

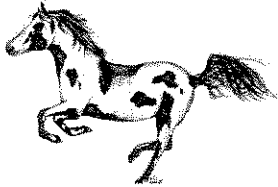
Abraham Lincoln Alternative School

1919 B St. • Marysville, CA 95901 • (530) 740-6489 • Grades K-12

Rocco Greco, Principal

rgreco@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

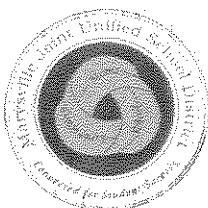
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 740-6489.

School Description

Abraham Lincoln Alternative School furnishes our students with the opportunity to receive a high quality education in a flexible alternative environment. We serve our students through an independent study format, as well as offering seat time expulsion programs for elementary and Junior high students. Our teachers work with our students individually to build their goals, leadership skills, and academic knowledge. Our students are given credit for mentoring other students in the community, applied credits for learning and creating projects in the community, and are transitioned smoothly into community college facilities. In addition to using California State Standards, our teachers use project-based learning to develop interest and organizational skills of our students. This format allows students to work, tour as athletes, and remediate deficiencies at their own pace. Our Mission is simple: Create successful students and community members that value education and their future.

Opportunities for Parental Involvement

Parents are invited to be active members of our School Site Council. As a key partner to education, parents are also encouraged to participate in Student Study Team meetings and Intervention Team meetings. Leadership and beautification days bring parents onto the campus to help improve the school image and enrich the learning opportunities for our students. Parents and guardians also enjoy gathering at the school for potlucks, and parents are always invited to volunteer at the school. Our parents are also welcome to join the Parent Advisory Committee that meets with the Marysville Joint Unified School District Superintendent monthly.

Parent involvement coordinator: Principal Rocco Greco (530)749-6105

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 1	1
Gr. 2	1
Gr. 3	2
Gr. 4	1
Gr. 5	1
Gr. 6	3
Gr. 7	2
Gr. 8	10
Gr. 9	12
Gr. 10	34
Gr. 11	42
Gr. 12	56
Total	165

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	5.5
Asian	2.4
Filipino	0.6
Hispanic or Latino	38.8
Native Hawaiian/Pacific Islander	0.6
White	47.3
Two or More Races	1.8
Socioeconomically Disadvantaged	69.1
English Learners	20
Students with Disabilities	12.1

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	3.54	0	5.45
Expulsions Rate	0.51	0	.61
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan addresses many areas related to safe school procedures. Included are: child abuse reporting procedures, disaster procedures, routines and emergencies, policies regarding actions that would lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils, sexual harassment policy, schoolwide dress code, procedures for safe movement of pupils, and rules and procedures on school discipline. In addition, emergency procedures and communications are published in school newsletters and the handbook. The school safety plan is a living document that was officially reviewed between the first and second semester.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

Abraham Lincoln School is in a new location. They occupy four portable classrooms. Overall, the site is clean and in good condition.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	HVAC was repaired.
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Replaced broken window.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	0	9	0
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	0	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.13
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: PASS Officer to review attendance and provide additional support and planning based on the individual need of at-risk students, Virtual Learning Centers, and modified individualized curriculum.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,654	\$132	\$5,502	\$44,434
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			19%	28%
Percent Difference: School Site/ State			1%	33%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Textbooks and Instructional Materials		
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%		Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002) Reading and Language Arts Program, McDougal Littell (2002) High Point, Hampton Brown (2002) Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%		Saxon Math, Harcourt Brace School Publishers (2008) Course 2, Pre-Algebra, CA Edition, McDougal Littell (2008) Algebra Readiness, CA Edition, Holt (2008) Algebra I, CA Edition, McDougal Littell (2008) Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%		California Science, MacMillan McGraw Hill (2007) California Science: Earth, Life and Physical Science, Holt, Rinehart, and Winston (2007) Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%		History Social Studies for California, Pearson Scott Foresman (2006) Social Studies, Pearson Prentice Hall (2006) US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:		The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	11	11	16	43	45	48	52	54	56
Math	4	7	15	47	49	49	48	50	51
Science	10	14	8	46	50	50	54	57	60
H-SS	13	8		37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	16	15	8	
Male	15	21	5	
Female	16		11	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11		14	
Native Hawaiian/Pacific Islander				
White	21	13	6	
Two or More Races				
Socioeconomically Disadvantaged	14	17	7	
English Learners	8			
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	76	48	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	1	1	1
Similar Schools	1		

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	43 589	6,496 788
Black or African American	Students API-G	0 726	313,201 710
American Indian or Alaska Native	Students API-G	3 753	31,606 742
Asian	Students API-G	1 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	18 613	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	0 774	26,563 775
White	Students API-G	20 580	1,221,860 853
Two or More Races	Students API-G	1 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	24 531	5,017 741
English Learners	Students API-G	10 714	2,070 716
Students with Disabilities	Students API-G	4 450	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	84%	86%	---
Black or African American	50%	78%	---
American Indian or Alaska Native	83%	97%	---
Asian	100%	93%	---
Filipino	---	---	---
Hispanic or Latino	74%	81%	---
Native Hawaiian/Pacific Islander	---	50%	---
White	92%	89%	---
Two or More Races	0%	77%	---
Socioeconomically Disadvantaged	70%	82%	---
English Learners	89%	100%	---
Students with Disabilities	88%	82%	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	25.1	51.3	48.9
Graduation Rate	51.91	51.63	43.33
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
English-Language Arts	21	38	27
Mathematics	16	20	19
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)

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

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School	73	15	12	81	19	0
Male	81	6	13	88	13	0
Female	65	24	12	75	25	0
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino				91	9	0
Native Hawaiian/Pacific Islander						
White	67	17	17	75	25	0
Two or More Races						
Socioeconomically Disadvantaged	75	10	15	84	16	0
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Arboga Elementary School

1686 Broadway • Marysville, CA 95901 • (530) 741-6101 • Grades K-6

Eric Preston, Principal
epreston@mjusd.com

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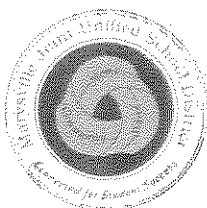
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Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6101.

School Description

Arboga Elementary School, although no longer that little country school, has maintained a small school feel. We pride ourselves in the belief that education is a customer-service based venture and that it is our duty to provide all of our students with the best education possible. Friendliness and warmth is a large part of the school coupled with high academic expectations. In March of 2010, we received the honor of being named a California Distinguished School and spring of 2011 saw us receive the California Title I Academic Achievement Award.

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and communities benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to reach their dreams successfully. Together, we can open the doors of tomorrow for our students today. Arboga Elementary School encourages parents to be a part of their child's learning experience. Opportunities range from being a part of the Parent Teacher Staff Organization (PTSO), to serving on the Site Council, to being a member of English Learners Advisory Council (ELAC), to volunteering in a classroom, at one of our curriculum nights, or being a chaperone on a field trip.

Parent involvement coordinator: Eric Preston (530) 741-6101

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	88
Gr. 1	82
Gr. 2	60
Gr. 3	76
Gr. 4	75
Gr. 5	58
Gr. 6	67
Total	506

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.4
Asian	8.3
Filipino	0.2
Hispanic or Latino	29.1
Native Hawaiian/Pacific Islander	0.6
White	43.9
Two or More Races	12.3
Socioeconomically Disadvantaged	64.8
English Learners	23.9
Students with Disabilities	4.9

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	21	21	23.8	1	3	1	1	0	3	0	0	0
Gr. 1	22	21.7	25	0	2	0	3	1	3	0	0	0
Gr. 2	22	20	20	1	4	3	2	0	0	0	0	0
Gr. 3	18	20.7	25.3	3	3	0	0	0	3	0	0	0
Gr. 4	22	31.5	33.5	1	0	0	2	2	0	0	0	2
Gr. 5	26	33	33	0	0	0	2	1	1	0	1	1
Gr. 6	31	27.5	33.5	0	0	0	2	2	0	0	0	2
Other	19		0	1		1	0		0	0		0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	8.18	9.03	4.35
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Arboga Elementary School has adopted a Safe School Plan to ensure the school site environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through meetings and input from students, parents, site staff, district staff, community members, and local agencies. We will be officially revising it again during the 2012-13 school year. We schedule fire, earthquake, and intruder on campus drills regularly. All visitors to our campus are directed through the main office so that we know who is on our site.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

Arboga Elementary School has a new preschool and a new preschool playground. The school is very nice and clean.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Work order submitted to mount two fire extinguishers.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Work order submitted to replace a cracked window.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	19	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: a 3.75 hour Literary Resource Technician; a 3.75 hour Family Liaison; a 3.5 hour Student Support Specialist; GATE program; technology such as computers; ELMOs; LCD projectors; tutoring for students at or Below Basic on state testing; release time for grade level teams to articulate; a site license for Renaissance which includes Accelerated Reader, Accelerated Math, English Facts in a Flash, and Math Facts in a Flash, a site license for Discovery Education, a site license for Media Chalk.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,504	\$1,643	\$2,861	\$54,984
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			38%	11%
Percent Difference: School Site/ State			48%	17%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	62	61	65	43	45	48	52	54	56
Math	71	75	75	47	49	49	48	50	51
Science	83	66	69	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	65	75	69	
Male	65	75	65	
Female	66	74	72	
Black or African American	62	77		
American Indian or Alaska Native				
Asian	50	70		
Filipino				
Hispanic or Latino	67	72	88	
Native Hawaiian/Pacific Islander				
White	68	78	64	
Two or More Races	63	73		
Socioeconomically Disadvantaged	58	72	61	
English Learners	50	66		
Students with Disabilities	5	24		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.8	25.9	25.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	25	1	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	19	16
Native Hawaiian/Pacific Islander			
White	35	-15	35
Two or More Races			
Socioeconomically Disadvantaged	17	0	12
English Learners	10	31	-9
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	7	8	7
Similar Schools	10	10	9

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	311	6,496	4,664,264
	API-G	864	760	788
Black or African American	Students	13	227	313,201
	API-G	818	726	710
American Indian or Alaska Native	Students	4	242	31,606
	API-G		753	742
Asian	Students	29	665	404,670
	API-G	811	752	905
Filipino	Students	1	29	124,824
	API-G		855	869
Hispanic or Latino	Students	86	2,493	2,425,230
	API-G	867	740	740
Native Hawaiian/ Pacific Islander	Students	3	42	26,563
	API-G		774	775
White	Students	134	2,598	1,221,860
	API-G	878	782	853
Two or More Races	Students	40	173	88,428
	API-G	860	810	849
Socioeconomically Disadvantaged	Students	186	5,017	2,779,680
	API-G	838	741	737
English Learners	Students	75	2,070	1,530,297
	API-G	855	714	716
Students with Disabilities	Students	21	771	530,935
	API-G	556	450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Browns Valley Elementary School

9555 Browns Valley School Rd. • Browns Valley, CA 95918 • (530) 741-6107 • Grades K-6

Lisa Goodman, Principal
lgoodman@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

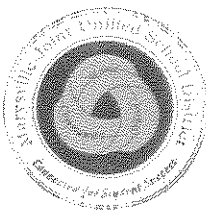
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6107.

School Description

Browns Valley Elementary School is nestled on 10 rolling acres in the foothills. It is one of the District's best kept secrets. The school is located in the unincorporated area of Yuba County, 13 miles east of Marysville. Although our school is almost 50 years old, the buildings and grounds exemplify the love and pride staff, parents, and students have for our school. This is demonstrated by the rare finding of litter and zero crime reports or graffiti. We are a family with one goal in mind - give students the best education possible with a creative, nurturing atmosphere. The foothills community is proud and actively supportive of the students and school community. Together, we take great pride in being the highest performing school in the district!

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together we can open the doors of tomorrow for students today. Browns Valley Elementary School encourages parents to be part of their child's learning experience. Opportunities include: Parent Teacher Conferences, Back-to-School Night, The Winter Program, Open House, Awards Assemblies, Parent Trainings, Family Nights, monthly PTA and SSC meetings, Garden Committee meetings, field trips, class parties, fundraising efforts, and volunteering. Notices are regularly sent home to parents and the School Messenger phone system is used as another communication tool. Browns Valley School has an open door policy and encourages parents to come to school or call to share concerns or obtain answers to questions. The Site Council also annually adopts a Parent Involvement Policy.

Please call to find out how you can become involved and demonstrate the importance of education to your child.

Parent involvement coordinator: Lisa Goodman (530) 741-6107

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	25
Gr. 1	22
Gr. 2	25
Gr. 3	21
Gr. 4	24
Gr. 5	29
Gr. 6	14
Total	160

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	20
Asian	2.5
Filipino	0
Hispanic or Latino	13.1
Native Hawaiian/Pacific Islander	0
White	63.1
Two or More Races	1.3
Socioeconomically Disadvantaged	39.4
English Learners	4.4
Students with Disabilities	3.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	23	22	25	0	1	0	1	0	1	0	0	0
Gr. 1	0	24	22	0	0	1	0	1	0	0	0	0
Gr. 2	0	23	25	0	0	0	0	1	1	0	0	0
Gr. 3	20	18	21	1	1	1	0	0	0	0	0	0
Gr. 4	0	21	24	0	1	0	0	0	1	0	0	0
Gr. 5	32	20	29	0	1	0	1	0	1	0	0	0
Gr. 6	25	27	14	0	0	1	1	1	0	0	0	0
Other	45			2			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	4.88	1.94	0
Expulsions Rate	0.61	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Site Council annually adopts a Safe School Plan that includes: safe school strategies, goals, and programs; the school's social and physical environment; student and staff characteristics; school culture; disaster response; arrival and departure; and school discipline. Policies on suspension and expulsion, employee/student safety, sexual harassment, child abuse reporting, tobacco, and dress code are also included. The Student-Parent-School Compact establishes the basic needs to maintain a safe school. It is reviewed in class, sent home, and referred to when working with students on self-improvement and problem-solving strategies. Student safety is a top priority at Browns Valley School. We conduct monthly emergency/fire drills, as well as earthquake drills. Playground supervision, conflict resolution, bullying prevention activities, behavior expectation assemblies, drug and alcohol abuse prevention, and child abuse awareness add to the safe school culture.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2012

Browns Valley Elementary School buildings were clean and well kept. Overall the site is very nice inside and out.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Bird nest was removed from fire bell.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Speaker phone on the playground was replaced.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	7	8	8
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.01
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.03
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: a Literacy Resource Technician who also provides classroom intervention, and with help from the Browns Valley School's PTA, Accelerated Reader, Accelerated Math, Waterford, Math Facts in a Flash, and parent workshops.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,716	\$295	\$5,421	\$65,491
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			17%	6%
Percent Difference: School Site/ State			1%	1%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	73	72	77	43	45	48	52	54	56
Math	83	86	88	47	49	49	48	50	51
Science	80	100	83	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	77	88	83	
Male	75	88	94	
Female	78	87	69	
Black or African American				
American Indian or Alaska Native	83	92		
Asian				
Filipino				
Hispanic or Latino	67	80		
Native Hawaiian/Pacific Islander				
White	76	87	76	
Two or More Races				
Socioeconomically Disadvantaged	79	86		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	16.7	63.3

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-18	17	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-14	15	-17
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	10	9	10
Similar Schools	10	10	

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	104 914	6,496 788
Black or African American	Students API-G	0 726	313,201 710
American Indian or Alaska Native	Students API-G	24 935	31,606 742
Asian	Students API-G	3 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	15 877	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	0 774	26,563 775
White	Students API-G	61 916	1,221,860 853
Two or More Races	Students API-G	1 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	38 913	5,017 741
English Learners	Students API-G	6 714	1,530,297 716
Students with Disabilities	Students API-G	6 450	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

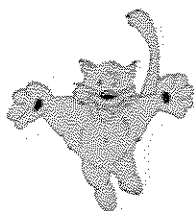
Cedar Lane Elementary School

841 Cedar Lane Ave. • Marysville, CA 95901 • (530) 741-6112 • Grades K-6

Jill Segner, Principal

jsegner@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

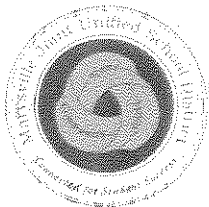
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6112.

