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Grades 6-8

Madison Middle School

School Accountability Report Card

Reported Using Data from the 2022-23 School Year
Published During 2023-24

Andrew Walanski, Principal

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School District**
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About This School

School's Mission Statement

The Mission of Madison Middle School is to inspire all students to persevere as critical thinking individuals who collaborate to solve real-world problems *in a supportive environment with high expectations for all.*

Principal's Message

Madison Middle School is in north San Diego County on the border of Vista and Oceanside and is a diverse school community committed to preparing middle school students for success in high school, college, and careers. The dedicated staff of Madison embraces innovation and creativity and is actively implementing Common Core State Standards. In addition, Madison has a tradition of an active community and parental involvement.

Madison also has a tradition of academic excellence due to our dedicated staff and supportive community. Madison is a California Distinguished School and a National Blue-Ribbon School. Our staff is committed to professional development to stay current on the latest educational practices and prepare our students for the demands of technology, literacy, and citizenship in real-world experiences.

At Madison, our site goals are:

- Focus on building our culture of Family, Connection, and Belonging
- Building the 3 R's (Respect, Responsibility, and Relationships) as our foundation for how we work with and treat one another on our campus
- Create new and updated Core Values, Mission, and Vision during the 2022-2023 school year • Create and begin the implementation of our Personalized Learning focus –this was previously C-Steam, but the Madison Community of stakeholders would like to revisit this
- Expand the implementation of Explore Labs across curricular areas
- Create new systems for inclusion and begin the process of becoming a model school for innovative Special Education services that meet the needs of all students

Major Achievements

- Madison is a district leader in implementing Blended Learning Environments and effective use of technology in the classroom. This is exemplified by our Madison Broadcasting Company and our Computer Science Electives, amongst others.
- Teachers participate in ongoing professional development and weekly collaboration to improve student achievement.
- Piloting the Amplify Science Curriculum
- Piloting the use of the Desmos Mathematics Curriculum
- We continue to exceed the county and state averages for reclassifying English Learners.
- Teachers are caring, and competent and embrace innovation and student-centered learning.

Focus for Improvement

- Create revised Core Values, Mission, Vision, and School of Choice Learning Focus.
- Review Special Education services from Mod/Severe to Mild/Mod and align with our feeder schools and the high schools to ensure students have access to the greatest opportunities possible. For example, we will pursue piloting a true co-teaching model for our Mild/Mod Program.

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- Expand and improve services provided to our ELD students including creating a site leadership team composed of administrators, our ELD RT, faculty, and staff members. This includes GLAD training opportunities and attending the 2023 CABA conference
- Implement additional support for students who are struggling academically and behaviorally through our work with the district PBIS teams and initiative
- Expand the implementation of Restorative Practices Site-wide
- Enlarge the parent involvement with the school from both the English-speaking and Spanish-speaking communities.

Student Enrollment by Subgroup (2022-23)

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
Non-Binary	0.0
American Indian or Alaska Native	0.1
Asian	2.7
Black or African American	1.5
Filipino	1.2
Hispanic or Latino	61.0
Native Hawaiian or Pacific Islander	1.0
Two or More Races	6.6
White	25.9
English Learners	12.1
Foster Youth	0.3
Homeless	3.0
Migrant	0.7
Socioeconomically Disadvantage	62.8
Students with Disabilities	18.1

Student Enrollment by Grade Level (2022-23)

Grade Level	Enrollment
Grade 6	319
Grade 7	312
Grade 8	325
Total Enrollment	956

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22
Permits and Waivers	0.0	1.0
Misassignments	0.0	0.5
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.5

Teachers Without Credentials Assigned Out-of-Field (considered “out-of-field” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0
Local Assignment Options	5.6	0.0
Total Out-of-Field Teachers	5.6	0.0

Teacher Preparation and Placement (2020-21)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.2	77.8%	920.8	87.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.2%	4,205.9	1.5%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0%	16.4	1.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.6	11.5%	44.8	4.2%	12,115.8	4.4%
Unknown	5.2	10.7%	72.9	6.9%	18,854.3	6.9%
Total Teaching Positions	49.1	100.0%	1,057.0	100.0%	274,759.1	100.0%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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Teacher Preparation and Placement (2021-22)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.3	86.62%	917.7	86.53%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.1	0.3%	3.0	0.28%	4,853.0	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	3.22%	21.1	1.99%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	48.2	4.55%	11,953.1	4.2%
Unknown	4.5	9.85%	70.4	6.64%	15,831.9	5.67%
Total Teaching Positions	46.4	100.0%	1,060.5	100%	279,044.8	100.0%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Class Assignments

