Madison High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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.

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.

Heather Seaton, Principal

Principal, Madison High

About Our School

Principal's Comment

Contact

Madison High
4833 Doliva Dr.
San Diego, CA 92117-3211

Phone: 858-496-8410
E-mail: hseaton@sandi.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2018—19)	
School Name	Madison High
Street	4833 Doliva Dr.
City, State, Zip	San Diego, Ca, 92117-3211
Phone Number	858-496-8410
Principal	Heather Seaton, Principal
E-mail Address	hseaton@sandi.net
Web Site	http://www.sandiegounified.org/madison
County-District-School (CDS) Code	37683383733698

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

Business and Community Partners

Boys and Girls Club of San Diego

Cal-SOAP

Clairemont Chamber of Commerce

Clairemont Hills Kiwanis

Clairemont Mesa Education Foundation

Clairemont Town Council

Clairemont Youth Football

Deaf Community Services

East Clairemont Southern Baptist Church

The Foundation of James Madison High School

Madison High School PTSA

Mission Federal Credit Union

Reuben H. Fleet Science Center

San Diego Mesa College

SAY San Diego

U.S. Army

Our school gratefully acknowledges the tremendous support we receive
from our partners, parents, and community volunteers.

James Madison High School is located in the Clairemont Mesa area, north of Interstate 8 and west of Interstate 805. The area comprising the Madison community includes small businesses (primarily of a service nature) and high-density housing—mainly apartment and condominium complexes and single-family tract houses.

Our 50-acre campus opened in 1962 and serves approximately 1,000 students in grades 9–12. Two additional buildings were constructed in the last several years to house a state-of-art automotive facility and a high-definition broadcast television studio. The athletic stadium and field was also upgraded with new synthetic turf, stadium seating, and concession facilities in 2012. These projects are part of a comprehensive whole site modernization program as part of Proposition S, a municipal bond approved by voters in 2008. The staff includes a principal, two vice principals, and full- and part-time faculty members, as well as three counselors, a nurse, and psychologist. The support staff also includes full- and part-time classified personnel, such as a part-time speech therapist and the staff for our Deaf and Hard of Hearing Program.

Madison's instructional program is comprehensive, diversified, and focused on motivating students to be college-bound and career-ready. From special education programs in Deaf and Hard of Hearing, to Gifted and Talented Education (GATE) "cluster" and "seminar" courses, to a wide array of college preparatory Advanced Placement courses and Mesa College courses taught by college professors on the high school campus, we employ methods to improve student achievement across the curriculum. Additional supports to meet the needs of all students are provided through Advancement via Individual Determination (AVID) and Madison's 21st Century ASSETS after-school program. Our Career Technical Education (CTE) pathways include Video Production/Broadcast Journalism, Automotive, Engineering and Culinary Arts.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Madison High School offers students diverse programs designed to promote engagement and learning at every level to optimize student achievement. Examples include Advancement via Individual Determination (AVID), Gifted and Talented Education (GATE) "seminar" and "cluster" courses, Advanced Placement (AP) course offerings and on-site college courses in political science, English, mathematics, and communications. Capstone Career Technical Education (CCTE) courses assist students in coordinating their academic course work with college and career preparation; some earn college credit.

Visual and Performing Arts

The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success. At least one year of study in an approved high school VAPA course is required by San Diego Unified as well as University of California (UC) and California State University (CSU) schools. Related courses may be offered in physical education or the practical arts.