School Description

Welcome to Cedar Lane Elementary School. We look forward to serving you and your children. Please look over all of our information carefully. If you have any questions please call us or come in to the office, and we will be glad to help you. Thank you for all you do to make Cedar Lane Elementary a wonderful place to be!

Cedar Lane Elementary School is a learning community where each individual (student, parent, and staff member) becomes a productive, cooperative member able to use the skills of literacy and technology to act as a self-sufficient, problem-solving thinker.

Opportunities for Parental Involvement

At Cedar Lane School, parent involvement levels have increased exponentially. Home-to-school communication has been enhanced as our administrative team, parent volunteer coordinator, and parents have all taken a more active role. Parents assist teachers in classrooms by helping prepare for projects, overseeing reading groups, supervising learning games, and simply observing. In addition, parents assist with school-wide activities such as picture day, assemblies, Reading is Fundamental, Box Tops for Education, and PTO sponsored activities. The overall increased participation among parents is having a profound effect on students' behavior, which translates into better study habits and increased growth and achievement.

Parent involvement coordinator: Veronica Lepe (530) 741-6112.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	68
Gr. 1	78
Gr. 2	75
Gr. 3	84
Gr. 4	71
Gr. 5	55
Gr. 6	84
Total	515

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	2.3
Asian	19.8
Filipino	0.2
Hispanic or Latino	43.1
Native Hawaiian/Pacific Islander	0.8
White	29.3
Two or More Races	0.6
Socioeconomically Disadvantaged	96.9
English Learners	49.5
Students with Disabilities	9.9

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	19.5	20	2	4	3	1	0	0	0	0	0
Gr. 1	18	20	20	3	4	4	0	0	0	0	0	0
Gr. 2	20	19	19.8	3	4	4	1	0	0	0	0	0
Gr. 3	18	19.8	19.8	3	4	4	0	0	0	0	0	0
Gr. 4	21	16.8	22.7	2	4	1	2	0	2	0	0	0
Gr. 5	23	25	24.5	0	0	0	3	3	2	0	0	0
Gr. 6	23	22.5	21	0	2	1	4	2	3	0	0	0
Other	20			2			0			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	18.48	28.81	23.30
Expulsions Rate	0.54	0.92	0.19
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Cedar Lane has adopted a Safe School Plan that ensures the environment at the school site is conducive to academic achievement. This plan is in an ongoing developmental stage and is reviewed on a regular basis. The plan has been developed through meetings and input from all stakeholders including students, parents, staff, and community members. The comprehensive program is preventive in nature. The plan centers around provisions to deal with immediate problems and set specific strategies and activities to ensure student safety and success. The plan outlines recommendations that reinforce safe schools. These include an attendance policy, stated discipline policy, continuous assessment, and emergency procedures.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2012

Cedar Lane School is 61 years old and has approximately 42,000 square feet of buildings. This site has benefitted the past several years from Facilities, Maintenance, and Custodial improvement projects. The site staff are dedicated and do a nice job of keeping the school clean and in good order.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Repaired gutter on back of P-201.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Repaired gates on back of portables.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	30	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/ncib/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96	4
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	1
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.
Resource Specialist	0
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Student Services Coordinator, Literacy Resource Technician, Waterford, Accelerated Reader, teacher trainings, early intervention for students who are struggling, and classroom intervention programs.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,182	\$2,157	\$4,025	\$49,101
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			13%	21%
Percent Difference: School Site/ State			26%	26%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	35	29	33	43	45	48	52	54	56
Math	58	49	52	47	49	49	48	50	51
Science	25	31	23	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

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EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	33	52	23	
Male	25	51	32	
Female	41	53	14	
Black or African American				
American Indian or Alaska Native				
Asian	29	49	15	
Filipino				
Hispanic or Latino	34	58	10	
Native Hawaiian/Pacific Islander				
White	33	44	21	
Two or More Races				
Socioeconomically Disadvantaged	33	52	24	
English Learners	23	51	11	
Students with Disabilities	4	13		
Students Receiving Migrant Education Services	33	73		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.3	15.4	7.7

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	15	-20	12
Black or African American			
American Indian or Alaska Native			
Asian	-9	-12	-8
Filipino			
Hispanic or Latino	44	-25	28
Native Hawaiian/Pacific Islander			
White	-41	12	-23
Two or More Races			
Socioeconomically Disadvantaged	15	-22	17
English Learners	36	-15	15
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	2	1
Similar Schools	5	4	3

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	310 723	6,496 788
Black or African American	Students API-G	5 726	313,201 710
American Indian or Alaska Native	Students API-G	8 753	31,606 742
Asian	Students API-G	69 702	404,670 905
Filipino	Students API-G	1 855	124,824 869
Hispanic or Latino	Students API-G	131 765	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	1 774	26,563 775
White	Students API-G	93 677	1,221,860 853
Two or More Races	Students API-G	2 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	303 723	5,017 737
English Learners	Students API-G	166 752	2,070 716
Students with Disabilities	Students API-G	41 392	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

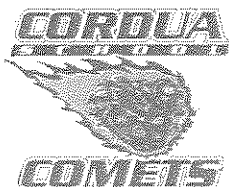
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Cordua Elementary School

2830 Highway 20 • Marysville, CA 95901 • (530) 741-6115 • Grades K-5

Lisa Goodman, Principal
lgoodman@mjuds.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjuds.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

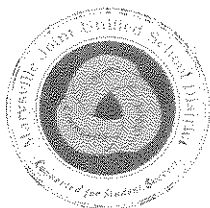
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6115.

School Description

Settled in the heartland of Yuba County a new crop of productive, successful Americans is being cultivated. Out of the dust of the gold rush emerged Cordua School, founded in the late 1800's to serve the children of agricultural families. Cordua is a changing community devoted to education. Cordua serves a multitude of ethnic backgrounds including a migrant population. This wealth of diversity enriches cultural awareness and acceptance. The school climate encourages and promotes parent participation ensuring all are represented and valued. Cordua is proud of its successful students and their accomplishments. Our School Plan provides resources and a focus on high expectations for student learning. Our students consistently exceed the State benchmarks!

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit by a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together we can open the doors of tomorrow for students today. Cordua encourages parents to be part of their child's learning experience in a variety of ways such as: Parent Teacher Conferences, Back-to-School Night, The Winter Program, Open House, Awards Assemblies, Parent Trainings, Family Nights, monthly PTO and SSC meetings, field trips, class parties, fundraising efforts, and volunteering. Each Thursday, weekly notices are sent home to parents and the School Messenger phone system is used as another communication tool. Cordua School has an open door policy and encourages parents to come to school or call to share concerns or obtain answers to questions. Please call to become involved and demonstrate the importance of education to your child.

Parent involvement coordinator: Lisa Goodman (530) 741-6115

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	17
Gr. 1	24
Gr. 2	11
Gr. 3	18
Gr. 4	14
Gr. 5	8
Total	92

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	3.3
Filipino	0
Hispanic or Latino	29.3
Native Hawaiian/Pacific Islander	0
Two or More Races	4.3
Socioeconomically Disadvantaged	59.8
English Learners	20.7
Students with Disabilities	3.3

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	17	23	24	1	0	0	0	1	1	0	0	0
Gr. 1	18		21	1		1	0		0	0		0
Gr. 2	0	22		0	1		0	0		0	0	
Gr. 3	0		25	0		0	0		1	0		0
Gr. 4	0	28	22	0	0	1	0	1	0	0	0	0
Gr. 5	0			0			0			0		
Gr. 6	0			0			0			0		
Other	47			2			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	0	0	0
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Site Council formally adopts a Safe School Plan each year that is updated by staff and the Site Council. It includes safe school strategies, goals, and programs; the school's social and physical environment; student and staff characteristics; school culture; disaster response; arrival and departure; and school discipline. Policies on suspension and expulsion, employee/student safety, sexual harassment, child abuse reporting, tobacco, and dress code are also included. Student safety is a top priority at Cordua. We conduct monthly emergency/fire drills, as well as earthquake drills. Playground supervision, conflict resolution, bullying prevention activities, behavior expectation assemblies, drug and alcohol abuse prevention, and child abuse awareness add to the safe school culture.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 20, 2012

The school is 57 years old but in overall good condition.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Ceiling tile in room 4 will be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Broken plug cover in the staff room and room 4 will be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[]	[X]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	6	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: a Literacy Resource Technician, Accelerated Reader, Waterford, Accelerated Math, Math Facts in a Flash, interactive Smart Board technology, after-school tutoring, professional development for teachers, and workshops for parents.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,363	\$375	\$4,988	\$52,828
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			8%	15%
Percent Difference: School Site/ State			9%	20%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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Year and month in which data were collected: January 2012

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Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	56	66	62	43	45	48	52	54	56
Math	60	69	64	47	49	49	48	50	51
Science	67	50		46	50	50	54	57	60
H-SS				37	40	41	44	48	49

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2012 STAR Results by Student Group				
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All Student at the School	62	64		
Male	52	71		
Female	71	58		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	73	45		
Native Hawaiian/Pacific Islander				
White	59	76		
Two or More Races				
Socioeconomically Disadvantaged	61	43		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-7	15	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	7	6	7
Similar Schools			

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	40	6,496	4,664,264
	API-G	841	760	788
Black or African American	Students	0	227	313,201
	API-G		726	710
American Indian or Alaska Native	Students	0	242	31,606
	API-G		753	742
Asian	Students	1	665	404,670
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Filipino	Students	0	29	124,824
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	API-G		774	775
White	Students	27	2,598	1,221,860
	API-G	854	782	853
Two or More Races	Students	3	173	88,428
	API-G		810	849
Socioeconomically Disadvantaged	Students	19	5,017	2,779,680
	API-G	809	741	737
English Learners	Students	11	2,070	1,530,297
	API-G	911	714	716
Students with Disabilities	Students	3	771	530,935
	API-G		450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	No

Covillaud Elementary School

628 F St. • Marysville, CA 95901 • (530) 741-6121 • Grades K-5

Doug Escherman, Principal

descherman@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

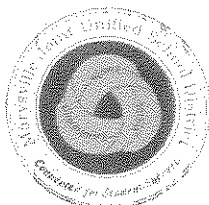
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6121.

School Description

Mary Covillaud is one of the finest schools in the Yuba-Sutter area, and we are committed to making a difference in children! In 2006, Mary Covillaud was recognized by the State of California as a Distinguished School. And in 2007, we were recognized as a Title I Academic Achievement School. Since 2008, we have attained 800+ on the California Academic Performance Index. The staff at Mary Covillaud is dedicated and wishes to celebrate your child's successes. The community has bonded with our school and we are proud of the accomplishments, but we need committed parents who want to take part in their child's education to complete our team. Parents are most welcome as learners and participants in the Mary Covillaud Elementary Community. The mission statement with the involvement of parents, teachers, and community states that we provide the highest level of education in a safe, inviting, enjoyable, and caring environment.

Opportunities for Parental Involvement

The involvement of parents at Covillaud School continues to increase. Parent communications and projects have become part of the school environment. A monthly school newsletter is sent home. Parent nights welcome hundreds to the school for dinner and the opportunity to spend time in the classrooms playing games using technology, literacy, and computation skills. Workshops have been incorporated to help parents hone parenting skills. Parent conferences were held the first month of school to help parents understand the direction of the school and what we expect from their children. Parents are encouraged to work in the classrooms. We are proud of our parents and hope to continue our growth with their support and contributions to their child's education.

Student Success Coordinator: Justine Asurmendi (530) 741-6121 ext. 4022

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	98
Gr. 1	107
Gr. 2	79
Gr. 3	73
Gr. 4	76
Gr. 5	65
Gr. 6	16
Total	514

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	2.3
Asian	3.9
Filipino	0.2
Hispanic or Latino	43.2
Native Hawaiian/Pacific Islander	0.8
Two or More Races	2.3
Socioeconomically Disadvantaged	82.3
English Learners	26.5
Students with Disabilities	5.8

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	20	21	3	5	2	1	0	3	0	0	0
Gr. 1	20	21.8	22	3	4	4	1	0	1	0	0	0
Gr. 2	20	24	24.3	3	0	0	0	3	3	0	0	0
Gr. 3	19	22.3	23.3	3	2	1	0	2	2	0	0	0
Gr. 4	35	32.5	32.5	0	0	0	0	1	1	2	1	1
Gr. 5	31	30.3	31.5	0	0	0	2	3	2	0	0	0
Gr. 6	0		28	0		0			1	0		0
Other	47			1			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	3.27	6.21	3.11
Expulsions Rate	0	0.19	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Covillaud School has adopted a Safe School Plan that ensures the environment at the school site is conducive to academic achievement. This plan is in an ongoing developmental stage and is reviewed on a regular basis. The plan has been developed through meetings and input from all stakeholders including students, parents, staff, and community members. It is revised annually. The key elements of the Safe School Plan are a description of the school's physical environment, the school's social environment, the culture of the school, and the school's personal characteristics.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2013

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Electrical closet by the office needs to be cleared.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Work order was submitted to repair a drinking fountain in the gym.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Soft siding needs to be repaired on the speech portable.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	23	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	0.40
Social Worker	0.20
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	2.00
Other	0.20
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: students have benefitted from after-school tutoring and the small group learning experience it provides, two part-time Literacy Resource Technicians extend academic learning beyond the classroom, and an Outreach Consultant provides targeted counseling and intervention for at-risk students.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,844	\$780	\$4,064	\$62,928
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			12%	2%
Percent Difference: School Site/ State			25%	5%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	62	60	72	43	45	48	52	54	56
Math	80	73	82	47	49	49	48	50	51
Science	70	86	53	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	72	82	53	
Male	69	80	48	
Female	75	85	59	
Black or African American	55	55		
American Indian or Alaska Native				
Asian	69	88		
Filipino				
Hispanic or Latino	64	81	46	
Native Hawaiian/Pacific Islander				
White	81	86	67	
Two or More Races				
Socioeconomically Disadvantaged	67	81	49	
English Learners	58	86	21	
Students with Disabilities	19	37		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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Grade Level	Percent of Students Meeting Fitness Standards		
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5	27.4	30.6	16.1

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Group	Actual API Change		
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All Students at the School	23	-16	36
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	-18	68
Native Hawaiian/Pacific Islander			
White	28	-18	23
Two or More Races			
Socioeconomically Disadvantaged	20	-12	39
English Learners	28	-46	67
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	7	8	7
Similar Schools	10	10	9

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Indicator	School	District
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- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

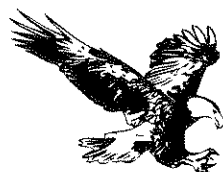
AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Dobbins Elementary School

Dobbins School Lane • Dobbins, CA 95935 • (530) 692-1665 • Grades K-6

Lynne Cardoza, Principal
lcardoza@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

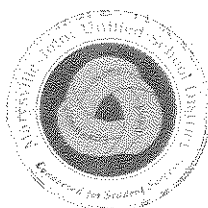
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 692-1665.

