

Arboga Elementary School

1686 Broadway • Arboga, CA 95961 • (530) 741-6101 • Grades K-6

Eric Preston, Principal
epreston@mjuds.com
arboga.mjuds.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Arboga Elementary School prides itself 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, as are high academic expectations. Our mission is to promote the highest level of academic achievement coupled with strong positive character traits for every student. In March of 2010, we received the honor of being named a California Distinguished School, spring of 2011 saw us receive the California Title I Academic Achievement Award, and in both the spring of 2014 & 2015 we were designated a Campaign for Business and Educational Excellence (CBEE) Honor Roll school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	78
Grade 3	65
Grade 4	74
Grade 5	77
Grade 6	63
Total Enrollment	499

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	2
Asian	8
Filipino	0.4
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0
White	49.7
Two or More Races	6.2
Socioeconomically Disadvantaged	69.5
English Learners	19.6
Students with Disabilities	7.4
Foster Youth	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

Arboga Elementary School	14-15	15-16	16-17
With Full Credential	21	20	20
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Arboga Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: November 2016				
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		Contract in place for ongoing pest control service.
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		
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	55	55	31	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.9	30.9	24.7

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	37	39	30	32	44	48
Math	33	33	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	82	78	95.1	30.8
Male	47	45	95.7	37.8
Female	35	33	94.3	21.2
Hispanic or Latino	23	21	91.3	23.8
White	37	36	97.3	41.7
Socioeconomically Disadvantaged	62	58	93.6	29.3
English Learners	13	12	92.3	8.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	68	100.0	48.5
	4	75	75	100.0	36.0
	5	82	81	98.8	28.8
	6	68	65	95.6	46.1
Male	3	29	29	100.0	48.3
	4	34	34	100.0	35.3
	5	47	47	100.0	21.7
	6	40	38	95.0	42.1
Female	3	39	39	100.0	48.7
	4	41	41	100.0	36.6
	5	35	34	97.1	38.2
	6	28	27	96.4	51.9
Hispanic or Latino	3	21	21	100.0	47.6
	4	26	26	100.0	50.0
	5	23	22	95.7	38.1
	6	26	25	96.2	44.0
White	3	38	38	100.0	52.6
	4	30	30	100.0	30.0
	5	37	37	100.0	27.0
	6	28	27	96.4	40.7
Socioeconomically Disadvantaged	3	46	46	100.0	41.3
	4	52	52	100.0	32.7
	5	62	61	98.4	25.0
	6	48	46	95.8	41.3
English Learners	3	14	14	100.0	50.0
	4	18	18	100.0	27.8
	5	13	13	100.0	8.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	68	100.0	44.1
	4	75	75	100.0	36.0
	5	82	81	98.8	23.5
	6	68	65	95.6	29.2
Male	3	29	29	100.0	51.7
	4	34	34	100.0	38.2
	5	47	47	100.0	23.4
	6	40	38	95.0	23.7
Female	3	39	39	100.0	38.5
	4	41	41	100.0	34.1
	5	35	34	97.1	23.5
	6	28	27	96.4	37.0
Hispanic or Latino	3	21	21	100.0	47.6
	4	26	26	100.0	34.6
	5	23	22	95.7	18.2
	6	26	25	96.2	28.0
White	3	38	38	100.0	44.7
	4	30	30	100.0	40.0
	5	37	37	100.0	24.3
	6	28	27	96.4	29.6
Socioeconomically Disadvantaged	3	46	46	100.0	41.3
	4	52	52	100.0	36.5
	5	62	61	98.4	21.3
	6	48	46	95.8	21.7
English Learners	3	14	14	100.0	50.0
	4	18	18	100.0	33.3
	5	13	13	100.0	7.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 September through February, 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 @ArbogaElemSchool 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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.6	5.5	7.0
Expulsions Rate	0.0	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	26	26	22				3	3	3			
1	20	20	23	3	4		1		3			
2	19	24	25	4				3	3			
3	26	26	22			1	3	3	2			
4	34	27	31					3	2	2		
5	34	34	28						2	2	2	
6	29	30	32				2	2	1			1
Other			28						1			

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,633	\$2,175	\$5,458	\$66,681
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-8.8	-0.4
Percent Difference: School Site/ State			-3.9	-6.8

* Cells with ♦ do not require data.

Browns Valley Elementary School

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avette@mjUSD.com
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School Description

School. Community. Family. Every student, every day.

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 northeast 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!

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Kindergarten	32
Grade 1	25
Grade 2	30
Grade 3	23
Grade 4	23
Grade 5	30
Total Enrollment	163

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	4.9
Asian	1.2
Filipino	0
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0
White	71.2
Two or More Races	9.2
Socioeconomically Disadvantaged	27.6
English Learners	0.6
Students with Disabilities	9.8
Foster Youth	3.1

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.

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With Full Credential	7	7	7
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
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With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Browns Valley Elementary	14-15	15-16	16-17
Teachers of English Learners	0	1	1
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: November 2016				
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		
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	58	60	30	32	44	48
Math	69	66	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	70	71	78	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.6	21.9	56.2

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	32	32	100.0	78.1
Male	15	15	100.0	80.0
Female	17	17	100.0	76.5
White	22	22	100.0	81.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	22	95.7	45.5
	4	23	23	100.0	73.9
	5	32	32	100.0	59.4
Male	5	15	15	100.0	60.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	13	13	100.0	61.5
	4	15	15	100.0	73.3
	5	17	17	100.0	58.8
White	3	14	14	100.0	42.9
	4	16	16	100.0	81.3
	5	22	22	100.0	50.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	22	95.7	54.5
	4	23	23	100.0	87.0
	5	32	32	100.0	59.4
Male	5	15	15	100.0	60.0
Female	3	13	13	100.0	76.9
	4	15	15	100.0	86.7
	5	17	17	100.0	58.8
White	3	14	14	100.0	57.1
	4	16	16	100.0	93.8
	5	22	22	100.0	54.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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, 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: Ashley Vette (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	0.7	2.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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	0.20
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	24					1	1				
1	20	29		1				1				
2	21	19	19		1	1	1					
3	30	21	21				1	1	1			
4	24	30	23				1	1	1			
5	22	23	32				1	1	1			
6	7			1								
Other			22			1			2			

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,416	\$1,910	\$6,506	\$73,961
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			8.7	10.5
Percent Difference: School Site/ State			14.6	3.4

* Cells with ♦ do not require data.

Cedar Lane Elementary School

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

Jill Segner, Principal
jsegner@mjuds.com
cedarlane.mjuds.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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!

Mission: Educating Today for Empowerment Tomorrow!

Vision: Cedar Lane seeks to create a learning community for all students and staff where relationships are built on equality, respect, and collaboration. This ensures that students can achieve their maximum potential in a safe and positive environment in order to become productive members of society.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	76
Grade 2	69
Grade 3	78
Grade 4	67
Grade 5	68
Grade 6	77
Total Enrollment	523

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1.7
Asian	13.2
Filipino	0
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.8
White	33.7
Two or More Races	1.1
Socioeconomically Disadvantaged	97.9
English Learners	43.2
Students with Disabilities	14.9
Foster Youth	2.1

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

Cedar Lane Elementary School	14-15	15-16	16-17
With Full Credential	22	24	24
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Cedar Lane Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	2	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

2015-16 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	95.7	4.4
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: September 8, 2016				
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			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	7	12	30	32	44	48
Math	10	12	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	18	20	25	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	25.4	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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	68	68	100.0	25.0
Male	38	38	100.0	23.7
Female	30	30	100.0	26.7
Hispanic or Latino	30	30	100.0	20.0
White	24	24	100.0	41.7
Socioeconomically Disadvantaged	67	67	100.0	25.4
English Learners	25	25	100.0	8.0
Students with Disabilities	14	14	100.0	21.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	81	97.6	13.8
	4	67	66	98.5	9.7
	5	68	68	100.0	7.6
	6	85	85	100.0	15.3
Male	3	42	40	95.2	12.8
	4	31	31	100.0	3.7
	5	38	38	100.0	5.3
	6	40	40	100.0	10.0
Female	3	41	41	100.0	14.6
	4	36	35	97.2	14.3
	5	30	30	100.0	10.7
	6	45	45	100.0	20.0
Asian	6	13	13	100.0	
Hispanic or Latino	3	36	36	100.0	8.6
	4	38	37	97.4	10.8
	5	30	30	100.0	3.3
	6	37	37	100.0	16.2
White	3	30	29	96.7	20.7
	4	21	21	100.0	11.8
	5	24	24	100.0	17.4
	6	30	30	100.0	16.7
Socioeconomically Disadvantaged	3	79	78	98.7	11.7
	4	63	63	100.0	9.8
	5	67	67	100.0	7.6
	6	80	80	100.0	15.0
English Learners	3	30	30	100.0	10.3
	4	33	32	97.0	9.4
	5	25	25	100.0	
	6	36	36	100.0	
Students with Disabilities	3	13	12	92.3	18.2
	4	13	13	100.0	
	5	14	14	100.0	
	6	14	14	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	81	97.6	11.1
	4	68	66	97.1	26.2
	5	68	68	100.0	9.1
	6	85	85	100.0	3.5
Male	3	42	40	95.2	10.0
	4	31	30	96.8	40.0
	5	38	38	100.0	7.9
	6	40	40	100.0	
Female	3	41	41	100.0	12.2
	4	37	36	97.3	16.7
	5	30	30	100.0	10.7
	6	45	45	100.0	6.7
Asian	6	13	13	100.0	
Hispanic or Latino	3	36	36	100.0	8.3
	4	39	38	97.4	21.6
	5	30	30	100.0	10.0
	6	37	37	100.0	2.7
White	3	30	29	96.7	17.2
	4	21	20	95.2	31.3
	5	24	24	100.0	13.0
	6	30	30	100.0	6.7
Socioeconomically Disadvantaged	3	79	78	98.7	10.3
	4	64	64	100.0	25.0
	5	67	67	100.0	9.1
	6	80	80	100.0	3.8
English Learners	3	30	30	100.0	10.0
	4	34	33	97.1	18.2
	5	25	25	100.0	8.0
	6	36	36	100.0	
Students with Disabilities	3	13	12	92.3	8.3
	4	13	12	92.3	11.1
	5	14	14	100.0	
	6	14	14	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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, 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. We are continuing to provide support for families with ESL classes, parent support classes, and our relationship with the Family Resource Center.