Madison High School offers courses in band, orchestra, choir, theatre, technical theatre, ceramics and design in mixed media. These courses meet the district's UC a-g graduation requirements for Visual and Performing Arts.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017—18)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Grade Level	Number of Students
Grade 9	253
Grade 10	276
Grade 11	251
Grade 12	243
Total Enrollment	1023
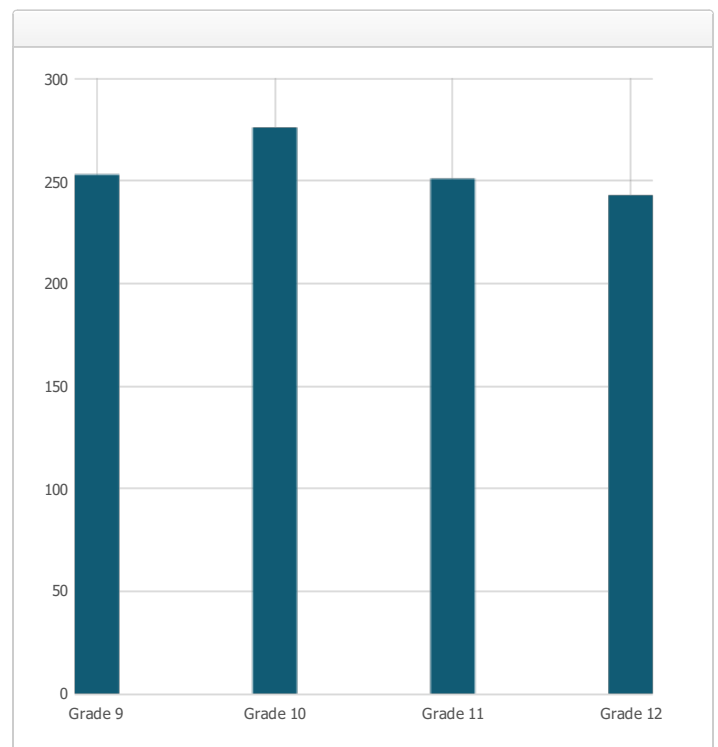
Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	11.7 %
American Indian or Alaska Native	0.2 %
Asian	6.7 %
Filipino	2.2 %
Hispanic or Latino	53.3 %
Native Hawaiian or Pacific Islander	1.2 %
White	16.9 %
Two or More Races	7.6 %
Other	0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.4 %
English Learners	7.9 %
Students with Disabilities	19.7 %
Foster Youth	0.2 %

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

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE DataQuest website at dq.cde.ca.gov/dataquest/.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

| Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	41			
Without Full Credential	0			
Teachers Teaching Outside Subject Area of Competence (with full credential)	8			
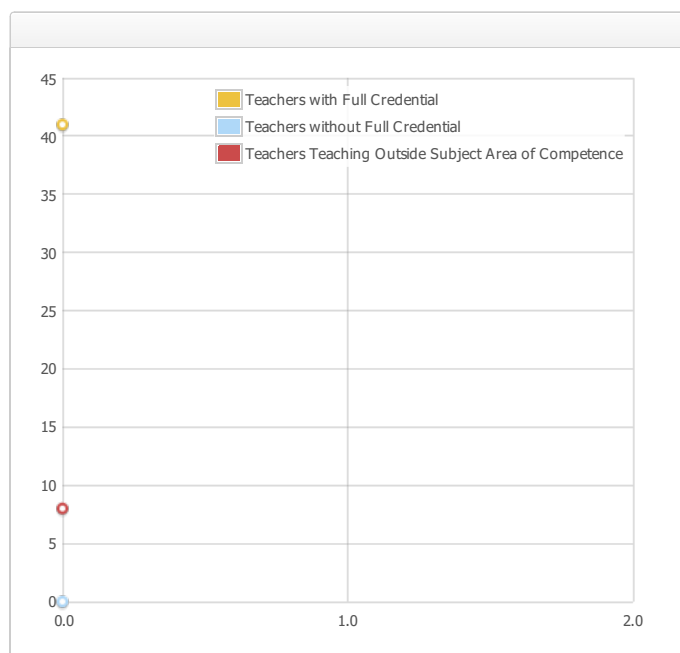
Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments include the number of misassignments of teachers of English learners.

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Indicator	2016—17	2017—18	2018—19