School Description

At Dobbins Elementary, we are committed to the belief that all children can and want to learn when they are given the opportunity to do so along with the support they need. We also strongly believe it is imperative that the school, home, and community work closely together to ensure student success. We are committed to teaching an educationally sound standards-based academic program. Our school community prides itself on the safe and caring learning environment and family-like atmosphere that is found at Dobbins. It is this close knit atmosphere that makes Dobbins Elementary a special place to be!

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit when there is a shared responsibility for learning. We extend an open door policy to our parents. Parents are communicated with regularly via monthly calendars, newsletters, and notes home about events happening at school to encourage participation and keep them informed. Dobbins Elementary School encourages parents to be part of their child's learning experience. Opportunities range from serving on the Site Council, to being part of the Parent Teacher Committee, to volunteering in a classroom. Please call to find out how you can become involved and demonstrate the importance of education to your child.

Parent involvement coordinator: Lynne Cardoza (530) 692-1665

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	12
Gr. 1	10
Gr. 2	5
Gr. 3	13
Gr. 4	8
Gr. 5	10
Gr. 6	7
Total	65

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	7.7
Asian	0
Filipino	0
Hispanic or Latino	15.4
Native Hawaiian/Pacific Islander	0
Two or More Races	13.8
Socioeconomically Disadvantaged	83.1
English Learners	1.5
Students with Disabilities	6.2

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	0	18	12	0	1	1	0	0	0	0	0	0
Gr. 1	0		15	0		2	0		0	0		0
Gr. 2	0	18		0	1		0	0		0	0	
Gr. 3	0		21	0		1	0		0	0		0
Gr. 4	0	17		0	1		0	0		0	0	
Gr. 5	0	19	17	0	1	1	0	0	0	0	0	0
Gr. 6	0			0			0			0		
Other	54			2			2			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	5.33	15.71	15.38
Expulsions Rate	1.33	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Dobbins Elementary School has a Safe School Plan. Part of our plan is to ensure the safety of our children, staff, and the surrounding community. The major elements of our plan include: attendance policy; discipline policy; continuous assessment of the incidence of campus violence and vandalism; emergency procedures, policies concerning office procedures, use of the telephone, bus service, and the dispensing of medication for students. We pride ourselves on a long-standing safety record and the caring manner in which staff and students regard each other.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2012

Dobbins Schools looks better every year. It has excellent care from the custodian and staff. The grounds and play areas are kept nice and in good order.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Replaced missing plug and electrical cover in the preschool.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Loose partition in the boys' bathroom was secured.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Repaired flashing in the preschool.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	5	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.30
Resource Specialist	0.20
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Accelerated Reader Program, STAR Diagnostic Program, Accelerated Math Program, Literacy Resource Technician, Instructional Assistant, School Messenger System, and extended tutoring opportunities.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,023	\$2,997	\$4,026	\$53,453
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			13%	14%
Percent Difference: School Site/ State			26%	19%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	49	49	50	43	45	48	52	54	56
Math	61	63	55	47	49	49	48	50	51
Science				46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	50	55		
Male	52	57		
Female	47	53		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	55	55		
Two or More Races				
Socioeconomically Disadvantaged	48	59		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-45	25	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	6	4	4
Similar Schools			

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	35 783	6,496 788
Black or African American	Students API-G	1 726	313,201 710
American Indian or Alaska Native	Students API-G	4 753	31,606 742
Asian	Students API-G	0 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	6 740	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	0 774	26,563 775
White	Students API-G	18 794	1,221,860 853
Two or More Races	Students API-G	6 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	25 762	5,017 737
English Learners	Students API-G	0 714	1,530,297 716
Students with Disabilities	Students API-G	5 450	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	No

Edgewater Elementary School

5715 Oakwood Drive • Marysville, CA 95901 • (530) 741-0866 • Grades K-6

Lori Guy, Principal

lguy@mjUSD.com

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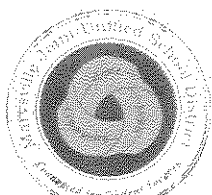
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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-0866.

School Description

Edgewater Elementary is a new school located next to a community park in a close knit neighborhood. A highly experienced and talented staff provide high academic expectations balanced with intervention and support as needed. The staff works well together and with families. Our Spanish speaking secretary provides easy access for our Spanish speaking parents. In addition, several of our teachers are bilingual. Our school grew 38 points on the State Academic Performance Index (API) increasing our score to 802 exceeding the state target of 800 in 2011-12. Staff continuously articulates with their grade levels and those above and below to determine what students need and to develop intervention plans to provide students ongoing support.

Our site has high commitment of community and parent volunteers. Linda Lion's and Beale Air Force Base Rising 6 are continuously providing support to our site starting with our Edgewater Floats celebration before school starts and continuing through the year with providing necessary supplies (library books, Accelerated Reader incentives), equipment, reading to students, organizing field events, and special activities.

Opportunities for Parental Involvement

Parent and community involvement at Edgewater is extraordinary. Parents are visible on campus at any given time and provide support to our classrooms, the office, and assisting supervising students on the playground. Our Parent Teacher Organization (PTO) is very active and the officers are frequently on campus and helping our school in a variety of ways from volunteering in classrooms, organizing student activities, and planning future events. The PTO can be contacted by email at edgewaterpto@hotmail.com or by calling the school at 530-741-0866. All parents volunteering on a regular basis and/or chaperoning field trips are fingerprinted through MJUSD. The PTO surveys parents annually regarding their interest in volunteering. Site funds for parent involvement are allocated to assist a small number of parents in getting fingerprints.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	71
Gr. 1	78
Gr. 2	88
Gr. 3	69
Gr. 4	66
Gr. 5	54
Total	426

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.9
Asian	12.4
Filipino	1.2
Hispanic or Latino	43.7
Native Hawaiian/Pacific Islander	0.9
Two or More Races	5.4
Socioeconomically Disadvantaged	74.6
English Learners	35.2
Students with Disabilities	3.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	24	21.3	23.7	0	4	1	4	0	2	0	0	0
Gr. 1	20	21	24	2	5	0	1	0	3	0	0	0
Gr. 2	18	24	23.5	3	0	0	0	2	4	0	0	0
Gr. 3	25	23.7	22.5	0	0	2	2	3	2	0	0	0
Gr. 4	0	27	33	0	0	0	0	2	0	0	0	2
Gr. 5	0		27	0		0	0		2	0		0
Gr. 6	0			0			0			0		
Other	0			0			0			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	8.96	6.61	7.28
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The campus is locked from the outside after school starts. Parents and visitors enter through the office and must obtain a visitor's pass before entering campus. Our safe school plan was written in January of 2011 and reviewed and approved by School Site Council on February 27, 2012.

The Safety Plan is shared with staff in staff meetings. Teachers review safety plans monthly in coordination with the fire drill and as needed with the students. Each classroom has an emergency clipboard with evacuation procedures, and class directory located next to the door for easy access.

In case of the need to evacuate off campus, a lock which works with any classroom key was placed on the gate between our field and the adjacent park. Linda Lion's Club provided first aid kits, flashlights, and batteries for each classroom.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

Edgewater Elementary School is a new school built in 2010. It is well care for and in good condition.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Work order submitted to repair a drinking fountain in the play area.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Stress cracks on outside brick support columns were identified. Work order submitted to repair a gutter downspout.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	11	16	19
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist	0.80
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Waterford, Accelerated Reader, Math Facts in Flash, English in Flash, and Read Naturally are supplemental programs for intervention and/or enrichment. Our library is staffed with a 3.5 hour Literacy Resource Technician. Para-educators provide support in classrooms, tutoring, and intervention for small groups of students and help increase communication with parents.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,897	\$1,168	\$3,729	\$60,593
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			20%	2%
Percent Difference: School Site/ State			32%	9%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	41	40	49	43	45	48	52	54	56
Math	62	57	65	47	49	49	48	50	51
Science			35	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	49	65	35	
Male	41	61	32	
Female	58	69	38	
Black or African American	46	38		
American Indian or Alaska Native				
Asian	34	63		
Filipino				
Hispanic or Latino	47	62	32	
Native Hawaiian/Pacific Islander				
White	56	72	39	
Two or More Races	45	73		
Socioeconomically Disadvantaged	42	60	20	
English Learners	42	59	20	
Students with Disabilities	13	27		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.5	21.6	7.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	B	8	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			56
Native Hawaiian/Pacific Islander			
White			23
Two or More Races			
Socioeconomically Disadvantaged		2	48
English Learners			40
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide		3	3
Similar Schools			3

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	247 802	6,496 788
Black or African American	Students API-G	11 740	313,201 710
American Indian or Alaska Native	Students API-G	1 753	31,606 742
Asian	Students API-G	30 753	404,670 905
Filipino	Students API-G	2 855	124,824 869
Hispanic or Latino	Students API-G	113 794	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	3 774	26,563 775
White	Students API-G	76 842	1,221,860 853
Two or More Races	Students API-G	11 754	88,428 849
Socioeconomically Disadvantaged	Students API-G	180 772	5,017 737
English Learners	Students API-G	102 767	2,070 716
Students with Disabilities	Students API-G	14 555	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Ella Elementary School

4850 Olivehurst Ave • Olivehurst, CA 95961 • (530) 741-6124 • Grades K-6

Rob Gregor, Principal
rgregor@mjsud.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjsud.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

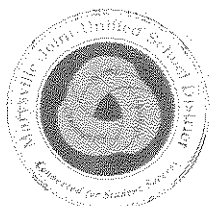
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6124.

School Description

Our goal for each student attending Ella Elementary School is to ensure their access to an enriching educational environment that is highly structured and academically rigorous. All of our teachers and administrators attend intensive meetings throughout the year at which student data and proven effective teaching methodologies are studied and implemented to provide the best educational experience for all students.

Student achievement is celebrated annually at a CST Assembly. Students are presented an award for each content area that they scored proficient or advanced. In addition, a certificate is earned when students raise their achievement from one testing band to another. We are excited each year to see the number of students who increase their achievement at Ella Elementary School.

Opportunities for Parental Involvement

Parents are encouraged to take an active role in their child's education by becoming involved in the classroom, serving on PTO, or by helping students with homework. Parent meetings and ELAC are held in the cafeteria on the first Monday of each month. The principal shares tips and techniques with parents on understanding the California State Standards and assisting in their child's academic growth.

Parent involvement coordinator: Maria Cabrara (530) 741-6124 extension 4461 or 4462

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	83
Gr. 1	78
Gr. 2	70
Gr. 3	63
Gr. 4	66
Gr. 5	68
Gr. 6	64
Total	492

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	3
Asian	5.5
Filipino	0
Hispanic or Latino	57.5
Native Hawaiian/Pacific Islander	0
White	29.1
Two or More Races	2
Socioeconomically Disadvantaged	94.1
English Learners	55.5
Students with Disabilities	7.3

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	21	20.8	3	4	4	2	0	0	0	0	0
Gr. 1	21	21	19.3	1	4	4	3	0	0	0	0	0
Gr. 2	22	19.5	22.7	0	4	1	3	0	2	0	0	0
Gr. 3	21	20.7	20	1	3	3	2	0	0	0	0	0
Gr. 4	31	33.5	32.5	0	0	0	2	0	1	0	2	1
Gr. 5	33	24	24	0	1	1	2	2	2	0	0	0
Gr. 6	31	30	22.3	0	0	1	2	2	2	0	0	0
Other	20			1			0			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	25.64	4.74	13.41
Expulsions Rate	0.91	0.59	0.61
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Ella Elementary School has adopted a Safe School Plan to ensure the school site environment is conducive to academic achievement. It is a working document reviewed on a regular basis with active participation from all stakeholders including parents, students, staff, and community members. Discipline policies are consistently enforced and are fair to all students.

Safety drills are routinely practiced so students and staff are familiar with appropriate emergency responses. Student rosters are updated regularly in the event of an emergency. Procedures are in place in each classroom to quickly alert emergency professionals of a missing student.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2012

Ella Elementary School is an older facility, built in 1939, and has approximately 41,000 square feet of buildings. The site is very clean and in good order. It is a great place to learn.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	HVAC units were serviced and repaired.
Interior: Interior Surfaces	[]	[]	[X]	[]	Repaired fire door north of the office. Tightened push bar on door in the north hallway.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Repaired roof in covered walkway near B-102. Siding on two portables scheduled for removal was noted as needing to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Replaced broken window in room 102.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	25	26	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

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Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.45	4.55
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.30
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: tutoring, Waterford, Accelerated Reader, teacher trainings, Intervention Specialists, Turnaround Specialists, PE Instructor, Edusoft, Student Services Administrator, Elementary Student Support Specialists, early intervention for students who are struggling, and classroom intervention programs.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,143	\$3,740	\$3,403	\$61,849
District	♦	♦	\$44,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			27%	0
Percent Difference: School Site/ State			38%	7%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	26	37	45	43	45	48	52	54	56
Math	42	67	69	47	49	49	48	50	51
Science	13	27	45	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	45	69	45	
Male	37	65	45	
Female	53	72	44	
Black or African American				
American Indian or Alaska Native				
Asian	58	95		
Filipino				
Hispanic or Latino	40	67	33	
Native Hawaiian/Pacific Islander				
White	55	71	67	
Two or More Races				
Socioeconomically Disadvantaged	45	68	41	
English Learners	33	64	24	
Students with Disabilities	6	24		
Students Receiving Migrant Education Services	33	92		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.8	23.1	32.3

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	6	87	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	100	21
Native Hawaiian/Pacific Islander			
White	-1	92	46
Two or More Races			
Socioeconomically Disadvantaged	3	83	38
English Learners	-6	119	6
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	1	1	2
Similar Schools	1	1	6

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	283	6,496	4,664,264
	API-G	778	760	788
Black or African American	Students	8	227	313,201
	API-G		726	710
American Indian or Alaska Native	Students	8	242	31,606
	API-G		753	742
Asian	Students	17	665	404,670
	API-G	872	752	905
Filipino	Students	0	29	124,824
	API-G		855	869
Hispanic or Latino	Students	166	2,493	2,425,230
	API-G	748	740	740
Native Hawaiian/ Pacific Islander	Students	0	42	26,563
	API-G		774	775
White	Students	77	2,598	1,221,860
	API-G	827	782	853
Two or More Races	Students	7	173	88,428
	API-G		810	849
Socioeconomically Disadvantaged	Students	263	5,017	2,779,680
	API-G	773	741	737
English Learners	Students	160	2,070	1,530,297
	API-G	742	714	716
Students with Disabilities	Students	32	771	530,935
	API-G	383	450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Foothill Intermediate School

5351 Fruitland Rd. • Marysville, CA 95901 • (530) 741-6130 • Grades 7-8

Kathleen Hansen, Principal
khansen@mjUSD.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjUSD.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

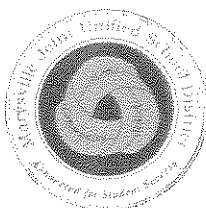
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6130.