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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	11.3	8.9	7.1
Expulsions Rate	0.5	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	28	20	1		2	2	3	1			
1	27	21	23				3	3	3			
2	23	23	24				3	3	3			
3	31	22	26				2	3	3			
4	26	29	30				2	2	2			
5	29	29	27				3	2	2			
6	25	24	29	1	1		2	3	2			
Other	10	7	13	1	1	4			1			

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,961	\$2,315	\$5,646	\$67,785
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.7	1.2
Percent Difference: School Site/ State			-0.5	-5.2

* Cells with ♦ do not require data.

Cordua Elementary School

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

Ashley Vette, Principal
avette@mjustd.com
cordua.mjustd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Dream. Believe. Inspire. Achieve.

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, as well as staff and parent development.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	32
Grade 3	14
Grade 4	14
Grade 5	18
Total Enrollment	121

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3.3
Asian	3.3
Filipino	0
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0
White	64.5
Two or More Races	7.4
Socioeconomically Disadvantaged	66.1
English Learners	5.8
Students with Disabilities	9.9
Foster Youth	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

Cordua Elementary School	14-15	15-16	16-17
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Cordua Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: November 2016				
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		Preschool toilets replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Parts of exterior need repainted.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	20	24	30	32	44	48
Math	16	24	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	42	29	40	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.2	43.8	37.5

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	16	15	93.8	40.0
Socioeconomically Disadvantaged	12	11	91.7	36.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	15	15	100.0	6.7
	4	13	12	92.3	41.7
	5	16	15	93.8	26.7
Female	3	11	11	100.0	9.1
Socioeconomically Disadvantaged	3	13	13	100.0	7.7
	5	12	11	91.7	27.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	15	15	100.0	13.3
	4	13	12	92.3	33.3
	5	16	15	93.8	26.7
Female	3	11	11	100.0	18.2
Socioeconomically Disadvantaged	3	13	13	100.0	15.4
	5	12	11	91.7	18.2

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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: Ashley Vette (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.8	2.9	0.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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	0.20
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	26	22	1			1	1	1			
1		25	19			1		1				
2	22	21	21				1	1	1			
4	23	23					1	1				
5	28	28					1	1				
Other			29						2			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,531	\$2,432	\$6,099	\$58,189
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			1.9	-13.1
Percent Difference: School Site/ State			7.4	-18.6

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Mary Covillaud Elementary School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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.

Mary Covillaud's Elementary School's mission statement states, "All Learners will Learn." Mary Covillaud's Elementary School's vision statement states, "We provide the highest level of education for each learner in a safe, enjoyable, and caring environment.."

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	91
Grade 2	85
Grade 3	88
Grade 4	80
Grade 5	70
Total Enrollment	518

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1.2
Asian	4.6
Filipino	0
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	0.8
White	35.9
Two or More Races	8.1
Socioeconomically Disadvantaged	78.8
English Learners	19.5
Students with Disabilities	10.8
Foster Youth	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

Mary Covillaud Elementary School	14-15	15-16	16-17
With Full Credential	22	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Mary Covillaud Elementary	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: November 2016				
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		Partial exterior needs repainted.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	50	30	32	44	48
Math	31	43	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	59	59	43	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.9	17.6	23

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	75	97.4	42.7
Male	39	38	97.4	50.0
Female	38	37	97.4	35.1
Hispanic or Latino	27	25	92.6	24.0
White	35	35	100.0	48.6
Socioeconomically Disadvantaged	60	59	98.3	32.2
English Learners	14	13	92.9	23.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	88	88	100.0	43.2
	4	82	82	100.0	59.8
	5	77	75	97.4	48.0
Male	3	42	42	100.0	40.5
	4	40	40	100.0	50.0
	5	39	38	97.4	39.5
Female	3	46	46	100.0	45.6
	4	42	42	100.0	69.0
	5	38	37	97.4	56.8
Hispanic or Latino	3	44	44	100.0	38.6
	4	40	40	100.0	50.0
	5	27	25	92.6	40.0
White	3	26	26	100.0	38.5
	4	29	29	100.0	65.5
	5	35	35	100.0	51.4
Socioeconomically Disadvantaged	3	71	71	100.0	42.3
	4	59	59	100.0	55.9
	5	60	59	98.3	40.7
English Learners	3	21	21	100.0	42.9
	4	13	13	100.0	46.1
	5	14	13	92.9	23.1
Students with Disabilities	3	16	16	100.0	12.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	88	88	100.0	60.2
	4	82	82	100.0	43.9
	5	77	75	97.4	21.6
Male	3	42	42	100.0	61.9
	4	40	40	100.0	37.5
	5	39	38	97.4	28.9

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	46	46	100.0	58.7
	4	42	42	100.0	50.0
	5	38	37	97.4	13.9
Hispanic or Latino	3	44	44	100.0	50.0
	4	40	40	100.0	22.5
	5	27	25	92.6	4.0
White	3	26	26	100.0	65.4
	4	29	29	100.0	62.1
	5	35	35	100.0	29.4
Socioeconomically Disadvantaged	3	71	71	100.0	59.1
	4	59	59	100.0	33.9
	5	60	59	98.3	19.0
English Learners	3	21	21	100.0	71.4
	4	13	13	100.0	7.7
	5	14	13	92.9	
Students with Disabilities	3	16	16	100.0	18.8

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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: Miranda Southward (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.0	4.0	2.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0.00
Other	1.25
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	24	28	1			3	4	3			
1	28	23	21			1	4	4	3			
2	21	21	20	2	1	2	2	3	1			
3	26	24	26		1		3	3	3			
4	34	34	32						2	2	2	
5	31	31	34				2	2				2
Other	12		20	1		3			1			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,705	\$2,248	\$5,457	\$67,235
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-8.8	0.4
Percent Difference: School Site/ State			-3.9	-6.0

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dobbins Elementary School

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

Duane Triplett, Principal
dtriplett@mjud.com
dobbins.mjud.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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!

Our 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	8
Grade 2	9
Grade 3	10
Grade 4	10
Grade 5	10
Grade 6	2
Total Enrollment	56

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3.6
Asian	0
Filipino	0
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	0
White	69.6
Two or More Races	16.1
Socioeconomically Disadvantaged	89.3
English Learners	0
Students with Disabilities	14.3
Foster Youth	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

Dobbins Elementary School	14-15	15-16	16-17
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Dobbins Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Abnormal LCR readings. Working with Yuba County and Corrosion Specialties.
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		Parking lot needs asphalt. Temporary fencing needs to be replaced with permanent fencing.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	33	--	--	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	21	22	30	32	44	48
Math	8	15	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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: Jennifer Givens (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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.3	1.5	7.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	14			1		1					
3	21	19			1		1					
6		14			1							
Other	21		14			3	1					

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

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FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,289	\$3,100	\$10,189	\$73,745
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			70.2	10.1
Percent Difference: School Site/ State			79.5	3.1

* Cells with ♦ do not require data.

Edgewater Elementary School

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

Lori Guy, Principal
lguy@mjUSD.com
edgewater.mjUSD.com

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District Administration

Gay Todd, Ed.D.
Superintendent



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. 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	68
Grade 2	61
Grade 3	72
Grade 4	66
Grade 5	61
Grade 6	67
Total Enrollment	468

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.9
Asian	11.8
Filipino	1.7
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.2
White	32.3
Two or More Races	4.7
Socioeconomically Disadvantaged	65.6
English Learners	26.7
Students with Disabilities	7.5
Foster Youth	1.3

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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- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Edgewater Elementary School	14-15	15-16	16-17
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
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Teacher Misassignments and Vacant Teacher Positions at this School

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Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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.

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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: November 2016				
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		Roof leak was repaired.
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	34	43	30	32	44	48
Math	24	38	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	55	65	49	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.6	17.7	29

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	62	61	98.4	49.2
Male	35	34	97.1	52.9
Female	27	27	100.0	44.4
Hispanic or Latino	32	32	100.0	34.4
White	13	13	100.0	76.9
Socioeconomically Disadvantaged	41	40	97.6	37.5
English Learners	21	20	95.2	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	71	98.6	56.3
	4	66	65	98.5	32.3
	5	62	62	100.0	37.1
	6	64	63	98.4	42.9
Male	3	34	34	100.0	52.9
	4	33	33	100.0	24.2
	5	35	35	100.0	37.1
	6	30	29	96.7	34.5
Female	3	38	37	97.4	59.5
	4	33	32	97.0	40.6
	5	27	27	100.0	37.0
	6	34	34	100.0	50.0
Hispanic or Latino	3	28	28	100.0	57.1
	4	25	25	100.0	20.0
	5	32	32	100.0	15.6
	6	28	28	100.0	39.3
White	3	30	30	100.0	50.0
	4	22	21	95.5	52.4
	5	13	13	100.0	76.9
	6	23	22	95.7	54.5
Socioeconomically Disadvantaged	3	45	45	100.0	57.8
	4	44	43	97.7	34.9
	5	41	41	100.0	29.3
	6	42	42	100.0	33.3
English Learners	3	21	21	100.0	52.4
	4	21	21	100.0	14.3
	5	21	21	100.0	14.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	71	98.6	59.1
	4	66	65	98.5	29.2
	5	62	62	100.0	17.7
	6	64	63	98.4	42.9
Male	3	34	34	100.0	58.8
	4	33	33	100.0	33.3
	5	35	35	100.0	22.9
	6	30	29	96.7	31.0
Female	3	38	37	97.4	59.5
	4	33	32	97.0	25.0
	5	27	27	100.0	11.1
	6	34	34	100.0	52.9
Hispanic or Latino	3	28	28	100.0	46.4
	4	25	25	100.0	28.0
	5	32	32	100.0	6.3
	6	28	28	100.0	42.9
White	3	30	30	100.0	66.7
	4	22	21	95.5	38.1
	5	13	13	100.0	38.5
	6	23	22	95.7	50.0
Socioeconomically Disadvantaged	3	45	45	100.0	55.6
	4	44	43	97.7	27.9
	5	41	41	100.0	9.8
	6	42	42	100.0	40.5
English Learners	3	21	21	100.0	47.6
	4	21	21	100.0	23.8
	5	21	21	100.0	4.8

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). Our site safe school plan was last approved by our site council on February 29, 2016. This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.3	7.4	3.4
Expulsions Rate	0.2	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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	1.0
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	24	23				3	3	3			
1	25	24	23				3	3	3			
2	26	24	19			3	3	3				
3	23	23	22				3	3	3			
4	33	33	31				1		2	1	2	
5	32	34	28				2		2		2	
6	32	32	32				2	1	2		1	

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,055	\$2,232	\$5,823	\$70,128
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-2.7	4.7
Percent Difference: School Site/ State			2.6	-1.9

* Cells with ♦ do not require data.

