

Average Class Size and Class Size Distribution

{This section will be updated for all elementary schools.}

Self-contained special education classrooms and combination classes skewed the numbers CDE reported. This chart is being revised to reflect accurate class sizes. New numbers will be provided at the Board Meeting prior to approval of this item.

Arboga Elementary School

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

Eric Preston, Principal
epreston@mjustd.com
www.mjustd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjustd.com

District Governing Board

Jeff D. Boom
Frank J. Crawford
Anthony J. Dannible
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Bernard P. Rechs

District Administration

Gay Todd, Ed.D.
Superintendent



About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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.

School Safety 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 work closely with the district on revisions, and administrators meet monthly with local law enforcement agencies to keep abreast of new safety procedures, to assess our current practices, and to share information. We will be officially revising it again during the 2014-15 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	78
Gr. 1	80
Gr. 2	77
Gr. 3	77
Gr. 4	68
Gr. 5	68
Gr. 6	58
Total	506

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.8
Asian	8.1
Filipino	0.2
Hispanic or Latino	32.8
Native Hawaiian/Pacific Islander	0.4
White	46.8
Two or More Races	7.3
Socioeconomically Disadvantaged	68.2
English Learners	20.6
Students with Disabilities	7.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Arboga Elementary School	12-13	13-14	14-15
Fully Credentialed	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Arboga Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	A work order has been submitted to replace the flooring in the portable restroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to replace light bulbs in the cafeteria.
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 work order has been submitted to replace missing window screens.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	54	56	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	65	63	45	48	47	54	56	55
Math	75	75	72	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	7
Similar Schools	9	9	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.8	42.2	17.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	56
Male	62
Female	48
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	35
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	41
English Learners	55
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	15	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	16	-52
Native Hawaiian/Pacific Islander			
White	-15	35	-27
Two or More Races			
Socioeconomically Disadvantaged	0	12	-23
English Learners	31	-9	-32
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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 or at one of our curriculum nights, or being a chaperone on a field trip. We do require a Volunteer Training for all of our community members prior to volunteering and offer that training once a month before our PTSO meetings, as well as on an as needed basis, and we do offer an opportunity to share the costs of fingerprinting for at least 20 parents a year. Please visit our Facebook page at facebook.com/ArbogaElementarySchool and/or our Twitter feed @ArbogaElemSchoo to find out more about what's happening at our school.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.9	3.4	4.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.8	29	26	1			3	3	3	0		
Gr. 1	25	21	20	0	1	3	3	3	1	0		
Gr. 2	20	22	19	3		4	0	4		0		
Gr. 3	25.3	22	26	0			3	3	3	0		
Gr. 4	33.5	33	34	0			0	1		2	1	2
Gr. 5	33	23	34	0	1		1			1	2	2
Gr. 6	33.5	32	29	0			0	1	2	2	1	
Other--	0			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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,450	\$2,223	\$4,227	\$65,337
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-11.1	2.9
Percent Difference: School Site/ State			-9.9	-3.6

Types of Services Funded at Arboga Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Arboga Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Browns Valley Elementary School

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

Lisa Goodman, Principal
lgoodman@mjuds.com
www.mjuds.com

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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 over 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!

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	21
Gr. 1	20
Gr. 2	21
Gr. 3	30
Gr. 4	24
Gr. 5	22
Gr. 6	7
Total	145

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	10.3
Asian	0.7
Filipino	0.0
Hispanic or Latino	14.5
Native Hawaiian/Pacific Islander	0.0
White	71.7
Two or More Races	1.4
Socioeconomically Disadvantaged	38.6
English Learners	0.7
Students with Disabilities	6.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

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- School facilities are maintained in good repair.

Teacher Credentials

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Fully Credentialed	8	8	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

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System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[]	[X]	[]		A work order has been submitted to patch holes in the wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[]	[X]	[]		A work order has been submitted to replace a broken light switch cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[]	[X]	[]		Soft siding on the portables should be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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5	8.0	20.0	44.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	71
Male	80
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	17	-8	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15	-17	-10
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, teachers, support staff, 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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	1.6	1.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25	16	21	0	1		1		1	0		
Gr. 1	22	26	20	1		1	0	1		0		
Gr. 2	25	27	21	0			1	1	1	0		
Gr. 3	21	25	30	1			0	1	1	0		
Gr. 4	24	22	24	0			1	1	1	0		
Gr. 5	29	26	22	0			1	1	1	0		
Gr. 6	14	29	7	1		1	0	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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.10
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,209	\$1,543	\$5,666	\$71,304
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			19.2	12.3
Percent Difference: School Site/ State			20.8	5.2

Types of Services Funded at Browns Valley Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Browns Valley Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Cedar Lane Elementary School

841 Cedar Lane • Olivehurst, CA 95961 • (530) 741-6112 • Grades K-6

Jill Segner, Principal
jsegner@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjusd.com

District Governing Board

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District Administration

Gay Todd, Ed.D.
Superintendent



About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	71
Gr. 1	83
Gr. 2	73
Gr. 3	64
Gr. 4	74
Gr. 5	79
Gr. 6	65
Total	509

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	2.0
Asian	15.5
Filipino	0.0
Hispanic or Latino	46.0
Native Hawaiian/Pacific Islander	1.0
White	30.8
Two or More Races	1.2
Socioeconomically Disadvantaged	96.7
English Learners	36.7
Students with Disabilities	14.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Cedar Lane Elementary School	12-13	13-14	14-15
Fully Credentialed	20	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Cedar Lane Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to replace missing electrical covers, a broken plug cover, and light defuser.
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 work order has been submitted to tighten a door hinge and remove a tree between portables.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	23	27	19	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	29	33	26	45	48	47	54	56	55
Math	49	52	38	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	3	4	1

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	25.0	9.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	19
Male	6
Female	29
Black or African American	
American Indian or Alaska Native	
Asian	39
Filipino	
Hispanic or Latino	8
Native Hawaiian/Pacific Islander	
White	19
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	
Students with Disabilities	19
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-20	12	-70
Black or African American			
American Indian or Alaska Native			
Asian	-12	-8	-45
Filipino			
Hispanic or Latino	-25	28	-113
Native Hawaiian/Pacific Islander			
White	12	-23	-47
Two or More Races			
Socioeconomically Disadvantaged	-22	17	-73
English Learners	-15	15	-97
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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. This year we provided PIQE, Parent Institute for Quality Education and had over 16 graduates. We are continuing to provide support with the next session of classes for Nurtured Heart.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	12.7	9.7	11.3
Expulsions Rate	0.2	0.5	0.5
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	21	24	3	1	1	0	3	2	0		
Gr. 1	20	12	21	4	3	1	0	3	3	0		
Gr. 2	19.8	15	15	4	3	2	0	2	3	0		
Gr. 3	19.8	13	16	4	4	2	0	2	2	0		
Gr. 4	22.7	15	15	1	3	3	2	2	2	0		
Gr. 5	24.5	14	16	0	4	3	2	1	2	0		
Gr. 6	21	13	16	1	3	2	3	1	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
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Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,652	\$2,369	\$4,282	\$66,989
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-9.9	5.5
Percent Difference: School Site/ State			-8.7	-1.1

Types of Services Funded at Cedar Lane Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

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Cordua Elementary School

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

Lisa Goodman, Principal
lgoodman@mjUSD.com
www.mjUSD.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

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- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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 and 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!

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	28
Gr. 1	18
Gr. 2	16
Gr. 3	19
Gr. 4	13
Gr. 5	19
Total	113

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.8
Asian	2.7
Filipino	0.0
Hispanic or Latino	23.0
Native Hawaiian/Pacific Islander	0.0
White	61.1
Two or More Races	9.7
Socioeconomically Disadvantaged	74.3
English Learners	12.4
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

	12-13	13-14	14-15
Cordua Elementary School			
Fully Credentialed	5	7	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District			
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Cordua Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to repair girls' restroom exhaust fan.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	A work order has been submitted to repair a drinking fountain.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to remove dead branches from trees.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			43	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	66	62	49	45	48	47	54	56	55
Math	69	64	53	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	4
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.8	35.3	17.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	43
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	2	-67
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			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Educating our children is a team effort. Parents and guardians, students, teachers, support staff, 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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	2.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24	15	14	0	1	2	1			0		
Gr. 1	21	8	9	1	2	2	0			0		
Gr. 2		14	16		1	1						
Gr. 3	25	11	19	0	1	1	1			0		
Gr. 4	22	16	7	1	1	2	0			0		
Gr. 5		11	19		1	1						
Gr. 6		2			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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.20
Psychologist	0.20
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,173	\$2,428	\$6,745	\$61,165
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			41.9	-3.7
Percent Difference: School Site/ State			43.8	-9.7

Types of Services Funded at Cordua Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Cordua Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Mary Covillaud Elementary School

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

Doug Escherman, Principal
descherman@mjUSD.com
www.mjUSD.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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.