| Misassignments of Teachers of English Learners |
| Total Teacher Misassignments* |
| Vacant Teacher Positions |
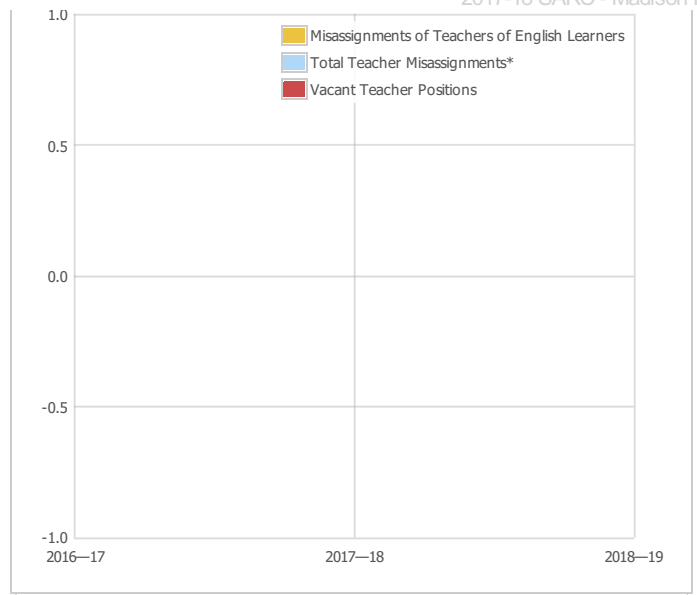
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

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

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

All textbooks and instructional materials come from state or district lists. Descriptions of the district's courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
	English 1,2 - Grade 9 Title: *Literature for California*, Grade 9, McDougal Littell Copyright: 2009 Adopted: 2008-09		
	English 3,4 - Grade 10 Title: *Literature for California*, Grade 10, McDougal Littell Copyright: 2009 Adopted: 2008-09		
	English 3,4 Advanced - Grade 10 Title: *Prentice Hall Literature: World Masterpieces*, Pearson Prentice Hall Copyright: 2009 Adopted: 2008-09		
	American Literature 1,2 - Grade 11 Title: *Language of Literature, American Literature*, McDougal Littell Copyright 2006: Adopted: 2003-04		
	American Literature 1,2 Honors - Grades 11-12 Title: *Language of Literature, American Literature*, McDougal Littell Copyright 2006: Adopted: 2003-04		
	Contemporary Voices in Literature 1,2 - Grade 12 Title: *Contemporary Reader*, Prentice Hall Copyright: 2004 Adopted: 2003-04 - or - Title: *Legacies*, Thomson Learning Copyright: 2002 Adopted: 2003-04		
	World Literature 1,2 - Grade 12 Title: *The Language of Literature, World Literature*, McDougal Littell Copyright: 2003 Adopted: 2003-04		
	English Language & Composition AP 1,2 - Grade 12 Title: *Readings for Writers*, Thomson Learning Copyright: 2004 Adopted: 2004-05 - and - *Norton Reader*, Norton Copyright: 2005 Adopted: 2004-05		
	English Literature 1,2 - Grade 12 Title: *Timeless Voices, Timeless Themes—The British Tradition*, Prentice Hall Copyright: 2005 Adopted: 2004-05		
	English Literature & Composition AP 1,2 - Grades 11-12 Title: *Literature: Reading Fiction, Poetry, and Drama*, Glencoe/McGraw-Hill Copyright: 2010 Adopted: 2009-10		
	Expository Reading and Writing - Grade 12 Teachers of this course receive instructional materials during specialized training.		
	Writers Workshop 1,2 - Grades 11-12 Title: *Steps to Writing Well, with Additional Readings*, Thomson Learning		

Copyright: 2002
Adopted: 2003-04
- or -
Title: *Writers INC,* Great Source
Copyright: 2001
Adopted: 2003-04

English Language Development 1-2 - Grades 9-12
Title: *Champion - Red Level,* Ballard & Tighe
Copyright: 2008
Adopted: 2008-09
- and -
Title: *Keys to Learning,* Pearson Longman
Copyright: 2005
Adopted: 2008-09

English Language Development 3-4 - Grades 9-12
Title: *Champion - Blue Level,* Ballard & Tighe
Copyright: 2007
Adopted: 2008-09
- and -
Title: *Quest: Introduction,* McGraw-Hill ESL/ELT
Copyright: 2007
Adopted: 2008-09

English Language Development 5-6 - Grades 9-12
Title: *Quest 1,* McGraw-Hill ESL/ELT
Copyright: 2007
Adopted: 2008-09

