33	21	63.64%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	114	73	64.04%	0.00%
Male	59	37	62.71%	0.00%
Female	55	36	65.45%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	95	62	65.26%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	9	52.94%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	80	45	56.25%	0.00%
English learners	34	21	61.76%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Mt. Madonna HS	Gilroy USD	California
All students	89.47%	91.73%	88.72%
Black or African-American	100.00%	94.44%	82.15%
American Indian or Alaska Native	❖	62.50%	82.81%
Asian	❖	97.44%	94.93%
Filipino	100.00%	100.00%	93.45%
Hispanic or Latino	87.72%	90.15%	86.54%
Native Hawaiian or Pacific Islander	100.00%	100.00%	88.56%
White	75.00%	94.44%	92.12%
Two or more races	100.00%	100.00%	91.15%
Socioeconomically disadvantaged	85.86%	92.45%	88.64%
English learners	47.06%	49.44%	56.74%
Students with disabilities	100.00%	81.90%	67.12%
Foster youth	100.00%	100.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Mt. Madonna HS	61.50%	74.20%	69.00%	28.80%	15.30%	13.50%
Gilroy USD	88.80%	92.50%	90.10%	7.50%	4.40%	4.50%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Mt. Madonna HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	0.00%

Textbooks and Instructional Materials

We choose our textbooks from lists that state education officials have already approved.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Advanced Placement Courses

Mt. Madonna Continuation High School does not offer Advanced Placement (AP) courses.



Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading	<i>The Language of Literature</i> , McDougal Littell	2004
Reading	<i>Read 180</i> , Scholastic	2009
Mathematics	McDougal Littell	2001
Science	<i>Chemistry</i> , California; Holt	2010
Science	<i>Environmental Science</i> , Holt	2006
Science	<i>Modern Biology</i> , Holt	2001
History/social science	<i>Economics</i> , Prentice Hall	2009
History/social science	<i>American Government</i> , Pearson	2009
History/social science	<i>World Cultures</i> , Prentice Hall (9)	2008
History/social science	<i>American Anthem</i> , McDougal Littell	2007
History/social science	<i>Modern World History</i> , McDougal Littell	1999

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2018-19 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

Data collection date	10/4/2018
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Fair
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/16/2018
Date of the most recent completion of the inspection form		10/16/2018



School Facilities

Our campus is extraordinarily safe and orderly. The small size of the campus provides few locations to escape supervision, and the small size of the student body eliminates the ability to hide in anonymity. The quality of the classroom lighting, classroom desks and the campus are excellent.

Our campus features nine classrooms. Two of the portables serve as the day-care facility. One portable serves as an office and a Lunch Room. The general condition of our campus is good, considering it is an old facility, and it is cleaned daily by our night time custodian.

The Gilroy Fire Department inspects our campus annually, checking for any fire-safety code violations and making safety suggestions. We have a campus evacuation plan, and we conduct fire drills twice a year.

To improve our campus, a fence around the school boundary was added to increase security both during and after school hours. Picnic benches for use during lunch and brunch were also added, as well as a shade structure to protect students and staff from the elements. A new lunch-serving room was placed on campus this school year in a portable connected to the main office. A student-created mural was completed and is considered the pride of the school.

Our intercom system allows our secretary as well as any other staff member to address the students and the staff.

Our media center includes 20 computers with high-speed internet access. In addition, Mt. Madonna teachers train students to access research for their projects through the internet and by using Google Classroom. We have 120 Chromebooks available for student use and all classrooms are connected to the internet.

Over the last year, many of the classrooms and offices have been redesigned to meet current needs of students and staff. The nature and design of the site allows for interaction between teachers and students. There are possible school-specific improvements found in the GUSD Master Plan, which is located on the district's homepage.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Site was infested with fleas. Discovered on 9-13-2018 and treatment started the same day. Treatment by contracted IPM exterminator in progress.	October 2018

Professional Development

The major focus for staff development this year is meeting the needs of English language learners, differentiation and rigorous Common Core State Standards implementation. We use professional development meetings to address best practices, collaborate, peer-coach, analyze student data and focus on case-study students. Teachers are led by professional-development seminars and district personnel to support in the implementation of strategies. Teachers have access to a math coach, colleagues, a peer-support provider, and Beginning Teacher Support and Assessment (BTSA) coaches to further develop their skills and efficacy in implementing English learner (EL) strategies to ensure success for all students. The principal strives to complete informal observations regularly, using an observation checklist that is then shared with staff. The feedback to teachers with formal and informal observations is what deepens the commitment to improvement and student success. In addition to staff meeting time, teachers have a common prep period, which promotes collaboration.

Professional Development Days		Three-Year Data		
	2016-17	2017-18	2018-19	
Mt. Madonna HS	3 days	3 days	3 days	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Gilroy USD	Mt. Madonna HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	479	10	9	9
Without a full credential	35	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Mt. Madonna HS			
Teachers	16-17	17-18	18-19	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Career Technical Education Programs

Mt. Madonna Continuation High School does not have a formal career technical education program.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2017-18 Participation
	Mt. Madonna HS	
Number of pupils participating in CTE	0	
Percentage of pupils who completed a CTE program and earned a high school diploma	0%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%	

School Goals

Students are effective communicators who:

- Read and write effectively
- Write effectively for various purposes

Students will be critical thinkers who:

- Use analytical skills to solve problems
- Comprehend events in history and the world

Students will be conscientious learners who:

- Attend class regularly
- Successfully complete assignments
- Demonstrate responsible citizenship

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	125
Support Staff	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0
Other	FTE
Attendance liaison	1.0

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Gilroy USD	Similar Sized District
Beginning teacher salary	\$50,743	\$49,512
Midrange teacher salary	\$74,751	\$77,880
Highest teacher salary	\$94,963	\$96,387
Average elementary school principal salary	\$130,057	\$123,139
Average middle school principal salary	\$139,526	\$129,919
Average high school principal salary	\$147,941	\$140,111
Superintendent salary	\$217,175	\$238,324
Teacher salaries: percentage of budget	34%	36%
Administrative salaries: percentage of budget	5%	5%

Expenditures Per Pupil

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.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mt. Madonna HS	\$9,085	\$72,045
Gilroy USD	\$7,833	\$86,053
California	\$7,125	\$79,665
School and district: percentage difference	+16.0%	-16.3%
School and California: percentage difference	+27.5%	-9.6%

School Values

- Solutions are student-centered
- Education is paramount
- Students are worth it
- The staff makes a difference in the lives of students
- Students at every academic level can improve
- Alternatives are embraced
- Students have options
- Strong leadership is demonstrated by all staff
- Treating others with dignity and respect is modeled
- Safety is essential to a productive learning environment
- Attitude is everything
- Challenges are welcomed
- Students are nurtured
- Staff works together as a team to meet the needs of students
- Emotional health is essential for academic success

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$9,880
Expenditures per pupil from restricted sources	\$795
Expenditures per pupil from unrestricted sources	\$9,085
Annual average teacher salary	\$72,045

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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