Indicator	Percent 220-21	Percent 2201-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023-24)

In Vista Unified School District (VUSD), textbooks and instructional materials considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. Recommended textbooks and instructional materials are then approved by the VUSD Board of Trustees. Each student in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and instructional materials used at each school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of a resolution by the Board of Trustees declaring the sufficiency of textbooks and instructional materials for the fiscal year 2023-24 under *Education Code* Sections 60119, 60422(b), and 60451 was done on October 12, 2023.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Holt <i>Literature and Language Arts</i> Cengage: National Geographic– <i>Inside Fundamentals: Newcomers</i>	2003 2018	Yes Yes	0% 0%
Mathematics	CPM (College Preparatory Mathematics) Educational Programs– <i>Core Connections</i>	2016	Yes	0%
Science	Amplify Education, Inc. <i>Amplify Science</i>	2023	Yes	0%
History-Social Studies	(TCI) <i>History Alive!</i>	2005	Yes	0%
English Language Development	National Geographic— <i>Inside</i> National Geographic– <i>Inside Fundamentals: Newcomers</i>	2017 2018	Yes Yes	0% 0%
World Language	McDougal Littell– <i>En Espanol</i> McDougal Littell– <i>Tu Mundo</i> Glencoe/McGraw-Hill– <i>Como Te Va</i>	2004 2010 2010	Yes Yes Yes	0% 0% 0%
Health	Instructional Materials Positive Prevention Plus <i>Sexual Health Education for America's Youth High School</i>	2018	Yes	0%

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Curriculum and Instructional Materials

Reading and Writing: Our district-adopted language arts curriculum for middle school is Holt Literature and Language Arts. The skills and strategies taught in this comprehensive program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading comprehension and writing standards are taught and assessed at all levels. Systematic instruction and a variety of resources ensure success for all Vista students.

Mathematics: Our math curriculum is aligned with the California Common Core Standards for each grade level. Students learn to compute fluently, make reasonable assumptions, and understand the meaning of operations. Additionally, students learn to use algebraic symbols, comprehend quantitative relationships, and graph and manipulate equations..

Science: Our middle school science curriculum promotes a hands-on approach to studying earth and space systems, life science, physical science, and engineering design. Students participate in science investigations and applications that are aligned to the California Next Generation Science Standards and include topics such as the structure and properties of matter, weather and climate, waves and electromagnetic radiation, and organisms and ecosystems. The investigative approach to understanding and applying knowledge in science will help students to build their scientific literacy skills while learning about the world.

History-Social Studies: Our social studies curriculum is based on the California Common Core Standards for each grade level. The content at each grade level focuses on chronology, research-based evidence, point of view, and historical interpretation.

Specialized Services

- After school tutoring
- Before and after-school tutoring
- Before and After School Expanded Learning Opportunities (ELO) including collaboration with Rancho Buena Vista High School (color guard & mariachi)
- United Sound
- Summer Boost
- Computer Science

Special Education Program: The mission of the Special Education department is to provide the specialized instruction and services each student with a disability may require assisting that student to reach their goals in school. Madison Middle School is staffed with seven full-time Mild/Moderate education specialists, two full-time Special Day Class teachers, one full-time speech and language pathologist, and one school psychologist. Madison has a dedicated Autism program that focuses on the unique needs of students with Autism. This year Madison has embarked on a comprehensive review of our entire special education pathway which includes investigating co-teaching practices, Mod/Severe inclusion in the general education classroom, and alignment with elementary and high school pathways.

English Learner Program: All students not yet fluent in English receive English Language Development support in classes that help them gain fluency. During the 2022-23 school year, we have 116 English Learner students enrolled. We strive to advance our English Learners into mainstream classes as soon as possible. At our site, we have the following staff members working directly with English learners:

- English Language Learner teachers
- ELD Resource Teacher which is a 100% release time position to support our EL program.
- English-only teachers certified to instruct English learners
- Instruction focuses on reading and verbal skills. English learners receive ELD daily. Teachers are appropriately credentialed to teach English learners.