Mathematics		0.0 %

Integrated Math I - Grades 9-10
Title: *Mathematics I: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Advanced Integrated Math I - Grades 9-10
Title: *Mathematics I: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Integrated Math II - Grades 9-11
Title: *Mathematics II: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Advanced Integrated Math II - Grades 9-11
Title: *Mathematics II: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Integrated Math III - Grades 10-12
Title: *Mathematics III: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Advanced Integrated Math III - Grades 10-12
Title: *Mathematics III: Integrated CME Project,* Pearson
Copyright: 2013
Adopted: 2014-15

Precalculus 1-2 - Grades 11-12
Title: *Precalculus,* Prentice Hall
Copyright: 2004
Adopted: 2004-05

Precalculus 1-2 Honors - Grades 11-12
Title: *Precalculus: Graphical, Numerical, Algebraic,* Prentice Hall
Copyright: 2004
Adopted: 2004-05

Statistics and Data Analysis 1-2 - Grades 11-12
Title: *Workshop Statistics: Discovery with Data and the Graphing Calculator,* Key Curriculum Press
Copyright: 2002
Adopted: 2003-04

Statistics 1-2 AP - Grades 11-12
Title: *The Practice of Statistics for the AP Exam,* BFW/Freeman
Copyright: 2015
Adopted: 2015-16

Topics in Discrete Mathematics 1,2 - Grades 11-12
Title: *Finite Mathematics and Calculus with Applications*, Prentice Hall
Copyright: 2002
Adopted: 2003-04

Calculus AB 1,2 AP - Grades 11-12
Title: *Calculus: Graphical, Numerical, Algebraic AP*, Pearson
Copyright: 2016
Adopted: 2015-16

Calculus BC 1,2 AP - Grades 11-12
Title: *Calculus: Graphical, Numerical, Algebraic AP*, Pearson
Copyright: 2016
Adopted: 2015-16

Science	0.0 %

Earth Science 1,2 - Grades 9-12
Title: *Holt Earth Science, California Edition*, Holt Rinehart Winston
Copyright: 2007
Adopted: 2007-08

Physics 1,2 - Grades 9-12
Title: *Conceptual Physics*, Pearson Prentice Hall
Copyright: 2006
Adopted: 2007-08

Physics 1,2 Advanced Grades 9-12
Title: *CA Physics: Principles and Problems*, Glencoe/McGraw-Hill
Copyright: 2008
Adopted: 2007-08

Physics I A,B AP - Grades 11-12
Title: Wilson and Buffa, *Physics*, Prentice Hall
Copyright: 2003
Adopted: 2005-06

Physics II A,B AP - Grades 11-12
Title: Wilson and Buffa, *Physics*, Prentice Hall
Copyright: 2003
Adopted: 2016-17

Physics C 1,2 AP - Grades 11-12
Title: *Physics for Scientists and Engineers*, Cengage
Copyright: 2008
Adopted: 2008-09

Chemistry 1,2 - Grades 9-12
Title: *Chemistry, California Edition*, Prentice Hall
Copyright: 2007
Adopted: 2009-10

Chemistry 1,2 Honors - Grades 9-12
Title: *Principles of General Chemistry*, Glencoe McGraw-Hill
Copyright: 2010
Adopted: 2009-10

Chemistry 1,2 AP - Grades 11-12
Title: *Chemistry: The Central Science*, Prentice Hall
Copyright: 2009
Adopted: 2009-10

Biology 1,2 - Grades 9-12
Title: *BSCS Biology: A Human Approach*, Kendall Hunt
Copyright: 2003
Adopted: 2004-05

Biology 1,2 Advanced - Grades 9-12
Title: *Biology: Concepts and Connections*, Pearson Prentice Hall
Copyright: 2003
Adopted: 2005-06

Biology 1,2 AP - Grades 11-12
Title: *Campbell Biology AP*, Pearson
Copyright: 2014
Adopted: 2015-16

Marine Science 1,2 Grades 11-12
Title: *Oceanography: An Invitation to Marine Science*, Thomson
Copyright: 2007
Adopted: 2007-08

Psysiology 1,2 - Grades 11-12
Title: *Principles of Anatomy and Physiology*, Wiley
Copyright: 2006
Adopted: 2005-06

Environmental Science 1,2 AP - Grades 11-12
Title: *Environment: The Science Behind the Stories AP*, Pearson
Copyright: 2014
Adopted: 2015-16

