

Arboga Elementary School

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

Ashley Vette, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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. In 2018, Arboga was awarded the Positive Behavior Supports and Interventions (PBIS) Silver Award for achievements in the implementation of a functional PBIS program to support students.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	72
Grade 2	63
Grade 3	80
Grade 4	79
Grade 5	71
Grade 6	66
Total	501

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.2
Asian	8.6
Filipino	1.4
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.6
White	49.9
Socioeconomically Disadvantaged	65.9
English Learners	15.0
Students with Disabilities	9.0
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Arboga Elementary School	16-17	17-18	18-19
With Full Credential	20	21	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arboga Elementary School	16-17	17-18	18-19
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Loose ceiling tiles. Holes in ceiling. Water damage to sink countertops. Torn carpet. Rusty door and stall dividers. Linoleum flooring is lifting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Excessive webbing. Areas of a room are cluttered.
Electrical: Electrical	Poor	Missing light cover, diffuser, panel, fan blade, motion sensor cover and pieces of electrical conduit. Light panels and a light ballast are out. Extension cord and surge protectors are daisy chained. Cords are creating trip hazards. Multiple light bulbs are out. Extension cords are being permanently used.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Loose toilet seat. Faucet leaks at base and countertop from missing diffuser. Exterior fountains are not draining properly, and one has a constant leak. Drinking fountains have low and high flows and a constant drip. Two urinals do not flush. One faucet has no flow and is loose at the base.
Safety: Fire Safety, Hazardous Materials	Fair	Blocked access to fire extinguishers. Improperly stored cleaning supplies, medication and flammable materials. Plug-in candle warmers and air fresheners. Evacuation maps are not posted. Paint is peeling on door and siding. Fire extinguisher not mounted, two case handles are broken, and two tags are outdated.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	43.0	36.0	36.0	48.0	50.0
Math	34.0	32.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.3	26.0	38.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	282	97.24	42.91
Male	136	132	97.06	43.18
Female	154	150	97.40	42.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	48.15
Filipino	--	--	--	--
Hispanic or Latino	96	92	95.83	32.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	132	99.25	50.00
Two or More Races	14	14	100.00	42.86
Socioeconomically Disadvantaged	201	197	98.01	38.58
English Learners	76	74	97.37	40.54
Students with Disabilities	35	34	97.14	14.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	284	97.93	31.69
Male	136	133	97.79	33.08
Female	154	151	98.05	30.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	29.63
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	27.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	132	99.25	34.09
Two or More Races	14	14	100	35.71
Socioeconomically Disadvantaged	201	197	98.01	25.89
English Learners	76	76	100	26.32
Students with Disabilities	35	34	97.14	2.94
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 to find out more about what's happening at our school.

Parent involvement coordinator: Ashley Vette (530) 741-6101

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	7.0	4.3	4.5
Expulsions Rate	0.0	0.4	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	23				3	3	3			
1	24	22	24				3	3	3			
2	26	23	21			1	3	3	2			
3	22	25	27				3	3	3			
4	32	34	31				2		2		2	
5	29	27	29				3	2	3			
6	32	28	33				2	3	1			1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,094	\$2,369	\$6,725	\$73,616
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-6.0	0.0
Percent Difference: School Site/ State			-5.8	-3.9

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Browns Valley Elementary School

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Heather Strickland, Principal

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Superintendent



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. Through a shared process with the greater school community, we take great pride in celebrating students as they excel.

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2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	24
Grade 1	44
Grade 2	29
Grade 3	25
Grade 4	25
Grade 5	27
Total	174

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	2.9
Asian	1.7
Filipino	0.0
Hispanic or Latino	8.0
Native Hawaiian or Pacific Islander	0.6
White	77.0
Socioeconomically Disadvantaged	31.0
English Learners	2.3
Students with Disabilities	7.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

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With Full Credential	7	7	8
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
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With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
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Teachers of English Learners	1	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Loose, torn and water stained ceiling tiles. Loose stall dividers. Light panel is out.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Broken light switches. Missing ethernet and electrical covers. Blocked access to electrical panel. Extension cord is being permanently used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet and drinking fountain have high flows. Faucet sprays out top of diffuser. One drinking fountain has a constant leak. Toilets leak.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	58.0	36.0	36.0	48.0	50.0
Math	66.0	57.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.6	24.1	31.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	81	97.59	58.02
Male	47	45	95.74	51.11
Female	36	36	100.00	66.67
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	11	91.67	54.55
White	60	59	98.33	61.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	43.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	81	97.59	56.79
Male	47	45	95.74	57.78
Female	36	36	100	55.56
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	11	91.67	27.27
White	60	59	98.33	62.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	30	100	40
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. In addition, information regarding opportunities for parent involvement is also given out via a monthly newsletter and a Student Handbook passed out at the beginning of the year. 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: Heather Strickland (530) 741-6107

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	2.1	0.5	2.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	24	24				2	2	1			
1		14	22		2				2			
2	22	28	15	1		2	1	1				
3	23	30	25				1	1	1			
4	23	24	25				1	1	1			
5	30	23	27				1	1	1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,356	\$1,858	\$7,498	\$75,304
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			4.8	2.3
Percent Difference: School Site/ State			5.1	-1.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Cedar Lane Elementary School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	78
Grade 2	72
Grade 3	68
Grade 4	75
Grade 5	79
Grade 6	69
Total	538

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	2.2
Asian	13.4
Filipino	0.0
Hispanic or Latino	48.0
Native Hawaiian or Pacific Islander	0.4
White	28.4
Socioeconomically Disadvantaged	93.3
English Learners	34.0
Students with Disabilities	16.2
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Cedar Lane Elementary School	16-17	17-18	18-19
With Full Credential	24	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Cedar Lane Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are broken, torn, and have water stains and holes. Water damage on ceiling and plaster is chipping. Old copper line is cut. Hole in cabinet. Missing ceiling tile T-bars, toilet paper dispenser and rubber molding. Hole in sink back splash. Rusted stall divider. Large gap in formica flooring. Loose ceiling trim. Torn carpet. Broken wall and floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Cord is creating a trip hazard. Missing cable/ethernet cover. Loose and missing light diffusers. Light panels are out. Light ballast is out. Extension cords are being permanently used.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no and low flows, a constant drip, are loose at base and leak at fitting and handle. Drinking fountains have no, sporadic and constant flows, a broken button and are broken, leaking and loose at base. Drinking fountain flows into mouthguard. Missing drinking fountain drain guards. Toilet and toilet tank are loose and leak.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	15.0	15.0	36.0	36.0	48.0	50.0
Math	11.0	17.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	21.8	11.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	284	98.61	15.19
Male	145	142	97.93	9.86
Female	143	142	99.30	20.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	14.71
Filipino	--	--	--	--
Hispanic or Latino	145	144	99.31	13.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	80	97.56	16.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	275	271	98.55	14.02
English Learners	126	126	100.00	14.29
Students with Disabilities	58	56	96.55	3.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	281	97.57	16.73
Male	145	141	97.24	15.6
Female	143	140	97.9	17.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	8.82
Filipino	--	--	--	--
Hispanic or Latino	145	143	98.62	18.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	79	96.34	18.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	275	269	97.82	15.99
English Learners	126	126	100	15.87
Students with Disabilities	58	55	94.83	1.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 and parent support classes.

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

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	7.1	11.0	9.0
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.
Resource Specialist (non-teaching)	1
Other	3.00
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	24	24	1	1		3	3	4			
1	25	22	26				3	3	3			
2	22	21	24		1		3	2	3			
3	21	25	17	1		2	3	3	2			
4	31	31	33				2	2	1			1
5	30	31	26				2	2	3			
6	26	23	20		1	2	3	3	2			
Other	7	8		2	2							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,436	\$2,451	\$6,985	\$77,296
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-2.2	4.9
Percent Difference: School Site/ State			-2.0	1.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Cordua Elementary School

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

Heather Strickland, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



School Description

Every student matters. Every moment counts.