School Description

From the moment one enters the school, our goal of educational excellence is apparent. Exemplary student work is posted, and an Academic Wall of Fame is lined with plaques and trophies honoring our students' academic achievements. The Athletic Wall of Fame showcases awards given to students for athletic endeavors, as well. There is a strict adherence to school rules as well as academic standards and achievement at Foothill School. Students are celebrated for who they are and for their efforts. We honor each student as an individual. Our newly implemented intervention classes are designed to target struggling learners' needs so that every student can be successful. Our entire school community is focused on student success.

Our School's Mission is as follows:

We strive to offer a stimulating and innovative educational program to students that:

- motivates them and allows them to achieve their highest potential in a safe, caring environment.
- develops and nurtures their feelings of self-worth, self-image, self-esteem, and allows them to understand that others have similar feelings and needs.
- instills an understanding for the need to be a responsible, productive member of society.

Opportunities for Parental Involvement

Educating children is a team effort. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Foothill Intermediate School encourages parents to be part of their child's learning experience via Parent nights, Site Council, volunteering, or assisting with student activities. Our community partners, the local Grange Hall, the local VFW Club, Kiwanis, Foothill Lions, and Lioness Clubs, contribute to the school and our students in a myriad of ways. Donations come from parents, community, and others. We appreciate all of the help and support we receive. Please call to become involved and demonstrate the importance of education to your child.

Please contact the school principal: Kathleen Hansen

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	61
Gr. 7	89
Gr. 8	91
Total	241

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	12.4
Asian	0.8
Filipino	0
Hispanic or Latino	14.9
Native Hawaiian/Pacific Islander	0.4
White	70.1
Two or More Races	0.8
Socioeconomically Disadvantaged	51.5
English Learners	5.8
Students with Disabilities	12.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	20	26.7	22.6	9	2	7	14	10	8	0	2	1
Math	24	29.3	20.5	2	1	7	7	3	3	0	2	1
Science	24	28.1	25.9	1	1	2	8	4	3	0	2	2
SS	24	30.7	25.9	2	0	1	7	4	6	0	2	0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	20.31	31.03	24.07
Expulsions Rate	1.53	1.92	4.15
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

At Foothill Intermediate School there is a focus on the health, wellbeing, and safety of our students. The Safe School Plan is an important component in maximizing student achievement by creating a safe and secure environment for our students. Assemblies are held frequently to ensure every child is clear on our school's expectations for ensuring a safe environment. A no-tolerance position is strictly enforced for drugs, weapons and fighting. In addition, students and staff practice drills for a variety of safety related situations including fire, earthquake and on-campus intruder. Staff debriefs these drills in an effort to ensure continuous improvement and effectiveness. Student safety is a top priority for us!

A strong partnership has been formed with local law enforcement to help ensure safety for all students and staff. Mutual respect, appropriate behaviors, and positive relationships are modeled at our school site in an effort to ensure student safety.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2012

Foothill Intermediate School is over 35 years old, but overall in good condition. The school has a new well and water treatment system.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Broken light switch cover in the computer lab was replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	The anse fire extinguisher system was serviced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Asphalt cracks were repaired.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	12	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.75
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: technology, Literacy Resource Technician, after-school tutoring, and professional development.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,783	\$362	\$4,421	\$64,035
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			5%	3%
Percent Difference: School Site/ State			19%	3%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading and Language Arts Program, McDougal Littell (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Course 2, Pre-Algebra, CA Edition, McDougal Littell (2008) Algebra Readiness, CA Edition, Holt (2008) Algebra I, CA Edition, McDougal Littell (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science: Earth, Life and Physical Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Social Studies, Pearson Prentice Hall (2006)

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- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
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For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	59	56	64	43	45	48	52	54	56
Math	54	53	59	47	49	49	48	50	51
Science	80	70	75	46	50	50	54	57	60
H-SS	72	61	61	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

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2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	64	59	75	61
Male	62	62	72	63
Female	67	55	78	59
Black or African American				
American Indian or Alaska Native	59	63		
Asian				
Filipino				
Hispanic or Latino	63	53		
Native Hawaiian/Pacific Islander				
White	66	60	75	62
Two or More Races				
Socioeconomically Disadvantaged	58	53	67	48
English Learners				
Students with Disabilities		8		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.5	19.8	32.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-19	-14	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	-12	28
Two or More Races			
Socioeconomically Disadvantaged	-1	-14	20
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	8	7	6
Similar Schools	8	4	5

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students API-G	206 823	6,496 760	4,664,264 788
Black or African American	Students API-G	1 726	227 726	313,201 710
American Indian or Alaska Native	Students API-G	25 778	242 753	31,606 742
Asian	Students API-G	2 752	665 752	404,670 905
Filipino	Students API-G	0 855	29 855	124,824 869
Hispanic or Latino	Students API-G	32 816	2,493 740	2,425,230 740
Native Hawaiian/Pacific Islander	Students API-G	1 774	42 774	26,563 775
White	Students API-G	144 835	2,598 782	1,221,860 853
Two or More Races	Students API-G	1 810	173 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	89 786	5,017 741	2,779,680 737
English Learners	Students API-G	11 721	2,070 714	1,530,297 716
Students with Disabilities	Students API-G	25 425	771 450	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Johnson Park Elementary School

4364 Lever Ave. • Olivehurst, CA 95961 • (530) 741-6133 • Grades K-6

Sarah O'Brien, Principal
sobrien@mjUSD.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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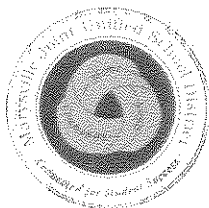
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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6133.

School Description

Welcome to Johnson Park Elementary, home of the Jets. Our highly talented staff is committed to the ongoing success of your child. High standards and expectations in academics, attendance, and behavior are part of our school's unique culture. Johnson Park provides interventions to support student needs in the classroom. Additionally, supplemental interventions may be provided during the students' language arts workshop time where the student is pulled out for specialized instruction. We look forward to the opportunity to work with you and your child for a successful school experience.

Opportunities for Parental Involvement

Johnson Park Elementary School encourages parents to be part of their child's learning experience. Parents and our community are involved on campus through the School Site Council, the Parent Teacher Organization, English-Language Advisory Council, conferences, IEP meetings, volunteering in classrooms and Student Study Teams. Parents are invited to participate in award assemblies, book fairs, parent nights (Open House, Back to School), student performances and other special events. Please call to find out how you can become involved.

Parent involvement coordinator: Steve Mejia (530) 741-6133

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	38
Gr. 1	48
Gr. 2	47
Gr. 3	44
Gr. 4	64
Gr. 5	44
Gr. 6	51
Total	336

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.9
Asian	3.9
Filipino	1.2
Hispanic or Latino	57.1
Native Hawaiian/Pacific Islander	0.6
White	30.7
Two or More Races	3.6
Socioeconomically Disadvantaged	89
English Learners	44.9
Students with Disabilities	9.2

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	22	21	19	0	2	2	2	0	0	0	0	0
Gr. 1	21	23	20.5	1	0	2	1	2	0	0	0	0
Gr. 2	20	21	19	1	2	4	1	0	0	0	0	0
Gr. 3	21	19.3	19.5	1	3	2	1	0	0	0	0	0
Gr. 4	25	30	24	0	0	1	2	1	2	0	0	0
Gr. 5	31	27	28	0	0	0	1	2	1	1	0	0
Gr. 6	32	25.7	30	0	1	0	0	2	2	2	0	0
Other	49			1			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	21.2	9.32	11.01
Expulsions Rate	0.24	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan (reviewed annually) includes:

High expectations for student performance

Effective counseling and guidance services that develop self-esteem, personal and social responsibility

Providing students and parents with a handbook explaining rules and expectations

Attendance policy notifying parents regarding truancy and SARB process

Emergency procedures

Communication systems (phones, radios, School Messenger)

Video surveillance and alarms

Our off-site evacuation location is Victim Witness on Dan Avenue or Lindhurst High School

Visitors are required to check in at the office for a visitor's pass

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Work order submitted to replace a cracked electrical cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	The portable restroom was closed with no power.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Soft siding needs repaired on the County portable.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	21	17	16
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,318	\$1,378	\$3,940	\$64,889
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			15%	5%
Percent Difference: School Site/ State			28%	2%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Instructional Assistants to support ELD instruction and reading intervention; Literacy Resource Technician; Accelerated Reader program; Waterford reading intervention program; Student Services Coordinator to provide academic intervention and counseling to at-risk students and Second Step violence prevention instruction; Student Support Specialist to increase study skills and positive behavior intervention and reinforcement.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Saxon Math, Harcourt Brace School Publishers (2008)	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science, MacMillan McGraw Hill (2007)	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Studies for California, Pearson Scott Foresman (2006)	

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	42	50	43	43	45	48	52	54	56
Math	61	66	61	47	49	49	48	50	51
Science	41	31	29	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	43	61	29	
Male	39	54	40	
Female	47	68	18	
Black or African American				
American Indian or Alaska Native				
Asian	42	58		
Filipino				
Hispanic or Latino	42	61	20	
Native Hawaiian/Pacific Islander				
White	42	60		
Two or More Races				
Socioeconomically Disadvantaged	43	60	23	
English Learners	40	62	14	
Students with Disabilities	9	21		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.6	6.5	

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API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-6	30	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-16	21	-1
Native Hawaiian/Pacific Islander			
White	7	18	-24
Two or More Races			
Socioeconomically Disadvantaged	10	24	2
English Learners	-6	2	8
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	4	3	4
Similar Schools	7	7	6

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
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Number of Schools Currently in Program Improvement	12	
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Group	School	District	State
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Asian	Students API-G	9 752	404,670 905
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- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
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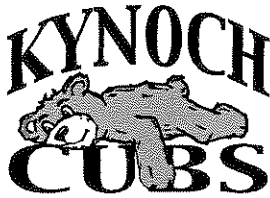
Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Kynoch Elementary School

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Monica Oakes, Principal
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2011-12 School Accountability Report Card Published During the 2012-13 School Year



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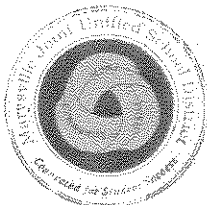
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School Description

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together we can open the doors of tomorrow for students today.

Opportunities for Parental Involvement

Kynoch Elementary School encourages parents to be part of their child's learning experience. Opportunities to volunteer range from serving on the Site Council to being part of the Parent Teacher Association (PTA) and volunteering in a classroom. Please call Michelle Clavelle to find out more about the 3 for Me Volunteer Program. At Kynoch, communication between home and school is a high priority. At the beginning of the year, a school calendar is sent home with every child. The calendar provides dates of important events throughout the school year, information about the Site Council and PTA, school policy, and much more. Newsletters go home at least twice a month from the principal and PTA.

Parent involvement coordinator: Michelle Clavelle (530) 741-6141

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	111
Gr. 1	137
Gr. 2	98
Gr. 3	107
Gr. 4	96
Gr. 5	98
Total	647

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	2.2
Asian	3.1
Filipino	0.6
Hispanic or Latino	32.3
Native Hawaiian/Pacific Islander	0.5
White	52.4
Two or More Races	1.5
Socioeconomically Disadvantaged	83.6
English Learners	14.2
Students with Disabilities	4.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	19	21.2	22.2	5	6	4	0	0	1	0	0	0
Gr. 1	20	19.8	22.8	4	5	1	2	0	5	0	0	0
Gr. 2	20	19.3	19.6	5	6	5	0	0	0	0	0	0
Gr. 3	19	20.6	21.4	5	5	5	0	0	0	0	0	0
Gr. 4	31	27.3	24.8	0	1	1	3	0	3	0	3	0
Gr. 5	33	32.7	31.7	0	0	0	0	2	3	3	1	0
Gr. 6	0			0			0			0		
Other	16			1			0			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	11.99	12.27	21.02
Expulsions Rate	0.32	0.31	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan is preventative in nature and centers around provisions to deal with immediate problems and set specific strategies and activities to ensure student success. A safe learning environment is the right and responsibility of every student and staff member. Visitors enter through the front doors and proceed to the office where they sign in and get a visitor's badge to wear while on our campus. Every year and as needed the School Safety Plan is revised and shared with the Site Council. Our safety plan is updated regularly with input from students, teachers, and parents of the PTA and School Site Council.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Electrical panel box was secured. Work order submitted to repair a broken plug.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	30	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	2.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Kynoch Daily Interventions for students K-5th grade; Student Support Services Personnel; Literary Resource Technician; supplemental programs to increase math and reading – Excel, Waterford, Board Math and Language; increased use of technology for instruction in grades 2-5 – 2 computer labs, Smart Boards, Elmos, and LCD projectors; parent nights for student projects; and Love and Logic parent training.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,671	\$1,065	\$3,606	\$59,834
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			22%	3%
Percent Difference: School Site/ State			34%	10%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	19	5	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	36	4
Native Hawaiian/Pacific Islander			
White	20	-12	0
Two or More Races			
Socioeconomically Disadvantaged	9	17	0
English Learners	58	51	21
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	6	6	6
Similar Schools	7	8	7

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	347 825	6,496 788
Black or African American	Students API-G	22 812	313,201 710
American Indian or Alaska Native	Students API-G	10 753	31,606 742
Asian	Students API-G	10 752	404,670 905
Filipino	Students API-G	3 855	124,824 869
Hispanic or Latino	Students API-G	118 799	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	1 774	26,563 775
White	Students API-G	179 839	1,221,860 853
Two or More Races	Students API-G	4 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	289 806	5,017 741
English Learners	Students API-G	55 799	2,070 714
Students with Disabilities	Students API-G	29 490	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	56	54	59	43	45	48	52	54	56
Math	68	72	71	47	49	49	48	50	51
Science	59	62	56	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	59	71	56	
Male	57	69	61	
Female	63	73	49	
Black or African American	44	68		
American Indian or Alaska Native	55	73		
Asian	64	82		
Filipino				
Hispanic or Latino	56	67	48	
Native Hawaiian/Pacific Islander				
White	63	73	64	
Two or More Races				
Socioeconomically Disadvantaged	56	68	49	
English Learners	47	66	42	
Students with Disabilities	12	27	55	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.3	26.7	24.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Studies for California, Pearson Scott Foresman (2006)

Lindhurst High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 741-6150 • Grades 9-12

Bob Eckardt, Principal

beckardt@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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Jim C. Flurry

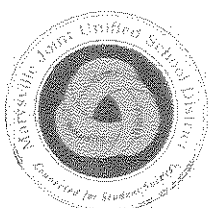
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Philip R. Miller

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Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6150.

School Description

Lindhurst High School develops motivated students who make informed decisions, celebrate achievement, live responsibly and value diversity.