History-Social Science		0.0 %

Modern World History & Geography 1,2 - Grade 10
Title: *Modern World History: Patterns of Interaction, California Edition*, McDougal Littell
Copyright: 2006
Adopted: 2008-09

World History 1,2 Advanced - Grade 10
Title: *World History: Modern Times, California Edition*, Glencoe
Copyright: 2006
Adopted: 2005-06

World History 1,2 AP - Grade 10
Title: *The Earth and Its Peoples*, McDougal Littell
Copyright: 2008
Adopted: 2008-09

European History 1,2 AP - Grades 10-12
Title: *Western Civilization*, Thomson
Copyright: 2003
Adopted: 2004-05

Psychology 1,2 AP - Grades 10-12
Title: *Myer's Psychology for AP*, BFW/Worth
Copyright: 2015
Adopted: 2015-16

U.S. History & Geography 1,2 - Grade 11
Title: *The Americans: Reconstruction to the 21st Century, California Edition*, McDougal Littell
Copyright: 2006
Adopted: 2008-09

U.S. History & Geography 1,2 Honors - Grade 11
Title: *A People and a Nation*, McDougal Littell
Copyright: 2008
Adopted: 2008-09

U.S. History 1,2 AP - Grade 11
Title: *AP American History: Connecting with the Past*, McGraw-Hill
Copyright: 2015
Adopted: 2015-16

Principles of Economics 1 - Grade 12
Title: *Economics: Principles In Action*, Prentice Hall
Copyright: 2003
Adopted: 2003-04

Government 1 - Grade 12
Title: *United States Government: Democracy in Action*, Glencoe
Copyright: 2003
Adopted: 2003-04

Government & Politics: United States AP - Grade 12
Title: *Government in America: People, Politics, and Policy AP*, Pearson
Copyright: 2014
Adopted: 2015-16

Microeconomics 1 AP - Grade 12
Title: *Economics*, Glencoe/McGraw-Hill
Copyright: 2005
Adopted: 2004-05

Macroeconomics 2 AP - Grade 12
Title: *Economics*, Glencoe/McGraw-Hill
Copyright: 2005
Adopted: 2004-05

Foreign Language		0.0 %
Health		0.0 %

Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

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School Facility Conditions and Planned Improvements

The school opened in 1962 on 50 acres. The site includes 15 permanent buildings and 25 temporary classrooms, plus two temporary relocatable bungalows. The grounds are attractive and well-kept. A new softball field, funded by district capital improvement monies, was completed in 2009. Proposition 1D funding provided a newly completed state-of-the-art automotive facility and a new broadcast multimedia facility in 2011. Proposition S funds are in the process of bringing repairs and improvements to upgrade and modernize the campus, and were used to renovate stadium facilities and the track in 2011. In December of 2012, we opened our new physical fitness center.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	peeling paint, wall damage - repaired
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	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good

Last updated: 1/8/2019

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	51.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	14.0%	43.0%	45.0%	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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	216	99.08%	50.70%
Male	107	106	99.07%	42.45%
Female	111	110	99.10%	58.72%
Black or African American	19	19	100.00%	22.22%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	109	109	100.00%	47.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	52	51	98.08%	54.90%
Two or More Races	22	22	100.00%	50.00%
Socioeconomically Disadvantaged	154	152	98.70%	52.63%
English Learners	31	31	100.00%	35.48%
Students with Disabilities	36	34	94.44%	14.71%
Students Receiving Migrant Education Services				
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.

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	216	99.08%	13.89%
Male	107	106	99.07%	16.04%
Female	111	110	99.10%	11.82%
Black or African American	19	19	100.00%	15.79%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	109	109	100.00%	9.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	52	51	98.08%	19.61%
Two or More Races	22	22	100.00%	18.18%
Socioeconomically Disadvantaged	154	152	98.70%	11.84%
English Learners	31	31	100.00%	12.90%
Students with Disabilities	36	34	94.44%	5.88%
Students Receiving Migrant Education Services				
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.

Last updated: 1/8/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	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 new 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.

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.

Last updated: 1/8/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

(PRINCIPAL: Edit your existing narrative, or add new site information, below.)