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. Our school values a shared school culture with input from all stakeholders. 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	10
Grade 1	21
Grade 2	23
Grade 3	14
Grade 4	24
Grade 5	12
Total	104

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.9
Asian	1.9
Filipino	0.0
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.0
White	68.3
Socioeconomically Disadvantaged	63.5
English Learners	12.5
Students with Disabilities	8.7
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Cordua Elementary School	16-17	17-18	18-19
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	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cordua Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are torn, missing, loose and have water stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Black widow behind door.
Electrical: Electrical	Fair	Broken light diffusers and outlet cover. Light panel is out. Extension cord is being permanently used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets leak at handle and are loose from wall.
Safety: Fire Safety, Hazardous Materials	Fair	Burned candles. Plug-in candle warmer and air fresheners. Blocked exits. Peeling paint on eaves and wall behind toilets.
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	43.0	36.0	36.0	48.0	50.0
Math	19.0	28.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.3	33.3	40.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00	42.59
Male	29	29	100.00	31.03
Female	26	26	100.00	56.00
Asian	--	--	--	--
Hispanic or Latino	16	16	100.00	37.50
White	35	35	100.00	47.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	25.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100	27.78
Male	29	29	100	27.59
Female	26	26	100	28
Asian	--	--	--	--
Hispanic or Latino	16	16	100	31.25
White	35	35	100	23.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100	22.22
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. In addition, information is relayed to parents regarding involvement via a monthly Newsletter and a Student Handbook given out at the beginning of each year. 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: Heather Strickland (530) 741-6115

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	0.7	2.2	2.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	10			1	1	1				
1	19	25	21	1				1	1			
2	23	19	23		1		1		1			
3	23	27					1	1				
4			24						1			
5	32	30	26				1	1	1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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.

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

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FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,054	\$2,571	\$7,483	\$68,992
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			4.6	-6.5
Percent Difference: School Site/ State			4.9	-10.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Mary Covillaud Elementary School

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

Doug Escherman, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
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District Governing Board

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Jeff D. Boom
Frank J. Crawford
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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. In 2018, The school was again recognized as a California Distinguished School. 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 Elementary School's mission statement states, "All Learners will Learn!"

Mary Covillaud Elementary School's vision statement states, "We provide the highest level of education for each learner in a safe, enjoyable, and caring 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	115
Grade 1	99
Grade 2	84
Grade 3	68
Grade 4	77
Grade 5	76
Total	519

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.8
Asian	2.7
Filipino	0.4
Hispanic or Latino	43.7
Native Hawaiian or Pacific Islander	0.4
White	38.5
Socioeconomically Disadvantaged	80.7
English Learners	13.1
Students with Disabilities	12.9
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mary Covillaud Elementary School	16-17	17-18	18-19
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	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mary Covillaud Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are loose, missing and have water stains and holes. Broken wall tile. Water damage to main beam. Missing sink cabinet handles, ceiling trim and pencil sharpener cover. Ethernet box is loose from wall. Linoleum flooring is lifting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Hand dryers have no power. One bulb is out. Extension cords are being permanently used. Missing light diffuser. Extension cords and surge protectors are daisy chained. Light panels are out.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Missing sink cap. Drinking fountains flow into mouthguard, leak at button, have low and high flows and a constant leak. Faucet leaks at fitting. Loose faucet at base.
Safety: Fire Safety, Hazardous Materials	Fair	Missing fire extinguishers. Plug-in air fresheners and candle warmers. Improperly stored cleaning supplies. Pesticides are present. One evacuation map is not posted. Peeling paint on door and ceiling. Burned candle.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	67.0	36.0	36.0	48.0	50.0
Math	51.0	49.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.9	19.8	18.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	225	96.98	67.11
Male	116	112	96.55	57.14
Female	116	113	97.41	76.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	102	98	96.08	71.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	85	97.70	65.88
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	187	183	97.86	65.57
English Learners	45	43	95.56	58.14
Students with Disabilities	30	28	93.33	39.29
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	226	97.41	48.67
Male	116	112	96.55	53.57
Female	116	114	98.28	43.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	102	99	97.06	42.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	85	97.7	58.82
Two or More Races	17	17	100	52.94
Socioeconomically Disadvantaged	187	183	97.86	47.54
English Learners	45	44	97.78	38.64
Students with Disabilities	30	28	93.33	32.14
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. We had our first Tech Night this year which is demonstrating to parents where their children are at academically and how they can help them at home.

Student Success Coordinator: Erin Schuy (530) 741-6121 ext. 4016

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	2.1	2.7	2.4
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	3.00
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	24	23				4	5	5			
1	23	24	24				4	4	4			
2	20	24	26	3			1	3	3			
3	23	25	22	1		1	3	3	2			
4	34	33	32						1	2	2	1
5	34	31	30					2	3	2	1	
Other	15	9	11	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
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District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-12.0	1.4
Percent Difference: School Site/ State			-11.7	-2.5

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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.

Dobbins Elementary School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

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Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	8
Grade 1	5
Grade 2	6
Grade 3	5
Grade 4	9
Grade 5	3
Grade 6	6
Total	42

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	7.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.0
White	76.2
Socioeconomically Disadvantaged	78.6
English Learners	2.4
Students with Disabilities	11.9
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Dobbins Elementary School	16-17	17-18	18-19
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	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Dobbins Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are broken, torn and have water stains. Torn wall paper and carpet. Loose/wobbly stall divider.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Hand dryer is not working. Can lights and light panels are out. One light panel is bad. Missing light diffuser. Broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Holes in ramp. Ramps are rusted. Missing window screens. Trip hazards throughout parking lot.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	4.0	20.0	36.0	36.0	48.0	50.0
Math	9.0	15.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.00	20.00
Male	--	--	--	--
Female	13	13	100.00	15.38
White	17	17	100.00	17.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	7.14
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100	15
Male	--	--	--	--
Female	13	13	100	7.69
White	17	17	100	11.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100	7.14
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	7.6	10.3	7.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	15	10	13	1	1	1						
3	19	14	11	1	1	1						
6	22	21	18			1	1	1				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,279	\$3,217	\$11,062	\$63,073
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			43.1	-15.4
Percent Difference: School Site/ State			43.3	-19.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Edgewater Elementary School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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 and elementary student support specialist provide 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 and Mathematics.

Our site has high commitment of community and parent volunteers. Linda Lion's and our PTO 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.

At Edgewater we believe teamwork makes the dream work and are working on building strong, effective collaboration teams. Every grade level established essential standards which they will work on as a team for student success.

About the SARC

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- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	80
Grade 2	70
Grade 3	73
Grade 4	60
Grade 5	67
Grade 6	63
Total	467

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.6
Asian	11.6
Filipino	1.3
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.0
White	33.8
Socioeconomically Disadvantaged	65.1
English Learners	14.3
Students with Disabilities	9.6
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Edgewater Elementary School	16-17	17-18	18-19
With Full Credential	19	19	21
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Edgewater Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are torn, missing and have water stains. Worn, stained and torn carpet. Rusted stall dividers. Wobbly/broken stall door.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	One sconce light is out. Light panels and multiple light bulbs are out. Surge protectors are daisy chained. Cord is creating a trip hazard.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have high pressure.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	One evacuation map is not posted. Plug-in air fresheners and candle warmers.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	51.0	36.0	36.0	48.0	50.0
Math	40.0	42.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.9	27.0	33.3

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	263	99.62	50.95
Male	131	131	100.00	41.98
Female	133	132	99.25	59.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	53.57
Filipino	--	--	--	--
Hispanic or Latino	113	112	99.12	39.29
White	92	92	100.00	61.96
Two or More Races	16	16	100.00	68.75
Socioeconomically Disadvantaged	180	179	99.44	46.37
English Learners	69	69	100.00	46.38
Students with Disabilities	20	20	100.00	10.00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	263	99.62	41.83
Male	131	131	100	40.46
Female	133	132	99.25	43.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	42.86
Filipino	--	--	--	--
Hispanic or Latino	113	112	99.12	31.25
White	92	92	100	57.61
Two or More Races	16	16	100	43.75
Socioeconomically Disadvantaged	180	179	99.44	40.22
English Learners	69	69	100	33.33
Students with Disabilities	20	20	100	15
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	3.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	23	18			3	3	3				
1	23	24	27				3	3	3			
2	20	27	23	2			1	3	3			
3	24	20	24		2		3	1	3			
4	33	33	30				1	1	2	1	1	
5	31	33	34				2	1			1	2
6	34	32	32					2	2	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,121	\$2,319	\$6,802	\$78,471
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-4.9	6.4
Percent Difference: School Site/ State			-4.6	2.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Ella Elementary School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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 and trainings 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	94
Grade 2	86
Grade 3	68
Grade 4	77
Grade 5	92
Grade 6	86
Total	596