Opportunities for Parental Involvement

Parent involvement coordinator: Christine Valhdick (530) 741-6150 ext 2505

Parents are involved in all aspects of the school from interventions to supervision. They are members of the School Site Council, Parent Teacher Student Association, Athletic Boosters, Student Study Teams, Bilingual Parent Advisory, AVID Advisory Team, Accreditation Teams, ROP Agriculture Advisory Board, ROP Business Advisory Board, Parent Summit, and Title VII Parent Education. They also help develop their child's four-year career portfolio. The school has also initiated a number of questionnaires requesting parent input and involvement.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	324
Gr. 10	316
Gr. 11	273
Gr. 12	306
Total	1,219

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	3
Asian	18.6
Filipino	0.7
Hispanic or Latino	43.9
Native Hawaiian/Pacific Islander	0.8
White	28.2
Two or More Races	0.2
Socioeconomically Disadvantaged	88.8
English Learners	40.2
Students with Disabilities	14.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	18	19.4	17.9	25	28	24	25	6	5	5	5	4
Math	24	25.2	23.5	6	14	14	12	12	11	3	7	6
Science	19	26.9	25.7	8	8	7	25	27	20	2	5	2
SS	26	25.9	24.9	7	15	13	22	12	14	8	17	10

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	24.32	35.33	19.69
Expulsions Rate	1.8	2.21	1.97
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Lindhurst High School Safety Plan is reviewed by staff and the Site Council. Major objectives of the plan are to maintain a high level of security for and during activities and campus wide supervision before, during, and immediately after school. Security is posted at the front entrance of our school checking in all vehicles to visit the campus.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

Lindhurst High is a very large campus build in 1974. The site has applied for state grants to replace cement in the quad area. Overall the site showed the most improvement in the 2012-13 William's Act inspections.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Cleared blocked electrical panels. Secured open electrical boxes. Repaired broken plugs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	[X]	Replaced expired fire extinguishers on campus. Charged extinguishers that registered low. Replaced missing fire extinguishers.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Reattached outside window trim.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[]	[X]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	65	56	61
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.77	4.23
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.0
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	.75
Other	.20
Average Number of Students per Staff Member	
Academic Counselor	317

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: professional development, structured teacher planning time, supplemental instructional materials and supplies, extension of the school day to provide after school educational opportunities, Student Services Coordinator, academic counselors to reduce the student to counselor ratio, Dropout Prevention Specialists, PASS Officer, Parent Liaison, and complimentary technology to expand learning in the classrooms.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,652	\$1,278	\$4,374	\$57,673
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			6%	7%
Percent Difference: School Site/ State			20%	13%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	34	37	35	43	45	48	52	54	56
Math	13	18	12	47	49	49	48	50	51
Science	34	35	40	46	50	50	54	57	60
H-SS	40	46	43	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	35	12	40	43
Male	30	13	42	47
Female	40	11	37	39
Black or African American	42	18		40
American Indian or Alaska Native	47	29		
Asian	30	17	48	48
Filipino				
Hispanic or Latino	32	9	40	42
Native Hawaiian/Pacific Islander				
White	41	12	36	42
Two or More Races				
Socioeconomically Disadvantaged	33	10	38	42
English Learners	7	5	16	16
Students with Disabilities	5	3	5	13
Students Receiving Migrant Education Services	27	18		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.5	24.8	27.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-2	26	-13
Black or African American			
American Indian or Alaska Native			
Asian	17	9	-28
Filipino			
Hispanic or Latino	3	48	-21
Native Hawaiian/Pacific Islander			
White	-23	12	10
Two or More Races			
Socioeconomically Disadvantaged	3	33	-19
English Learners	0	32	-27
Students with Disabilities	16		

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	3	4
Similar Schools	6	5	6

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	in PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	795 698	6,496 788
Black or African American	Students API-G	22 681	313,201 710
American Indian or Alaska Native	Students API-G	16 740	31,606 742
Asian	Students API-G	152 747	404,670 905
Filipino	Students API-G	7 855	124,824 869
Hispanic or Latino	Students API-G	380 691	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	7 774	26,563 775
White	Students API-G	207 673	1,221,860 853
Two or More Races	Students API-G	2 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	709 690	5,017 737
English Learners	Students API-G	354 661	2,070 716
Students with Disabilities	Students API-G	104 402	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	87%	86%	---
Black or African American	94%	78%	---
American Indian or Alaska Native	64%	97%	---
Asian	93%	93%	---
Filipino	---	---	---
Hispanic or Latino	87%	81%	---
Native Hawaiian/Pacific Islander	100%	50%	---
White	82%	89%	---
Two or More Races	---	77%	---
Socioeconomically Disadvantaged	85%	82%	---
English Learners	100%	100%	---
Students with Disabilities	67%	82%	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	2.2	7.4	6.2
Graduation Rate	85.24	89.68	86.43
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
English-Language Arts	37	49	35
Mathematics	44	46	42
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	15	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	0	---
Social Science	1	---
All courses	17	7.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School	65	21	13	58	35	7
Male	73	19	8	59	34	8
Female	58	24	18	57	37	6
Black or African American						
American Indian or Alaska Native						
Asian	67	25	8	47	39	14
Filipino						
Hispanic or Latino	66	24	10	61	35	4
Native Hawaiian/Pacific Islander						
White	63	16	21	54	39	7
Two or More Races						
Socioeconomically Disadvantaged	67	21	12	59	34	7
English Learners	92	8	0	85	15	0
Students with Disabilities	98	0	2	88	12	0
Students Receiving Migrant Education Services						

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	357
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	16%

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	38
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	27.4

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Teaching career related skills and attitudes is a key component of the educational foundation in the Marysville Joint Unified School District. A myriad of CTE classes create real world learning situations for students where hands-on lessons are presented in the context of a working environment. Tri-County ROP works in conjunction with Lindhurst High School to expand CTE offerings for our students. The Marysville Joint Unified School District surpassed the California Department of Education's core indicator expectations that measure the success of Career Technical Education programs. The MJUSD Career Technical Education Advisory Committee consists of representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration and the field office of the Employment Development Department.

Linda Elementary School

6180 Dunning Ave. • Marysville, CA 95901 • (530) 741-6196 • Grades K-6

Judy Hart, Principal

jhart@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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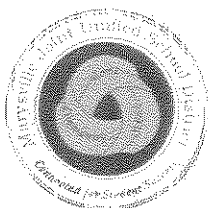
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Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6196.

School Description

Welcome to Linda Elementary School where our staff is dedicated to the safety and education of students. We work closely with parents the community, and each other to establish a caring partnership for the wellbeing of your children. Our staff and former students have a great deal of pride in our school's long history, established in 1855, of providing a quality education for its students and being a focal point in the community. From a one room school house to a K-6 school of seven hundred students, our students continue to have a great deal of pride in our school. Linda Elementary School is "Committed to Excel through Respect and Academics."

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and communities benefit where there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together, we can open the doors of tomorrow for students today. Linda Elementary School encourages parents to be a part of their child's learning experience. Opportunities range from serving on the Site Council, PTA, and volunteering in a classroom. Parents participate in Back to School Night, Family Dinner Nights, Reading Nights, Open House, Student Programs, Seasonal Events, and our Lion Pride Program.

Parent involvement coordinator: Judy Hart (530) 741-6196

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	116
Gr. 1	102
Gr. 2	105
Gr. 3	91
Gr. 4	111
Gr. 5	82
Gr. 6	96
Total	703

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.6
Asian	19.2
Filipino	0.1
Hispanic or Latino	46.9
Native Hawaiian/Pacific Islander	0.3
White	25.6
Two or More Races	3.1
Socioeconomically Disadvantaged	93.7
English Learners	49.4
Students with Disabilities	6.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	20.8	23.2	4	6	2	1	0	3	0	0	0
Gr. 1	20	20.8	24.8	3	6	0	1	0	6	0	0	0
Gr. 2	20	20.8	22.2	4	6	2	0	0	3	0	0	0
Gr. 3	20	18.6	18	4	7	6	0	0	0	0	0	0
Gr. 4	28	31.3	26.3	0	0	1	4	4	2	0	0	1
Gr. 5	28	28.7	29.8	0	0	0	3	3	4	0	0	0
Gr. 6	28	28.7	31	0	0	0	2	3	3	0	0	0
Other	50			3			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	12	12.3	10.67
Expulsions Rate	1.14	0.89	1.28
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Student safety is paramount at Linda School. Our Safe School Plan was developed with input from all stakeholders and is reviewed annually.

Key elements are:

- The school is three miles from a sheriff's substation.
- The perimeter of the school is fenced. Gates are locked during and after school hours.
- The newly installed security fence in the front of our campus limits access to the classrooms during the day.
- Our new parking lots in the front of the school are well lit and include six cameras.
- Visitors must check in at the office.
- Fire/Duck and Cover, and Schoolwide Lockdown procedures are practiced throughout the school year.
- Evacuation routes are posted in all rooms.
- Teachers and yard duty supervise students during all recesses and are assisted by administrators.
- Yard duty, custodians, and administrators carry walkie talkies.
- The office and administrators also communicate with cell phones.
- Administration attends gang taskforce meetings weekly.
- Administration attends collaboration meetings with law enforcement monthly.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2012

Linda Elementary School is in good condition. The custodial staff maintains a clean campus. The site received new fencing this year, and other Facility projects are in progress.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: as Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Removed obstruction from electrical panel in the Library.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Repaired drinking fountain.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	33	36	34
Without Full Credential	4	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	2.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,161	\$1,418	\$3,743	\$57,851
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			19%	7%
Percent Difference: School Site/ State			31%	13%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Accelerated Reader Program, Waterford Program, Gen Yes Program, Student Services Coordinator, Literacy Intervention Specialist, Intervention Coordinator, Dropout Prevention Specialist, Program Improvement Team, Response to Intervention Specialist, and Primary Language Support Team.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	40	40	37	43	45	48	52	54	56
Math	56	57	52	47	49	49	48	50	51
Science	35	34	33	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	37	52	33	
Male	31	51	26	
Female	44	53	38	
Black or African American	29	43		
American Indian or Alaska Native				
Asian	28	53	20	
Filipino				
Hispanic or Latino	38	50	34	
Native Hawaiian/Pacific Islander				
White	41	54	44	
Two or More Races				
Socioeconomically Disadvantaged	36	51	35	
English Learners	24	46	9	
Students with Disabilities	5	13		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	20.3	8.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	34	-7	-12
Black or African American			
American Indian or Alaska Native			
Asian	22	-17	-23
Filipino			
Hispanic or Latino	34	-2	-5
Native Hawaiian/Pacific Islander			
White	65	-11	-10
Two or More Races			
Socioeconomically Disadvantaged	35	-7	-9
English Learners	35	-14	-27
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	3	2
Similar Schools	3	5	3

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	415	6,496	4,664,264
	API-G	731	760	788
Black or African American	Students	14	227	313,201
	API-G	674	726	710
American Indian or Alaska Native	Students	7	242	31,606
	API-G		753	742
Asian	Students	91	665	404,670
	API-G	696	752	905
Filipino	Students	1	29	124,824
	API-G		855	869
Hispanic or Latino	Students	191	2,493	2,425,230
	API-G	744	740	740
Native Hawaiian/ Pacific Islander	Students	0	42	26,563
	API-G		774	775
White	Students	103	2,598	1,221,860
	API-G	741	782	853
Two or More Races	Students	7	173	88,428
	API-G		810	849
Socioeconomically Disadvantaged	Students	383	5,017	2,779,680
	API-G	725	741	737
English Learners	Students	218	2,070	1,530,297
	API-G	706	714	716
Students with Disabilities	Students	40	771	530,935
	API-G	379	450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	No

Loma Rica Elementary School

5150 Fruitland Rd • Marysville, CA 95901 • (530) 741-6144 • Grades K-5

Kathleen Hansen, Principal
khansen@mjsd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjsd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

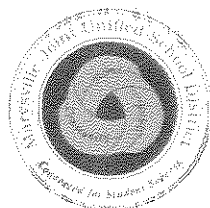
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6144.

School Description

Loma Rica Elementary School prides itself on its small, tight-knit community. Upon stepping onto campus, one immediately recognizes a culture of school-wide support that focuses on the well-being of our children. As a school community, we celebrate our successes and address our challenges. Our team, consisting of teachers, support staff, parents, community members, and administration, is continually dedicated to meeting the unique needs of each child who attends our school.

Loma Rica's Mission Statement is as follows:

We believe our students have the ability to meet grade level expectations and receive enrichment so that they may develop the desire and confidence to become lifelong learners.

We believe our students can learn to accept responsibility for their actions and, through guidance, make adjustments so that they can build positive relationships with others.

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Loma Rica Elementary School encourages parents to be part of their child's learning experience. Opportunities range from serving on the Site Council, to PTA, to volunteering in the classroom or at one of many school-wide activities. Please call to find out how you can become involved and demonstrate the importance of education to your child.

Parent involvement coordinator: Kathleen Hansen (530) 741-6144

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	23
Gr. 1	21
Gr. 2	25
Gr. 3	22
Gr. 4	13
Gr. 5	29
Total	133

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	16.5
Asian	0.8
Filipino	0
Hispanic or Latino	11.3
Native Hawaiian/Pacific Islander	0
White	65.4
Two or More Races	1.5
Socioeconomically Disadvantaged	47.4
English Learners	0
Students with Disabilities	9.8

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	22	23	1	1	0	0	0	1	0	0	0
Gr. 1	19	22	21	1	1	2	0	0	0	0	0	0
Gr. 2	15	22	25	1	1	0	0	0	1	0	0	0
Gr. 3	16	15	19	1	1	1	0	0	0	0	0	0
Gr. 4	14	17.5	13	1	1	1	0	1	0	0	0	0
Gr. 5	31	28	16	0	0	1	1	1	1	0	0	0
Gr. 6	0			0			0			0		
Other	15			0			0			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	2.88	4.17	9.77
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of our students is our top priority. Each month, our students and staff participate in drills designed to address safety issues such as fire, earthquake and on-campus intruder. Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. Newly installed fencing around the entire perimeter of the campus has provided an added level of safety for our school.

The Site Council formally adopts a Safe School Plan each year. Our School Plan includes the following major elements:

- Safe school goals
- School crime assessment
- Safe school strategies and programs
- Child abuse reporting procedures
- Disaster response procedures
- Suspension and expulsion policy
- Teacher safety
- Sexual harassment policy
- District tobacco policy - safe school drug and tobacco education
- Dress code
- Safety standards for arrival and departure
- School discipline

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 20, 2012

The 40 year old school is well kept.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Fire extinguisher was over charged.
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Soft siding on portable number six.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Plastic slide needs replaced.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	8	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist	2.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,643	\$380	\$5,263	\$62,689
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			14%	1%
Percent Difference: School Site/ State			4%	5%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Literacy Resource Technician, Accelerated Reader, Technology, and Waterford instructional programs.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)	
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)	
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)	
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)	

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	56	61	58	43	45	48	52	54	56
Math	61	64	65	47	49	49	48	50	51
Science	57	74	58	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	58	65	58	
Male	48	53	56	
Female	71	80		
Black or African American				
American Indian or Alaska Native	53	71		
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	59	67	62	
Two or More Races				
Socioeconomically Disadvantaged	51	50	55	
English Learners				
Students with Disabilities	9	9		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.7	15.4	46.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	0	20	-23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	15	
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	6	6	6
Similar Schools	4		

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	75 807	6,496 788
Black or African American	Students API-G	3 726	313,201 710
American Indian or Alaska Native	Students API-G	17 815	31,606 742
Asian	Students API-G	1 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	8 740	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	0 774	26,563 775
White	Students API-G	46 816	1,221,860 853
Two or More Races	Students API-G	0 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	32 768	5,017 737
English Learners	Students API-G	0 714	2,070 716
Students with Disabilities	Students API-G	11 460	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Marysville Charter Academy for the Arts

1917 B St. • Marysville, CA 95901 • (530) 749-6156 • Grades 7-12

Tim Malone, Principal

tmalone@mjUSD.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjUSD.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

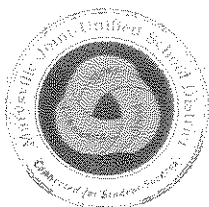
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 749-6156.