Career Technical Education (CTE) in San Diego Unified School District is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by (a) taking and passing three or more CTE courses in a single, defined field of study, (b) completing the pre- and co-requisite CTE and core curriculum courses, and (c) passing at least one CTE advanced-level course. Student internship opportunities are often available within the advanced-level CTE course curriculum. CTE programs of study often fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Data reported in the following table are intended to measure the performance of the school's career technical education (CTE) programs.

"Number of pupils" is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

"Pupils earning a high school diploma who also completed a CTE program" is the number of students who earned a high school diploma during the most recently completed school year and who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

"CTE courses sequenced between the school and postsecondary institutions" is the number of CTE courses the school offers that are sequence or linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	124
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	91.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.0%

Last updated: 1/8/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

Admission to the University of California (UC) and California State University (CSU) requires completion of a specific set of college-preparatory courses that have been certified by UC. The table below displays two measures related to these courses at the school.

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.9%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	50.0%

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

California Physical Fitness Test Results (School Year 2017—18)

The California Physical Fitness Test provides the outcomes in physical education and is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	21.7%	24.2%	32.0%

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.

Last updated: 1/8/2019

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)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Madison has an established Parent Involvement Committee, a subcommittee of the Foundation of James Madison High School. The goal of the committee is to engage parents in school activities and provide opportunities for them to share their voice and viewpoint with school leaders. Parent involvement extends to programs such as drama, music, robotics, athletics, cheerleading and JROTC. The Madison Foundation, PTSA, School Site Council, and the English Learner Advisory Committee provide opportunities for parents to participate in decision making and school governance. Parents can participate in the Madison Community of Schools monthly meetings, which brings together all schools in the cluster to support learning, community building, and academic achievement. In addition, parents can participate in the North City Prevention Coalition monthly meetings, which are held at the high school. Our Hawktalk Express and Warhawk Whisper newsletters are sent home via U.S. mail and e-mail. Six- and 12-week progress reports and semester report cards are mailed home to facilitate communication. The PowerSchool Parent Portal provides an additional opportunity for parents to track grades and attendance.

If you want to get involved, please contact Greg Williams at (858) 496-8410, ext. 2203.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (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 four-year "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A cohort is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A graduate is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) 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 DataQuest website at dq.cde.ca.gov/dataquest/.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.9%	2.0%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	92.5%	94.1%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.5%	3.7%	9.1%
Graduation Rate	91.3%	0.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
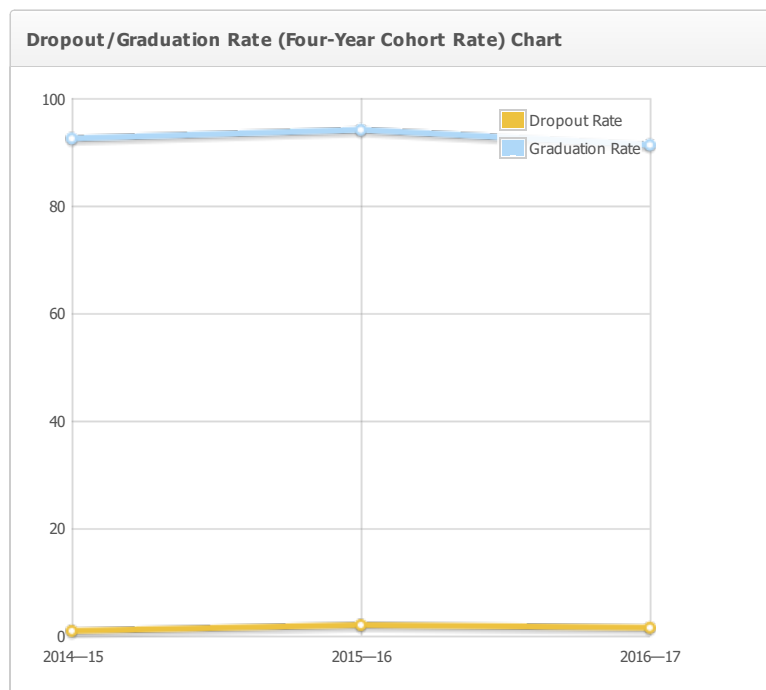
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/8/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