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	2.5
Asian	6.4
Filipino	0.3
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.0
White	26.7
Socioeconomically Disadvantaged	92.8
English Learners	39.8
Students with Disabilities	10.6
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Ella Elementary School	16-17	17-18	18-19
With Full Credential	25	26	27
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Ella Elementary School	16-17	17-18	18-19
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Torn carpet. Water damage to sink countertop. Ceiling tiles are loose, missing and have water stains. Water damage to cabinets and on wall behind toilets. Holes in ceiling tiles and floor at seam. Rubber trim is lifting (taped) at carpet/linoleum seam. Rusty stall dividers.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Surge protector and extension cord are daisy chained. Light panels and multiple light bulbs are out. Light fixtures make loud squelching noise. Loose light diffusers. Cords are creating trip hazards. Broken electrical cover.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have a low flow and high pressure, leak at handle and are loose at base. Missing sink caps. Drinking fountains have low and high flows and a missing handle cap. Restroom used for storage. Toilet not flushing properly. Sink not draining properly. Toilet runs constantly.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	28.0	28.0	36.0	36.0	48.0	50.0
Math	29.0	29.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	13.3	8.9

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	318	315	99.06	27.94
Male	155	153	98.71	20.26
Female	163	162	99.39	35.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	68.75
Filipino	--	--	--	--
Hispanic or Latino	197	196	99.49	25.00
White	84	83	98.81	26.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	302	99.34	28.15
English Learners	165	163	98.79	26.38
Students with Disabilities	35	35	100.00	5.71
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	315	99.37	28.89
Male	155	154	99.35	26.62
Female	162	161	99.38	31.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	56.25
Filipino	--	--	--	--
Hispanic or Latino	197	197	100	27.92
White	83	82	98.8	24.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	303	301	99.34	28.9
English Learners	165	164	99.39	29.27
Students with Disabilities	35	35	100	8.57
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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 Cabrera (530) 741-6124 extension 4461. Room P101

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.9	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	24	23			1	4	5	3			
1	20	21	24	2	1		1	3	4			
2	22	22	21			1	3	3	3			
3	22	25	25	1			3	3	2			
4	31	29	24			1	2	3	2			1
5	30	28	29				3	3	3			
6	24	25	23	1	1	1	2	1	3		1	
Other	9	8		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,558	\$2,273	\$6,285	\$67,977
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-12.8	-7.9
Percent Difference: School Site/ State			-12.5	-11.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Johnson Park Elementary School

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

John Kovach, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



School Description

Johnson Park Elementary is a school soaring to success! Welcome to Johnson Park Elementary, home of the SUPER JETS. Our highly trained 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, school wide interventions are provided through our JET time that is available for all students. This specialized intervention is part of our PLC goals of raising student academic achievement. 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!

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	50
Grade 2	48
Grade 3	52
Grade 4	45
Grade 5	70
Grade 6	49
Total	397

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.0
Asian	6.0
Filipino	0.8
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0.0
White	27.7
Socioeconomically Disadvantaged	87.4
English Learners	29.7
Students with Disabilities	12.6
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Johnson Park Elementary School	16-17	17-18	18-19
With Full Credential	16	17	16
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Johnson Park Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	1	3
Total Teacher Misassignments	0	0	3
Vacant Teacher Positions	0	1	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are missing and have water stains. Water damage to ceiling. Loose ceiling tile trim. Formica is loose and peeling. Torn carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Missing light diffusers. Light panels and two small light fixtures are out. Extension cords are being permanently used. Extension cords and surge protectors are daisy chained. Missing and broken outlet covers. Cords are creating trip hazards.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains and faucets have no flow and a constant drip. Faucet has a low flow and leaks at fitting. Drinking fountain has a high flow and flows into mouthguard. Toilet paper dispenser is unstocked. Sink not draining properly.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	33.0	30.0	36.0	36.0	48.0	50.0
Math	25.0	23.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	22.7	7.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	214	99.07	30.37
Male	108	106	98.15	21.70
Female	108	108	100.00	38.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	25.00
Filipino	--	--	--	--
Hispanic or Latino	123	123	100.00	31.71
White	58	57	98.28	28.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	191	98.96	29.84
English Learners	97	97	100.00	25.77
Students with Disabilities	22	22	100.00	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	214	99.07	22.9
Male	108	106	98.15	16.98
Female	108	108	100	28.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	12.5
Filipino	--	--	--	--
Hispanic or Latino	123	123	100	21.95
White	58	57	98.28	24.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	191	98.96	23.56
English Learners	97	97	100	23.71
Students with Disabilities	22	22	100	13.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 and school events, 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 State priority: School Climate (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.

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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	2015-16	2016-17	2017-18
Suspensions Rate	4.9	1.5	7.6
Expulsions Rate	0.5	0.0	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.10
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	21	1	1	2	2	2	2			
1	25	25	25				2	2	2			
2	22	24	23				2	2	2			
3	25	20	25		1		2	1	2			
4	30	34	29				1		1		1	
5	33	31	33				1	2	1	1		1
6	23	22	33	1	1		1	2	1	1		1
Other			9			1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,506	\$2,411	\$6,095	\$63,180
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-15.8	-15.2
Percent Difference: School Site/ State			-15.6	-19.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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Internet Access

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Kynoch Elementary School

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

Eric D. Preston, Principal
epreston@mjuds.net
kynoch.mjuds.com

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



Kynoch Mission Statement

"Producing Champions One Cub at a Time."

Vision

We believe that school should teach to the whole child with high expectations.

We believe that a good school is one that values students as people, teaches a passion for learning, and provides quality education.

We believe that a successful student is able to develop into a successful citizen, learn according to his/her ability, and take responsibility for him/herself.

We believe that an effective classroom is one in which there is a safe, supportive, and caring environment that promotes self-directed, reflective learning and positive relationships.

We believe that a good school/office staff member is one who provides a good first impression to anyone who walks onto campus and is approachable, kind, caring, and respectful.

We believe that an effective school faculty is one that works together for the benefit of children. We believe that a quality instructional program includes a core curriculum as a vehicle to mastering the standards by teaching to different learning styles and interests.

About the SARC

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	147
Grade 1	115
Grade 2	105
Grade 3	113
Grade 4	115
Grade 5	126
Total	721

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	3.5
Asian	2.4
Filipino	0.1
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.4
White	45.1
Socioeconomically Disadvantaged	84.5
English Learners	12.2
Students with Disabilities	14.3
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Kynoch Elementary School	16-17	17-18	18-19
With Full Credential	29	30	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kynoch Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Broken floor, wall and countertop tiles. Ceiling tiles are loose, torn, water stained and have holes. Missing wall trim, floor tiles, sink cabinet handle and soap dispenser. Linoleum countertop is chipping and lifting. Torn carpet. Rusty stall divider. Broken door frame. Paint is peeling on wall. Hole in wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Strong odor in restroom.
Electrical: Electrical	Poor	Light panels, light ballasts and multiple light bulbs are out. Light diffuser has a water stain. Cords are creating trip hazards. Electrical conduits missing, exposing wires. Extension cords and surge protectors are daisy chained. Loose light diffuser. Broken switch plate and light diffusers.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains have no, low, high and sporadic flows, one leaks at button, and one drain guard is broken. Drinking fountains and faucets have a constant drip and are loose at base. Faucets have no and low flows. Toilet flushes for an extended period of time. Missing sink cap and drinking fountain buttons.
Safety: Fire Safety, Hazardous Materials	Fair	Paint is peeling on ceiling, wall and door handle. Improperly stored cleaning supplies. Pesticides are present. Plug-in air fresheners. Loose smoke detector. Missing fire extinguisher. Blocked access to fire extinguisher. Plaster is peeling on ceiling.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	40.0	36.0	36.0	48.0	50.0
Math	37.0	41.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.0	24.4	12.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	353	352	99.72	40.06
Male	184	183	99.46	34.97
Female	169	169	100.00	45.56
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	159	158	99.37	39.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	143	100.00	44.76
Two or More Races	16	16	100.00	37.50
Socioeconomically Disadvantaged	312	311	99.68	37.62
English Learners	71	70	98.59	30.00
Students with Disabilities	50	50	100.00	4.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	353	352	99.72	40.63
Male	184	183	99.46	41.53
Female	169	169	100	39.64
Black or African American	13	13	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	159	158	99.37	39.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	143	100	45.45
Two or More Races	16	16	100	43.75
Socioeconomically Disadvantaged	312	311	99.68	39.55
English Learners	71	70	98.59	32.86
Students with Disabilities	50	50	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 school year, a 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 every other month from the administrative team. PTO Meetings take place once each month, alternating between start times of 2:30 and 5:30 p.m. in the Cafeteria. Dates are published in the annual calendar and also sent home monthly.