Ella Elementary School

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

Rob Gregor , Principal
rgregor@mjustd.com
ella.mjustd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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 CSSP 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	62
Grade 2	80
Grade 3	76
Grade 4	86
Grade 5	74
Grade 6	68
Total Enrollment	550

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.2
Asian	6.9
Filipino	0.2
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0
White	26.7
Two or More Races	1.1
Socioeconomically Disadvantaged	95.8
English Learners	45.3
Students with Disabilities	12.9
Foster Youth	1.1

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

Ella Elementary School	14-15	15-16	16-17
With Full Credential	22	25	25
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Ella Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
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

2015-16 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	95.5	4.6
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: November 2016				
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		Trim around windows need repaired.
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	27	30	32	44	48
Math	29	36	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	47	50	38	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.9	17.6	2.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	71	71	100.0	38.0
Male	41	41	100.0	39.0
Female	30	30	100.0	36.7
Hispanic or Latino	45	45	100.0	33.3
White	15	15	100.0	53.3
Socioeconomically Disadvantaged	70	70	100.0	38.6
English Learners	33	33	100.0	21.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	16.5
	4	86	83	96.5	31.3
	5	71	71	100.0	29.6
	6	66	65	98.5	32.3
Male	3	39	37	94.9	13.5
	4	40	37	92.5	21.6
	5	41	41	100.0	24.4
	6	39	39	100.0	23.1
Female	3	42	42	100.0	19.1
	4	46	46	100.0	39.1
	5	30	30	100.0	36.7
	6	27	26	96.3	46.1
Hispanic or Latino	3	48	46	95.8	10.9
	4	48	46	95.8	28.3
	5	45	45	100.0	28.9
	6	38	38	100.0	34.2
White	3	21	21	100.0	23.8
	4	22	21	95.5	33.3
	5	15	15	100.0	26.7
	6	20	19	95.0	26.3
Socioeconomically Disadvantaged	3	75	74	98.7	14.9
	4	84	81	96.4	32.1
	5	70	70	100.0	30.0
	6	62	61	98.4	34.4
English Learners	3	38	37	97.4	2.7
	4	36	36	100.0	13.9
	5	33	33	100.0	21.2
Students with Disabilities	4	17	17	100.0	23.5
	6	11	10	90.9	10.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	80	98.8	37.5
	4	85	82	96.5	43.9
	5	71	71	100.0	22.5
	6	66	65	98.5	38.5
Male	3	39	38	97.4	39.5
	4	40	37	92.5	29.7
	5	41	41	100.0	24.4
	6	39	39	100.0	35.9
Female	3	42	42	100.0	35.7
	4	45	45	100.0	55.6
	5	30	30	100.0	20.0
	6	27	26	96.3	42.3
Hispanic or Latino	3	48	47	97.9	29.8
	4	47	45	95.7	44.4
	5	45	45	100.0	22.2
	6	38	38	100.0	47.4
White	3	21	21	100.0	52.4
	4	22	21	95.5	38.1
	5	15	15	100.0	20.0
	6	20	19	95.0	15.8
Socioeconomically Disadvantaged	3	75	74	98.7	37.8
	4	83	80	96.4	45.0
	5	70	70	100.0	22.9
	6	62	61	98.4	41.0
English Learners	3	38	37	97.4	24.3
	4	35	35	100.0	40.0
	5	33	33	100.0	12.1
Students with Disabilities	4	17	17	100.0	17.6
	6	11	10	90.9	10.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 morning at 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 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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	1.1	1.3
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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)	0.02
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	17	28		3		3		3			
1	24	28	20			2	3	3	1			
2	24	24	22			1	4	3	2			
3	24	19	23		1		3	4	3			
4	23	31	28	1			2	2	2			
5	28	31	30				2	2	2			
6	22	30	30	1			2	2	2			
Other		11	17		1	2			3			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,911	\$2,273	\$5,638	\$74,490
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.8	11.2
Percent Difference: School Site/ State			-0.7	4.2

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Johnson Park Elementary School

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

Nou Vang, Principal
nvang@mjuds.com
johnsonpark.mjuds.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Johnson Park Elementary SOARING TO SUCCESS! 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!

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	50
Grade 2	44
Grade 3	49
Grade 4	45
Grade 5	54
Grade 6	64
Total Enrollment	368

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.1
Asian	6.8
Filipino	1.1
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.3
White	25.5
Two or More Races	2.4
Socioeconomically Disadvantaged	91.6
English Learners	34.2
Students with Disabilities	10.9
Foster Youth	1.1

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

Johnson Park Elementary School	14-15	15-16	16-17
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Johnson Park Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	1	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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: September 8, 2016				
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		Ceiling tiles in the main building were reattached. A broken window on the east wall portable was replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Mechanical room was organized and cleaned.
Electrical: Electrical		X		The light in the west end boys restroom was repaired and the cover 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	Kinder gate latch was repaired. Improvements were made to the field and track grounds.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	32	40	34	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	26.4	18.9

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	31	30	32	44	48
Math	25	22	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	53	53	100.0	34.0
Male	32	32	100.0	43.8
Female	21	21	100.0	19.1
Hispanic or Latino	33	33	100.0	30.3
White	12	12	100.0	50.0
Socioeconomically Disadvantaged	51	51	100.0	33.3
English Learners	22	22	100.0	4.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	49	96.1	25.0
	4	46	45	97.8	26.7
	5	53	53	100.0	42.3
	6	67	66	98.5	29.2
Male	3	22	20	90.9	15.0
	4	19	19	100.0	10.5
	5	32	32	100.0	38.7
	6	37	37	100.0	29.7
Female	3	29	29	100.0	32.1
	4	27	26	96.3	38.5
	5	21	21	100.0	47.6
	6	30	29	96.7	28.6
Hispanic or Latino	3	29	28	96.5	21.4
	4	22	22	100.0	31.8
	5	33	33	100.0	45.5
	6	40	40	100.0	23.1
White	3	14	13	92.9	33.3
	4	17	16	94.1	18.8
	5	12	12	100.0	36.4
	6	14	13	92.9	53.9
Socioeconomically Disadvantaged	3	45	44	97.8	20.9
	4	39	38	97.4	28.9
	5	51	51	100.0	42.0
	6	62	61	98.4	28.3
English Learners	3	19	19	100.0	10.5
	4	14	14	100.0	21.4
	5	22	22	100.0	31.8
	6	21	21	100.0	4.8
Students with Disabilities	6	11	11	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	49	96.1	41.7
	4	46	45	97.8	11.4
	5	53	53	100.0	15.4
	6	67	66	98.5	18.5
Male	3	22	20	90.9	20.0
	4	19	19	100.0	5.3
	5	32	32	100.0	16.1
	6	37	37	100.0	21.6
Female	3	29	29	100.0	57.1
	4	27	26	96.3	16.0
	5	21	21	100.0	14.3
	6	30	29	96.7	14.3
Hispanic or Latino	3	29	28	96.5	46.4
	4	22	22	100.0	13.6
	5	33	33	100.0	18.2
	6	40	40	100.0	7.7
White	3	14	13	92.9	33.3
	4	17	16	94.1	6.7
	5	12	12	100.0	
	6	14	13	92.9	30.8
Socioeconomically Disadvantaged	3	45	44	97.8	41.9
	4	39	38	97.4	13.2
	5	51	51	100.0	16.0
	6	62	61	98.4	18.3
English Learners	3	19	19	100.0	42.1
	4	14	14	100.0	
	5	22	22	100.0	9.1
	6	21	21	100.0	4.8
Students with Disabilities	6	11	11	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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, monthly parent meetings, English-Language Advisory Council, conferences, IEP meetings, volunteering in classrooms, Student Study Teams, PBIS Team Meetings, and School Readiness Outreach Program. 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.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.2	5.7	4.9
Expulsions Rate	0.0	0.5	0.5
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	21	24		1		3	2	2			
1	22	24	26				2	2	1			
2	23	20	22		1		2		2			
3	24	29	25				2	1	2			
4	31	32	29				1	1	1			
5	31	32	31				2	1	1		1	
6	20	21	30	1	1		2	1	1			1
Other		12	20		1	2		1	2			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,165	\$2,376	\$5,789	\$60,737
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-3.3	-9.3
Percent Difference: School Site/ State			2.0	-15.1

* Cells with ♦ do not require data.

Kynoch Elementary School

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

Angela Huerta, Principal
ahuerta@mjusd.com
kynoch.mjusd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Kynoch Mission Statement: "Producing Champions One Cub at a Time."