This table displays, by student group, the percentage of students who began the 2016-17 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and the date of graduation.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

| Student Group	School	District	State
All Students	90.1%	81.9%	88.7%
Black or African American	94.6%	78.4%	82.2%
American Indian or Alaska Native	0.0%	73.1%	82.8%
Asian	89.5%	87.1%	94.9%
Filipino	75.0%	89.2%	93.5%
Hispanic or Latino	90.9%	77.9%	86.5%
Native Hawaiian or Pacific Islander	100.0%	82.8%	88.6%
White	85.3%	87.2%	92.1%
Two or More Races	94.4%	84.4%	91.2%
Socioeconomically Disadvantaged	94.7%	80.4%	88.6%
English Learners	12.5%	38.8%	56.7%
Students with Disabilities	81.7%	51.6%	67.1%
Foster Youth	100.0%	66.7%	74.1%

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

Suspensions and Expulsions

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	8.7%	8.7%	7.3%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.5%	0.2%	0.6%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
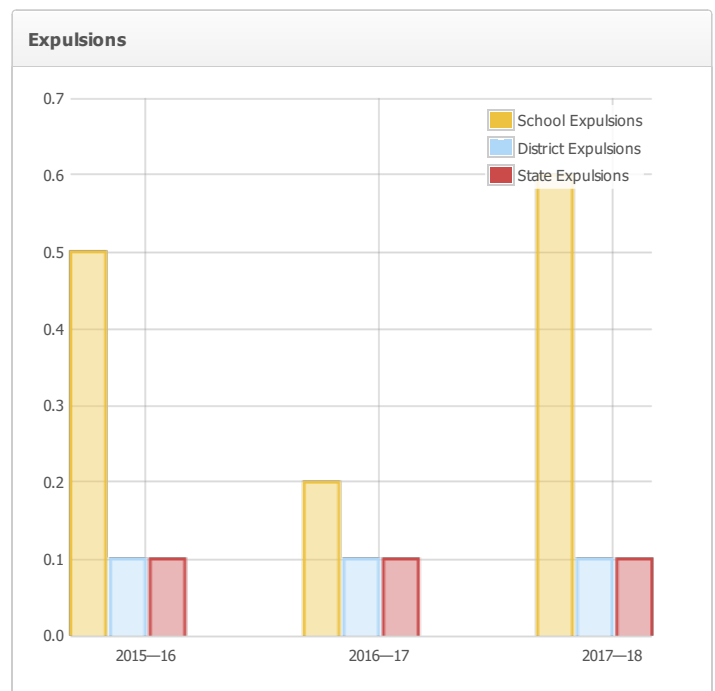
Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

Last Review/Update: September, 2018

Last Discussed with Staff: September, 2018

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Campus security is addressed with all staff at the beginning of the school year and emphasized in our staff handbook, which is presented to all staff members at the beginning of the school year. Supervision and staff are strategically positioned at all entry points to campus. The campus police officer briefs administrative

staff weekly on trends in the community and briefs students at the beginning of the school year regarding safety and crime. The officer patrols the neighborhood before and after school and works closely with school police and the San Diego police department. All visitors must check-in to the front office upon arrival to campus. The parking lot entrance is supervised at lunch; deliveries to school are discouraged.

Last updated: 2/1/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	16	13	20
Mathematics	29.0	5	14	19
Science	29.0	3	18	11
Social Science	30.0	4	9	15

* 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 and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	13	19	13
Mathematics	29.0	6	9	20
Science	28.0	5	11	17
Social Science	31.0	1	10	14

* 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 and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	13	16	14
Mathematics	28.0	8	11	17
Science	30.0	5	9	15
Social Science	29.0	4	10	15

* 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.

Last updated: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	240.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*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.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic orunrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. Supplemental or restricted sources are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: 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.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9735.0	$7260.0	$2475.0	$81764.0
District	N/A	N/A	$6754.0	$80798.0
Percent Difference – School Site and District	N/A	N/A	7.5%	1.2%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	1.9%	1.2%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education

- Special Education—programs offering appropriate, individualized instruction to students with special needs

- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services

- Transportation

- Maintenance and operations

- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

We provide a community outreach coordinator who supports parent involvement, student engagement beyond the school day, and the engagement of community partners at the school site.