School Description

Welcome to the exciting world of the Marysville Charter Academy for the Arts (MCAA). The culture at MCAA pulses with students and staff engaged in a comprehensive fine and performing arts, college preparatory, academic environment. Award winning choral/instrumental music, theater, visual arts, dance, and creative writing programs attract students from six different school districts and three counties. Standards-based instruction across disciplines provides a strong foundation to master a rigorous curriculum. Project-based learning engages students in problem-solving activities as they work autonomously or in groups to construct their own learning. This powerful blending of academics and the arts create an environment where students demonstrate proficiency in their field of study and graduate with distinction.

Opportunities for Parental Involvement

Parents are active partners with us in helping our students develop personal responsibility, skills for productive work in artistic pursuits and careers, and the ability to be life-long learners. A very active Parent Teacher Student Association and School Site Council are the primary vehicles for parent participation although support for education finds many forms at the Academy from chaperoning field trips and assisting at school activities to sewing costumes for performances. Parent participation is an expectation for all parents from the moment their child is accepted to the Academy. Together, we create an environment that enables students to become responsible, cooperative, and creative learners ready for what is expected of them in the 21st century.

Parent involvement coordinator: Pat Bennett, 749-6196, pbennett@mjUSD.com

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 7	66
Gr. 8	67
Gr. 9	63
Gr. 10	51
Gr. 11	49
Gr. 12	39
Total	335

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	2.7
Asian	3
Filipino	0.6
Hispanic or Latino	26
Native Hawaiian/Pacific Islander	0.6
White	49.9
Two or More Races	11.6
Socioeconomically Disadvantaged	47.8
English Learners	8.1
Students with Disabilities	3.9

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	8	23.5	20.1	27	5	11	2	6	4	0	0	0
Math	10	22.8	14	22	6	17	1	7	5	0	0	0
Science	14	21.9	18.1	13	5	9	3	9	8	0	0	0
SS	15	21.3	19.3	14	6	8	3	8	6	0	0	0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	3.7	2.23	2.39
Expulsions Rate	0	0.84	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan for the Academy is reviewed annually by the staff and School Site Council and includes: fire and disaster evacuation plans, child abuse prevention information, and emergency phone numbers. Major objectives of the plan are to maintain a high level of security for and during activities and campus-wide supervision before, during, and immediately after school hours. Funds have been made available to provide for a campus security officer. The School Safety Plan is updated with active participation from the staff, parents, and students.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2013

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[]	[]	[X]	Work order submitted to replace electrical box cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Work order submitted to replace a downspout on a gutter.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	13	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.01	0.99
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.75
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
Resource Specialist	0.10
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	330

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations in the form of a Categorical Block Grant. Sites also receive support services such as counseling, health, psychological, and routine maintenance.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,565	\$435	\$6,130	\$51,946
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			32%	16%
Percent Difference: School Site/ State			12%	22%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4-2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4-2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading and Language Arts Program, McDougal Littell (2002) High Point, Hampton Brown (2002) Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Course 2, Pre-Algebra, CA Edition, McDougal Littell (2008) Algebra Readiness, CA Edition, Holt (2008) Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	AP Science: Living in the Environment, Brooks/Cole (2011) California Science: Earth, Life and Physical Science, Holt, Rinehart, and Winston (2007) Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Social Studies, Pearson Prentice Hall (2006) US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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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- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
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For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	77	71	83	43	45	48	52	54	56
Math	32	37	39	47	49	49	48	50	51
Science	72	82	82	46	50	50	54	57	60
H-SS	55	57	72	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

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2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	83	39	82	72
Male	82	42	85	83
Female	83	37	81	66
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	81	38	69	71
Native Hawaiian/Pacific Islander				
White	84	40	86	72
Two or More Races	83	46	100	79
Socioeconomically Disadvantaged	80	32	74	63
English Learners				
Students with Disabilities	27			45
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.2	19	39.7
9	27.9	24.6	34.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	38	-4	35
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			68
Native Hawaiian/Pacific Islander			
White	27	15	28
Two or More Races			
Socioeconomically Disadvantaged	41	-5	29
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	2	4	2

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	271	6,496	4,664,264
	API-G	873	760	788
Black or African American	Students	10	227	313,201
	API-G		726	710
American Indian or Alaska Native	Students	7	242	31,606
	API-G		753	742
Asian	Students	7	665	404,670
	API-G		752	905
Filipino	Students	1	29	124,824
	API-G		855	869
Hispanic or Latino	Students	65	2,493	2,425,230
	API-G	869	740	740
Native Hawaiian/ Pacific Islander	Students	2	42	26,563
	API-G		774	775
White	Students	144	2,598	1,221,860
	API-G	889	782	853
Two or More Races	Students	32	173	88,428
	API-G	879	810	849
Socioeconomically Disadvantaged	Students	119	5,017	2,779,680
	API-G	850	741	737
English Learners	Students	19	2,070	1,530,297
	API-G	845	714	716
Students with Disabilities	Students	11	771	530,935
	API-G	628	450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	100%	86%	---
Black or African American	75%	78%	---
American Indian or Alaska Native	100%	97%	---
Asian	100%	93%	---
Filipino	---	---	---
Hispanic or Latino	100%	81%	---
Native Hawaiian/Pacific Islander	---	50%	---
White	88%	89%	---
Two or More Races	100%	77%	---
Socioeconomically Disadvantaged	100%	82%	---
English Learners	100%	100%	---
Students with Disabilities	100%	82%	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0	7.3	0
Graduation Rate		95.12	97.14
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	77	79	85
Mathematics	72	69	75
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	1	---
Social Science	0	---
All courses	6	5.8

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School	15	31	54	25	43	32
Male	19	25	56	19	44	38
Female	14	33	53	27	43	30
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	22	39	39	39	28	33
Native Hawaiian/Pacific Islander						
White	17	33	50	16	60	24
Two or More Races						
Socioeconomically Disadvantaged	18	36	46	26	48	26
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	319
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	15%

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	40.5
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	29.8

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The Marysville Charter Academy for the Arts class list is chalked full of courses intended to help students prepare for the various and unique career opportunities in the performing and fine arts field. Our curriculum emphasizes specialized instruction in a wide variety of the arts. The project-based learning environment compliments the world of work and prepares students in an innovative model for teaching and learning. Project-based learning focuses on the central concepts and principles of a discipline through problem-solving investigations and allows students to work autonomously and collaboratively to construct their own knowledge and culminates in realistic products, portfolios and presentations. Programs and Courses include: Graphic Arts, Video Editing, Video Animation, Photography 1, Photography 2, Photography 3, Paint/Draw, Intermediate Drama, Advanced Drama, Musical Theater, Concert Choir, Vocal Ensemble, Choir, Concert Band, Jazz Band, Keyboards, Guitar, Strings, and Dance

Anna McKenney Intermediate School

1904 Huston St. • Marysville, CA 95901 • (530) 741-6187 • Grades 6-8

Gina Lanphier, Principal
glanphier@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



**Marysville Joint
Unified School District**
1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

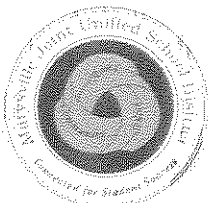
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6187.

McKenney Vision:

Our school community promotes high expectations, academic success, and lifelong learning.

Mission:

We are a school that:

- Achieves Academic Success through:
 - High expectations
 - Effective instructional strategies for ALL students
 - Comprehensive lesson planning
 - Effective instruction
 - Accountability
 - Collaboration for continued student growth
- Cultivates Life Long Learners by:
 - Developing independent thinkers
 - Generating student civic responsibility
 - Attending to the social, emotional, and academic needs of the 'total child'
- Builds Strong Relationships by:
 - Promoting collaboration between all Educational Stakeholders
 - Seeking input to support student success
 - Understanding and addressing the needs of the whole child
- Maintains a Thriving Learning Environment by:
 - Ensuring safety
 - Nurturing student social and emotional needs
 - Supporting student academic needs
 - Instilling confidence in students
 - Creating an encouraging and enthusiastic environment

Opportunities for Parental Involvement

Educating our children is a team effort. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. McKenney encourages parents to be part of their child's learning experience through Site Council/ELAC Committee and PTSO. PTSO is very active in coordinating fundraisers and activities that support our students. Parents are encouraged to volunteer at our school for such things as lunch supervision, communication, and classroom assistance. The staff realizes that parents are an essential component to student success. For this reason, we continue to seek ways to increase parent involvement.

Parent Involvement Coordinator: Gina Lanphier (530) 741-6187

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	152
Gr. 7	178
Gr. 8	182
Total	512

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	2.3
Asian	8.4
Filipino	0.6
Hispanic or Latino	32
Native Hawaiian/Pacific Islander	0.6
White	48.6
Two or More Races	1
Socioeconomically Disadvantaged	81.4
English Learners	22.1
Students with Disabilities	9.6

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	24	29	25.8	9	4	4	28	14	25	0	6	0
Math	24	23.5	22.8	6	6	9	17	10	12	1	1	3
Science	26	28.6	26.8	1	1	2	15	9	9	0	2	2
SS	26	28	27.1	2	1	1	14	8	10	1	3	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	24.26	49.34	29.49
Expulsions Rate	4.63	6.19	1.56
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Each year, our Safe School Plan is revised, and we are constantly in the process of reviewing our programs and processes for crisis response and prevention:

Adoption of a non-violent campus environment.

Adoption of the present plan that details a coordinated response for the school site.

Adoption of an emergency/crisis plan that incorporates an off-site evacuation point.

Adoption of an emergency code.

Review evacuation/emergency/crisis plans with all staff.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

McKenney School is a nice school with a new gym. It is well maintained and kept clean.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Work order was submitted to replace a broken plug cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Trash cans were moved to clear the fire alarm pull station.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	24	22	26
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.75
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.94
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist	3.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: PASS Program – monitors grades, students attendance, and discipline; Outreach Program – counselor meets with students and provides support services when needed; In-House Suspension – allows students to remain in school promoting academic success; Tutoring – targets students needing additional support to reach grade level mastery; English Language Learner Coordinator – monitors EL student progress, meets with students and parents, and coordinates ELAC parent participation.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,471	\$791	\$3,680	\$55,267
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			21%	11%
Percent Difference: School Site/ State			33%	17%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Reading and Language Arts Program, McDougal Littell (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Course 2, Pre-Algebra, CA Edition, McDougal Littell (2008) Algebra Readiness, CA Edition, Holt (2008) Algebra I, CA Edition, McDougal Littell (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science: Earth, Life and Physical Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Social Studies, Pearson Prentice Hall (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	48	50	55	43	45	48	52	54	56
Math	50	54	56	47	49	49	48	50	51
Science	62	63	68	46	50	50	54	57	60
H-SS	32	33	41	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	55	56	68	41
Male	52	60	70	48
Female	57	52	66	36
Black or African American	52	56		42
American Indian or Alaska Native	73	36		
Asian	60	63	79	64
Filipino				
Hispanic or Latino	44	46	53	28
Native Hawaiian/Pacific Islander				
White	60	62	76	46
Two or More Races	71	55		
Socioeconomically Disadvantaged	52	56	62	36
English Learners	15	32	9	5
Students with Disabilities	11	20		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	29.4	20.3	34.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	25	1	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-16	6	30
Native Hawaiian/Pacific Islander			
White	46	-4	36
Two or More Races			
Socioeconomically Disadvantaged	25	3	39
English Learners	-27	24	5
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	5	5	5
Similar Schools	6	9	7

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	465	6,496	4,664,264
	API-G	805	760	788
Black or African American	Students	27	227	313,201
	API-G	802	726	710
American Indian or Alaska Native	Students	10	242	31,606
	API-G		753	742
Asian	Students	41	665	404,670
	API-G	820	752	905
Filipino	Students	3	29	124,824
	API-G		855	869
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	API-G	760	740	740
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English Learners	Students	108	2,070	1,530,297
	API-G	702	714	716
Students with Disabilities	Students	46	771	530,935
	API-G	473	450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Marysville High School

12 E. 18th St. • Marysville, CA 95901 • (530) 741-6180 • Grades 9-12

Gary Cena, Principal
gcena@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

www.mjusd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Jim C. Flurry

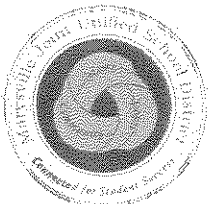
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 741-6180.

School Description

Marysville High School's identity is wrapped around three things: our history, our high academic standards, and our safe learning environment. **HISTORY:** Marysville High School was one of the first public high schools established in California in 1871 as a feeder school to the newly created University of California at Berkeley. **ACADEMICS:** Our API has increased over 132 points in the past nine years from 609 to 741. **SAFETY:** Suspensions, over recent years, have reduced while attendance percentages have risen. We welcome you to Marysville High School - a safe school, rich in tradition, and focused on academic achievement.