Vision: Educating our Champions with:

H ~ High Expectations
O ~ Outstanding Citizenship
P ~ Positivity
E ~ Effective Teaching

Kynoch Elementary School is dedicated to providing high quality first instruction for our students. We address the whole child: academically, socially and emotionally. We work diligently to educate our students to be productive, well rounded citizens who can meet the challenges of the 21st century.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	102
Grade 2	95
Grade 3	123
Grade 4	88
Grade 5	134
Total Enrollment	669

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	2.4
Asian	1.9
Filipino	0.3
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	1.3
White	44.7
Two or More Races	4.9
Socioeconomically Disadvantaged	88.8
English Learners	12.6
Students with Disabilities	13.9
Foster Youth	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

Kynoch Elementary School	14-15	15-16	16-17
With Full Credential	28	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Kynoch Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: November 2016				
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		Interior needs painting.
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		Front of the school needs painting.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	35	34	30	32	44	48
Math	31	37	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38	59	49	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.3	17.1	22.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	129	129	100.0	48.8
Male	58	58	100.0	55.2
Female	71	71	100.0	43.7
Hispanic or Latino	38	38	100.0	42.1
White	66	66	100.0	53.0
Socioeconomically Disadvantaged	113	113	100.0	46.9
English Learners	17	17	100.0	29.4
Students with Disabilities	18	18	100.0	44.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	122	122	100.0	34.4
	4	90	88	97.8	33.0
	5	129	129	100.0	34.9
Male	3	60	60	100.0	36.7
	4	48	46	95.8	26.1
	5	58	58	100.0	34.5
Female	3	62	62	100.0	32.3
	4	42	42	100.0	40.5
	5	71	71	100.0	35.2
Hispanic or Latino	3	51	51	100.0	29.4
	4	35	33	94.3	42.4
	5	38	38	100.0	34.2
White	3	45	45	100.0	37.8
	4	43	43	100.0	30.2
	5	66	66	100.0	37.9
Socioeconomically Disadvantaged	3	109	109	100.0	29.4
	4	76	75	98.7	29.3
	5	113	113	100.0	34.5
English Learners	3	21	21	100.0	14.3
	4	12	12	100.0	41.7
	5	17	17	100.0	17.6
Students with Disabilities	3	16	16	100.0	18.8
	4	18	17	94.4	5.9
	5	18	18	100.0	5.6

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	122	122	100.0	43.4
	4	91	89	97.8	33.7
	5	129	129	100.0	34.1
Male	3	60	60	100.0	43.3
	4	49	47	95.9	29.8
	5	58	58	100.0	37.9
Female	3	62	62	100.0	43.5
	4	42	42	100.0	38.1
	5	71	71	100.0	31.0
Hispanic or Latino	3	51	51	100.0	39.2
	4	36	34	94.4	38.2
	5	38	38	100.0	34.2
White	3	45	45	100.0	48.9
	4	43	43	100.0	32.6
	5	66	66	100.0	36.4
Socioeconomically Disadvantaged	3	109	109	100.0	38.5
	4	77	76	98.7	28.9
	5	113	113	100.0	32.7
English Learners	3	21	21	100.0	33.3
	4	12	12	100.0	33.3
	5	17	17	100.0	29.4
Students with Disabilities	3	16	16	100.0	12.5
	4	18	17	94.4	17.6
	5	18	18	100.0	11.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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. 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 once a month from the principal and PTO.

PTO Meetings take place once each month at 2:30 p.m. in room 1. Dates are announced in each monthly newsletter.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	8.9	8.1	5.2
Expulsions Rate	0.3	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	25	24	2			3	5	4			
1	24	19	22		4	1	5	1	3			
2	23	24	24	1			3	5	4			
3	22	22	24				6	4	5			
4	32	32	28				3	4	3			
5	26	31	30	1			3	3	3			1
Other		12	20		1	1			2			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,764	\$2,225	\$5,539	\$70,171
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-7.5	4.8
Percent Difference: School Site/ State			-2.4	-1.9

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Linda Elementary School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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, Responsibility, Safety and Academics."

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	88
Grade 2	87
Grade 3	84
Grade 4	95
Grade 5	97
Grade 6	91
Total Enrollment	660

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	2.3
Asian	21.1
Filipino	0.2
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.5
White	25.5
Two or More Races	3.6
Socioeconomically Disadvantaged	95.8
English Learners	42.3
Students with Disabilities	13.8
Foster Youth	1.1

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

Linda Elementary School	14-15	15-16	16-17
With Full Credential	31	30	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Linda Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: September 8, 2016				
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		North east custodial interior wall around sink was repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			North west restrooms and drinking fountain were unplugged. North west custodial faucet was repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Gutters on the north west portable and room 109 were cleared. Quad area light cover was replaced.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 8, 2016					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ground maintenance on the north west lot was performed. Pot holes and irrigation trenches on the track and grounds were repaired. North east irrigation cover was replaced.	
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	27	18	24	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.2	20	7.4

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	15	21	30	32	44	48
Math	12	16	22	25	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	97	94	96.9	24.5
Male	45	44	97.8	34.1
Female	52	50	96.2	16.0
Asian	16	16	100.0	18.8
Hispanic or Latino	47	46	97.9	23.9
White	20	20	100.0	15.0
Socioeconomically Disadvantaged	92	90	97.8	23.3
English Learners	27	27	100.0	7.4
Students with Disabilities	26	25	96.2	36.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	84	98.8	20.2
	4	100	95	95.0	15.8
	5	97	95	97.9	22.1
	6	97	94	96.9	24.5
Male	3	36	36	100.0	19.4
	4	60	55	91.7	12.7
	5	45	45	100.0	20.0
	6	49	47	95.9	25.5
Female	3	49	48	98.0	20.8
	4	40	40	100.0	20.0
	5	52	50	96.2	24.0
	6	48	47	97.9	23.4
Asian	3	16	16	100.0	12.5
	4	21	20	95.2	20.0
	5	16	16	100.0	12.5
	6	21	20	95.2	35.0
Hispanic or Latino	3	35	34	97.1	14.7
	4	52	50	96.2	10.0
	5	47	46	97.9	23.9
	6	49	47	95.9	23.4

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	20	20	100.0	35.0
	4	21	20	95.2	25.0
	5	20	20	100.0	20.0
	6	16	16	100.0	6.3
Socioeconomically Disadvantaged	3	76	75	98.7	16.0
	4	98	94	95.9	16.0
	5	92	90	97.8	20.0
	6	92	89	96.7	23.6
English Learners	3	34	33	97.1	9.1
	4	41	38	92.7	7.9
	5	27	26	96.3	
	6	40	37	92.5	10.8
Students with Disabilities	4	23	22	95.7	9.1
	5	26	26	100.0	3.9
	6	13	13	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	85	100.0	29.4
	4	100	97	97.0	9.3
	5	97	96	99.0	8.3
	6	97	96	99.0	18.8
Male	3	36	36	100.0	36.1
	4	60	57	95.0	14.0
	5	45	45	100.0	6.7
	6	49	48	98.0	16.7
Female	3	49	49	100.0	24.5
	4	40	40	100.0	2.5
	5	52	51	98.1	9.8
	6	48	48	100.0	20.8

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	16	16	100.0	37.5
	4	21	20	95.2	5.0
	5	16	16	100.0	
	6	21	20	95.2	30.0
Hispanic or Latino	3	35	35	100.0	22.9
	4	52	52	100.0	7.7
	5	47	47	100.0	10.6
	6	49	49	100.0	12.2
White	3	20	20	100.0	40.0
	4	21	20	95.2	15.0
	5	20	20	100.0	5.0
	6	16	16	100.0	18.8
Socioeconomically Disadvantaged	3	76	76	100.0	27.6
	4	98	95	96.9	9.5
	5	92	91	98.9	6.6
	6	92	91	98.9	18.7
English Learners	3	34	34	100.0	23.5
	4	41	40	97.6	5.0
	5	27	27	100.0	
	6	40	39	97.5	2.6
Students with Disabilities	4	23	22	95.7	4.5
	5	26	26	100.0	3.9
	6	13	13	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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. Contact Judy Hart, Principal, at (530) 741-6196 for ways to become involved at Linda Elementary School.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.7	4.0
Expulsions Rate	0.6	0.3	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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	1.60
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	23	22			1	4	4	3			
1	25	24	24				4	4	4			
2	26	23	22				4	4	4			
3	21	24	21	1		2	4	4	2			
4	31	31	30				3	3	3			
5	31	31	30				2	2	3	1	1	
6	25	25	32	1			3	3	2			1
Other		8	15		2	2			1			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,907	\$2,271	\$5,636	\$70,614
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.8	5.5
Percent Difference: School Site/ State			-0.7	-1.3

* Cells with ♦ do not require data.

Loma Rica Elementary School

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

Kathleen Hansen, Principal

khansen@mjUSD.com

lomarica.mjUSD.com

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Gay Todd, Ed.D.
Superintendent



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.

Each week, our entire school gathers to recognize students and celebrate accomplishments that define our school's culture: Be safe, Be Kind, Be Responsible!

Loma Rica's Mission Statement is "Working Together for Success."

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.

...our students can learn to accept responsibility for their actions and, through guidance, make adjustments so that they can build positive relationships with others.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	11
Grade 2	13
Grade 3	21
Grade 4	17
Grade 5	18
Total Enrollment	95

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	11.6
Asian	0
Filipino	0
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0
White	70.5
Two or More Races	3.2
Socioeconomically Disadvantaged	61.1
English Learners	5.3
Students with Disabilities	20
Foster Youth	4.2

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	14-15	15-16	16-17
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Loma Rica Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
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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: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Abnormal LCR readings. Working with Yuba County and Corrosion Specialties.
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	30	45	30	32	44	48
Math	40	45	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	52	83	47	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5		27.8	72.2

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	20	19	95.0	47.4
Male	14	13	92.9	46.2
White	12	11	91.7	54.6
Socioeconomically Disadvantaged	12	11	91.7	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	22	100.0	63.6
	4	17	17	100.0	35.3
	5	20	19	95.0	31.6
Male	4	11	11	100.0	36.4
	5	14	13	92.9	30.8

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	12	12	100.0	66.7
White	3	16	16	100.0	81.3
	4	13	13	100.0	46.1
	5	12	11	91.7	54.5
Socioeconomically Disadvantaged	3	13	13	100.0	46.1
	4	13	13	100.0	23.1
	5	12	11	91.7	18.2

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	22	100.0	63.6
	4	17	17	100.0	29.4
	5	20	19	95.0	36.8
Male	4	11	11	100.0	18.2
	5	14	13	92.9	38.5
Female	3	12	12	100.0	66.7
White	3	16	16	100.0	75.0
	4	13	13	100.0	30.8
	5	12	11	91.7	63.6
Socioeconomically Disadvantaged	3	13	13	100.0	61.5
	4	13	13	100.0	15.4
	5	12	11	91.7	27.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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. Parents are encouraged to attend events such as Back-To-School Night, Open House and our annual Title I meeting. 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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.8	3.4	4.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	23	25					1	1				
2	25	20			1		1					
3	18	13		1	1							
5	30	28					1	1				
Other	6	5	20	1	1	2			3			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,565	\$1,991	\$7,574	\$70,721
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			26.5	5.6
Percent Difference: School Site/ State			33.4	-1.1

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Olivehurst Elementary School