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	5.2	4.6	4.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	23	25		2		6	4	6			
1	21	24	24	1			3	4	4			
2	24	22	25		1		4	4	5			
3	25	27	23				5	4	5			
4	27	29	28				3	4	4			
5	28	27	26	1	1	1	3	3	4	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

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FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,041	\$2,318	\$6,723	\$79,916
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-6.1	8.2
Percent Difference: School Site/ State			-5.8	4.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Linda Elementary School

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

Judy Hart, Principal
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linda.mjusd.com

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District Administration

Gay Starkey, 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 wellbeing 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 quality instruction is delivered. At Linda Elementary School we are "Committed to Excel through Respect, Responsibility, Safety and Academics." We have developed our collective commitments as a staff to ensure that our students receive all that they need to be successful.

Our Collective Commitments:

- We will actively communicate with the Linda School community via Dojo, notes home, email, phone calls, conferences, texts, SSTs & IEPs, report cards and progress reports.
- We will actively collaborate with the Linda School community via staff meetings, grade level meetings, SSTs & IEPs, school functions, texts, conferences, phone calls, email, and Site Council
- We commit to supporting and empowering students through positive reinforcement and multiple opportunities to demonstrate learning in order for them to reach their personal goals.
- We commit to supporting students at a variety of levels by using various interventions and extensions; Such as small group instruction, progress monitoring, and reteaching as well as enrichment of topics.
- We commit to ensuring that all staff, families, and students are valued and respected through words and actions.
- We commit to respect by modeling: listening without interrupting, responding appropriately, teaching manners, showing appreciation, accepting all family backgrounds and differences, modeling appropriate language for school contrasted with friend or home language, and we will check in with students concerning student interaction/relationships with one another.
- We commit to teaching core standards to highest level of individualized mastery and understanding, using Best Practices to match the needs of ALL students, lead by example by modeling our three PBIS expectations; Be Respectful, Be Responsible, Be Safe, and provide access to higher learning to students that are excelling.
- We will help students to be successful through differentiated instruction and provide many opportunities for learning. All students, staff, and parents will work together to ensure active learning. Positive behavior will be expected school wide.
- We commit to providing a safe and inclusive environment, physically and emotionally. We will begin in our classrooms, extend that to our school, and then broaden to our community.
- STARS will encourage after school students to model expected behavior, support our students academically and emotionally, and be devoted to being open-minded with all students and their families. We will build strong relationships with staff.

About the SARC

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- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	86
Grade 2	88
Grade 3	96
Grade 4	95
Grade 5	94
Grade 6	84
Total Enrollment	662

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	2.4
Asian	24.8
Filipino	0.3
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.3
White	24.9
Socioeconomically Disadvantaged	92.9
English Learners	32.3
Students with Disabilities	11.9
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Linda Elementary School	16-17	17-18	18-19
With Full Credential	31	30	31
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Linda Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 Macmillan/McGraw- California, Science, Gr. K-5 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are torn and have water stains. Torn carpet and wall paper. Broken and missing sink cabinet handles. Wood paneling is chipping and peeling on sink cabinets. Missing and broken floor tiles. Hole in ceiling, ceiling tile and wall. Loose rubber molding. Water damage to ceiling. Burns on countertop. Stall divider is rusted and deteriorating.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Rodent droppings under sink. Floor is extremely dirty near urinals. Sink basin is filthy. Room is cluttered.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Missing outlet and ethernet covers. Extension cords are being permanently used. Surge protectors and extension cords are daisy chained. Broken, missing and loose light diffusers. Prongs broken off in outlet. Blocked access to electrical panel. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains and faucet are loose at base. Drinking fountains have no, low and sporadic flows. Faucets have low flows, a constant drip and leak at fitting. Toilets leak at wall and fitting. Missing drain guards, sink cap, faucet handle and drinking fountain button. One stall is out of order.
Safety: Fire Safety, Hazardous Materials	Fair	Peeling paint on eaves, walls and door frame. Improperly stored cleaning supplies and pesticides. Plug-in air fresheners and candle warmer. Paint and plaster peeling on ceiling and wall. One evacuation map is not posted. Compressed gas cylinder is not secured. Excessive objects hanging from light fixtures.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	24.0	23.0	36.0	36.0	48.0	50.0
Math	17.0	20.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.9	17.2	20.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	370	99.46	22.97
Male	189	188	99.47	14.89
Female	183	182	99.45	31.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	100.00	18.52
Hispanic or Latino	163	163	100.00	21.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	90	98.90	28.89
Two or More Races	15	15	100.00	26.67
Socioeconomically Disadvantaged	359	357	99.44	22.13
English Learners	177	177	100.00	22.60
Students with Disabilities	54	53	98.15	11.32
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100.00	16.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	373	371	99.46	19.68
Male	190	189	99.47	18.52
Female	183	182	99.45	20.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	100	23.46
Hispanic or Latino	164	164	100	15.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	90	98.9	25.56
Two or More Races	15	15	100	20
Socioeconomically Disadvantaged	360	358	99.44	19.55
English Learners	177	177	100	19.77
Students with Disabilities	54	53	98.15	13.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	25

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	4.0	4.4	5.6
Expulsions Rate	0.1	0.3	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.80
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	23	1	1	1	5	5	4			
1	22	24	21				4	4	4			
2	21	23	22	2	1		2	3	4			
3	20	21	23	2			2	4	4			
4	31	28	31				3	3	3			
5	30	28	30				3	3	3			
6	30	27	27		1		3	3	3			
Other	10		9	1		2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,037	\$2,328	\$6,709	\$79,400
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-6.3	7.6
Percent Difference: School Site/ State			-6.0	3.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

Loma Rica Elementary School

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

Kathleen Hansen, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	13
Grade 1	14
Grade 2	21
Grade 3	13
Grade 4	15
Grade 5	27
Total	103

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	9.7
Asian	1.0
Filipino	1.0
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.0
White	65.0
Socioeconomically Disadvantaged	64.1
English Learners	5.8
Students with Disabilities	17.5
Foster Youth	10.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Loma Rica Elementary School	16-17	17-18	18-19
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	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Loma Rica Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 (2007) 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet is torn. Formica trim is chipping and missing on counter top. Ceiling tiles are broken and have water stains. Holes in linoleum flooring and ceiling tiles. Two backpack hooks are broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Permanent use of extension cord. Surge protectors are daisy chained. Light panels are out. Missing and loose light diffusers. Clock is missing, exposing wires. Broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Water sprays out side of faucet diffuser. Toilet is loose at base. Faucet leaks at handle.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	Peeling paint on fascia boards and door. Plug-in air fresheners. Fire extinguisher needs to be recharged.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	45.0	36.0	36.0	48.0	50.0
Math	45.0	42.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.1	22.2	66.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00	45.45
Male	23	23	100.00	47.83
Female	32	32	100.00	43.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	35	35	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	44.44
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00	23.08
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100	41.82
Male	23	23	100	43.48
Female	32	32	100	40.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	35	35	100	48.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100	44.44
English Learners	--	--	--	--
Students with Disabilities	13	13	100	15.38
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 PTO, 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. We welcome and encourage families to be an integral part of their child's school day.

Parent involvement coordinator: Kathleen Hansen (530) 741-6144

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	4.4	2.6	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	1.00
Other	1.50
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K		24	27					1	1			
2	20	20	20	1	1	1						
4	27	24	13			2	1	1				
5	15	25	31	1			1	1	1			
Other		4			1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,307	\$2,183	\$8,124	\$71,727
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			12.9	-2.6
Percent Difference: School Site/ State			13.1	-6.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Olivehurst Elementary School

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

Richard Sullivan, Principal
rsullivan@mjsud.com
olivehurst.mjsud.com

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

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

District Governing Board

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

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	77
Grade 2	69
Grade 3	60
Grade 4	66
Grade 5	69
Grade 6	75
Total	517

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	2.7
Asian	7.0
Filipino	0.6
Hispanic or Latino	55.5
Native Hawaiian or Pacific Islander	0.0
White	30.2
Socioeconomically Disadvantaged	84.1
English Learners	28.6
Students with Disabilities	11.6
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Olivehurst Elementary School	16-17	17-18	18-19
With Full Credential	26	25	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Olivehurst Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	2