Opportunities for Parental Involvement

Parents interested in becoming involved in Marysville High School can call Janet Wooten, (530) 741-6180 ext. 3100. Marysville High School parents are encouraged to be involved through: PRIDE (Parents Responsible In Developing Excellence) - a parent and alumni foundation that raises funds for co-curricular programs and orchestrates functions that richly enhance Marysville High School; Site Council - which monitors and approves our school site plan; tutoring; chaperoning trips and dances; and being involved in strategic school advisory bodies.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	284
Gr. 10	233
Gr. 11	200
Gr. 12	188
Total	905

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	7.2
Asian	7.7
Filipino	0.3
Hispanic or Latino	23.8
Native Hawaiian/Pacific Islander	0.4
Two or More Races	2.8
Socioeconomically Disadvantaged	66.5
English Learners	13.9
Students with Disabilities	11.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	18	21	24.8	25	4	4	19	5	8	2	0	2
Math	14	27.3	24.5	56	5	10	18	12	17	0	6	4
Science	19	27.7	27.1	16	1	4	13	4	11	1	1	4
SS	17	29.2	27.4	22	4	4	14	12	11	2	6	5

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	12.93	10.2	11.93
Expulsions Rate	5.57	5.36	2.21
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Marysville High School has a Safe School Plan that includes:

- Fire and disaster evacuation plans
- Child abuse prevention information
- Emergency phone numbers
- Rapid Responder

Our staff includes two full-time security officers and one full-time probation officer. The Safe School Plan is continually revised with active participation from staff.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2013

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Work order submitted to repair a hole in the wall under an electrical panel and replace an electrical elbow.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	45	43	44
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	1
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	500

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: professional development, structured teacher planning time, supplemental instructional materials and supplies, extension of the school day to provide after school tutoring, Student Services Coordinator, academic counselor to reduce the student to counselor ratio, PASS Officer, Dropout Prevention Specialist, and an EL instructional assistant.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,558	\$1,100	\$5,458	\$64,075
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			18%	4%
Percent Difference: School Site/ State			0%	3%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	48	47	51	43	45	48	52	54	56
Math	28	31	28	47	49	49	48	50	51
Science	44	43	50	46	50	50	54	57	60
H-SS	39	43	38	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	51	28	50	38
Male	43	25	52	45
Female	57	29	50	34
Black or African American	44	20		40
American Indian or Alaska Native	40	18	39	34
Asian	35	38		38
Filipino				
Hispanic or Latino	45	22	43	32
Native Hawaiian/Pacific Islander				
White	58	30	59	42
Two or More Races	38	29		36
Socioeconomically Disadvantaged	48	28	50	36
English Learners	7	15	22	7
Students with Disabilities	9	4	8	12
Students Receiving Migrant Education Services				

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Grade Level	Percent of Students Meeting Fitness Standards		
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API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	31	3	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	12	8
Native Hawaiian/Pacific Islander			
White	42	1	19
Two or More Races			
Socioeconomically Disadvantaged	24	-12	47
English Learners	-2		
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	4	5	5
Similar Schools	2	6	4

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
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Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

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This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	629	6,496	4,664,264
	API-G	741	760	788
Black or African American	Students	26	227	313,201
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Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	92%	86%	---
Black or African American	100%	78%	---
American Indian or Alaska Native	100%	97%	---
Asian	91%	93%	---
Filipino	---	---	---
Hispanic or Latino	85%	81%	---
Native Hawaiian/Pacific Islander	---	50%	---
White	93%	89%	---
Two or More Races	71%	77%	---
Socioeconomically Disadvantaged	89%	82%	---
English Learners	100%	100%	---
Students with Disabilities	84%	82%	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.6	3.2	3.4
Graduation Rate	94.95	96.72	95.74
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	50	61	54
Mathematics	57	51	57
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	10	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	0	---
Social Science	0	---
All courses	11	5.9

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School	46	28	26	43	39	18
Male	55	26	19	41	40	19
Female	39	29	32	46	38	17
Black or African American						
American Indian or Alaska Native	53	35	12	50	39	11
Asian						
Filipino						
Hispanic or Latino	55	32	13	52	39	9
Native Hawaiian/Pacific Islander						
White	38	26	36	39	37	24
Two or More Races						
Socioeconomically Disadvantaged	46	28	26	43	39	18
English Learners	83	11	6	83	17	0
Students with Disabilities	92	8	0	96	4	0
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	159
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	15%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	41.7
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	26.9

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

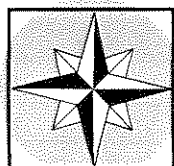
Teaching career related skills and attitudes is a key component of the educational foundation in the Marysville Joint Unified School District. A myriad of CTE classes create real world learning situations for students where hands-on lessons are presented in the context of a working environment. Tri-County ROP works in conjunction with Marysville High School to expand CTE offerings for our students. Marysville High School continues to surpass the California Department of Education's core indicator expectations that measure the success of Career Technical Education programs. The MJUSD Career Technical Education Advisory Committee consists of representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration and the field office of the Employment Development Department.

North Marysville Continuation High School

1949 B St. • Marysville, CA 95901 • (530) 749-6912 • Grades 9-12

Rocco Greco, Principal
rgreco@mjustd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

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District Governing Board

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Frank J. Crawford

Jim C. Flurry

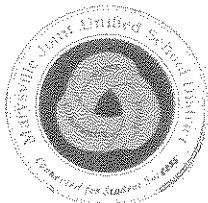
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 749-6912.

School Description

North Marysville Continuation High School serves the academic needs of students who need a smaller class size and a higher teacher/student study ratio. Teachers develop individual plans and equip students with the skills to complete the plans in a safe, secure, caring, and disciplined school climate. We want our students to be aware of their responsibility to become productive, contributing members of society who will work toward goals and their full potential. North Marysville serves 16-19 year old students and our mission is simple: Help students earn their high school diploma and advance onto some form of post-secondary education.

Opportunities for Parental Involvement

Parent involvement is a struggle at continuation. Half of our students are 18, so we encourage them to take ownership in our schools. Parents are invited to be active members of our School Site Council and ELAC. As a key partner to education, parents are also encouraged to participate in Student Study Team meetings and Intervention Team meetings. Leadership and beautification days bring parents onto the campus to help improve the school image and enrich the learning opportunities for our students. Parents and guardians also enjoy gathering at the school for potlucks, and parents are always invited to volunteer at the school. Our parents are also welcome to join the Parent Advisory Committee that meets with the Marysville Joint Unified School District Superintendent monthly.

If interested in joining please contact parent involvement coordinator: Principal Rocco Greco (530)749-6105.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 10	13
Gr. 11	49
Gr. 12	54
Total	116

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	5.2
Asian	2.6
Filipino	0
Hispanic or Latino	30.2
Native Hawaiian/Pacific Islander	0.9
White	50.9
Two or More Races	1.7
Socioeconomically Disadvantaged	69
English Learners	11.2
Students with Disabilities	6.9

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	5	24	16.6	5	1	6	0	3	1	0	0	0
Math	4	0	16.9	5	0	6	0	0	1	0	0	0
Science	4	0	16.7	4	0	5	0	0	2	0	0	0
SS	9	23.5	16.7	4	1	6	0	3	1	0	0	0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	39.62	57.38	55.17
Expulsions Rate	22.64	11.48	6.90
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan addresses many areas related to safe school procedures. Included are: Child abuse reporting procedures, disaster procedures, routines and emergencies, policies regarding actions that would lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils, sexual harassment policy, schoolwide dress code, procedures for safe movement of pupils, and rules and procedures on school discipline. In addition, emergency procedures and communications that pertain to community are published in school newsletters and the handbook.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

The site is in good condition and clean. It has seen great improvement over the last year and the staff is to be credited.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	HVAC unit was repaired.
Interior: Interior Surfaces	[]	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	A broken window was replaced.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials

School	09-10	10-11	11-12
Fully Credentialed	2	2	4
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.13
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: PASS Officer to review attendance and provide additional support and planning based on the individual need of at-risk students, Virtual Learning Center, and modified individualized curriculum.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,513	\$192	\$2,321	\$67,481
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			50%	9%
Percent Difference: School Site/ State			57%	2%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	4	10	11	43	45	48	52	54	56
Math	4	6	10	47	49	49	48	50	51
Science	9	10	3	46	50	50	54	57	60
H-SS	3	4	7	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	11	10	3	7
Male	12	13		7
Female	11	6	7	7
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5			
Native Hawaiian/Pacific Islander				
White	16	8	6	4
Two or More Races				
Socioeconomically Disadvantaged	13	10	4	9
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	B	-19	115
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide		B	B
Similar Schools		B	B

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	26 606	6,496 788
Black or African American	Students API-G	0 726	313,201 710
American Indian or Alaska Native	Students API-G	0 753	31,606 742
Asian	Students API-G	0 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	8 740	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	0 774	26,563 775
White	Students API-G	17 574	2,598 853
Two or More Races	Students API-G	1 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	20 590	5,017 737
English Learners	Students API-G	4 714	2,070 716
Students with Disabilities	Students API-G	4 450	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	85%	86%	---
Black or African American	67%	78%	---
American Indian or Alaska Native	100%	97%	---
Asian	---	93%	---
Filipino	---	---	---
Hispanic or Latino	80%	81%	---
Native Hawaiian/Pacific Islander	---	50%	---
White	100%	89%	---
Two or More Races	---	77%	---
Socioeconomically Disadvantaged	71%	82%	---
English Learners	100%	100%	---
Students with Disabilities	100%	82%	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	18.6	18	13.7
Graduation Rate			
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	35	21	33
Mathematics	23	14	25
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School	67	30	3	75	18	7
Male	71	24	6	75	19	6
Female	62	38	0	75	17	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	73	27	0	64	27	9
Native Hawaiian/Pacific Islander						
White	60	33	7	80	13	7
Two or More Races						
Socioeconomically Disadvantaged	65	35	0	74	21	5
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Students are encouraged to participate in Regional Occupational Programs offered at the comprehensive high schools to expand CTE opportunities. Due to the small number of students and the nature of continuation schools, it is not feasible to provide a formalized CTE program.

Olivehurst Elementary School

1778 McGowan Rd. • Olivehurst, CA 95961 • (530) 741-6191 • Grades K-6

Jimmie Eggers, Principal

jeggers@mjustd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000

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District Governing Board

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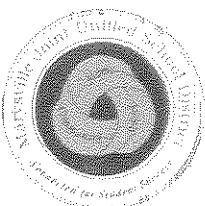
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About the SARC

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School Description

Olivehurst School has been a part of the community for over 50 years. Our school prides itself in the belief that the education of a student includes the student, staff members, family, and community. It is our duty to provide all students with the best education possible.

Opportunities for Parental Involvement

Educating our children is a team effort. We rely on parent involvement to help us reach our goals and provide successful experiences for every child. There are several opportunities for parents to be a part of their children's learning experiences. These opportunities range from Site Council, ELAC, Garden Club and fundraising to volunteering in the classroom, chaperoning field trips, and serving on district committees. As volunteers and staff members, parents are a critical component and a welcoming addition to our school family.

Parent involvement coordinator: Jimmie Eggers (530) 741-6191

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	74
Gr. 1	91
Gr. 2	79
Gr. 3	82
Gr. 4	67
Gr. 5	67
Gr. 6	68
Total	528

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	2.5
Asian	9.3
Filipino	0.6
Hispanic or Latino	43.2
Native Hawaiian/Pacific Islander	1.3
White	39.6
Two or More Races	0.4
Socioeconomically Disadvantaged	87.1
English Learners	41.7
Students with Disabilities	7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	19	19	21.3	3	5	3	1	0	0	0	0	0
Gr. 1	19	19.8	20	3	5	4	0	0	0	0	0	0
Gr. 2	21	22.2	18.6	1	4	5	2	1	0	0	0	0
Gr. 3	19	18.8	19.8	4	5	5	0	0	0	0	0	0
Gr. 4	31	30.5	30.5	0	0	0	1	2	2	1	0	0
Gr. 5	30	33.5	25.3	0	0	1	2	0	2	0	2	0
Gr. 6	31	25	31.5	0	2	0	1	1	2	0	1	0
Other	51			1			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	6.41	13.81	10.98
Expulsions Rate	0	0.35	0.38
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Olivehurst Elementary School has adopted a Safe School Plan to ensure the school site environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through meetings and input from all stakeholders including students, parents, staff, and community members. It centers on provisions to deal with immediate problems and set specific strategies and activities to ensure student safety and success.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Soft siding on several portables needs repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Work order submitted to repair a broken window.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	25	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: tutoring, EL Instructional Assistant who provides services to EL students, Intervention Teacher who provides small group instruction, Accelerated Reader, Accelerated Math, Education City (educational games and software), library services, articulation and training for teachers, materials and supplies that supplement our core curriculum, technology for classrooms including computers, projectors, document cameras, and other support technology.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,534	\$1,215	\$3,319	\$48,004
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			28%	22%
Percent Difference: School Site/ State			39%	28%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	43	48	50	43	45	48	52	54	56
Math	57	58	56	47	49	49	48	50	51
Science	35	47	31	46	50	50	54	57	60
H-SS				37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	50	56	31	
Male	43	52	33	
Female	58	61	29	
Black or African American				
American Indian or Alaska Native				
Asian	41	49		
Filipino				
Hispanic or Latino	44	51	26	
Native Hawaiian/Pacific Islander				
White	63	67	50	
Two or More Races				
Socioeconomically Disadvantaged	48	54	26	
English Learners	34	46	16	
Students with Disabilities	5	2	7	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	27.3	15.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-16	18	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	16	-25
Native Hawaiian/Pacific Islander			
White	-21	17	29
Two or More Races			
Socioeconomically Disadvantaged	-22	13	9
English Learners	-38	40	-29
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	4	3	3
Similar Schools	5	3	3

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	341 757	6,496 788
Black or African American	Students API-G	8 726	313,201 710
American Indian or Alaska Native	Students API-G	7 753	31,606 742
Asian	Students API-G	36 696	404,670 905
Filipino	Students API-G	3 855	124,824 869
Hispanic or Latino	Students API-G	154 731	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	5 774	26,563 775
White	Students API-G	127 809	1,221,860 853
Two or More Races	Students API-G	1 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	284 745	5,017 741
English Learners	Students API-G	154 719	2,070 714
Students with Disabilities	Students API-G	39 332	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

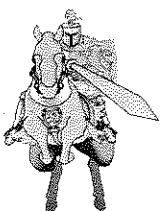
South Lindhurst Continuation High School

4444 Olive Dr. • Olivehurst, CA 95961 • (530) 749-6919 • Grades 9-12

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2011-12 School Accountability Report Card Published During the 2012-13 School Year



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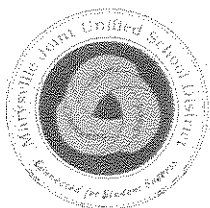
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School Description

South Lindhurst Continuation High School serves the academic needs of students who need a smaller class size and a higher teacher/student study ratio. Teachers develop individual plans and equip students with the skills to complete the plans in a safe, secure, caring, and disciplined school climate. We want our students to be aware of their responsibility to become productive, contributing members of society who will work toward goals and their full potential. Be Leaders - Be Responsible - Be Caring - Be Educated - Learn from the World. We are the "Knights". South Lindhurst serves 16-19 year old students and our mission is simple: Help students earn their high school diploma and advance into some form of post-secondary education.

Opportunities for Parental Involvement

Parent involvement is a struggle at continuation. Half of our students are 18, so we encourage them to take ownership in our schools. Parents are invited to be active members of our School Site Council and ELAC. As a key partner to education, parents are also encouraged to participate in Student Study Team meetings and Intervention Team meetings. Leadership and beautification days bring parents onto the campus to help improve the school image and enrich the learning opportunities for our students. Parents and guardians also enjoy gathering at the school for potlucks, and parents are always invited to volunteer at the school. Our parents are also welcome to join the Parent Advisory Committee that meets with the Marysville Joint Unified School District Superintendent monthly.