School Safety 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, how to handle various crisis if one occurs, and the school's personal characteristics.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	85
Gr. 1	114
Gr. 2	87
Gr. 3	83
Gr. 4	68
Gr. 5	61
Total	498

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	2.2
Asian	4.0
Filipino	0.0
Hispanic or Latino	42.0
Native Hawaiian/Pacific Islander	0.6
White	40.2
Two or More Races	5.8
Socioeconomically Disadvantaged	79.9
English Learners	21.9
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Mary Covillaud Elementary School	12-13	13-14	14-15
Fully Credentialed	21	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Mary Covillaud Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to repair cracked outlets in the cafeteria.
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 work order has been submitted to replace missing window screens in portables.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	53	65	59	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	60	72	65	45	48	47	54	56	55
Math	73	82	74	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	9	10	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	19.4	14.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	59
Male	77
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	
White	63
Two or More Races	
Socioeconomically Disadvantaged	53
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-16	36	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-18	68	-28
Native Hawaiian/Pacific Islander			
White	-18	23	-9
Two or More Races			
Socioeconomically Disadvantaged	-12	39	-16
English Learners	-46	67	-29
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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. The weekly Covillaud Scoop is sent home to parents informing them as what is taking place every day at school. Four meetings have been established through out the school year where the principal meets only with the parents. This meeting has been named Coffee and Tea with Mr. E. 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: Jerrilyn Olsen (530) 741-6121 ext. 4016

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.2	3.9	3.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21	22	17	2	1	2	3	4	3	0		
Gr. 1	22	22	23	4	1	1	1	4	4	0		
Gr. 2	24.3	18	17	0	2	3	3	3	2	0		
Gr. 3	23.3	17	21	1	2	1	2	2	3	0		
Gr. 4	32.5	22	23	0	1	1	1			1	2	2
Gr. 5	31.5	32	31	0			2	1	2	0	1	
Gr. 6	28			0			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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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	0.00
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,703	\$2,180	\$4,523	\$63,315
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-4.9	-0.3
Percent Difference: School Site/ State			-3.6	-6.6

Types of Services Funded at Mary Covillaud Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Mary Covillaud Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Dobbins Elementary School

14200 Dobbins School Lane • Dobbins, CA 95935 • (530) 692-1665 • Grades K-6

Lynne Cardoza, Principal

lcardoza@mjuds.com

www.mjuds.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

Gay Todd, Ed.D.
Superintendent



About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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!

Mission Statement:

It is the mission of Dobbins School to educate our students to their fullest potential academically, socially, and emotionally. We will work together as a team, with home and community, to develop our students' critical thinking skills which are necessary to become productive, independent, confident, and respectful citizens in an ever-changing society.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	15
Gr. 1	12
Gr. 2	10
Gr. 3	11
Gr. 4	6
Gr. 5	13
Gr. 6	2
Total	69

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	5.8
Asian	0.0
Filipino	0.0
Hispanic or Latino	5.8
Native Hawaiian/Pacific Islander	0.0
White	73.9
Two or More Races	13.0
Socioeconomically Disadvantaged	82.6
English Learners	0.0
Students with Disabilities	18.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Dobbins Elementary School	12-13	13-14	14-15
Fully Credentialed	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Dobbins Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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]	[]	A work order has been submitted to repair a drinking fountain.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to repair the main lot fence and gate.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			33	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	50	42	45	48	47	54	56	55
Math	63	55	55	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	3
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	18.2	54.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	33
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	25	-7	-27
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			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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. Our Safe School Plan is reviewed, discussed, and updated annually by our stakeholders and is approved in February of each school year.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	8.5	5.2	6.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	12	12	15	1	1	1	0			0		
Gr. 1	15	14	12	2	1	1	0			0		
Gr. 2		7	10		1	1						
Gr. 3	21	2	11	1	1	1	0			0		
Gr. 4		12	6		1	1						
Gr. 5	17	5	13	1	1	1	0			0		
Gr. 6		3	2		1	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.4375
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0.20
Other	1.3125

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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
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Superintendent Salary	\$168,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
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FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,687	\$2,865	\$7,822	\$52,485
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			64.5	-17.4
Percent Difference: School Site/ State			66.8	-22.5

Types of Services Funded at Dobbins Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

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Edgewater Elementary School

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

Lori Guy, Principal

lguy@mjUSD.com

www.mjUSD.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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 on going support. Grade level interventions are provided during a common time providing a preventative level of intervention for students not at the proficient level in English Language Arts.

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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	71
Gr. 1	76
Gr. 2	78
Gr. 3	69
Gr. 4	66
Gr. 5	64
Gr. 6	63
Total	487

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.8
Asian	11.7
Filipino	0.6
Hispanic or Latino	45.2
Native Hawaiian/Pacific Islander	0.6
White	32.2
Two or More Races	4.7
Socioeconomically Disadvantaged	74.3
English Learners	28.1
Students with Disabilities	8.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Edgewater Elementary School	12-13	13-14	14-15
Fully Credentialed	20	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Edgewater Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A work order has been submitted to repair HVAC controls in the office building and portables.
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A work order has been submitted to repair cracks in the bricks of the outside support columns.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Rating	Exemplary	Good	Fair	Poor
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	35	41	56	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	49	51	45	48	47	54	56	55
Math	57	65	65	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	5	5
Similar Schools	3	4	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.9	39.7	22.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	56
Male	57
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	22
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8	38	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		56	-6
Native Hawaiian/Pacific Islander			
White		23	-7
Two or More Races			
Socioeconomically Disadvantaged	2	48	8
English Learners		40	8
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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, revised and approved annually by School Site Council most recently on October 27, 2014.

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 addition to two district wide lockdown drills, classrooms practice lockdown drills (soft and hard) throughout the year. Each October, the site participates in the Great California Shake Out earthquake drill.

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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	4.2	3.6	6.3
Expulsions Rate	0.0	0.2	0.2
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.7	25	24	1			2	3	3	0		
Gr. 1	24	25	25	0			3	3	3	0		
Gr. 2	23.5	24	26	0			4	3	3	0		
Gr. 3	22.5	26	23	2			2	3	3	0		
Gr. 4	33	32	33	0			0	2	1	2		1
Gr. 5	27	30	32	0			2	2	2	0		
Gr. 6		26	32					2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,031	\$2,363	\$4,668	\$69,223
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-1.8	9.0
Percent Difference: School Site/ State			-0.5	2.2

Types of Services Funded at Edgewater Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Edgewater Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Ella Elementary School

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

Rob Gregor , Principal
rgregor@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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 SBAC Assembly. Students are presented an award for each content area that they scored proficient or advanced. We are excited each year to see the number of students who increase their achievement at Ella Elementary School.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	76
Gr. 1	84
Gr. 2	84
Gr. 3	74
Gr. 4	64
Gr. 5	59
Gr. 6	61
Total	502