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are loose, missing, broken and have a hole and water stains. Loose stall base cover and ceiling trim. Broken floor tile. Formica trim is chipping. Stall door is broken/wobbly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Light ballasts are out. Blocked access to electrical panels. Missing electrical conduit pieces, end cap and covers. Cords are being permanently used and creating trip hazards. Surge protectors are daisy chained. Outlet covered with construction paper. Loose electrical box. Light switches do not work properly. Missing and broken light diffusers.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no and low flows and are loose at base. Drinking fountains have no and low flows, a constant leak and loose at base, and one leaks at button. Missing sink caps. Exterior drinking fountains are not draining properly. Toilets are loose at base.
Safety: Fire Safety, Hazardous Materials	Fair	Blocked access to fire riser. Paint is peeling on ceiling, window frame, window guard and door frame. Plug-in candle warmers and air fresheners. Fire extinguisher tags are outdated. Double doors do not close properly. Improperly stored cleaning supplies. Emergency exit lights. Two fire extinguishers not mounted.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	23.0	36.0	36.0	48.0	50.0
Math	20.0	20.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.9	23.2	36.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	277	99.28	23.10
Male	146	146	100.00	21.23
Female	133	131	98.50	25.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	154	154	100.00	18.83
White	81	80	98.77	30.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	248	246	99.19	24.80
English Learners	113	113	100.00	16.81
Students with Disabilities	35	35	100.00	2.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	277	99.28	19.86
Male	146	146	100	22.6
Female	133	131	98.5	16.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	10
Filipino	--	--	--	--
Hispanic or Latino	154	154	100	20.13
White	81	80	98.77	21.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	248	246	99.19	21.54
English Learners	113	113	100	18.58
Students with Disabilities	35	35	100	5.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, Fall Celebration, Winter Performance, and fundraising to volunteering in the classroom, chaperoning field trips, and serving on district committees. As volunteers and staff members, parents are a critical component and a welcoming addition to our school family.

Parent involvement coordinators: Rich Sullivan, Principal; Jodi Buda, Vice Principal; Cindy Haro, Teacher in Charge; Andrea Tucker, Secretary; Paul Shergill, Student Support Specialist; and Rosa Hernandez, Bilingual Para-educator at (530) 741-6191

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	3.4	4.7	0.8
Expulsions Rate	0.0	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	1.00
Other	2.50
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	21	1		1	3	4	4			
1	19	24	25	4				3	3			
2	18	23	23	4				3	3			
3	26	25	20			2	3	3	1			
4	32	31	33				1	2		1		2
5	30	30	28				3	3	2			
6	32	30	22			1	2	3	2			1
Other	11	6		2	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,789	\$2,392	\$6,397	\$68,144
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-11.0	-7.7
Percent Difference: School Site/ State			-10.8	-11.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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

Internet Access

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

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

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	23
Grade 2	21
Grade 3	20
Grade 4	16
Grade 5	20
Grade 6	7
Total	132

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	6.1
Asian	1.5
Filipino	0.0
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.0
White	61.4
Socioeconomically Disadvantaged	78.0
English Learners	2.3
Students with Disabilities	18.2
Foster Youth	2.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Yuba Feather Elementary School	16-17	17-18	18-19
With Full Credential	6	6	6
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yuba Feather Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	1	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (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 (2007) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are broken, stained, loose and have water stains. Torn wall paper. Carpet is stained. Broken floor tiles. Missing sink cabinet handle. Hole in one ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Light panels and multiple light bulbs are out. Missing outlet and electrical covers. Loose ethernet cover. Clock is missing, exposing wires. One light panel is bad. One hand dryer has no power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	20.0	36.0	36.0	48.0	50.0
Math	22.0	22.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	20.0	50.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	65	95.59	20.00
Male	37	34	91.89	23.53
Female	31	31	100.00	16.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	16	94.12	6.25
White	34	33	97.06	30.30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	20.41
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	65	95.59	21.54
Male	37	34	91.89	35.29
Female	31	31	100	6.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	16	94.12	0
White	34	33	97.06	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	22.45
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	14.9	8.9	1.3
Expulsions Rate	0.7	0.7	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	25				1	1	1			
1			23						1			
2	24	20	21		1		1		1			
3	22	21	20			1	1	1				
4		30	16			1		1				
5	21						1					
6	18	24	27	1				1	1			
Other	6	4		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

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Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,888	\$2,347	\$8,541	\$72,772
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			17.8	-1.1
Percent Difference: School Site/ State			18.1	-5.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.

DataQuest

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Foothill Intermediate School

5351 Fruitland Rd. • Marysville, CA 95901 • (530) 741-6130 • Grades 6-8

Kathleen Hansen, Principal

khansen@mjustd.com

foothill.mjustd.com

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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 photographs 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 recognized and celebrated for their dedication to being... Safe, Kind and Responsible. We honor each student as an individual and strive to help them reach their potential both academically and socially. Strategic interventions, counseling services, a literacy resource technician and a Student Support Specialist 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 all students that encourages a passion for learning, while striving to meet their academic, emotional and social needs.

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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2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	75
Grade 7	81
Grade 8	54
Total	210

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	10.0
Asian	1.4
Filipino	0.0
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	1.0
White	64.3
Socioeconomically Disadvantaged	54.8
English Learners	2.9
Students with Disabilities	11.4
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Foothill Intermediate School	16-17	17-18	18-19
With Full Credential	10	10	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill Intermediate School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, Wonders, Gr. K-6 (2015) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2016)</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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are broken, missing and have water stains. Ceiling and floor tiles have holes. Wall paper and carpet are torn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Light ballasts and light panels are out. Missing electrical cover. Broken light diffusers. Cords are creating trip hazards. One light panel is bad.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Sink not draining properly. Faucets have a low flow and a constant drip. Toilet is loose at base.
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	61.0	36.0	36.0	48.0	50.0
Math	34.0	38.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.3	20.3	34.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	208	100.00	61.06
Male	100	100	100.00	51.00
Female	108	108	100.00	70.37
Black or African American	--	--	--	--
American Indian or Alaska Native	21	21	100.00	38.10
Asian	--	--	--	--
Hispanic or Latino	22	22	100.00	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	132	100.00	68.94
Two or More Races	23	23	100.00	65.22
Socioeconomically Disadvantaged	113	113	100.00	48.67
English Learners	--	--	--	--
Students with Disabilities	23	23	100.00	17.39
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	205	98.56	38.05
Male	100	98	98	37.76
Female	108	107	99.07	38.32
Black or African American	--	--	--	--
American Indian or Alaska Native	21	21	100	19.05
Asian	--	--	--	--
Hispanic or Latino	22	22	100	22.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	129	97.73	41.09
Two or More Races	23	23	100	47.83
Socioeconomically Disadvantaged	113	113	100	24.78
English Learners	--	--	--	--
Students with Disabilities	23	23	100	17.39
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, parent/teacher conferences, 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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	15.1	11.4	4.7
Expulsions Rate	1.9	0.4	0.9
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.50
Counselor (Social/Behavioral or Career Development)	0.50
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 (non-teaching)	0.00
Other	0.47
Average Number of Students per Staff Member	
Academic Counselor	100

* 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*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	24.0	25.0	2	5		8	5	10			
Mathematics	25.0	24.0	25.0	2	2	1	3	3	4			
Science	26.0	25.0	26.0		2		5	3	5			
Social Science	26.0	25.0	26.0		1		5	4	5			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area 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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

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FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,142	\$2,132	\$8,010	\$80,078
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			11.4	8.4
Percent Difference: School Site/ State			11.7	4.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Anna McKenney Intermediate

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

Joe Seiler, Principal
jseiler@mjuds.com
mckenney.mjuds.com

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District Administration

Gay Starkey, 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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	190
Grade 7	208
Grade 8	180
Total Enrollment	578

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	2.2
Asian	4.2
Filipino	0.3
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.3
White	42.2
Socioeconomically Disadvantaged	82.9
English Learners	11.9
Students with Disabilities	14.4
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
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- School facilities are maintained in good repair