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

Leticia Castaneda, Principal

lcastaneda@mjusd.com

olivehurst.mjusd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Olivehurst School has been a part of the community for over 60 years. Our school prides itself in the belief that the education of a student includes the student, staff members, family, and community. The mission of Olivehurst School is to provide each pupil with the education which best meets his or her needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences. Our vision is 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	75
Grade 2	73
Grade 3	82
Grade 4	74
Grade 5	87
Grade 6	68
Total Enrollment	552

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	2.5
Asian	10.1
Filipino	0.2
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0
White	31.2
Two or More Races	0.2
Socioeconomically Disadvantaged	87.9
English Learners	35.1
Students with Disabilities	11.4
Foster Youth	2.5

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

Olivehurst Elementary School	14-15	15-16	16-17
With Full Credential	25	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Olivehurst Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	95.8	4.2
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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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: November 2016				
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	35	29	22	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.1	20.9	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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	23	18	30	32	44	48
Math	23	17	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	87	87	100.0	21.8
Male	41	41	100.0	26.8
Female	46	46	100.0	17.4
Hispanic or Latino	41	41	100.0	17.1
White	32	32	100.0	25.0
Socioeconomically Disadvantaged	73	73	100.0	19.2
English Learners	24	24	100.0	4.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	78	96.3	26.9
	4	75	74	98.7	13.5
	5	87	87	100.0	13.8
	6	65	65	100.0	20.0
Male	3	40	40	100.0	27.5
	4	45	44	97.8	11.4
	5	41	41	100.0	12.2
	6	30	30	100.0	16.7
Female	3	41	38	92.7	26.3
	4	30	30	100.0	16.7
	5	46	46	100.0	15.2
	6	35	35	100.0	22.9
Asian	3	13	13	100.0	15.4
Hispanic or Latino	3	38	36	94.7	22.2
	4	47	47	100.0	12.8
	5	41	41	100.0	12.2
	6	38	38	100.0	18.4
White	3	24	23	95.8	43.5
	4	19	18	94.7	11.1
	5	32	32	100.0	18.8
	6	19	19	100.0	31.6
Socioeconomically Disadvantaged	3	72	70	97.2	25.7
	4	65	65	100.0	13.8
	5	73	73	100.0	12.3
	6	57	57	100.0	21.1
English Learners	3	27	26	96.3	15.4
	4	34	34	100.0	5.9
	5	24	24	100.0	4.2
	6	19	19	100.0	
Students with Disabilities	4	14	13	92.9	7.7
	6	11	11	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	34.2
	4	75	74	98.7	12.2
	5	87	87	100.0	4.6
	6	65	65	100.0	16.9
Male	3	40	40	100.0	37.5
	4	45	44	97.8	13.6
	5	41	41	100.0	4.9
	6	30	30	100.0	16.7
Female	3	41	39	95.1	30.8
	4	30	30	100.0	10.0
	5	46	46	100.0	4.3
	6	35	35	100.0	17.1
Asian	3	13	13	100.0	15.4
Hispanic or Latino	3	38	37	97.4	37.8
	4	47	47	100.0	10.6
	5	41	41	100.0	2.4
	6	38	38	100.0	15.8
White	3	24	23	95.8	39.1
	4	19	18	94.7	11.1
	5	32	32	100.0	6.3
	6	19	19	100.0	21.1
Socioeconomically Disadvantaged	3	72	71	98.6	33.8
	4	65	65	100.0	10.8
	5	73	73	100.0	2.7
	6	57	57	100.0	17.5
English Learners	3	27	27	100.0	25.9
	4	34	34	100.0	2.9
	5	24	24	100.0	
	6	19	19	100.0	
Students with Disabilities	4	14	13	92.9	7.7
	6	11	11	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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, Awards Assembly, Winter Performance, monthly Family and Community meetings, Garden Club, Back-to-school Barbecue, and fundraising to volunteering in the classroom, chaperoning field trips, and serving on district committees. This year, we are developing several parent and community workshops including technology/computer and ESL classes, as well as parent leadership workshops. As volunteers and staff members, parents are a critical component and a welcoming addition to our school family.

Parent involvement coordinators: Leticia Castaneda, Principal; Melissa White, Teacher in Charge; Rosa Hernandez, Bilingual Para-educator at (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.4	4.2	3.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	22	25		1		4	3	2			
1	21	19	17		4	4	3					
2	23	19	17		4	4	3					
3	18	23	25	1			4	3	3			
4	31	30	31				2	3	2			
5	28	31	31				3	2	2			
6	30	25	31		1		2	1	2		1	
Other	11	7	18	1	1	3			2			

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,870	\$2,234	\$5,636	\$63,018
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.8	-5.9
Percent Difference: School Site/ State			-0.7	-11.9

* Cells with ♦ do not require data.

Yuba Feather Elementary School

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

Duane Triplett, Principal
dtriplett@mjuds.com
yubafeather.mjuds.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	23
Grade 2	14
Grade 3	18
Grade 4	13
Grade 5	20
Grade 6	9
Total Enrollment	115

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	6.1
Asian	0
Filipino	0
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0
White	60
Two or More Races	13.9
Socioeconomically Disadvantaged	79.1
English Learners	0
Students with Disabilities	18.3
Foster Youth	1.7

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

Yuba Feather Elementary School	14-15	15-16	16-17
With Full Credential	7	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Yuba Feather Elementary School	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: September 8, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 1 air conditioner has been repaired.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		West playground electrical box has been covered. Light on the restroom wall of Building C has been repaired.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher has been serviced.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Trip hazards in the playground have been repaired. Holes in the south wing quad have been filled.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	42	41	37	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	33.3	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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	33	24	30	32	44	48
Math	27	32	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	20	19	95.0	36.8
Male	15	14	93.3	28.6
Socioeconomically Disadvantaged	15	15	100.0	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	17.6
	4	15	14	93.3	35.7
	5	20	19	95.0	21.1
	6	12	12	100.0	25.0
Male	5	15	14	93.3	7.1

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	14	14	100.0	14.3
Socioeconomically Disadvantaged	3	11	11	100.0	27.3
	4	14	13	92.9	38.5
	5	15	15	100.0	26.7
	6	11	11	100.0	27.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	41.2
	4	15	14	93.3	35.7
	5	20	19	95.0	31.6
	6	12	12	100.0	16.7
Male	5	15	14	93.3	28.6
White	3	14	14	100.0	35.7
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	4	14	13	92.9	38.5
	5	15	15	100.0	33.3
	6	11	11	100.0	18.2

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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: Daneen Phillips (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.6	17.5	14.9
Expulsions Rate	0.0	0.0	0.7
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	25					1	1				
1	18	19		1	1							
2	15	20		1	1							
3	22	12			1		1					
4	18			1								
6	28	30					1	1				
Other	9	14	19	1	1	3		1	3			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,488	\$2,265	\$7,223	\$61,390
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			20.7	-8.3
Percent Difference: School Site/ State			27.2	-14.2

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Foothill Intermediate School

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

Kathleen Hansen, Principal

khansen@mjuds.com

foothill.mjuds.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School

District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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 Indian Education 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:

Foothill School provides a quality education for students that encourage a passion for learning, while striving to meet their academic, emotional and social needs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	51
Grade 7	83
Grade 8	56
Total Enrollment	190

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	13.7
Asian	1.1
Filipino	0
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.5
White	62.6
Two or More Races	7.4
Socioeconomically Disadvantaged	47.4
English Learners	0.5
Students with Disabilities	15.8
Foster Youth	1.1

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

Foothill	14-15	15-16	16-17
With Full Credential	9	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Foothill	14-15	15-16	16-17
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) Hampton Brown, High Point, Gr. 7-8 (2001) McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002) SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston, California Science: Earth, Life and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: November 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Abnormal LCR reading. Working with Yuba County and Corrosion Specialties.
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		Asphalt section of the playground repaired.
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	48	52	30	32	44	48
Math	29	35	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	85	87	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	20.3	17.7	36.7

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	53	53	100.0	86.8
Male	30	30	100.0	86.7
Female	23	23	100.0	87.0
White	37	37	100.0	86.5
Socioeconomically Disadvantaged	23	23	100.0	78.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	51	51	100.0	47.1
	7	78	78	100.0	47.4
	8	53	53	100.0	62.3
Male	6	26	26	100.0	34.6
	7	47	47	100.0	44.7
	8	30	30	100.0	53.3
Female	6	25	25	100.0	60.0
	7	31	31	100.0	51.6
	8	23	23	100.0	73.9
American Indian or Alaska Native	7	11	11	100.0	63.6
White	6	28	28	100.0	53.6
	7	46	46	100.0	50.0
	8	37	37	100.0	64.9
Socioeconomically Disadvantaged	6	23	23	100.0	26.1
	7	38	38	100.0	34.2
	8	23	23	100.0	65.2
Students with Disabilities	7	16	16	100.0	12.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	51	51	100.0	29.4
	7	78	78	100.0	29.9
	8	78	78	100.0	29.9
Male	6	26	26	100.0	30.8
	7	47	47	100.0	41.3
	8	47	47	100.0	41.3
Female	6	25	25	100.0	28.0
	7	31	31	100.0	12.9
	8	31	31	100.0	12.9
American Indian or Alaska Native	7	11	11	100.0	36.4
	8	11	11	100.0	36.4

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	28	28	100.0	35.7
	7	46	46	100.0	31.1
	8	46	46	100.0	31.1
Socioeconomically Disadvantaged	6	23	23	100.0	26.1
	7	38	38	100.0	18.4
	8	38	38	100.0	18.4
Students with Disabilities	7	16	16	100.0	6.3
	8	16	16	100.0	6.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	12.5	14.9	15.1
Expulsions Rate	0.0	0.0	1.9
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	22	24	12	6	4	3	4	10			
Mathematics	14	22	24	9	3	3	2	2	4			
Science	19	24	26	4	1		3	4	5			
Social Science	19	24	26	5	3		2	2	7			

* 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,688	\$2,012	\$6,676	\$74,878
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			11.5	11.8
Percent Difference: School Site/ State			17.6	4.7

* Cells with ♦ do not require data.