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	2.6
Asian	7.6
Filipino	0.0
Hispanic or Latino	58.4
Native Hawaiian/Pacific Islander	0.0
White	26.5
Two or More Races	2.4
Socioeconomically Disadvantaged	96.0
English Learners	49.0
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Ella Elementary School	12-13	13-14	14-15
Fully Credentialed	25	21	22
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Ella Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to replace a missing electrical cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	A work order has been submitted to repair loose siding on two portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to replace missing window screens on two portables.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	45	45	47	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	37	45	48	45	48	47	54	56	55
Math	67	69	74	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	4	5
Similar Schools	6	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.3	13.6	8.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	47
Male	40
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian/Pacific Islander	
White	54
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	22
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	87	33	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	100	21	39
Native Hawaiian/Pacific Islander			
White	92	46	-22
Two or More Races			
Socioeconomically Disadvantaged	83	38	21
English Learners	119	6	43
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are encouraged to take an active roll 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. We also have Site Council Meetings on the last Monday of the month after school, all are welcome to attend. 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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	7.7	3.9	2.6
Expulsions Rate	0.5	0.2	0.2
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20.8	18	25	4	1		0	3	3	0		
Gr. 1	19.3	18	17	4	2	2	0	2	3	0		
Gr. 2	22.7	19	17	1	1	2	2	3	3	0		
Gr. 3	20	19	19	3	1	1	0	2	3	0		
Gr. 4	32.5	14	21	0	2	1	1	2	2	1		
Gr. 5	24	17	20	1	2	1	2	2	2	0		
Gr. 6	22.3	17	20	1	2	1	2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,634	\$5,514	\$5,120	\$74,229
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			7.7	16.9
Percent Difference: School Site/ State			9.2	9.5

Types of Services Funded at Ella Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Ella Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Johnson Park Elementary School

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

Sarah O'Brien, Principal
sobrien@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6133.

School Description

Welcome to Johnson Park Elementary, home of the SUPER 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. SUPER JETS are Respectful, Responsible and Safe!

School Safety 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

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	73
Gr. 1	44
Gr. 2	45
Gr. 3	48
Gr. 4	50
Gr. 5	44
Gr. 6	59
Total	363

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.1
Asian	5.0
Filipino	0.6
Hispanic or Latino	58.4
Native Hawaiian/Pacific Islander	0.3
White	28.4
Two or More Races	4.7
Socioeconomically Disadvantaged	90.4
English Learners	43.0
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Johnson Park Elementary School	12-13	13-14	14-15
Fully Credentialed	16	15	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Johnson Park Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	A work order has been submitted to repair a ceiling and custodial closet wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	Bathrooms and storage areas were cleaned.
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to replace a broken electrical cover. The piano blocking the electrical box was moved.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	A work order has been submitted to repair a drinking fountain.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	A work order has been submitted to correct room numbers on the portables. Gas being stored in the custodial closet was removed.
Structural: Structural Damage, Roofs	[]	[X]	[]	A work order has been placed to repair the soft siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	29	26	33	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	43	42	45	48	47	54	56	55
Math	66	61	49	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	2
Similar Schools	6	7	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	11.1	11.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	33
Male	29
Female	35
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	22
Native Hawaiian/Pacific Islander	
White	42
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	30	-12	-40
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	-1	-66
Native Hawaiian/Pacific Islander			
White	18	-24	-2
Two or More Races			
Socioeconomically Disadvantaged	24	2	-42
English Learners	2	8	-56
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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, Student Study Teams and PBIS Team Meetings. 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: Julie Giyer (530) 741-6133

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.6	9.9	10.2
Expulsions Rate	0.0	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19	24	24	2			0	2	3	0		
Gr. 1	20.5	20	22	2	2		0		2	0		
Gr. 2	19	25	23	4			0	2	2	0		
Gr. 3	19.5	18	24	2	1		0	2	2	0		
Gr. 4	24	14	17	1	2	2	2	2	1	0		
Gr. 5	28	16	15	0	2	2	1	2	1	0		
Gr. 6	30	16	20	0	2	1	2	1	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
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Superintendent Salary	\$168,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	6	6

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FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,370	\$2,210	\$5,160	\$66,626
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			8.5	4.9
Percent Difference: School Site/ State			10.0	-1.7

Types of Services Funded at Johnson Park Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

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Kynoch Elementary School

1905 Ahern St. • Marysville, CA 95901 • (530) 741-6141 • Grades K-5

Monica Oakes, Principal
moakes@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



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- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6141.

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. We are dedicated to helping all students achieve excellence and demonstrate respect for themselves, others and the environment.

School Safety 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 PTO and School Site Council.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	104
Gr. 1	120
Gr. 2	91
Gr. 3	130
Gr. 4	98
Gr. 5	99
Total	642

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	1.1
Asian	3.0
Filipino	0.6
Hispanic or Latino	37.7
Native Hawaiian/Pacific Islander	0.3
White	44.7
Two or More Races	5.1
Socioeconomically Disadvantaged	87.9
English Learners	12.5
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Kynoch Elementary School	12-13	13-14	14-15
Fully Credentialed	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Kynoch Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	A work order has been submitted to replace a missing screen designed to keep birds out of the overhang.
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to replace a set of lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	A work order has been submitted to repair the hole in the siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to replace a broken window.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	57	39	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	59	57	45	48	47	54	56	55
Math	72	71	68	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	5
Similar Schools	7	8	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.6	20.0	14.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	39
Male	35
Female	44
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	39
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	14
Students with Disabilities	18
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	5	0	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	4	-28
Native Hawaiian/Pacific Islander			
White	-12	0	-3
Two or More Races			
Socioeconomically Disadvantaged	17	0	-13
English Learners	51	21	
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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 Organization (PTO) and volunteering in a classroom. Please call Sofia Santiago and Billie Barnech to find out more about the the 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 PTO, school policy, and much more. Newsletters go home at least twice a month from the principal and PTO.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	9.6	6.7	8.9
Expulsions Rate	0.0	0.0	0.3
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.2	22	21	4		2	1	5	3	0		
Gr. 1	22.8	21	24	1	2		5	3	5	0		
Gr. 2	19.6	23	23	5		1	0	6	3	0		
Gr. 3	21.4	19	22	5	1		0	4	6	0		
Gr. 4	24.8	24	25	1	1	1	3	3	3	0		
Gr. 5	31.7	22	25	0	1	1	3	3	3	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.38
Psychologist	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	1.40

Average Number of Students per Staff Member

Academic Counselor	0.00
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,904	\$2,214	\$4,689	\$65,593
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-1.4	3.3
Percent Difference: School Site/ State			0.0	-3.2

Types of Services Funded at Kynoch Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Kynoch Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Linda Elementary School

6180 Dunning Ave. • Marysville, CA 95901 • (530) 741-6196 • Grades K-6

Judy Hart, Principal
jhart@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 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
Anthony J. Dannible
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6196.

School Description

Welcome to Linda Elementary School! Our staff is dedicated to the safety and education of all students. We work closely with parents, the community and each other to establish a caring partnership for the well-being of our students. Our school environment is framed with three expectations; Be Safe - Be Responsible - Be Respectful. Our students develop a sense of belonging and competency in our school community. Our staff continually hones our skills through professional development and collaboration so that technology is consistently integrated into quality instruction. At Linda Elementary School we are "Committed to Excel through Respect and Academics."

School Safety 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:

- Linda School is framed by three expectations: Be Safe-Be Responsible-Be Respectful
- 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	98
Gr. 1	99
Gr. 2	107
Gr. 3	101
Gr. 4	101
Gr. 5	90
Gr. 6	95
Total	691

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	2.2
Asian	20.0
Filipino	0.0
Hispanic or Latino	43.6
Native Hawaiian/Pacific Islander	0.0
White	28.2
Two or More Races	2.7
Socioeconomically Disadvantaged	93.9
English Learners	40.8
Students with Disabilities	9.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

	12-13	13-14	14-15
Linda Elementary School			
Fully Credentialed	31	30	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District			
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Linda Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to replace a wall plug and install a GFI in staff room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	A work order has been submitted to install a new boy's sign on the portable restroom.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to trim trees outside the main building.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	33	33	28	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	37	38	45	48	47	54	56	55
Math	57	52	51	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	3	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	18.1	16.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	28
Male	26
Female	31
Black or African American	
American Indian or Alaska Native	
Asian	18
Filipino	
Hispanic or Latino	26
Native Hawaiian/Pacific Islander	
White	50
Two or More Races	
Socioeconomically Disadvantaged	25
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-7	-12	2
Black or African American			
American Indian or Alaska Native			
Asian	-17	-23	34
Filipino			
Hispanic or Latino	-2	-5	-8
Native Hawaiian/Pacific Islander			
White	-11	-10	-14
Two or More Races			
Socioeconomically Disadvantaged	-7	-9	4
English Learners	-14	-27	23
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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, ELAC, Lion Pride and volunteering in a classroom. Parents participate in Back to School Night, Family Dinner Nights, Reading Nights, Open House, Student Programs, and Seasonal Events. Parents also have the opportunity to network with one another and receive support through our Parent Education opportunities.