Teacher Credentials			
Anna McKenney Intermediate	16-17	17-18	18-19
With Full Credential	22	22	23
Without Full Credential	3	3	2
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Anna McKenney Intermediate	16-17	17-18	18-19
Teachers of English Learners	3	3	2
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, Wonders, Gr. K-6 (2015) EMC Publishing, LLC, Mirrors & Windows: connecting with Literature, Gr. 7-8 (2017) 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 Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, Gr. 6-8 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Missing, broken, loose and water stained ceiling tiles. Broken and missing floor tiles. Broken tiles on countertop. Holes in wall, ceiling and ceiling tiles. Torn wall paper and carpet. One missing sink cabinet handle. A broken stall door. Missing and loose rubber molding.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Light panels are out. Missing and broken switch plates. Missing and loose light diffusers. Extension cords are being permanently used. Broken ethernet cable. Some whiteboard lights not working. Loose electrical cover and conduits. Multiple light bulbs are out and missing. Extension cord and surge protector are daisy chained. Missing electrical conduit end cap.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet leaks at fitting and handle and is loose at base. Drinking fountains have no, high and sporadic flows and a constant drip. Loose sink.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmer and air fresheners. Paint is peeling on ceiling, countertop, door, wall and eaves. One evacuation map is not posted. A fire extinguisher needs to be recharged, and one tag is missing. Improperly stored cleaning supplies and flammable materials. Blocked access to a fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	38.0	36.0	36.0	48.0	50.0
Math	22.0	26.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.5	22.0	24.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	559	98.76	38.46
Male	285	280	98.25	32.50
Female	281	279	99.29	44.44
Black or African American	34	33	97.06	21.21
American Indian or Alaska Native	11	11	100.00	18.18
Asian	24	24	100.00	37.50
Filipino	--	--	--	--
Hispanic or Latino	229	228	99.56	33.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	229	97.86	46.29
Two or More Races	28	28	100.00	39.29
Socioeconomically Disadvantaged	466	459	98.50	36.17
English Learners	114	113	99.12	34.51
Students with Disabilities	78	77	98.72	5.19
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	559	98.76	26.3
Male	285	281	98.6	27.76
Female	281	278	98.93	24.82
Black or African American	34	33	97.06	6.06
American Indian or Alaska Native	11	11	100	0
Asian	24	24	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	229	229	100	27.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	234	228	97.44	28.51
Two or More Races	28	28	100	28.57
Socioeconomically Disadvantaged	466	459	98.5	23.53
English Learners	114	114	100	23.68
Students with Disabilities	77	76	98.7	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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: Joe Seiler (530) 741-6187

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	13.4	8.9	9.8
Expulsions Rate	0.9	0.5	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.94
Psychologist	0.80
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	3.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	

* 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*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	29.0	26.0	29.0		6		23	14	18	1	4	6
Mathematics	25.0	23.0	29.0	2	8	1	12	4	7		1	4
Science	32.0	31.0	32.0	1		1	3	6	4	7	5	7
Social Science	29.0	28.0	31.0		1	1	11	9	3	1	2	8

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

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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,308	\$2,372	\$6,936	\$70,775
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-2.9	-3.9
Percent Difference: School Site/ State			-2.7	-7.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, 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 800+ 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	419
Grade 8	385
Total	805

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.5
Asian	11.7
Filipino	0.4
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.6
White	27.7
Socioeconomically Disadvantaged	91.4
English Learners	31.2
Students with Disabilities	16.5
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Yuba Gardens Intermediate School	16-17	17-18	18-19
With Full Credential	34	34	37
Without Full Credential	0	3	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Yuba Gardens Intermediate School	16-17	17-18	18-19
Teachers of English Learners	0	3	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	2

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
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) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2016) 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are loose, missing, torn, broken and have holes and water stains. Broken toilet paper dispenser, drawers and wall tile. Missing pencil sharpener cover, rubber molding, sink cabinet door, stall divider cover and stall door. Torn carpet and wall paper. Loose rubber molding, ceiling trim and metal carpet trim. Formica trim is chipping on countertops.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Extension cords are being permanently used. Broken thermostat screen. Extension cords and surge protectors are daisy chained. Light panels, can lights and multiple light bulbs are out. Cords are creating trip hazards. Loose ethernet

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		cover. Outlet cover is bent. Missing light diffusers. Clock is missing, exposing wires.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no and low flows, high pressure, a constant drip, are loose at base and leak at fitting. Drinking fountains have low and high flows and are loose at base. Missing urinal drain guard and sink caps. Toilets are loose at base and leak at fitting. Two stalls are unstocked. Broken sink caps. One urinal is not flushing. Sink is not draining properly.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in air fresheners and candle warmers. Fire extinguishers not mounted. Blocked access to fire extinguisher. Paint is peeling on wall, door, door frame and ceiling. Improperly stored cleaning supplies and pesticides. One missing fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	18.0	21.0	36.0	36.0	48.0	50.0
Math	14.0	16.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	30.8	19.2	20.1

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	779	772	99.10	21.11
Male	433	429	99.08	17.02
Female	346	343	99.13	26.24
Black or African American	20	19	95.00	15.79
American Indian or Alaska Native	--	--	--	--
Asian	90	90	100.00	23.33
Filipino	--	--	--	--
Hispanic or Latino	418	415	99.28	18.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	205	99.03	24.88
Two or More Races	24	23	95.83	26.09
Socioeconomically Disadvantaged	706	699	99.01	19.46
English Learners	329	328	99.70	13.41
Students with Disabilities	121	119	98.35	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	779	772	99.1	15.67
Male	433	429	99.08	14.92
Female	346	343	99.13	16.62
Black or African American	20	19	95	5.26
American Indian or Alaska Native	--	--	--	--
Asian	90	90	100	16.67
Filipino	--	--	--	--
Hispanic or Latino	418	415	99.28	13.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	205	99.03	18.54
Two or More Races	24	23	95.83	21.74
Socioeconomically Disadvantaged	706	699	99.01	13.59
English Learners	329	328	99.7	7.93
Students with Disabilities	121	119	98.35	2.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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 and/or volunteer in classrooms. 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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	16.1	19.2	20.4
Expulsions Rate	1.6	2.1	1.8
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	.8
Social Worker	0.00
Nurse	.6
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	5
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*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	26.0	25.0	6	15	20	39	36	45	6	3	3
Mathematics	29.0	27.0	30.0	2	4		14	15	7	6	6	5
Science	31.0	31.0	30.0				13	16	19	9	7	7
Social Science	32.0	31.0	29.0		1	3	10	18	18	12	4	6

* 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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,972	\$2,311	\$6,661	\$77,610
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-7.0	5.3
Percent Difference: School Site/ State			-6.7	1.4

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Lindhurst High School

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

Bob Eckardt, Principal

beckardt@mjusd.com

lindhurst.mjusd.com

2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



School Description

The mission statement of Lindhurst High School is Guiding and Preparing ALL students for Success.

Lindhurst High School is a very diverse school and culture. We feel that this is one of our greatest strength. In addition to cultural and socio-economic diversity we have over 50% of population identified with other needs such as English learners and students on Individual Education Plans. Our mission statement comes from the deep belief that our job is to ensure ALL students are ready for life after high school, whatever that path may be. This has influence practices within the classroom, professional development which is guiding our school to become a professional learning community and shaping our course offerings. To that end we have been developing strong articulated Career Technical Education pathways to provide students who choose to follow a path other than college the training and exposure to following a vocational post secondary education leading him or her into the workforce.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	282
Grade 10	320
Grade 11	267
Grade 12	230
Total Enrollment	1,099

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.8
Asian	16.8
Filipino	0.7
Hispanic or Latino	53.0
Native Hawaiian or Pacific Islander	0.1
White	20.5
Socioeconomically Disadvantaged	89.1
English Learners	27.0
Students with Disabilities	17.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Lindhurst High School	16-17	17-18	18-19
With Full Credential	50	53	54
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Lindhurst High School	16-17	17-18	18-19
Teachers of English Learners	3	2	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	1	2	1

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Mathematics I,II,III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geo Science) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015) Prentice Hall, Government in America, People. Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramatica (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are broken, missing, loose, torn and have water stains. Carpet is worn, torn, lifting and missing. Wall paper is torn. Large crack in hallway and flooring at entry. Missing stall door, stall divider, sink cabinet door, rubber molding, soap dispenser top and paper towel dispenser. Holes in wall and linoleum flooring. Trim is missing at carpet/tile seam. Broken floor and wall tiles, mirror and stall door. Multiple lockers are broken/missing. Ceiling tile T-bar is bent. Loose rubber molding.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Light ballasts, light panels and can lights are out. Cords are creating trip hazards. Missing, broken and loose light diffusers. Loose light fixtures. Light panels are bad. Electrical conduits and covers are missing. A clock is loose, exposing wires. Light bulbs are missing and out. Broken outlet covers. Surge protectors and extension cords are daisy chained. Prongs broken off in outlet. Two light panels have a strobe effect. Blocked access to electrical panel.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets leak at handle and fitting. Faucets and drinking fountains have no, low and high flows, a constant drip and are loose at base. Sink and drinking fountain are out of order. Missing drinking fountain button and sink caps. Two toilets leak at fitting. Broken sink drain guard and faucet handles. Toilet tank is loose. Faucet sticks on.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	45.0	40.0	36.0	36.0	48.0	50.0
Math	18.0	13.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.0	19.6	13.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	227	97.84	40.09
Male	109	108	99.08	30.56
Female	123	119	96.75	48.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	44	97.78	45.45
Filipino	--	--	--	--
Hispanic or Latino	127	125	98.43	35.20
White	41	39	95.12	48.72
Socioeconomically Disadvantaged	198	194	97.98	36.08
English Learners	80	78	97.50	12.82
Students with Disabilities	38	36	94.74	2.78