Anna McKenney Intermediate

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

Shevaun Mathews, Principal

smathews@mjUSD.com

mckenney.mjUSD.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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District Administration

Gay Todd, Ed.D.
Superintendent



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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	183
Grade 8	182
Total Enrollment	524

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	3.1
Asian	5.2
Filipino	0.6
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	1.1
White	43.3
Two or More Races	2.3
Socioeconomically Disadvantaged	80.7
English Learners	15.3
Students with Disabilities	12.6
Foster Youth	0.6

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

Anna McKenney Intermediate	14-15	15-16	16-17
With Full Credential	25	24	22
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Anna McKenney Intermediate	14-15	15-16	16-17
Teachers of English Learners	0	1	3
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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, Reading Wonderworks, RSP K-6 (2015) Hampton Brown, High Point, Gr. 7-8 (2001) McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002) SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Holt, Rinehart and Winston, California Science: Earth, Life and Physical Science, Gr. 6-8 (2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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: November 2016

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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	25	28	30	32	44	48
Math	17	18	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	52	38	49	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	26	28.3	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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	177	173	97.7	49.1
Male	93	93	100.0	50.5
Female	84	80	95.2	47.5
Asian	11	11	100.0	54.6
Hispanic or Latino	67	64	95.5	42.2
White	77	76	98.7	55.3
Socioeconomically Disadvantaged	138	135	97.8	47.4
English Learners	22	22	100.0	13.6
Students with Disabilities	24	24	100.0	12.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	160	160	100.0	32.5
	7	179	177	98.9	23.2
	8	176	173	98.3	30.2
Male	6	84	84	100.0	22.6
	7	93	93	100.0	12.9
	8	93	93	100.0	26.1
Female	6	76	76	100.0	43.4
	7	86	84	97.7	34.5
	8	83	80	96.4	35.0
Asian	7	13	13	100.0	23.1
	8	11	11	100.0	45.5
Hispanic or Latino	6	69	69	100.0	27.5
	7	65	65	100.0	23.1
	8	66	63	95.5	21.0
White	6	66	66	100.0	42.4
	7	76	75	98.7	25.3
	8	77	77	100.0	35.1
Socioeconomically Disadvantaged	6	130	130	100.0	28.5
	7	150	149	99.3	22.1
	8	138	136	98.5	26.7
English Learners	6	28	28	100.0	3.6
	7	28	28	100.0	
	8	22	22	100.0	
Students with Disabilities	6	18	18	100.0	
	7	26	26	100.0	
	8	24	24	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	160	160	100.0	21.9
	7	180	178	98.9	11.3
	8	180	178	98.9	11.3
Male	6	84	84	100.0	17.9
	7	93	93	100.0	9.7
	8	93	93	100.0	9.7
Female	6	76	76	100.0	26.3
	7	87	85	97.7	13.1
	8	87	85	97.7	13.1
Asian	7	13	13	100.0	15.4
	8	13	13	100.0	15.4
Hispanic or Latino	6	69	69	100.0	18.8
	7	65	65	100.0	6.2
	8	65	65	100.0	6.2
White	6	66	66	100.0	31.8
	7	77	76	98.7	17.3
	8	77	76	98.7	17.3
Socioeconomically Disadvantaged	6	130	130	100.0	19.2
	7	151	150	99.3	10.1
	8	151	150	99.3	10.1
English Learners	6	28	28	100.0	
	7	28	28	100.0	
	8	28	28	100.0	
Students with Disabilities	6	18	18	100.0	
	7	26	26	100.0	
	8	26	26	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	16.2	12.5	13.4
Expulsions Rate	0.4	1.6	0.9
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	29	29	6	2		24	20	23		2	1
Mathematics	22	24	25	11	4	2	11	10	12	2		
Science	26	31	32	2			8	8	4	3	3	7
Social Science	26	28	29	4	1		6	9	11	3	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.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
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State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			4.4	3.4
Percent Difference: School Site/ State			10.1	-3.2

* Cells with ♦ do not require data.

Types of Services Funded

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Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Yuba Gardens Intermediate School

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

Kari Ylst, Principal
kylst@mjusd.com
yubagardens.mjusd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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 780+ 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 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. Our mission statement is I - learn daily, lead responsibly, live fully, create pride.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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Professional Development provided for Teachers

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About the SARC

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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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	374
Grade 8	350
Total Enrollment	724

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	2.6
Asian	15.1
Filipino	0.3
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.4
White	24.3
Two or More Races	2.1
Socioeconomically Disadvantaged	91.6
English Learners	29.8
Students with Disabilities	14
Foster Youth	0.4

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

Yuba Gardens Intermediate School	14-15	15-16	16-17
With Full Credential	32	32	34
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Yuba Gardens Intermediate	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown, High Point, Gr. 7-8 (2001) McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002) SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston, California Science: Earth, Life and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: September 9, 2016				
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	P27 grounds area has been cleaned up. Playground bushes have been trimmed. Volleyball poles blocking the PG&E transformer were moved. The back fence along the west side was repaired.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	20	20	30	32	44	48
Math	8	12	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	47	41	46	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.8	21.7	22.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	359	349	97.2	46.1
Male	182	177	97.3	46.3
Female	177	172	97.2	45.9
Black or African American	14	14	100.0	50.0
Asian	50	50	100.0	60.0
Hispanic or Latino	186	181	97.3	42.5
White	91	86	94.5	44.2
Socioeconomically Disadvantaged	332	325	97.9	44.6
English Learners	98	97	99.0	19.6
Students with Disabilities	45	44	97.8	6.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	378	371	98.2	18.6
	8	359	354	98.6	22.4
Male	7	211	208	98.6	13.5
	8	182	181	99.5	15.6
Female	7	167	163	97.6	25.1
	8	177	173	97.7	29.6
Black or African American	7	19	19	100.0	10.5
	8	15	13	86.7	23.1
Asian	7	61	60	98.4	26.7
	8	50	50	100.0	32.0
Hispanic or Latino	7	184	180	97.8	15.6
	8	187	186	99.5	20.1
White	7	90	88	97.8	20.4
	8	89	87	97.8	21.8
Socioeconomically Disadvantaged	7	340	334	98.2	16.5
	8	331	328	99.1	20.9
English Learners	7	102	102	100.0	2.9
	8	98	98	100.0	1.0
Students with Disabilities	7	63	61	96.8	1.6
	8	45	45	100.0	2.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	377	370	98.1	15.4
	8	377	370	98.1	15.4
Male	7	211	208	98.6	14.4
	8	211	208	98.6	14.4
Female	7	166	162	97.6	16.7
	8	166	162	97.6	16.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	7	19	19	100.0	5.3
	8	19	19	100.0	5.3
Asian	7	61	60	98.4	28.3
	8	61	60	98.4	28.3
Hispanic or Latino	7	184	180	97.8	11.7
	8	184	180	97.8	11.7
White	7	89	87	97.8	17.2
	8	89	87	97.8	17.2
Socioeconomically Disadvantaged	7	340	334	98.2	14.4
	8	340	334	98.2	14.4
English Learners	7	102	102	100.0	1.0
	8	102	102	100.0	1.0
Students with Disabilities	7	63	61	96.8	3.3
	8	63	61	96.8	3.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	21.0	17.3	16.1
Expulsions Rate	1.6	2.6	1.6
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.5
Other	4
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	25	27	18	19	6	22	29	39	16	6	6
Mathematics	23	26	29	10	8	1	14	11	15	7	4	6
Science	27	30	31	6	1		13	13	13	7	8	9
Social Science	27	29	32	5	3		13	10	10	8	10	12

* 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.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,033	\$2,152	\$5,881	\$73,206
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-1.7	9.3
Percent Difference: School Site/ State			3.6	2.4

* Cells with ♦ do not require data.

Lindhurst High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 741-6150 • Grades 9-12

Bob Eckardt, Principal

beckardt@mjud.com

linhurst.mjud.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Lindhurst High School develops motivated students who make informed decisions, celebrate achievement, live responsibly and value diversity.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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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/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	302
Grade 10	320
Grade 11	251
Grade 12	249
Total Enrollment	1,122

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	2
Asian	14.3
Filipino	1
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	0.3
White	24
Two or More Races	1.7
Socioeconomically Disadvantaged	85.6
English Learners	24.2
Students with Disabilities	14.1
Foster Youth	0.4

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

Lindhurst High School	14-15	15-16	16-17
With Full Credential	53	50	50
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Lindhurst High School	14-15	15-16	16-17
Teachers of English Learners	2	1	3
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	2	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

2015-16 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	92.7	7.3
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell, Language of Literature (2005) Prentice Hall, Literature Timeless Voices and Timeless Themes (2001) Bedford-St. Martin's, Literature & Composition (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Addison Wesley, Pre-Calculus (2003) Pearson, Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) Carnegie Learning, Integrated Math I, II, & III (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Holt, Rinehart, and Winston, Physical Science (2007) Prentice Hall, Earth Science (Geo Science) (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Life Science (2007) McDougal Littell, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physics (2007) Holt, Rinehart, and Winston, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Cengage Learning, Managing Our Natural Resources – 5th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Pearson Prentice Hall, Introduction to Livestock and Companion Animals (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals - 5th Edition (2015) Pearson, Engineering ENGR 10 (2015) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Pearson, Technology Skills for Success (2015) Course Technology, New Perspectives HTML and CSS 6th Edition (2016) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Steck-Vaughn, Geography of the US (1984) Prentice Hall, US History (CA) (2007) Prentice Hall, Macgruder's American Government (2006) Prentice Hall, Government in America (2006) Prentice Hall, Economics: Principles in Action (2006) Prentice Hall, World History: The Modern World (2006) Glencoe McGraw Hill, Civics Responsibilities and Citizenship (1996) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	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)

Over the past years Lindhurst High School has seen tremendous work and improvements of its facilities. To date the following items have been completed:

A new shade structure was installed in the quad
new HVAC for both C building and H building
Replaced and upgraded all underground gas lines
Replaced all old concrete in the quad and surrounding the buildings 57,000 sq ft
New landscaping through out the campus
Three upgraded CTE classroom, culinary arts, live media production studio, Welding bays