Library

Our library is open five days a week. Students have access to books, computers, multiple online databases, and reference materials. The students may come to the library before and after school and at lunch, and they often come with their classes to work on specific projects. Students may check out books daily. Our library continually acquires resources, both print and digital, to assist students in mastering content standards.

Technology

Madison is a 1:1 school where all of our students have a Chromebook that they check out and take home with them and is a major component of their academics. In addition, classes such as Video Production and Yearbook use computer labs. Software such as G Suite is available on each computer in the school. Computers are also available in the library during lunch and after school for individual student use. All classrooms have document cameras and LCD projectors. All teachers embrace the use of Google Classroom, the Canvas Learning Management System, and Aeries.

School Facilities

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Cleaning Process and Schedule

The site administrators, custodians, and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean. The district takes great effort to ensure that all schools are clean, safe, and functional.

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School Facility Good Repair Status (School Year 2022-23)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on September 12, 2023. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Fair	Lights burned out in more than one room. Appliance plugged into power strip in more than one room. Pencil sharpener broken in more than one room. Damaged carpet in one room. Stained ceiling tile in one room. Holes in drywall in one room. (Action taken on 10/1/2023)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Poor	Ballasts inoperable in several rooms. Missing light diffuser in more than one room. Lights in one room will not turn off. Two hand dryers inoperable in RR's. Clock hole open in one room. Low voltage J box in one room. Hi bay lights inoperable in one room. (Action taken on 10/1/2023)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucets inoperable in more than one room. Loose faucet in more than one room. Drinking fountain will not turn off due to a missing handle. Two drinking fountains broken. One room has low water pressure.
Safety: Fire Safety, Hazardous Materials	Good	Chemicals within reach of students in more than one room.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
Overall Rating	Good 91.58%	

School Facility Conditions and Planned Improvements

Madison Middle School was built in 1994. We have several specialized classrooms to use for band, music, computers, special education, and science labs. Classrooms are cleaned regularly, and the grounds and buildings are routinely maintained through a district-wide schedule. Classrooms have adequate desks and lighting. This year's facilities improvements were highlighted by the addition of a shade structure in the 500 quad that was provided through a local measure. Additional facilities improvements this year will include:

- Updating the kitchen appliances in our functional skills classrooms
- Completely redesigning our Moderate/Severe special education classroom to make it a world-class learning environment
- Updating campus branding to include our PL/School of Choice Focus
- Updating our CTE classrooms
- Creating a new classroom space for our Autism program to better meet student needs including a sensory/decompression room

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: 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.

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CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Taking and Completing a State Administered Assessment

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
ELA/Literacy	44	35	43	43	47	46
Mathematics	26	24	28	31	33	34

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	955	936	98.01	1.99	34.33
Female	431	422	97.91	2.09	37.91
Male	524	514	98.09	1.91	32.3
American Indian or Alaska Native	—	—	—	—	—
Asian	21	21	100.0	0.0	61.9
Black or African American	14	13	92.86	7.14	38.46
Filipino	—	—	—	—	—
Hispanic or Latino	585	576	98.46	1.54	26.91
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	68	67	98.53	1.47	50.75
White	246	238	96.75	3.25	47.06
English Learners	92	87	94.57	5.43	1.15
Foster Youth	—	—	—	—	—
Homeless	28	26	92.86	7.14	30.77
Military	—	—	—	—	—
Socioeconomically Disadvantaged	604	591	97.85	2.15	29.1
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	181	170	93.92	6.08	11.19

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	955	924	96.75	3.25	24.03
Female	431	418	96.98	3.02	20.81
Male	524	506	96.56	3.44	26.68
American Indian or Alaska Native	—	—	—	—	—
Asian	21	21	100.0	0.0	52.38
Black or African American	14	13	92.86	7.14	30.77
Filipino	—	—	—	—	—
Hispanic or Latino	585	567	96.92	3.08	16.05
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	68	67	98.53	1.47	37.31
White	246	235	95.53	4.47	35.32
English Learners	92	87	94.57	5.43	3.45
Foster Youth	—	—	—	—	—
Homeless	28	25	89.29	10.71	20.0
Military	—	—	—	—	—
Socioeconomically Disadvantaged	604	582	96.36	3.64	18.38
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	181	165	91.16	8.84	7.88