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	230	99.14	13.48
Male	109	109	100	12.84
Female	123	121	98.37	14.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	44	97.78	25
Filipino	--	--	--	--
Hispanic or Latino	127	127	100	10.24
White	41	40	97.56	10
Socioeconomically Disadvantaged	198	197	99.49	11.68
English Learners	80	79	98.75	2.53
Students with Disabilities	38	37	97.37	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement coordinator: Christine Vahldick (530) 741-6150 ext 2505

Parents have multiple opportunities to get involved here at Lindhurst High School. They are members of the School Site Council, Athletic Boosters, Student Study Teams, Bilingual Parent Advisory, Accreditation Teams, Agriculture Advisory Board, Parent Summit, and Title VII Parent Education to name just the key ones. The district has hosted a parent training program for better understanding, assisting with and accessing their child's school and education called PIQE. (Parent Institute for Quality Education). This has been hosted here at Lindhurst High School and a number of our parents have attended and completed the program. 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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	10.7	8.3	10.0
Expulsions Rate	1.0	0.4	1.8
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.30
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	.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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	25.0	24.0	17	18	22	22	17	13	10	11	14
Mathematics	19.0	23.0	25.0	12	8	11	11	15	22	1		10
Science	22.0	22.0	22.0	20	17	20	20	22	24	6	3	2
Social Science	28.0	26.0	25.0	6	10	11	15	12	11	15	15	13

* 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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,066	\$2,941	\$8,125	\$75,054
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			12.9	2.0
Percent Difference: School Site/ State			13.1	-1.9

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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	2014-15	2015-16	2016-17
Dropout Rate	2.3	4.1	6.7
Graduation Rate	94.5	93.9	90.2
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	128
% of pupils completing a CTE program and earning a high school diploma	36
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	31.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	1	♦
Science	1	♦
Social Science	4	♦
All courses	9	9.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	88.3	90.8	88.7
Black or African American	88.9	92.6	82.2
American Indian or Alaska Native	75.0	88.2	82.8
Asian	85.7	94.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.3	94.1	86.5
Native Hawaiian/Pacific Islander	100.0	80.0	88.6
White	78.3	86.3	92.1
Two or More Races	66.7	93.8	91.2
Socioeconomically Disadvantaged	87.3	89.1	88.6
English Learners	76.6	79.1	56.7
Students with Disabilities	61.8	79.8	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Teaching career related skills and attitudes is a key component of the Marysville Joint Unified School District's educational foundation. 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. CTE is woven into the very fabric of our educational delivery system. Access must therefore be assured for all students through a system that aligns programs, curricula, and services across educational segments, programs, and disciplines. CTE classes compliment and support academic achievement by serving as a bridge across disciplines to reinforce the importance of reading, writing, communications and mathematical reasoning to help students develop, deepen and refine these core skills through practical applications and project based learning. CTE engages, motivates, and prepares all students for the future.

A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post secondary course work related to the career in which they are interested. Lindhurst High School pathways include: Ag and Natural Resources; Arts, Media, and Entertainment; and Hospitality, Tourism, and Recreation.

A Career Technical Education Advisory Committee helps guide and focus the district's CTE offerings. The Advisory Committee is made up of students, teachers, business, industry, workforce development, and school administration.

DataQuest

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

Internet Access

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

Marysville High School

12 E. 18th St. • Marysville, CA 95901 • (530) 741-6180 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

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District Governing Board

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Frank J. Crawford
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



School Description

The mission of Marysville High School is that all students will learn at a high level to ensure college and/or career readiness. 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. 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	280
Grade 10	276
Grade 11	198
Grade 12	170
Total Enrollment	924

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	5.6
Asian	6.7
Filipino	0.6
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.8
White	47.8
Socioeconomically Disadvantaged	67.4
English Learners	9.7
Students with Disabilities	13.3
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Marysville High School	16-17	17-18	18-19
With Full Credential	44	45	44
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marysville High School	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geo Science) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015) Prentice Hall, Government in America, People, Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016)
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Broken floor tiles, toilet paper and seat cover dispensers and bleachers. Water damage to ceiling and wall. Carpet is torn and lifting. Ceiling tiles are loose, broken, missing, and have holes, water stains and water damage. Missing cabinet cover and rubber molding. Loose stall divider and toilet seat cover dispenser. Holes in wall and floor. Formica is missing and chipping on countertop. Old drain pipe is creating a trip hazard. Chairs, wall tiles and lockers are broken/missing. Torn wall paper. One stall door does not shut properly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Missing electrical covers, speakers, electrical conduit end cap and light covers. Light ballasts and light panels are out. Loose and missing ethernet boxes. Broken and missing light diffusers, outlet covers and switch plates. Light panels are bad. Clock is missing and electrical covers are broken, exposing wires. Cords are creating trip hazards. One light panel flickers. Outlets are covered by construction paper. Cords are being permanently used. Light diffuser has a water stain.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no, low and constant flows, a slow drip, a constant drip and leak at handle and base. Faucets are loose at base. Missing faucet handle and sink caps. One urinal is out of order. Drinking fountains have a low flow, a constant drip and are loose from wall. Sink is not draining. Toilets leak at fitting and are loose at base.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	45.0	42.0	36.0	36.0	48.0	50.0
Math	17.0	16.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.2	19.3	36.3

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	184	97.35	42.08
Male	98	95	96.94	36.17
Female	91	89	97.80	48.31
Black or African American	--	--	--	--
American Indian or Alaska Native	16	16	100.00	31.25
Asian	15	14	93.33	61.54
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	35.09
White	84	82	97.62	52.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	35.59
English Learners	19	19	100.00	21.05
Students with Disabilities	29	29	100.00	3.45
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	188	185	98.4	15.76
Male	97	95	97.94	12.77
Female	91	90	98.9	18.89
Black or African American	--	--	--	--
American Indian or Alaska Native	16	16	100	12.5
Asian	15	15	100	20
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	14.29
White	83	82	98.8	18.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	118	117	99.15	11.21
English Learners	19	19	100	0
Students with Disabilities	29	29	100	0
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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; ELAC- (English Language Advisory Committee) parents are encouraged to participate in our ELAC where parents give input on the academic, social and language needs of our second language learners.

State Priority: School Climate

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

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

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	2015-16	2016-17	2017-18
Suspensions Rate	7.4	9.7	8.2
Expulsions Rate	1.2	2.1	1.3
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	26.0	25.0	6	10	13	21	18	12	8	8	13
Mathematics	22.0	19.0	25.0	6	9	13	7	4	15	2		6
Science	25.0	24.0	23.0	8	11	12	17	11	8	2	5	6
Social Science	27.0	27.0	23.0	3	2	9	18	19	15	4	3	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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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 High School	2014-15	2015-16	2016-17
Dropout Rate	3.6	1.9	2.0
Graduation Rate	95.3	96.6	97.0
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,383	\$2,953	\$8,430	\$79,150
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			16.5	7.3
Percent Difference: School Site/ State			16.8	3.4

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	184
% of pupils completing a CTE program and earning a high school diploma	35
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	82

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	94.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	1	♦
Science	1	♦
Social Science	3	♦
All courses	7	8.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	94.2	90.8	88.7
Black or African American	88.9	92.6	82.2
American Indian or Alaska Native	100.0	88.2	82.8
Asian	100.0	94.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.1	94.1	86.5
Native Hawaiian/Pacific Islander	100.0	80.0	88.6
White	93.5	86.3	92.1
Two or More Races	100.0	93.8	91.2
Socioeconomically Disadvantaged	95.7	89.1	88.6
English Learners	90.9	79.1	56.7
Students with Disabilities	95.0	79.8	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Teaching career related skills and attitudes is a key component of the Marysville Joint Unified School District's educational foundation. 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. CTE is woven into the very fabric of our educational delivery system. Access must therefore be assured for all students through a system that aligns programs, curricula, and services across educational segments, programs, and disciplines. CTE classes compliment and support academic achievement by serving as a bridge across disciplines to reinforce the importance of reading, writing, communications and mathematical reasoning to help students develop, deepen and refine these core skills through practical applications and project based learning. CTE engages, motivates, and prepares all students for the future.