Currently a new HVAC system is being installed for the gym and H building

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 9, 2016

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			Siding was repaired on the north east portables and the buildings were painted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Ramps and railings were brought up to meet ADA compliance on portables on the north side of the campus. Trip hazards on ramps were repaired. Gym fencing and gate were repaired.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	46	39	30	32	44	48
Math	15	17	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43	32	34	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.7	17.9	15.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	293	277	94.5	34.3
Male	146	135	92.5	34.1
Female	147	142	96.6	34.5
Black or African American	13	12	92.3	25.0
Asian	38	36	94.7	38.9
Hispanic or Latino	155	152	98.1	28.3
White	70	61	87.1	42.6
Socioeconomically Disadvantaged	252	237	94.1	30.8
English Learners	71	66	93.0	4.6
Students with Disabilities	32	26	81.3	11.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	232	97.5	39.2
Male	11	131	129	98.5	36.4
Female	11	107	103	96.3	42.7
Black or African American	11	11	11	100.0	27.3
Asian	11	42	42	100.0	38.1
Hispanic or Latino	11	120	118	98.3	39.0
White	11	50	48	96.0	39.6
Socioeconomically Disadvantaged	11	196	192	98.0	38.5
English Learners	11	45	44	97.8	2.3
Students with Disabilities	11	36	32	88.9	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	231	97.1	16.9
Male	11	131	128	97.7	16.4
Female	11	107	103	96.3	17.5
Black or African American	11	11	11	100.0	18.2
Asian	11	42	42	100.0	19.1
Hispanic or Latino	11	120	118	98.3	16.1
White	11	50	47	94.0	17.0
Socioeconomically Disadvantaged	11	196	191	97.5	16.8
English Learners	11	45	44	97.8	2.3
Students with Disabilities	11	36	31	86.1	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 and holds monthly "coffee with the Principal" as another avenue for parents to have direct access to the school administration.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	14.9	10.1	10.5
Expulsions Rate	1.5	0.9	0.9
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
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	1.20
Average Number of Students per Staff Member	
Academic Counselor	281

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	22	26	26	24	15	20	18	23	7	10	9
Mathematics	23	26	26	21	11	13	14	26	20	11	7	9
Science	23	24	24	17	14	15	25	27	20	5	6	6
Social Science	23	25	30	15	10	3	12	11	15	11	16	15

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,048	\$2,698	\$6,350	\$67,899
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			6.1	1.4
Percent Difference: School Site/ State			11.9	-5.1

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lindhurst High School	2011-12	2013-14	2014-15
Dropout Rate	4.60	6.90	2.30
Graduation Rate	91.98	90.69	94.50
Marysville Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate	12.30	11.60	8.30
Graduation Rate	79.72	79.56	84.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	873
% 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	35%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.72
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	30.1

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics		♦
Science	2	♦
Social Science	3	♦
All courses	8	16.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	93	91	86
Black or African American	50	79	78
American Indian or Alaska Native	67	100	78
Asian	96	96	93
Filipino	100	100	93
Hispanic or Latino	100	92	83
Native Hawaiian/Pacific Islander	0	50	85
White	82	91	91
Two or More Races	0	75	89
Socioeconomically Disadvantaged	61	74	66
English Learners	98	81	54
Students with Disabilities	54	49	78

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 career technical education (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
marysville.mjusd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

The mission of Marysville High School is to prepare students to be respectful, responsible, and healthy members of society. 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	235
Grade 10	219
Grade 11	237
Grade 12	202
Total Enrollment	893

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	4.8
Asian	7.7
Filipino	0.7
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	0.4
White	49.9
Two or More Races	1.7
Socioeconomically Disadvantaged	63
English Learners	7.6
Students with Disabilities	11.2
Foster Youth	1.1

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

Marysville High School	14-15	15-16	16-17
With Full Credential	42	43	44
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville High School	14-15	15-16	16-17
Teachers of English Learners	2	2	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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.8	5.2
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell, Language of Literature (2005) Prentice Hall, Literature Timeless Voices and Timeless Themes (2001) Bedford-St. Martin's, Literature & Composition (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
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Science	<p>Holt, Rinehart, and Winston, Physical Science (2007) Prentice Hall, Earth Science (Geo Science) (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Life Science (2007) McDougal Littell, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physics (2007) Holt, Rinehart, and Winston, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Cengage Learning, Managing Our Natural Resources – 5th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Pearson Prentice Hall, Introduction to Livestock and Companion Animals (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals - 5th Edition (2015) Pearson, Engineering ENGR 10 (2015) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Pearson, Technology Skills for Success (2015) Course Technology, New Perspectives HTML and CSS 6th Edition (2016) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Steck-Vaughn, Geography of the US (1984) Prentice Hall, US History (CA) (2007) Prentice Hall, Macgruder's American Government (2006) Prentice Hall, Government in America (2006) Prentice Hall, Economics: Principles in Action (2006) Prentice Hall, World History: The Modern World (2006) Glencoe McGraw Hill, Civics Responsibilities and Citizenship (1996) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	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: November 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Kitchen HVAC was replaced during summer 2016.
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	49	56	49	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.1	22.4	34.6

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	54	58	30	32	44	48
Math	30	32	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	217	209	96.3	48.8
Male	120	116	96.7	54.3
Female	97	93	95.9	41.9
Asian	19	18	94.7	44.4
Hispanic or Latino	56	55	98.2	38.2
White	116	110	94.8	54.6
Socioeconomically Disadvantaged	141	136	96.5	41.2
English Learners	18	17	94.4	
Students with Disabilities	25	24	96.0	8.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	216	210	97.2	58.1
Male	11	108	104	96.3	56.7
Female	11	108	106	98.2	59.4
Asian	11	23	22	95.7	40.9
Hispanic or Latino	11	59	57	96.6	50.9
White	11	112	110	98.2	65.5
Socioeconomically Disadvantaged	11	119	117	98.3	48.7
English Learners	11	15	14	93.3	
Students with Disabilities	11	19	19	100.0	21.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	216	214	99.1	31.8
Male	11	108	106	98.2	30.2
Female	11	108	108	100.0	33.3
Asian	11	23	23	100.0	26.1
Hispanic or Latino	11	59	58	98.3	24.1
White	11	112	112	100.0	40.2
Socioeconomically Disadvantaged	11	119	118	99.2	23.7
English Learners	11	15	14	93.3	
Students with Disabilities	11	19	19	100.0	5.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

Parents interested in becoming involved in Marysville High School can call the principal's secretary at (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.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.4	8.0	7.1
Expulsions Rate	1.1	0.5	1.2
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	71.4	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.00
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	230

* 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.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	27	11	8	6	18	19	21	9	9	7
Mathematics	27	27	26	10	7	6	9	14	16	14	9	4
Science	30	27	25	2	6	8	11	16	17	12	7	2
Social Science	27	25	27	7	8	3	10	10	18	8	9	4

* 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.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,540	\$2,976	\$6,564	\$70,665
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			9.7	5.5
Percent Difference: School Site/ State			15.6	-1.2

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Marysville High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	3.40	3.60
Graduation Rate	98.25	93.10	95.31
Marysville Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate	12.30	11.60	8.30
Graduation Rate	79.72	79.56	84.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	714
% 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	36%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	92.34
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	29.0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses		13

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	93	91	86
Black or African American	83	79	78
American Indian or Alaska Native	89	100	78
Asian	100	96	93
Filipino	100	100	93
Hispanic or Latino	98	92	83
Native Hawaiian/Pacific Islander	100	50	85
White	90	91	91
Two or More Races	100	75	89
Socioeconomically Disadvantaged	74	74	66
English Learners	39	81	54
Students with Disabilities	36	49	78

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 career technical education (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.

South Lindhurst Continuation High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 749-6919 • Grades 9-12

David Jones, Principal
djones@mjustd.com
southlindhurst.mjustd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School

District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

South Lindhurst serves 16-19 year old students who are credit deficient or need a smaller setting. It is very important to our staff that all students feel valued and are provided the supports to achieve success.

Mission: South Lindhurst High School is a family where all students are given the opportunity to develop socially and academically. Our mission is to prepare students to become respectful, responsible, and positive leaders that never give up.

Achievement

- * Mastery of standards based curriculum
- * Meeting credit requirements for graduation

Character

- * High attendance rate
- * Participation in extracurricular opportunities & community service
- * Positive decision making

Transition

- * Identify talents and strengths
- * College and Career inventory, exploration and preparation
- * Technology literacy

We are the Knights of South Lindhurst and we are always RESPECTFUL - RESPONSIBLE- POSITIVE and above all "We Never Give Up"!

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	55
Grade 12	83
Total Enrollment	139

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	2.9
Asian	2.9
Filipino	0
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	1.4
White	39.6
Two or More Races	2.2
Socioeconomically Disadvantaged	81.3
English Learners	20.9
Students with Disabilities	9.4
Foster Youth	1.4

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

South Lindhurst Continuation High School	14-15	15-16	16-17
With Full Credential	6	6	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

South Lindhurst Continuation	14-15	15-16	16-17
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

2015-16 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	85.0	15.0
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

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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		
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	18	--	--	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	9	20	30	32	44	48
Math	0		22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	77	71	92.2	19.7
Male	11	51	47	92.2	19.1
Female	11	26	24	92.3	20.8
Hispanic or Latino	11	32	29	90.6	20.7
White	11	36	33	91.7	24.2
Socioeconomically Disadvantaged	11	66	61	92.4	18.0
English Learners	11	15	14	93.3	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	77	71	92.2	
Male	11	51	47	92.2	
Female	11	26	24	92.3	
Hispanic or Latino	11	32	29	90.6	
White	11	36	33	91.7	
Socioeconomically Disadvantaged	11	66	61	92.4	
English Learners	11	15	14	93.3	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

Parental involvement and support is very important to our success in reaching our students and guiding them to a successful transition to college and/or career. We encourage all of our parents to get involved in our school and in their child's education. South Lindhurst has multiple avenues for involvement:

- Parent Group: This is a group that meets regularly after school to discuss activities and events at the school, goals, and needs. We also discuss fundraising and how parents can become more involved.
- ELAC: This group serves our second language population to discuss activities, events, goals and potential needs that will better serve our students. We also discuss fundraising and how parents can become more involved.
- Site Council: South Lindhurst High School Site Council is an elected support group made up of parents, community members and staff. The site council is an advisory and approving body for all budgetary decisions for the school.
- Parent Workshops for FAFSA
- FFA Meetings: Parents are welcome to attend all FFA meetings held after school. It is a great way to stay connected with school based activities and be involved within the programs here at SLHS.