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
	30.84	26.84	27.48	29.14	29.47	30.29

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2022-23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	320	97.56	2.44	26.88
Female	145	141	97.24	2.76	29.08
Male	183	179	97.81	2.19	25.14
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	197	195	98.98	1.02	18.97
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	18	18	100.0	0.0	38.89
White	89	83	93.26	6.74	42.17
English Learners	24	23	95.83	4.17	0.0
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	211	206	97.63	2.37	21.84
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	67	62	92.54	7.46	12.9

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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 (2022-23)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100.0	99.7	99.7	100.0	99.7

Note: The administration of the PFT during the 2021–22 and 2022–23 school years requires only participation results for these five fitness areas.

Note: Percentages are not calculated, and double dashes (--) appear in the table 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.

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State Priority: Pupil Engagement

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1014	1000	242	24.2
Female	460	451	115	25.5
Male	554	549	127	23.1
American Indian or Alaska Native	1	1	0	0.0
Asian	28	28	2	7.1
Black or African American	20	17	6	35.3
Filipino	11	11	2	18.2
Hispanic or Latino	618	612	167	27.3
Native Hawaiian or Pacific Islander	10	10	4	40.0
Two or More Races	69	67	13	19.4
White	257	254	48	18.9
English Learners	132	132	43	32.6
Foster Youth	3	3	0	0.0
Homeless	32	31	17	54.8
Socioeconomically Disadvantaged	657	646	181	28.0
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	206	201	62	30.8

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 Parent Involvement

Name: Patricia Carter, Office Manager

Phone number: (760) 940-0176 ext. 2002

Parents are an integral part of the success of our school. Their involvement ranges from participation in our active PTA, volunteering to support in the classroom, to policymaking on district committees, Madison's School Site Council (SSC), and English Learner Advisory Committee (ELAC). Also, we always need and welcome parent volunteers in the classroom and on the school grounds during lunch or before and after school. We encourage parents to get involved and volunteer.

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

Rate	School 2020-21	School 2021-22	School 2022-23
Suspensions	3.9	16.56	12.52
Expulsions	0.0	0.29	0.39
Rate	District 2020-21	District 2021-22	District 2022-23
Suspensions	1.26	4.93	4.73
Expulsions	0.01	0.05	0.07
Rate	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.2	3.17	3.6
Expulsions	0.0	0.07	0.08

Suspensions and Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.52	0.39
Female	9.78	0.0
Male	14.8	0.72
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	3.57	0.0
Black or African American	10.0	0.0
American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	13.75	0.49
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	14.49	0.0
White	10.51	0.39
English Learners	16.67	0.76
Foster Youth	0.0	0.0
Homeless	34.38	3.13
Socioeconomically Disadvantaged	13.39	0.61
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	19.9	0.0

SCHOOL ACCOUNTABILITY REPORT CARD

Discipline

Madison has adopted Restorative Practices and Teaching with Love and Logic to address referrals, detentions, In-School Suspension, and out-of-school suspension. Additionally, we have partnered with the Anti-Defamation League and have adopted their No Place for Hate Anti-Bias curriculum to address name-calling, bullying, and other behaviors that have led to students being in in-school or out of school suspension. At times we find it necessary to suspend students who break school rules outlined in the California Education Code. We report only suspensions in which students are sent home for a day or longer. We do report in-school suspensions, in which students are removed from one or more classes during a single school day.

All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We teach conflict resolution and good character and reward students for positive behavior. Expulsion is the most severe consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

School Safety

SB187 Safety Plan

Date the plan was last updated: 3/1/2023

Date the plan was last reviewed with staff: 8/16/2023

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures ensuring a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted according to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. We routinely go over safety rules with students and practice fire, earthquake, and other disaster drills. All school staff is trained annually in safety procedures for the site.

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	478
Library Media Teacher	1.0	
Psychologist	1.3	
Nurse (Health Technician)	0.5	
Speech/Language/Hearing Specialist	0.6	
Social Worker	0.4	
Other	3.2	

*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.