Parent involvement coordinator: Judy Hart (530) 741-6196

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	5.6	6.7	4.4
Expulsions Rate	1.1	0.4	0.6
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.2	22	25	2	1		3	4	4	0		
Gr. 1	24.8	22	20	0	1	1	6	4	4	0		
Gr. 2	22.2	21	21	2	1	1	3	4	4	0		
Gr. 3	18	19	20	6	1	1	0	4	4	0		
Gr. 4	26.3	16	20	1	3	2	2	3	3	1		
Gr. 5	29.8	16	23	0	3	1	4	3	2	0		1
Gr. 6	31	19	24	0	2	1	3	2	3	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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.0
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,784	\$2,343	\$4,441	\$70,001
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-6.6	10.2
Percent Difference: School Site/ State			-5.3	3.3

Types of Services Funded at Linda Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Linda Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Loma Rica Elementary School

5150 Fruitland Rd • Marysville, CA 95901 • (530) 741-6144 • Grades K-5

Kathleen Hansen, Principal

khansen@mjustd.com

www.mjustd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjustd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	15
Gr. 1	19
Gr. 2	16
Gr. 3	19
Gr. 4	14
Gr. 5	19
Total	102

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	10.8
Asian	2.0
Filipino	0.0
Hispanic or Latino	14.7
Native Hawaiian/Pacific Islander	0.0
White	66.7
Two or More Races	3.9
Socioeconomically Disadvantaged	52.9
English Learners	2.9
Students with Disabilities	14.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Loma Rica Elementary School	12-13	13-14	14-15
Fully Credentialed	7	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Loma Rica Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to replace a light in the cafeteria.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	A work order has been submitted to repair a drinking fountain.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	A work order has been submitted to re-nail trim on portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to repair water leak by the sidewalk.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58		53	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	58	46	45	48	47	54	56	55
Math	64	65	57	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	5
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.6	10.5	36.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	53
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	-23	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15		
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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. Recently installed fencing around the entire perimeter of the campus has provided an added level of safety for our school. The location of where classes are held has been consolidated so that we can maximize the level of supervision of students by every adult on campus.

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

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.6	5.5	6.8
Expulsions Rate	0.0	0.7	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23	25	15	0		1	1	1		0		
Gr. 1	21	19	6	2	1	3	0			0		
Gr. 2	25	19	8	0	1	2	1			0		
Gr. 3	19	10	10	1	2	2	0			0		
Gr. 4	13	11	7	1	2	2	0			0		
Gr. 5	16	5	10	1	2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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	0.20
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,330	\$1,752	\$6,578	\$72,155
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			38.3	13.6
Percent Difference: School Site/ State			40.3	6.5

Types of Services Funded at Loma Rica Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

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Olivehurst Elementary School

1778 McGowan Rd. • Olivehurst, CA 95961 • (530) 741-6191 • Grades K-6

Jimmie Eggers, Principal
jeggers@mjustd.com
www.mjustd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



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- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6191.

School Description

Olivehurst School has been a part of the community for over 55 years. Our school prides itself in the belief that the education of a student includes the student, staff members, family, and community. With excellent teamwork and respect for one another, we will create an incredible learning environment where we will keep each other accountable for our responsibilities as educators, parents, and students.

School Safety Plan

The Olivehurst Elementary School Site Council 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	86
Gr. 1	84
Gr. 2	71
Gr. 3	86
Gr. 4	77
Gr. 5	74
Gr. 6	64
Total	542

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	2.4
Asian	7.9
Filipino	0.4
Hispanic or Latino	46.1
Native Hawaiian/Pacific Islander	0.4
White	39.1
Two or More Races	0.2
Socioeconomically Disadvantaged	86.2
English Learners	31.7
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Olivehurst Elementary School	12-13	13-14	14-15
Fully Credentialed	25	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Olivehurst Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to secure low voltage com wires in the main walkway.
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 work order has been submitted to repair the soft siding and skirting on the portables and replace the cafeteria's broken window.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	31	37	36	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	48	50	46	45	48	47	54	56	55
Math	58	56	57	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	3	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.5	28.9	22.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	36
Male	39
Female	32
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	28
Native Hawaiian/Pacific Islander	
White	54
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	16
Students with Disabilities	9
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	-6	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	-25	36
Native Hawaiian/Pacific Islander			
White	17	29	-42
Two or More Races			
Socioeconomically Disadvantaged	13	9	-6
English Learners	40	-29	2
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Educating our children is a team effort. We rely on and welcome 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

Kricia Ames (530) 741-6191

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	8.5	6.0	4.4
Expulsions Rate	0.3	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.3	28	22	3		1	0	3	3	0		
Gr. 1	20	18	17	4	1	2	0	3	3	0		
Gr. 2	18.6	17	14	5	1	2	0	4	3	0		
Gr. 3	19.8	18	17	5	2	2	0	3	3	0		
Gr. 4	30.5	18	19	0	2	2	2	3	2	0		
Gr. 5	25.3	22	19	1	1	2	2	2	2	0		
Gr. 6	31.5	21	21	0	1	1	2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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	0.875

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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,628	\$2,381	\$4,248	\$62,401
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-10.7	-1.7
Percent Difference: School Site/ State			-9.4	-7.9

Types of Services Funded at Olivehurst Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Olivehurst Elementary School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Yuba Feather Elementary School

18008 Oregon Hill Rd. • Challenge, CA 95925 • (530) 675-2382 • Grades K-6

Lynne Cardoza, Principal

lcardoza@mjUSD.com

www.mjUSD.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjUSD.com

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District Administration

Gay Todd, Ed.D.
Superintendent



About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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!

Our Mission Statement: It is the Mission of Yuba Feather School to educate our students to their fullest potential academically, socially, and emotionally. We will develop their critical thinking skills which are necessary to become productive, independent, confident, and respectful citizens in an everchanging society.

School Safety Plan

Yuba Feather School's Safe School Plan ensures 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. Our Safe School Plan is reviewed, discussed, and updated annually by our stakeholders and is approved in February of each school year.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	26
Gr. 1	19
Gr. 2	15
Gr. 3	25
Gr. 4	19
Gr. 5	17
Gr. 6	14
Total	135

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	10.4
Asian	0.0
Filipino	0.7
Hispanic or Latino	17.8
Native Hawaiian/Pacific Islander	0.7
White	58.5
Two or More Races	8.9
Socioeconomically Disadvantaged	75.6
English Learners	0.0
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Yuba Feather Elementary School	12-13	13-14	14-15
Fully Credentialed	7	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Yuba Feather Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	A work order has been submitted to repair staff room wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order has been submitted to replace an exhaust fan, electrical cover, and broken or missing plug covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Remove paint stored in the building.
Structural: Structural Damage, Roofs	[]	[X]	[]	A work order has been submitted to remove the pine needles from the gutters.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	50	14	42	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	38	49	54	45	48	47	54	56	55
Math	52	55	63	49	49	47	49	50	50
HSS				40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	5
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.1	26.3	42.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	42
Male	36
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	50
Two or More Races	
Socioeconomically Disadvantaged	38
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	16	42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-14		
Two or More Races			
Socioeconomically Disadvantaged	14	9	18
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	4.9	2.1	10.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	24	13	1		1	0	1	1	0		
Gr. 1	23	17	10	0	1	2	1			0		
Gr. 2	19	11	15	1	2	1	0			0		
Gr. 3	20	10	13	1	2	1	0		1	0		
Gr. 4	20	9	10	1	2	2	0			0		
Gr. 5	20	7	9	1	2	2	0			0		
Gr. 6		3	7		2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.4375
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0.00
Other	1.75

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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
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Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,227	\$2,104	\$7,123	\$61,394
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			49.8	-3.3
Percent Difference: School Site/ State			51.9	-9.4

Types of Services Funded at Yuba Feather Elementary School

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 academic interventions for targeted student populations. Supplemental 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.