If interested in joining please contact parent involvement coordinator: Principal Rocco Greco (530)749-6105.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 10	3
Gr. 11	53
Gr. 12	56
Total	112

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	4.5
Asian	1.8
Filipino	0
Hispanic or Latino	45.5
Native Hawaiian/Pacific Islander	0.9
White	38.4
Two or More Races	0
Socioeconomically Disadvantaged	83
English Learners	30.4
Students with Disabilities	2.7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	5	17	27.8	2	1	1	0	0	2	0	0	1
Math	5	31.7	28	6	0	0	0	2	3	0	1	1
Science	4	27.8	28	2	1	0	0	2	3	0	1	1
SS	3	0	28	5	0	0	0	0	3	0	0	1

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	5.06	12.61	50.00
Expulsions Rate	0	0.9	0.89
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan addresses many areas related to safe school procedures. Included are: child abuse reporting procedures, disaster procedures, routines and emergencies, policies regarding actions that would lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils, sexual harassment policy, schoolwide dress code, procedures for safe movement of pupils, and rules and procedures on school discipline. In addition, emergency procedures pertinent to community support procedures are published in school newsletters and the handbook.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 20, 2012

The school was in overall good condition.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Soft siding on two portables needs repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Gate and fence repairs are salted on the south side of the campus.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials

School	09-10	10-11	11-12
Fully Credentialed	3	2	4
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	64.71	35.29
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.13
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: PASS Officer to review attendance and provide additional support and planning based on the individual need of at-risk students, Virtual Learning Center, and modified individualized curriculum.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,498	\$321	\$2,177	\$37,473
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			53%	39%
Percent Difference: School Site/ State			60%	44%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I, CA Edition, McDougal Littell (2008) Algebra II, Holt, Rinehart, and Winston (2003) Discovering Geometry, Key Curriculum Press (2008) The Practice of Statistics, WH Freeman (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006)
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	14	16	8	43	45	48	52	54	56
Math	12	5	2	47	49	49	48	50	51
Science			9	46	50	50	54	57	60
H-SS	19	15	10	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	8	2	9	10
Male	3			13
Female	14	4		7
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	7	4		7
Native Hawaiian/Pacific Islander				
White	11			5
Two or More Races				
Socioeconomically Disadvantaged	8	2		10
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	182	-19	-80
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		48

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	32	6,496	4,664,264
	API-G	511	760	788
Black or African American	Students	2	227	313,201
	API-G		726	710
American Indian or Alaska Native	Students	1	242	31,606
	API-G		753	742
Asian	Students	1	665	404,670
	API-G		752	905
Filipino	Students	0	29	124,824
	API-G		855	869
Hispanic or Latino	Students	17	2,493	2,425,230
	API-G	493	740	740
Native Hawaiian/ Pacific Islander	Students	0	42	26,563
	API-G		774	775
White	Students	11	2,598	1,221,860
	API-G	498	782	853
Two or More Races	Students	0	173	88,428
	API-G		810	849
Socioeconomically Disadvantaged	Students	28	5,017	2,779,680
	API-G	506	741	737
English Learners	Students	10	2,070	1,530,297
	API-G		714	716
Students with Disabilities	Students	0	771	530,935
	API-G		450	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	59%	86%	---
Black or African American	20%	78%	---
American Indian or Alaska Native	100%	97%	---
Asian	100%	93%	---
Filipino	---	---	---
Hispanic or Latino	50%	81%	---
Native Hawaiian/Pacific Islander	---	50%	---
White	76%	89%	---
Two or More Races	---	77%	---
Socioeconomically Disadvantaged	56%	82%	---
English Learners	72%	100%	---
Students with Disabilities	100%	82%	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	13.3	18	13.7
Graduation Rate			80.03
District			
Dropout Rate (1-year)	4.8	18	13.7
Graduation Rate	77.03	80.53	80.03
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	13	8	
Mathematics	20	8	0
District			
English-Language Arts	42	54	44
Mathematics	47	47	47
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	53	35	12
All Students at the School				100	0	0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged				100	0	0
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Students are encouraged to participate in Regional Occupational Programs offered at the comprehensive high schools to expand CTE opportunities. South Lindhurst has reintroduced a series of CTE agriculture classes into their curriculum. Due to the small number of students and the nature of continuation schools, it is not feasible to provide a formalized CTE program.

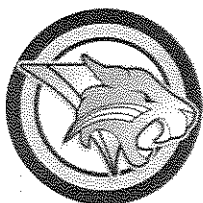
Yuba Feather Elementary School

18008 Oregon Hill Rd. • Challenge, CA 95925 • (530) 675-2382 • Grades K-6

Lynne Cardoza, Principal

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2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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Jim C. Flurry

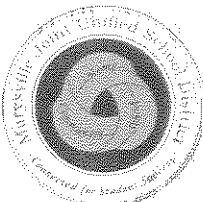
Glen E. Harris

Bernard P. Rechs

Philip R. Miller

Anthony J. Dannible

Gay Todd, Ed.D.
Superintendent



About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 675-2382.

School Description

Our focus is on academic excellence, character-building, and continuous improvement. With your support and assistance, expectations of our students will remain very high. Our intent is to mobilize students, staff, parents, and community members around a shared vision of learning in which all students achieve academic success. We are committed to teaching an educationally sound standards-based academic program. Our school community prides itself on the safe and caring learning environment and family like atmosphere that is found at Yuba Feather!

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, school, and the community benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together we can open the doors of tomorrow for students today. Yuba Feather School encourages parents to be part of their child's learning experience. Opportunities range from serving on the Site Council, to being part of the Parent Teacher Student Association (PTSA), to volunteering in a classroom. Please call to find out how you can become involved and demonstrate the importance of education to your child..

Parent involvement coordinator: Lynne Cardoza, Principal (530) 675-2382

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	15
Gr. 1	29
Gr. 2	20
Gr. 3	21
Gr. 4	22
Gr. 5	17
Gr. 6	5
Total	129

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	11.6
Asian	0
Filipino	0
Hispanic or Latino	10.1
Native Hawaiian/Pacific Islander	0.8
White	66.7
Two or More Races	10.1
Socioeconomically Disadvantaged	82.9
English Learners	0
Students with Disabilities	8.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	26	22	20	0	1	1	1	0	0	0	0	0
Gr. 1	21	22	23	0	1	0	1	0	1	0	0	0
Gr. 2	0	22	19	0	1	1	0	0	0	0	0	0
Gr. 3	0	22	20	0	1	1	0	0	0	0	0	0
Gr. 4	0	28	20	0	0	1	0	1	0	0	0	0
Gr. 5	0	30	20	0	0	1	0	1	0	0	0	0
Gr. 6	0			0			0			0		
Other	45			1			1			0		

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	18.34	1.34	7.75
Expulsions Rate	1.78	0	0
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Yuba Feather School's Safe School Plan ensures the safety of our children, staff, and the surrounding community. This community spirit has helped make Yuba Feather Elementary School a safe place to be. Students, parents, and the community have ownership for our school site. Our goal is to continue this record by including four essential components in our Safe School Plan: personal characteristics of the students and staff, the school's physical environment, the school's social environment, and the school's culture.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2012

Yuba Feather is an older 30,000 square foot school built 58 years ago. The site has seen improvement in cleanliness and overall condition this last year which can largely be attributed to administrative and custodial staff. Construction of a new classroom building will be finished this year. Overall the campus is in very good condition.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Minor electrical repairs in main building and HVAC repairs were completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[]	[X]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	9	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	1
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: Accelerated Reader/STAR reading programs, AR books, Literacy Resource Technicians, extended tutoring opportunities, Instructional Assistant in kindergarten classroom, ELA and math support classes, technology, Outreach Consultant, student awards, School Messenger system, and family nights.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,421	\$826	\$5,595	\$59,511
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			21%	4%
Percent Difference: School Site/ State			3%	10%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012, January

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	Saxon Math, Harcourt Brace School Publishers (2008)
Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	California Science, MacMillan McGraw Hill (2007)
History-Social Science The textbooks listed are Yes from most recent adoption: Percent of students lacking 0% their own assigned textbook:	History Social Studies for California, Pearson Scott Foresman (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	43	38	49	43	45	48	52	54	56
Math	51	52	55	47	49	49	48	50	51
Science	36	55	50	46	50	50	54	57	60
H-SS	23			37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	49	55	50	
Male	40	48		
Female	61	63	45	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	73	45		
Native Hawaiian/Pacific Islander				
White	45	60	54	
Two or More Races				
Socioeconomically Disadvantaged	48	52	47	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	38.9	11.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	15	15	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	-14	
Two or More Races			
Socioeconomically Disadvantaged	25	14	9
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	2	2
Similar Schools	2	4	

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	74 751	6,496 788
Black or African American	Students API-G	0 726	313,201 710
American Indian or Alaska Native	Students API-G	9 753	31,606 742
Asian	Students API-G	0 752	404,670 905
Filipino	Students API-G	0 855	124,824 869
Hispanic or Latino	Students API-G	9 740	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	1 774	26,563 775
White	Students API-G	48 734	1,221,860 853
Two or More Races	Students API-G	6 810	88,428 849
Socioeconomically Disadvantaged	Students API-G	62 747	5,017 737
English Learners	Students API-G	0 714	2,070 716
Students with Disabilities	Students API-G	11 373	530,935 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Yuba Gardens Intermediate School

1964 E. 11th Ave. • Olivehurst, CA 95961 • (530) 741-6194 • Grades 7-8

Kari Ylst, Principal

kylst@mjusd.com

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Marysville Joint Unified School District

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District Governing Board

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Jim C. Flurry

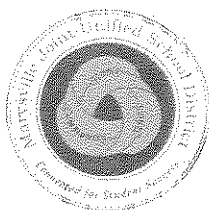
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Gay Todd, Ed.D.
Superintendent



About the SARC

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School Description

Welcome to Yuba Gardens Intermediate School. The community of Olivehurst and Linda are comprised of a diverse population. Parents and grandparents, within the community, are proud to say they also attend Yuba Gardens. Five years ago Alicia Intermediate School merged with the existing Yuba Gardens School, doubling the school population to become approximately 760+ students. Within the last five years, Olivehurst and Linda experienced growth due to new housing developments in the area. Families from the greater Sacramento region found the housing development to be quality, affordable, with a small town atmosphere good for raising families, and within commuting distance for jobs in Sacramento. The student population consists of a variety of cultures: Europeans, Ukranian, Hispanic, Hmong, and others comprise a significant portion of the student background. The community and school understand that each student is unique. It is important to make sure that each student's program meets his/her academic and social needs. If you have any question or concerns, please call Yuba Gardens Intermediate School.

Opportunities for Parental Involvement

Parents are welcome and encouraged to be involved at Yuba Gardens Intermediate School. English Language Acquisition (ELAC) meetings are held once a month. PTA is always ready to welcome new members, and they also meet once a month. Parents, who have been cleared by the district office, are welcome to assist teachers or participate in yard duty as approved by administration. Parents are a vital part of the Site Council as voting members to approve policies, procedures, and budget items that follow MJUSD board policies. Information can be gained on the website, newsletters, and parent meetings.

Parent involvement coordinator: Gloria Castro, (530) 741-6194

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 7	363
Gr. 8	375
Total	738

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	2
Asian	12.3
Filipino	0.3
Hispanic or Latino	47
Native Hawaiian/Pacific Islander	0.9
Two or More Races	2
Socioeconomically Disadvantaged	89.4
English Learners	40.2
Students with Disabilities	15.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	25	29.3	29.1	8	7	9	28	12	22	2	24	20
Math	20	25.9	24.9	13	8	10	20	14	18	0	7	3
Science	24	25.5	28.4	5	8	3	20	8	19	0	6	4
SS	24	29.1	30.5	4	2	2	19	13	11	2	10	11

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	29.64	34.99	37.80
Expulsions Rate	2.46	6.06	2.71
District	09-10	10-11	11-12
Suspensions Rate	15.74	18.87	16.34
Expulsions Rate	1.63	2.03	1.12

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Committee is continually reevaluating the needs of our students to ensure their safety. Input and changes regarding safety issues are continually revised with active staff, student, parent, community, and emergency agencies participation. We realize how important a safe and clean environment is for the overall climate of the school. Children cannot learn where they do not feel safe, or the atmosphere and aesthetics are not pleasing. The safety of our children is of the utmost importance, and every step is taken to maintain their safety. Grounds are monitored from 7:15 a.m. when buses first arrive until the last student leaves when attending a school-sponsored event such as sports, tutoring, dances, etc. If no event is planned, monitoring of the campus ends at 3:30 p.m. All staff members are assigned duty throughout the day. Visitors are to report to the office and sign in. A visitor's pass is given to each person visiting our campus and must be visible at all times. Yuba Gardens is currently in the process of creating the Parents On Campus program, which will provide additional supervision throughout the school day.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2012

Yuba Gardens was clean and in overall good order. Site staff are doing a nice job of improving the site from year to year. The campus is more than 60 years old with 60,000 square feet of buildings.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Electrical box cover replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Broken window replaced. Drinking fountain repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	34	30	32
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	454
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.24	5.76
Districtwide		
All Schools	97.52	2.48
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Social/Behavioral or Career Development Counselor	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist	2.5
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives revenue limits and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are responsible for facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental programs through categorical funding which covers services for targeted student populations. Categorical program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: standards-based tutoring, substitutes to release teachers for various research-based trainings and classroom observations, state-approved consultant collaboration training and best practices lesson planning, two Student Services Coordinator to evaluate benchmark assessments and determine at-risk and low-performing students as well as coordinate support personnel to implement targeted intervention, Literacy Resource Technician to allow the library to be accessible to help all students gain reading and research skills, Dropout Prevention Specialist, and PASS Officer.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,528	\$822	\$3,706	\$57,392
District	♦	♦	\$4,634	\$61,878
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			20%	7%
Percent Difference: School Site/ State			32%	13%

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,527	\$40,656
Mid-Range Teacher Salary	\$59,212	\$64,181
Highest Teacher Salary	\$85,322	\$82,486
Average Principal Salary (ES)	\$105,478	\$102,165
Average Principal Salary (MS)	\$108,050	\$108,480
Average Principal Salary (HS)	\$123,452	\$117,845
Superintendent Salary	\$168,000	\$181,081
Percent of District Budget		
Teacher Salaries	38%	40%
Administrative Salaries	6%	6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) significantly altered the course of the development, adoption, and acquisition of instructional materials in California. New laws established by ABX4 2 prevent the State Board of Education from adopting any new instructional materials until 2013-14 and suspend until 2012-13 the "24 month rule" which required local educational agencies to implement instructional materials from the most recent adoptions within 24 months of their adoption by the State Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading and Language Arts Program, McDougal Littell (2002) High Point, Hampton Brown (2002)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Course 2, Pre-Algebra, CA Edition, McDougal Littell (2008) Algebra Readiness, CA Edition, Holt (2008) Algebra I, CA Edition, McDougal Littell (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science: Earth, Life and Physical Science, Holt, Rinehart, and Winston (2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Social Studies, Pearson Prentice Hall (2006)

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	31	34	39	43	45	48	52	54	56
Math	42	40	40	47	49	49	48	50	51
Science	48	46	52	46	50	50	54	57	60
H-SS	32	37	39	37	40	41	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	49	50	41
All Student at the School	39	40	52	39
Male	34	39	51	39
Female	44	41	54	39
Black or African American	31	22	54	46
American Indian or Alaska Native	44	31		
Asian	36	66	62	49
Filipino				
Hispanic or Latino	37	35	50	37
Native Hawaiian/Pacific Islander				
White	41	40	52	35
Two or More Races	50	43		
Socioeconomically Disadvantaged	37	39	50	36
English Learners	12	30	27	14
Students with Disabilities	3	9	10	3
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	27.2	22.5	27.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	20	-3	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	-17	5
Native Hawaiian/Pacific Islander			
White	10	24	-20
Two or More Races			
Socioeconomically Disadvantaged	20	-10	3
English Learners	21	-28	-3
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	2	2
Similar Schools	2	6	2

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	48	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G	648 690	6,496 788
Black or African American	Students API-G	25 640	227 710
American Indian or Alaska Native	Students API-G	11 618	242 742
Asian	Students API-G	87 772	665 905
Filipino	Students API-G	2 855	29 869
Hispanic or Latino	Students API-G	313 683	2,493 740
Native Hawaiian/Pacific Islander	Students API-G	5 774	42 775
White	Students API-G	193 672	2,598 853
Two or More Races	Students API-G	11 674	173 849
Socioeconomically Disadvantaged	Students API-G	567 676	5,017 737
English Learners	Students API-G	275 665	2,070 716
Students with Disabilities	Students API-G	100 316	771 607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