Other SARC Information

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2020-21				2021-22				2022-23			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	23	17	5	19.0	18	19	2	19.0	17	16	4
Mathematics	20.0	18	18	5	19.0	18	19		23.0	11	14	5
Science	27.0	6	17	8	30.0	2	18	4	29.0	2	18	5
Social Science	28.0	2	12	11	25.0	19	20	1	25.0	5	16	3

*Number of classes indicates how many classes fall into each size category (a range of total students per class). At the secondary school level this information is reported by subject area rather than grade level.

SCHOOL ACCOUNTABILITY REPORT CARD

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$10,806	\$3,111	7,695	\$83,579
District			\$10,073	\$88,513
State			\$7,607	\$90,632
Percent Difference: School/District			(24%)	(6%)
Percent Difference: School/State			1%	(8%)

Teacher & Administrative Salaries (Fiscal Year 2021-22)

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 teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,075	\$55,550
Mid-Range Teacher Salary	\$88,513	\$84,645
Highest Teacher Salary	\$115,689	\$111,284
Average Principal Salary (Elementary)	\$138,774	\$139,860
Average Principal Salary (Middle)	\$142,544	\$146,440
Average Principal Salary (High)	\$156,118	\$158,448
Superintendent Salary	\$260,000	\$278,268
Percent of District Budget		
Teacher Salaries	35.71	32.21
Administrative Salaries	4.17	4.89

Other Funding (Fiscal Year 2022-23)

Program	Amount
Title I	\$118,070
Lottery Instructional Materials	22,442
COVID State and Federal Relief Funds	145,651
Local Grants	3,000
Total	\$289,163

Professional Development

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	6

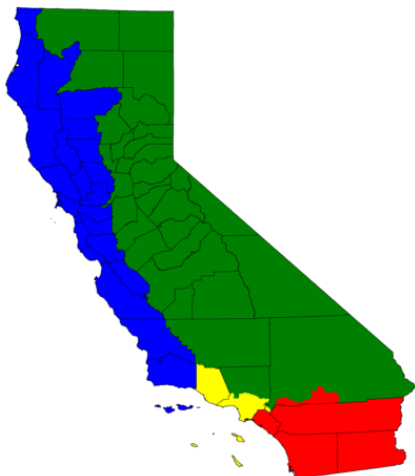
The Vista Unified School District (VUSD) has developed a professional development blueprint, ensuring that the instructional focus and student support are high quality and implemented in all schools. Our comprehensive plan is designed to provide teachers, paraprofessionals, staff, and administrators with continuous and sustained professional growth opportunities, all in support of implementing a multi-tiered system of support (MTSS), adhering to the California Common Core State Standards, embracing Universal Design for Learning (UDL), and incorporating instructional technology tools. Embedded within our professional development plan are opportunities for teachers and staff to engage in collaborative efforts with their peers, analyze assessment outcomes, curate instructional plans, and create targeted interventions and enrichment experiences for our students.

Our Special Education Strategic Plan provides professional development opportunities in the areas of instructional delivery, special education processes, communication, and building staff capacity. This approach fosters collaboration among special education teachers, general education teachers, and paraprofessionals, enabling them to enhance their capabilities as equal partners within the instructional environment. In addition, the district's Behavior Support Team remains committed to enhancing the skills of school site leaders, general education teachers, education specialists, instructional assistants, and counselors. This effort is focused on the implementation of a Positive Behavioral Intervention and Support (PBIS) program to improve instruction and learning for students facing behavioral challenges.

Vista Unified's Multilingual Education Department provides our students a comprehensive multilingual education system with a primary focus on enhancing professional development opportunities that cater to the needs of English learners participating in both our Structured English Immersion and Dual Language Immersion programs. Guided Language Acquisition Design (GLAD®) is the instructional foundation for grades TK-12, aligning with the vision outlined in *California's English Learner Roadmap* policy. The GLAD model reinforces our commitment to providing educational programs and practices designed for English learners that include the implementation of integrated English-language development (ELD) and designated ELD. In conjunction with this, a dedicated team of ELD teachers provides continuous professional development

SCHOOL ACCOUNTABILITY REPORT CARD

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