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Foothill Intermediate School

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

Kathleen Hansen, Principal

khansen@mjusd.com

2013-14 School Accountability Report Card

Published During the 2014-15 School Year



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- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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. Intervention classes, a literacy resource technician and after-school tutoring help 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	36
Gr. 7	67
Gr. 8	68
Total	171

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	15.2
Asian	1.2
Filipino	0.0
Hispanic or Latino	13.5
Native Hawaiian/Pacific Islander	0.6
White	65.5
Two or More Races	3.5
Socioeconomically Disadvantaged	50.9
English Learners	2.3
Students with Disabilities	12.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Foothill Intermediate School	12-13	13-14	14-15
Fully Credentialed	11	10	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Foothill Intermediate School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	84.62	15.38
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A work order has been submitted to repair the gray water surface by the bus parking area.
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A work order has been submitted to replace a broken light switch cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to repair a pothole in the basketball court blacktop.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	75	83	82	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	64	59	45	48	47	54	56	55
Math	53	59	57	49	49	47	49	50	50
HSS	61	61	63	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	5	7	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.7	21.0	32.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	82
Male	88
Female	73
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	73
Native Hawaiian/Pacific Islander	
White	80
Two or More Races	
Socioeconomically Disadvantaged	75
English Learners	
Students with Disabilities	58
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-14	32	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-12	28	0
Two or More Races			
Socioeconomically Disadvantaged	-14	20	8
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Educating children is a team effort. Excellence in education is achieved when parents and the community help educators ensure each child reaches his/her full potential. Foothill Intermediate School encourages parents to be part of their child's learning experience via Parent nights, Site Council, Aries grade monitoring, volunteering, and 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 of both time and monetary resources 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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

At Foothill Intermediate School there is a continuous focus on the health, well being, 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.

Our Safe School Plan is reviewed and updated annually and approved by our school's site counsel. A copy of the plan is available in our school office.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	17.1	11.7	12.5
Expulsions Rate	3.7	1.3	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		14	13		14	19		10				1
English	22.6	18	18	7	10	12	8	7	3	1	1	
Math	20.5	18	14	7	7	9	3	4	2	1		
Science	25.9	23	19	2	2	4	3	5	3	2		
SS	25.9	23	19	1	2	5	6	5	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 rather than grade level.

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.20
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	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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,464	\$1,791	\$5,673	\$67,969
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			19.3	7.0
Percent Difference: School Site/ State			21.0	0.3

Types of Services Funded at Foothill Intermediate School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Foothill Intermediate School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Anna McKenney Intermediate School

1904 Huston St. • Marysville, CA 95901 • (530) 741-6187 • Grades 6-8

Shevaun Mathews, Principal

smathews@mjustd.com

www.mjustd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjustd.com

District Governing Board

Jeff D. Boom

Frank J. Crawford

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	180
Gr. 7	158
Gr. 8	174
Total	512

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	3.7
Asian	7.2
Filipino	0.8
Hispanic or Latino	32.2
Native Hawaiian/Pacific Islander	0.6
White	47.5
Two or More Races	2.5
Socioeconomically Disadvantaged	84.6
English Learners	13.1
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Anna McKenney Intermediate School	12-13	13-14	14-15
Fully Credentialed	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Anna McKenney Intermediate School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	57.41	42.59
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	A work order has been submitted to secure a loose chair rail in the office.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	A work order was submitted to replace a missing water box cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	A fire extinguisher was replaced in the library.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	A work order has been submitted to repair the water leak under the sidewalk in the front of the school.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	68	68	53	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	55	49	45	48	47	54	56	55
Math	54	56	49	49	49	47	49	50	50
HSS	33	41	44	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	5
Similar Schools	7	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.0	26.3	27.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	53
Male	58
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	67
Filipino	
Hispanic or Latino	35
Native Hawaiian/Pacific Islander	
White	57
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	
Students with Disabilities	9
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	38	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	6	30	-11
Native Hawaiian/Pacific Islander			
White	-4	36	-29
Two or More Races			
Socioeconomically Disadvantaged	3	39	-16
English Learners	24	5	12
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement

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: Shevaun Mathews (530) 741-6187

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	27.5	21.5	16.2
Expulsions Rate	1.3	0.0	0.4
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		20	23		23	15		29	38			1
English	25.8	24	22	4	8	6	25	22	24	0		
Math	22.8	20	22	9	13	11	12	14	11	3		2
Science	26.8	27	26	2	1	2	9	10	8	2	2	3
SS	27.1	27	26	1	1	4	10	10	6	2	2	3

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.40
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,514	\$2,194	\$5,320	\$63,889
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			11.9	0.6
Percent Difference: School Site/ State			13.4	-5.7

Types of Services Funded at Anna McKenney Intermediate School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Anna McKenney Intermediate School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

Yuba Gardens Intermediate School

1964 E. 11th Ave. • Olivehurst, CA 95961 • (530) 741-6194 • Grades 7-8

Kari Ylst, Principal

kylst@mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

Gay Todd, Ed.D.
Superintendent



About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6194.

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 attended Yuba Gardens. Currently 725+ students attend Yuba Gardens Intermediate School. 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.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 7	359
Gr. 8	349
Total	708

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	2.0
Asian	11.9
Filipino	0.8
Hispanic or Latino	50.3
Native Hawaiian/Pacific Islander	0.4
White	28.4
Two or More Races	1.7
Socioeconomically Disadvantaged	90.8
English Learners	28.0
Students with Disabilities	13.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Yuba Gardens Intermediate School	12-13	13-14	14-15
Fully Credentialed	30	31	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Yuba Gardens Intermediate School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	76.55	23.45
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Go Math!, Houghton Mifflin Harcourt (2014)
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)

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	A work order has been submitted to repair loose tops and edging on the case in the library and replace a missing ceiling tile in the gym.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	A work order has been submitted to replace a broken fire extinguisher box handle.
Structural: Structural Damage, Roofs	[X]	[]	[]	.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	A work order has been submitted to replace a broken window, remove a broken fan, and fix a door lock.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	52	43	48	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	34	39	36	45	48	47	54	56	55
Math	40	40	41	49	49	47	49	50	50
HSS	37	39	41	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	2	2	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	27.0	17.9	30.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	48
Male	49
Female	46
Black or African American	50
American Indian or Alaska Native	
Asian	59
Filipino	
Hispanic or Latino	43
Native Hawaiian/Pacific Islander	
White	49
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	14
Students with Disabilities	14
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-3	3	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-17	5	23
Native Hawaiian/Pacific Islander			
White	24	-20	-2
Two or More Races			
Socioeconomically Disadvantaged	-10	3	14
English Learners	-28	-3	10
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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, from newsletters, and from parent meetings.

Parent involvement coordinator: Gloria Castro, (530) 741-6194

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	27.2	21.8	20.9
Expulsions Rate	2.4	1.4	1.6
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		1			8							
English	29.1	25	25	9	14	18	22	36	22	20	4	16
Math	24.9	24	23	10	9	10	18	18	14	3	3	7
Science	28.4	24	27	3	10	6	19	15	13	4	3	7
SS	30.5	26	27	2	6	5	11	14	13	11	6	8

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

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.5
Other	1.00

Average Number of Students per Staff Member

Academic Counselor	0.00
--------------------	------

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FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
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Superintendent Salary	\$168,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
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FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,093	\$2,238	\$4,855	\$67,177
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			2.1	5.8
Percent Difference: School Site/ State			3.5	-0.9

Types of Services Funded at Yuba Gardens Intermediate School

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Lindhurst High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 741-6150 • Grades 9-12

Bob Eckardt, Principal

beckardt@mjuds.com

www.mjuds.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



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- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 741-6150.

School Description

Lindhurst High School develops motivated students who make informed decisions, celebrate achievement, live responsibly and value diversity.

Respectful

Welcome, tolerant and governed by high expectations of behavior and integrity.