Last updated: 1/31/2019

# Teacher and Administrative Salaries (Fiscal Year 2016—17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,124	$47,903
Mid-Range Teacher Salary	$70,086	$74,481
Highest Teacher Salary	$95,262	$98,269
Average Principal Salary (Elementary)	$131,580	$123,495
Average Principal Salary (Middle)	$135,867	$129,482
Average Principal Salary (High)	$148,932	$142,414
Superintendent Salary	$275,000	$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
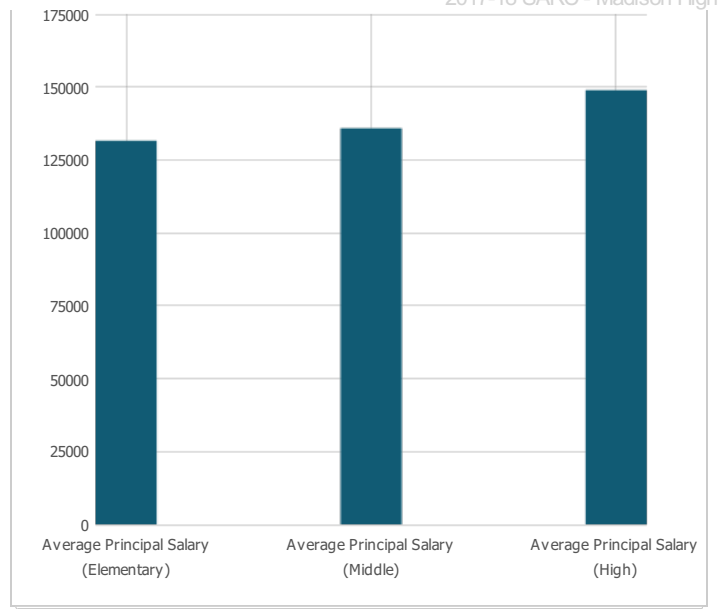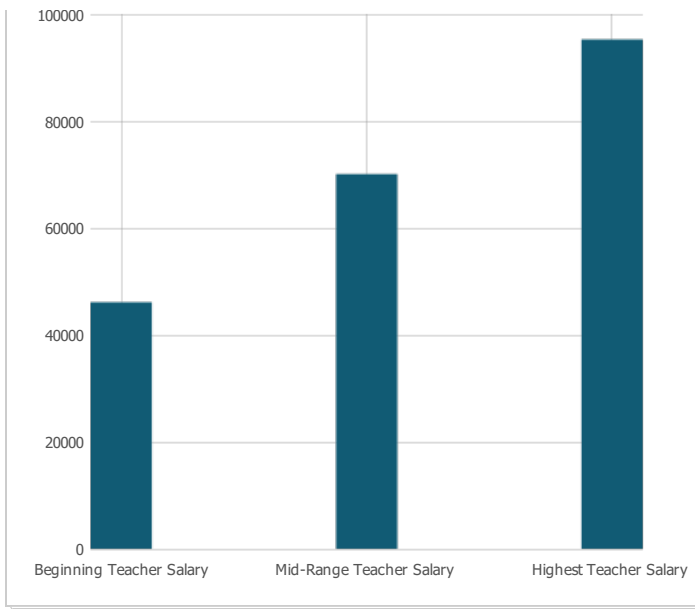
Last updated: 1/8/2019

Advanced Placement (AP) Courses (School Year 2017—18)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, and the percentage of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	5	N/A
All Courses	12	22.4%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2019

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

James Madison High School has worked directly to understand and implement programs that address the entirety of the student educational experience. The school's bell schedule is arranged to provide professional learning community meeting time within the staffs' workday. Each department is focusing professional learning in the three areas of infusion: writing in every content area, creation of units of study utilizing viable curriculum, and further examining our impact to the cultural competence of our decisions. In addition to departmental learning responsibilities, staff serves on committees dedicated to monitoring and showcasing our WASC Student Learner Outcomes of Excellence, Leadership, Social Justice and Post-secondary Readiness.

Last updated: 1/31/2019