If interested in joining please contact parent involvement coordinator: Principal David Jones (530)749-6919.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.9	23.9	18.6
Expulsions Rate	0.6	1.1	0.5
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
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	150

* 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.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	19	20	14	4	5	13	2	3	1			
Mathematics	19	20	14	4	3	9	2	5				
Science	19	19	4	4	4	8	2	2				
Social Science	19	18	20	4	4	7	2	4				

* 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.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,504	\$1,999	\$4,505	\$67,280
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-24.7	0.5
Percent Difference: School Site/ State			-20.6	-5.9

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
South Lindhurst Continuation High	2011-12	2013-14	2014-15
Dropout Rate	12.30	11.60	8.30
Graduation Rate	79.72	79.56	84.02
Marysville Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate	12.30	11.60	8.30
Graduation Rate	79.72	79.56	84.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	87.8
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	70	91	86
Black or African American	0	79	78
American Indian or Alaska Native	100	100	78
Asian	100	96	93
Filipino	0	100	93
Hispanic or Latino	56	92	83
Native Hawaiian/Pacific Islander	0	50	85
White	87	91	91
Two or More Races	100	75	89
Socioeconomically Disadvantaged	90	74	66
English Learners	59	81	54
Students with Disabilities	37	49	78

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.

Marysville Charter Academy for the Arts

1917 B St. • Marysville, CA 95901 • (530) 749-6156 • Grades 7-12

Tim Malone, Principal
tmalone@mjud.com
charter.mjud.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



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.

Mission Statement: Achieving excellence through academics and the arts.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	72
Grade 8	72
Grade 9	74
Grade 10	62
Grade 11	58
Grade 12	38
Total Enrollment	376

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	2.7
Asian	4.5
Filipino	0.3
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0
White	45.2
Two or More Races	8.5
Socioeconomically Disadvantaged	44.9
English Learners	3.7
Students with Disabilities	3.7
Foster Youth	0.5

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

Marysville Charter Academy for the Arts	14-15	15-16	16-17
With Full Credential	18	19	20
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	1	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville Charter Academy for	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.2	0.8
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Hampton Brown, High Point, Gr. 7-8 (2001) McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002) SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002) McDougal Littell, Language of Literature (2005) Prentice Hall, Literature Timeless Voices and Timeless Themes (2001) Bedford-St. Martin's, Literature & Composition (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) Addison Wesley, Pre-Calculus (2003) Pearson, Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) Carnegie Learning, Integrated Math I, II, & III (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Holt, Rinehart and Winston, California, Science Earth, Life, and Physical Science, Gr. 6-8 (2007) Holt, Rinehart, and Winston, Physical Science (2007) Prentice Hall, Earth Science (Geo Science) (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Life Science (2007) McDougal Littell, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physics (2007) Holt, Rinehart, and Winston, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Cengage Learning, Managing Our Natural Resources – 5th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Pearson Prentice Hall, Introduction to Livestock and Companion Animals (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals - 5th Edition (2015) Pearson, Engineering ENGR 10 (2015) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Pearson, Technology Skills for Success (2015) Course Technology, New Perspectives HTML and CSS 6th Edition (2016) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) Steck-Vaughn, Geography of the US (1984) Prentice Hall, US History (CA) (2007) Prentice Hall, Macgruder's American Government (2006) Prentice Hall, Government in America (2006) Prentice Hall, Economics: Principles in Action (2006) Prentice Hall, World History: The Modern World (2006) Glencoe McGraw Hill, Civics Responsibilities and Citizenship (1996) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	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: November 2016

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				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	65	71	30	32	44	48
Math	36	43	22	25	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	84	95	48	47	45	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	25	20	30
9	25.4	28.2	32.4

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	132	129	97.7	94.6
Male	30	29	96.7	96.6
Female	102	100	98.0	94.0
Hispanic or Latino	53	52	98.1	88.5
White	61	59	96.7	100.0
Socioeconomically Disadvantaged	70	68	97.1	91.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	73	73	100.0	65.8
	8	71	71	100.0	69.0
	11	55	55	100.0	81.8
Male	7	31	31	100.0	64.5
	8	12	12	100.0	66.7
	11	19	19	100.0	89.5
Female	7	42	42	100.0	66.7
	8	59	59	100.0	69.5
	11	36	36	100.0	77.8
Hispanic or Latino	7	29	29	100.0	62.1
	8	31	31	100.0	58.1
	11	20	20	100.0	90.0
White	7	32	32	100.0	65.6
	8	31	31	100.0	77.4
	11	25	25	100.0	80.0
Socioeconomically Disadvantaged	7	33	33	100.0	51.5
	8	37	37	100.0	67.6
	11	24	24	100.0	79.2

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	73	73	100.0	46.6
	8	73	73	100.0	46.6
	11	55	55	100.0	38.2
Male	7	31	31	100.0	54.8
	8	31	31	100.0	54.8
	11	19	19	100.0	42.1
Female	7	42	42	100.0	40.5
	8	42	42	100.0	40.5
	11	36	36	100.0	36.1

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	7	29	29	100.0	41.4
	8	29	29	100.0	41.4
	11	20	20	100.0	30.0
White	7	32	32	100.0	50.0
	8	32	32	100.0	50.0
	11	25	25	100.0	32.0
Socioeconomically Disadvantaged	7	33	33	100.0	33.3
	8	33	33	100.0	33.3
	11	24	24	100.0	33.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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: Michelle Stewart, (916) 715 - 4213, michellestewart001@att.net

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.9	2.6	1.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		15
Percent of Schools Currently in Program Improvement		71.4

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

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	12	13	20	28	25	14	7	6	6			
Mathematics	16	18	19	16	9	9	6	6	5			
Science	18	18	19	11	10	12	9	9	5			
Social Science	21	23	23	8	7	4	7	6	9			

* 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.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Marysville Charter Academy for the Arts	2011-12	2013-14	2014-15
Dropout Rate	0.00	0.00	0.00
Graduation Rate	97.83	100.00	100.00
Marysville Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate	12.30	11.60	8.30
Graduation Rate	79.72	79.56	84.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,053	\$2,260	\$7,793	\$66,499
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			30.2	-0.7
Percent Difference: School Site/ State			37.3	-7.0

* Cells with ♦ do not require data.

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

UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	91.34
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	73.2

* Where there are student course enrollments.

2015-16 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts	1	♦
Foreign Language		♦
Mathematics	1	♦
Science	1	♦
Social Science		♦
All courses	4	7

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	100	91	86
Black or African American	100	79	78
American Indian or Alaska Native	0	100	78
Asian	100	96	93
Filipino	0	100	93
Hispanic or Latino	90	92	83
Native Hawaiian/Pacific Islander	0	50	85
White	100	91	91
Two or More Races	100	75	89
Socioeconomically Disadvantaged	100	74	66
English Learners	0	81	54
Students with Disabilities	31	49	78

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.

Marysville Community Day

1919 B Street • Marysville, CA 95991 • 530-749-6918 • Grades 7-12

David Gray, Principal
dgray@mjusd.k12.ca.us
community.mjusd.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

We provide the highest levels of instruction to all students who attend our school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

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 engaged in learning and improving their skills through deep professional learning and collaboration. 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 training's scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	4
Grade 9	21
Grade 10	7
Grade 11	8
Grade 12	3
Total Enrollment	46

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0
Asian	2.2
Filipino	0
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	2.2
White	39.1
Two or More Races	4.3
Socioeconomically Disadvantaged	84.8
English Learners	17.4
Students with Disabilities	21.7
Foster Youth	2.2

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 Community Day	14-15	15-16	16-17
With Full Credential	0	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville Community Day	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

* "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

2015-16 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 2016-17)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown, High Point, Gr. 7-8 (2001) McDougal Littell, Reading and Language Arts Program, Gr. 7-8 (2002) SRA/McGraw-Hill, SRA/Reach Program, Gr. 7-8 (2002) McDougal Littell, Language of Literature (2005) Prentice Hall, Literature Timeless Voices and Timeless Themes (2001) Bedford-St. Martin's, Literature & Composition (2015) Bedford-St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015)
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) Addison Wesley, Pre-Calculus (2003) Pearson, Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) Carnegie Learning, Integrated Math I, II, & III (2014)
Science	Holt, Rinehart and Winston, California, Science Earth, Life, and Physical Science, Gr. 6-8 (2007) Holt, Rinehart, and Winston, Physical Science (2007) Prentice Hall, Earth Science (Geo Science) (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Life Science (2007) McDougal Littell, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physics (2007) Holt, Rinehart, and Winston, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Cengage Learning, Managing Our Natural Resources – 5th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Pearson Prentice Hall, Introduction to Livestock and Companion Animals (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals - 5th Edition (2015) Pearson, Engineering ENGR 10 (2015) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Pearson, Technology Skills for Success (2015) Course Technology, New Perspectives HTML and CSS 6th Edition (2016) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) Steck-Vaughn, Geography of the US (1984) Prentice Hall, US History (CA) (2007) Prentice Hall, Macgruder's American Government (2006) Prentice Hall, Government in America (2006) Prentice Hall, Economics: Principles in Action (2006) Prentice Hall, World History: The Modern World (2006) Glencoe McGraw Hill, Civics Responsibilities and Citizenship (1996)
Science Laboratory Equipment	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: September 2016

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				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Math				25		36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science			14			45			54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.1	7.7	7.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	15	14	93.3	14.3
Male	13	12	92.3	16.7
Socioeconomically Disadvantaged	12	11	91.7	18.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

Parents are our main resource for student success. Our parents are involved in teacher meetings, student transition meetings, and School Site Council Meetings. Parents who have a student with special needs are also involved in Individualized Education Plan Meetings with administration and the school based psychologist and teachers. All of our activities and events that include parent involvement are published in our monthly newsletter.

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 school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

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. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The 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, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	41.7
Expulsions Rate	0.0	0.0	2.4
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.60
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	75

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English			13			7						
Mathematics			12			3						
Science			2			1						
Social Science			13			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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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 directed to targeted students who are not performing at grade level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Marysville Community Day	2011-12	2013-14	2014-15
Dropout Rate			
Graduation Rate			
Marysville Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate			
Graduation Rate			
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State

Career Technical Education Programs

None