Engaged

Participate in school and community activities within and beyond the high school setting. Teachers provide and students demand rigorous curriculum which prepares all for the future demands of college and career.

Prepared

Produce meaningful samples of work that demonstrate their ability to reason, analyze, and think critically.

Identify present and future needs and make choices that will challenge them individually.

Reflective and resilient in their pursuit of personal goals.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	315
Gr. 10	325
Gr. 11	249
Gr. 12	203
Total	1,092

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	2.4
Asian	16.2
Filipino	0.8
Hispanic or Latino	50.4
Native Hawaiian/Pacific Islander	0.5
White	25.2
Two or More Races	0.7
Socioeconomically Disadvantaged	88.5
English Learners	23.5
Students with Disabilities	14.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Lindhurst High School	12-13	13-14	14-15
Fully Credentialed	54	52	53
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Lindhurst High School	12-13	13-14	14-15
Teachers of English Learners	0	0	2
Total Teacher Misassignments	3	0	1
Vacant Teacher Positions	0	2	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	85.34	14.66
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Integrated Math I, II, III, Carnegie Learning (2014)
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)
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avancemos!, Holt McDougal (2013)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Carpet needs to be replaced in several rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A work order has been submitted to repair a couple broken plugs and remove paper that was obstructing an alarm sensor. Site needed to clear out a mechanical room so the electrical boxes were no longer blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A work order has been submitted to repair soft siding on a portable and make the weight room ramp ADA compliant.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A work order has been submitted to repair trip areas in the quad.
Overall Rating	Exemplary	Good	Fair	Poor
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	40	40	43	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	37	35	34	45	48	47	54	56	55
Math	18	12	9	49	49	47	49	50	50
HSS	46	43	33	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	2
Similar Schools	6	6	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.4	21.5	27.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	43
Male	46
Female	40
Black or African American	
American Indian or Alaska Native	
Asian	42
Filipino	
Hispanic or Latino	42
Native Hawaiian/Pacific Islander	
White	46
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	8
Students with Disabilities	17
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	26	-14	-8
Black or African American			
American Indian or Alaska Native			
Asian	9	-28	-35
Filipino			
Hispanic or Latino	48	-21	-4
Native Hawaiian/Pacific Islander			
White	12	10	9
Two or More Races			
Socioeconomically Disadvantaged	33	-20	-8
English Learners	32	-27	-21
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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, 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Lindhurst High School 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	21.9	19.2	14.9
Expulsions Rate	1.6	2.1	1.5
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	17.9	23	22	24	29	26	5	15	20	4	15	7
Math	23.5	25	23	14	16	21	11	18	14	6	10	11
Science	25.7	24	23	7	14	17	20	22	25	2	6	5
SS	24.9	23	23	13	16	15	14	13	12	10	8	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 rather than grade level.

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
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
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,549	\$2,330	\$5,219	\$63,292
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			9.8	-0.3
Percent Difference: School Site/ State			11.3	-6.6

Types of Services Funded at Lindhurst High School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Lindhurst High School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	69	19	12	55	35	10
Male	74	16	9	52	38	10
Female	63	23	14	59	32	9
Black or African American						
American Indian or Alaska Native						
Asian	62	24	14	48	24	28
Filipino						
Hispanic or Latino	72	17	11	57	35	7
Native Hawaiian/Pacific Islander						
White	72	16	12	61	34	4
Two or More Races	36	36	29	36	36	29
Socioeconomically Disadvantaged	72	17	11	59	33	9
English Learners	98		3	83	16	1
Students with Disabilities	95	5		95	5	
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Lindhurst High School	2011-12	2012-13	2013-14
English-Language Arts	35	32	31
Mathematics	42	44	45
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	89.64	89.16	84.56
Black or African American	84.62	93.94	75.90
American Indian or Alaska Native	114.29	103.13	77.82
Asian	98.08	96.20	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	89.47	87.65	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	81.03	87.20	90.15
Two or More Races	0.00	84.62	89.03
Socioeconomically Disadvantaged	97.97	93.88	82.58
English Learners	62.79	70.45	53.68
Students with Disabilities	64.29	85.92	60.31

Dropout Rate and Graduation Rate

Lindhurst High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	6.1	3.9	4.6
Graduation Rate	86.26	91.79	91.98
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	17	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	21	2.8

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	55.56
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	36.89

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	182
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Career Technical Education Programs

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 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.

Marysville High School

12 E. 18th St. • Marysville, CA 95901 • (530) 741-6180 • Grades 9-12

Gary Cena, Principal
gcena@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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 133 points in the past 10 years from 609 to 742. **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.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	292
Gr. 10	248
Gr. 11	211
Gr. 12	180
Total	931

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	6.8
Asian	6.6
Filipino	0.3
Hispanic or Latino	25.5
Native Hawaiian/Pacific Islander	0.4
White	54.6
Two or More Races	1.1
Socioeconomically Disadvantaged	65.2
English Learners	7.3
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Marysville High School	12-13	13-14	14-15
Fully Credentialed	43	41	42
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville High School	12-13	13-14	14-15
Teachers of English Learners	1	1	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	90.21	9.79
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014

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%	Integrated Math I, II, III, Carnegie Learning (2014)
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)
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avancemos!, Holt McDougal (2013)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		A work order has been submitted to repair the field house shower drain.
Interior: Interior Surfaces	[]	[X]	[]		A work order has been submitted to repair the hole in the wall in the kitchen serving area.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[]	[X]	[]		A work order has been submitted to repair the broken computer boxes in Room H; replace lights in Room R; and install a light switch and cover in Room F.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		The hall storage cabinets have been locked.
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	50	49	49	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	47	51	52	45	48	47	54	56	55
Math	31	28	27	49	49	47	49	50	50
HSS	43	38	32	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	4	6	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.8	18.1	36.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	49
Male	54
Female	45
Black or African American	33
American Indian or Alaska Native	50
Asian	53
Filipino	
Hispanic or Latino	38
Native Hawaiian/Pacific Islander	
White	56
Two or More Races	
Socioeconomically Disadvantaged	42
English Learners	6
Students with Disabilities	6
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	4	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	11	-12
Native Hawaiian/Pacific Islander			
White	1	19	-1
Two or More Races			
Socioeconomically Disadvantaged	-12	49	-20
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	12.8	14.7	7.3
Expulsions Rate	1.7	1.2	1.1
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.8	28	26	4	7	11	8	17	18	2	12	9
Math	24.5	27	27	10	11	10	17	8	9	4	14	14
Science	27.1	28	30	4	6	2	11	9	11	4	10	12
SS	27.4	29	27	4	5	7	11	7	10	5	11	8

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	2.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
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	475
--------------------	-----

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557

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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,750	\$2,127	\$5,623	\$67,995
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			18.3	7.1
Percent Difference: School Site/ State			19.9	0.3

Types of Services Funded at Marysville High School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Marysville High School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	48	28	24	36	45	19
Male	51	30	19	33	43	24
Female	44	27	29	39	47	15
Black or African American	67	17	17	42	42	17
American Indian or Alaska Native	35	47	18	29	53	18
Asian						
Filipino						
Hispanic or Latino	58	23	18	43	46	11
Native Hawaiian/Pacific Islander						
White	43	28	28	34	41	25
Two or More Races						
Socioeconomically Disadvantaged	55	24	21	41	47	12
English Learners	100			82	18	
Students with Disabilities	100			95	5	
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Marysville High School	2011-12	2012-13	2013-14
English-Language Arts	54	56	52
Mathematics	57	60	64
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	94.97	89.16	84.56
Black or African American	111.11	93.94	75.90
American Indian or Alaska Native	93.75	103.13	77.82
Asian	94.74	96.20	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	102.86	87.65	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	91.58	87.20	90.15
Two or More Races	75.00	84.62	89.03
Socioeconomically Disadvantaged	117.57	93.88	82.58
English Learners	91.67	70.45	53.68
Students with Disabilities	89.47	85.92	60.31

Dropout Rate and Graduation Rate

Marysville High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.3	2.2	0.0
Graduation Rate	96.23	93.96	98.25
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	14	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science		♦
Social Science	1	♦
All courses	16	3.7

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	55.37
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	25.29

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	183
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Career Technical Education Programs

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. 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.

Marysville Charter Academy for the Arts

1917 B St. • Marysville, CA 95901 • (530) 749-6156 • Grades 7-12

Tim Malone, Principal

tmalone@mjuds.com

2013-14 School Accountability Report Card Published During the 2014-15 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
Anthony J. Dannible
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school 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.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 7	70
Gr. 8	90
Gr. 9	63
Gr. 10	64
Gr. 11	47
Gr. 12	43
Total	377

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	2.7
Asian	3.2
Filipino	0.5
Hispanic or Latino	30.5
Native Hawaiian/Pacific Islander	0.5
White	48.3
Two or More Races	11.4
Socioeconomically Disadvantaged	49.3
English Learners	3.7
Students with Disabilities	5.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Marysville Charter Academy for the Arts	12-13	13-14	14-15
Fully Credentialed	16	18	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	1
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville Charter Academy for the Arts	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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	92.48	7.52
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Go Math!, Houghton Mifflin Harcourt (2014) Integrated Math I, II, III, Carnegie Learning (2014)
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)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avancemos!, Holt McDougal (2013)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	A work order has been submitted to repair a thermostat.
Interior: Interior Surfaces	[]	[]	[X]	A work order has been submitted to replace ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	A work order has been submitted to repair a leak under the sink in a classroom.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	82	87	87	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	71	83	80	45	48	47	54	56	55
Math	37	39	39	49	49	47	49	50	50
HSS	57	72	68	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	10	10
Similar Schools	2	6	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.5	23.2	47.8
9	27.1	22.0	42.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	87
Male	91
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	82
Native Hawaiian/Pacific Islander	
White	88
Two or More Races	95
Socioeconomically Disadvantaged	88
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-4	35	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		68	-15
Native Hawaiian/Pacific Islander			
White	15	28	-21
Two or More Races			
Socioeconomically Disadvantaged	-5	29	-10
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.1	2.7	2.9
Expulsions Rate	0.0	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	20.1	14	12	11	26	28	4	6	7	0		
Math	14	15	16	17	16	16	5	8	6	0		
Science	18.1	19	18	9	11	11	8	7	9	0		
SS	19.3	21	21	8	7	8	6	8	7	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 rather than grade level.

Academic Counselors and Other Support Staff at this School**Number of Full-Time Equivalent (FTE)**

Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	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	0.50
Other	0.00

Average Number of Students per Staff Member

Academic Counselor	370
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,284	\$1,449	\$835	\$60,104
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-82.4	-5.4
Percent Difference: School Site/ State			-82.2	-11.3

Types of Services Funded at Marysville Charter Academy for the Arts

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at Marysville Charter Academy for the Arts

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	23	27	50	16	48	36
Male	40	27	33	13	53	33
Female	17	27	56	17	46	37
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	23	38	38	8	69	23
Native Hawaiian/Pacific Islander						
White	19	30	52	11	52	37
Two or More Races	27	9	64	36	18	45
Socioeconomically Disadvantaged	25	42	33	4	58	38
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Marysville Charter Academy for the Arts	2011-12	2012-13	2013-14
English-Language Arts	85	88	77
Mathematics	75	77	84
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	95.65	89.16	84.56
Black or African American	100.00	93.94	75.90
American Indian or Alaska Native	0.00	103.13	77.82
Asian	100.00	96.20	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	120.00	87.65	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	90.63	87.20	90.15
Two or More Races	100.00	84.62	89.03
Socioeconomically Disadvantaged	100.00	93.88	82.58
English Learners	100.00	70.45	53.68
Students with Disabilities	83.33	85.92	60.31

Dropout Rate and Graduation Rate

Marysville Charter Academy for the Arts	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	0.0	0.0
Graduation Rate	97.96	100.00	97.83
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	8	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	1	♦
Social Science		♦
All courses	10	2.0

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	41.39
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	50.00

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	101
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

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.

Abraham Lincoln School

1919 B St. • Marysville, CA 95901 • (530) 740-6400 • Grades K-12

Timothy Kelly, Principal

tkelly@mjuds.com

www.mjuds.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 740-6400.

School Description

Abraham Lincoln School furnishes students with the opportunity to receive an exemplary education in an adaptive alternative atmosphere. We create a school environment focused on determined optimism with a warm, positive, and supportive staff that facilitates learning. We also offer a seat time program for elementary students 3rd through 6th grades, who need a more specialized learning arena. Teachers work with students individually to build their goals, leadership skills, and academic knowledge. In addition to using Common Core Standards, our teachers and support staff develop positive relationships, set high expectations, and develop the organizational skills of our students which empowers them to unlock their academic potential. Our mission is to provide a powerful learning "success" environment that enables all student to emerge as competent, confident, conscious, and caring individuals.

School Safety 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.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 1	2
Gr. 3	1
Gr. 4	5
Gr. 5	3
Gr. 6	4
Gr. 7	2
Gr. 8	10
Gr. 9	5
Gr. 10	34
Gr. 11	44
Gr. 12	67
Total	177

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	6.2
Asian	2.3
Filipino	0.6
Hispanic or Latino	38.4
Native Hawaiian/Pacific Islander	0.0
White	45.8
Two or More Races	2.8
Socioeconomically Disadvantaged	57.6
English Learners	10.2
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

	12-13	13-14	14-15
Abraham Lincoln School			
Fully Credentialed	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Abraham Lincoln School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 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		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

**Textbooks and Instructional Materials
Year and month in which data were collected: September 2014**

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%	Integrated Math I, II, III, Carnegie Learning (2014)
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)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Missing electrical box cover was 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]	[]	A work order was submitted to adjust a portable restroom door.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	8	8	24	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	11	16	18	45	48	47	54	56	55
Math	7	15	10	49	49	47	49	50	50
HSS	8	0	7	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	24
Male	11
Female	40
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	17
Native Hawaiian/Pacific Islander	
White	23
Two or More Races	
Socioeconomically Disadvantaged	15
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	48	0	-21
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			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

At Abraham Lincoln School we use a variety of communication methods for parent contact and to encourage parent interaction with the school. Parents are encouraged to read all communications from the school, including our monthly newsletter and our handbook. Parents are able to provide feedback through our Abraham Lincoln School survey which is readily available and gauges the quality of staff interaction with our client base. Our unique learning environment enables us to have a closer relationship with our parent/guardians. Frequent teacher contact, direct staff phone numbers, emails, and weekly appointment times set aside just for their child makes our parents more involved with their child's education. We know that family involvement is one of the most important contributors to school completion and success. The most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. The Abraham Lincoln School program emphasizes a non-judgmental, solution-focused approach that incorporates parents/guardians as respected partners throughout the student's length of stay in the program. We know without a doubt that parent involvement is an asset that guarantees student success.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.2	3.2	2.5
Expulsions Rate	0.2	0.2	0.2
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		1			1							
Gr. 1		1	1		2	2						
Gr. 2	1	1		1	1		0			0		
Gr. 3		1	1		1	1						
Gr. 4		1	5		2	1						
Gr. 5		1	2		1	2						
Gr. 6		1	1		3	3						

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.40
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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,354	\$1,400	\$2,955	\$49,324
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-37.9	-22.3
Percent Difference: School Site/ State			-37.0	-27.2

Types of Services Funded at Abraham Lincoln School

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 academic interventions for targeted student populations. Supplemental program expenditures are in addition to revenue limit apportionments and fund the following programs and supplemental services at our school site: an academic support counselor 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.

Professional Development provided for Teachers at Abraham Lincoln School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	79	16	5	79	18	3
Male	72	22	6	71	24	6
Female	84	11	5	85	15	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	93	7		94	6	
Native Hawaiian/Pacific Islander						
White	82	18				
Two or More Races						
Socioeconomically Disadvantaged	79	16	5	79	18	3
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Abraham Lincoln School	2011-12	2012-13	2013-14
English-Language Arts	27	25	21
Mathematics	19	12	21
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	96.04	89.16	84.56
Black or African American	25.00	93.94	75.90
American Indian or Alaska Native	100.00	103.13	77.82
Asian	300.00	96.20	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	102.56	87.65	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	97.96	87.20	90.15
Two or More Races	0.00	84.62	89.03
Socioeconomically Disadvantaged	81.82	93.88	82.58
English Learners	66.67	70.45	53.68
Students with Disabilities	200.00	85.92	60.31

Dropout Rate and Graduation Rate

Abraham Lincoln School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	48.5	47.6	31.4
Graduation Rate	42.57	34.52	51.69
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

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

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

North Marysville Continuation High School

1949 B St. • Marysville, CA 95901 • (530) 749-6912 • Grades 9-12

David Jones, Principal

djones@mjuds.com

2013-14 School Accountability Report Card Published During the 2014-15 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

Anthony J. Dannible

Jim C. Flurry

Glen E. Harris

Randy L. Rasmussen

Bernard P. Rechs

District Administration

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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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 749-6912.

North Marysville Mission Statement:

North Marysville aims to create socially responsible, critical thinkers that are equipped with the academic and social skills required to succeed in the technologically rigorous world.

North Marysville Vision:

1. By meeting students where they are at academically, we are able to tailor intervention services that generate the skills required to gain high level standard mastery. The staff will maintain the level of student rigor, but diversify tasks as required to achieve student mastery. Students will attend and achieve in the sections designated by staff for students to re-gain credits in a timely manner.
2. By providing flexible learning hours, in a smaller targeted learning environment we are better able to remediate at-risk students. Learning pods of 12-16 learners remain together throughout their day, making our individualized environment even smaller and more secure, decreasing affective learning filters. Students will close their achievement gaps and re-enter comprehensive sites when appropriate.
3. Links to community provided via guest speakers illustrate all possible post-secondary options for students. Becoming aware and empowered by their options after high school students will continue their education and take steps towards becoming lifelong learners. Our students are guided through the FAFSA and assisted in creating a post-secondary plan. Students complete a senior project that helps them explore career and educational options, thus assuring a smoother and more successful transition into post-secondary life. Students are informally tracked in the two years following graduation.
4. By providing rigorous, technologically relevant and behavioral normed expectations, students develop skills that will allow them to be socially and technologically prepared for the work world.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 10	10
Gr. 11	47
Gr. 12	50
Total	107

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	6.5
Asian	1.9
Filipino	0.0
Hispanic or Latino	30.8
Native Hawaiian/Pacific Islander	0.9
White	47.7
Two or More Races	1.9
Socioeconomically Disadvantaged	72.0
English Learners	6.5
Students with Disabilities	14.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

North Marysville Continuation High School	12-13	13-14	14-15
Fully Credentialed	4	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

North Marysville Continuation High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Integrated Math I, II, III, Carnegie Learning (2014)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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 (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[]	[]	[X]	A work order has been submitted to replace a missing electrical box cover.
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 work order has been submitted to readjust a restroom door.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	3	17	12	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	10	11	11	45	48	47	54	56	55
Math	6	10		49	49	47	49	50	50
HSS	4	7	9	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	12
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-19	115	-75
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			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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, school wide 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. Our safety plan is reviewed annually with site personnel and site council. Last revisions were made in May of 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	17.7	24.6	19.5
Expulsions Rate	2.8	0.4	0.0
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	16.6	15	17	6	7	6	1			0		
Math	16.9	15	19	6	7	5	1		1	0		
Science	16.7	15	17	5	7	6	2			0		
SS	16.7	15	21	6	7	3	1		3	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 rather than grade level.

Academic Counselors and Other Support Staff at this School**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,562	\$1,634	\$4,929	\$65,706
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			3.7	3.5
Percent Difference: School Site/ State			5.1	-3.0

Types of Services Funded at North Marysville Continuation High School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at North Marysville Continuation High School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	90	10		94	6	
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	89	11		94	6	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

North Marysville Continuation High School	2011-12	2012-13	2013-14
English-Language Arts	33	13	10
Mathematics	25	12	6
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	93.55	89.16	84.56
Black or African American	200.00	93.94	75.90
American Indian or Alaska Native	100.00	103.13	77.82
Asian	33.33	96.20	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	75.00	87.65	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	96.77	87.20	90.15
Two or More Races	150.00	84.62	89.03
Socioeconomically Disadvantaged	103.23	93.88	82.58
English Learners	66.67	70.45	53.68
Students with Disabilities	88.89	85.92	60.31

Dropout Rate and Graduation Rate

North Marysville Continuation High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

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

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Students are encouraged to participate in Career Technical Education classes 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.

South Lindhurst Continuation High School

4444 Olive Dr. • Olivehurst, CA 95961 • (530) 749-6919 • Grades 9-12

David Jones, Principal
djones@mjusd.com
www.mjusd.com

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
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- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (530) 749-6919.

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.

School Safety 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 pertaining to community support procedures are published in school newsletters and the handbook.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 10	11
Gr. 11	39
Gr. 12	64
Total	114

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1.8
Asian	7.0
Filipino	0.0
Hispanic or Latino	46.5
Native Hawaiian/Pacific Islander	0.9
White	35.1
Two or More Races	4.4
Socioeconomically Disadvantaged	85.1
English Learners	23.7
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

South Lindhurst Continuation High School	12-13	13-14	14-15
Fully Credentialed	4	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

South Lindhurst Continuation High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	61.11	38.89
Districtwide		
All Schools	85.76	14.24
High-Poverty Schools	85.66	14.34
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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%	Integrated Math I, II, III, Carnegie Learning (2014)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	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]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]		Poor drainage outside the S-4 building.
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	9	7	18	50	49	48	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	16	8	4	45	48	47	54	56	55
Math	5	2		49	49	47	49	50	50
HSS	15	10	11	40	41	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

2013-14 Percent of Students Meeting Fitness Standards

4 of 6

5 of 6

6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	48
All Student at the School	18
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-19	-80	0
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			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	18.1	19.8	10.9
Expulsions Rate	0.4	0.5	0.5
District	11-12	12-13	13-14
Suspensions Rate	12.6	10.9	9.3
Expulsions Rate	1.0	0.6	0.6
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

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		16
Percent of Schools Currently in Program Improvement		76.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	27.8	16	19	1	7	4	2	1	2	1		
Math	28	15	19	0	6	4	3	1	2	1		
Science	28	18	19	0	4	4	3	1	2	1		
SS	28	17	19	0	6	4	3	1	2	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 rather than grade level.

Academic Counselors and Other Support Staff at this School**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	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
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* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,219	\$41,243
Mid-Range Teacher Salary	\$60,199	\$64,893
Highest Teacher Salary	\$86,745	\$83,507
Average Principal Salary (ES)	\$105,478	\$103,404
Average Principal Salary (MS)	\$108,050	\$109,964
Average Principal Salary (HS)	\$123,452	\$120,078
Superintendent Salary	\$168,000	\$183,557
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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,709	\$1,673	\$4,037	\$62,681
District	♦	♦	\$4,755	\$63,507
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-15.1	-1.3
Percent Difference: School Site/ State			-13.9	-7.5

Types of Services Funded at South Lindhurst Continuation High School

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 academic interventions for targeted student populations. Supplemental 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.

Professional Development provided for Teachers at South Lindhurst Continuation High School

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	48	37	14
All Students at the School	91		9	92		8
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	91		9	92		8
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

South Lindhurst Continuation High School	2011-12	2012-13	2013-14
English-Language Arts			9
Mathematics			8
Marysville Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	44	44	27
Mathematics	47	49	31
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	50.00	89.16	84.56
Black or African American	50.00	93.94	75.90
American Indian or Alaska Native	0.00	103.13	77.82
Asian	50.00	96.20	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	50.00	87.65	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	45.83	87.20	90.15
Two or More Races	0.00	84.62	89.03
Socioeconomically Disadvantaged	50.00	93.88	82.58
English Learners	81.82	70.45	53.68
Students with Disabilities	33.33	85.92	60.31

Dropout Rate and Graduation Rate

South Lindhurst Continuation High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
Marysville Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	13.7	12.3
Graduation Rate	79.76	76.90	79.72
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

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

* Where there are student course enrollments.

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

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	7.02
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Students are encouraged to participate in Career Technical Education 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.