A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post secondary course work related to the career in which they are interested. Marysville High School pathways include: Ag and Natural Resources; Arts, Media, and Entertainment; Education, Child Development, and Family Services; Business and Finance; and Health and Medical Technology.

A Career Technical Education Advisory Committee helps guide and focus the district's CTE offerings. The Advisory Committee is made up of students, teachers, business, industry, workforce development, and school administration.

DataQuest

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

Internet Access

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

Marysville Charter Academy for the Arts

1917 B St. • Marysville, CA 95901 • (530) 749-6156 • Grades 7-12

Tim Malone, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

1919 B Street
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District Governing Board

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

District Administration

Gay Starkey, 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	74
Grade 8	78
Grade 9	65
Grade 10	57
Grade 11	63
Grade 12	43
Total Enrollment	380

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.3
Asian	4.5
Filipino	0.3
Hispanic or Latino	36.3
Native Hawaiian or Pacific Islander	0.5
White	45.3
Socioeconomically Disadvantaged	54.2
English Learners	3.4
Students with Disabilities	2.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Marysville Charter Academy for the Arts	16-17	17-18	18-19
With Full Credential	20	19	21
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville Charter Academy for the Arts	16-17	17-18	18-19
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2017) Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (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) Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016)</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) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geo Science) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017)</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: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015) Prentice Hall, Government in America, People, Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are torn and missing. Torn wall paper and carpet. One ceiling tile is wrong size. Broken and missing cabinet doors. Broken floor tiles. Formica trim is missing on one sink cabinet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Two electrical covers are missing. Extension cords and surge protectors are daisy chained. Missing ethernet box covers. Cords are creating trip hazards and are being permanently used. One light panel is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Toilets leak at fitting and run constantly. One toilet does not flush properly. Faucets leak at fitting. Two drinking fountains have high flows. Sink is not draining properly.
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	78.0	67.0	36.0	36.0	48.0	50.0
Math	41.0	43.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	25.4	22.5	29.6
9	30.3	18.2	31.8

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	207	99.04	67.15
Male	71	70	98.59	70.00
Female	138	137	99.28	65.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	100.00	58.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.67	71.43
Two or More Races	21	21	100.00	71.43
Socioeconomically Disadvantaged	119	119	100.00	63.87
English Learners	22	22	100.00	45.45
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	207	99.04	42.51
Male	71	70	98.59	52.86
Female	138	137	99.28	37.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	100	33.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.67	46.43
Two or More Races	21	21	100	38.1
Socioeconomically Disadvantaged	119	119	100	40.34
English Learners	22	22	100	18.18
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.8	1.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	0.25
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*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	14.0	16.0	16.0	23	22	20	7	6	8			
Mathematics	17.0	16.0	19.0	6	6	9	4	1	7			
Science	19.0	20.0	21.0	12	9	8	5	9	9			
Social Science	23.0	24.0	22.0	4	3	8	9	10	6			

* 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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

* 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	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	8.0
Graduation Rate	100.0	100.0	92.0
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,094	\$2,072	\$8,022	\$69,254
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			11.6	-6.1
Percent Difference: School Site/ State			11.8	-10.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	380
% of pupils completing a CTE program and earning a high school diploma	55%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	69.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	1	♦
Foreign Language	0	♦
Mathematics	1	♦
Science	1	♦
Social Science	0	♦
All courses	4	20.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	90.8	88.7
Black or African American	0.0	92.6	82.2
American Indian or Alaska Native	0.0	88.2	82.8
Asian	100.0	94.1	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	94.1	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	91.3	86.3	92.1
Two or More Races	100.0	93.8	91.2
Socioeconomically Disadvantaged	100.0	89.1	88.6
English Learners	0.0	79.1	56.7
Students with Disabilities	0.0	79.8	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Marysville Charter Academy for the Arts (MCAA), as a school with a visual and performing arts emphasis, has many Career Technical Education (CTE) courses. These courses are part of the career pathway of Arts, Media and Entertainment. All students at MCAA are eligible to take CTE classes such as Video Editing, Video Animation, Graphic Arts, Photography, Dance, Drama, and Music. The arts are also regularly integrated into the core curriculum classes. This integration improves our students' academic performance because so many of our students love the arts. In addition, because of these arts classes and the integration of the arts into the academic curriculum, our students have achieved the highest attendance rate in the district. Our students demonstrate that they have achieved a given outcome through artistic projects, presentations, and through written exams. All of our students take a career education class, which explores the requirements to attend college and also the requirements and aptitudes for specific careers. Any student with special needs is fully integrated into all academic and CTE courses at MCAA and are provided with support as needed or required by their educational plans.

The primary representative of the district's CTE advisory committee is Jami Larson. There are many industries represented on the districts CTE Advisory Committee. The school also works with the Yuba Sutter Arts Council and Yuba Community College for career and college preparation opportunities.

DataQuest

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

Internet Access

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

South Lindhurst Continuation High School

4446 Olive Ave. • Olivehurst, CA 95961 • (530) 749-6919 • Grades 10-12

David Jones, Principal
djones@mjusd.k12.ca.us
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2017-18 School Accountability Report Card Published During the 2018-19 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
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



School Description

South Lindhurst High School serves Juniors and Seniors that are 16-19 years of age who are credit deficient or need a smaller learning environment. 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 develop socially and academically. Our mission is to prepare all students to become respectful, responsible, and positive leaders that never give up.

Schoolwide Learner Outcomes For All:

ACHIEVEMENT

- Mastery of standards based curriculum
- Completing all required coursework
- Meeting credit requirements toward graduation

CHARACTER

- Increase attendance rate to 98%
- Participation in extracurricular opportunities & community service
- Positive decision making

TRANSITION

- Identify personal talents and develop them into 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"!

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	33
Grade 12	87
Total Enrollment	120

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	3.3
Asian	5.8
Filipino	0.8
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.0
White	34.2
Socioeconomically Disadvantaged	85.0
English Learners	23.3
Students with Disabilities	5.8
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
South Lindhurst Continuation High School	16-17	17-18	18-19
With Full Credential	4	5	4
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
South Lindhurst Continuation	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Addison Wesley, Pre-Calculus (2003) Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geo Science) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015) Prentice Hall, Government in America, People, Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are torn, loose and have holes. Torn wall paper. Missing ceiling trim. Loose linoleum.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. One room is cluttered.
Electrical: Electrical	Poor	Missing electrical covers. Light panels and multiple light bulbs are out. Extension cord is being permanently used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Exterior drinking fountains leak at button.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmers. Fire extinguishers not mounted.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	8.0	27.0	36.0	36.0	48.0	50.0
Math	0.0	3.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	59	95.16	27.12
Male	34	33	97.06	24.24
Female	28	26	92.86	30.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	34	33	97.06	24.24
White	18	17	94.44	35.29
Socioeconomically Disadvantaged	54	51	94.44	25.49
English Learners	13	12	92.31	8.33
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	60	96.77	3.33
Male	34	34	100	2.94
Female	28	26	92.86	3.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	34	34	100	2.94
White	18	17	94.44	5.88
Socioeconomically Disadvantaged	54	52	96.3	1.92
English Learners	13	13	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. Communication from school to home is done through School Messenger, Remind App, Newsletters, and School Website. 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, College Success, Senior Requirements

*FFA & Excel Club 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.

* Prom Committee: A team of staff, students, and parents with delegated responsibilities and equal voice to create a Senior Prom experience that students will remember for a lifetime.

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	18.6	14.5	10.1
Expulsions Rate	0.5	0.9	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
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 (non-teaching)	1.0
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	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	10.0	10.0	14.0	18	18	9	2					
Mathematics	6.0	6.0	7.0	10	12	21						
Science	2.0	4.0	8.0	5	11	5						
Social Science	8.0	9.0	9.0	19	14	17		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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,869	\$2,321	\$8,548	\$71,496
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			17.9	-2.9
Percent Difference: School Site/ State			18.2	-6.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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	2014-15	2015-16	2016-17
Dropout Rate	13.6	21.4	22.5
Graduation Rate	54.2	52.9	64.0
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	10
% of pupils completing a CTE program and earning a high school diploma	6%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	70.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 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 2017		
	School	District	State
All Students	77.3	90.8	88.7
Black or African American	85.7	92.6	82.2
American Indian or Alaska Native	0.0	88.2	82.8
Asian	100.0	94.1	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	89.2	94.1	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	63.9	86.3	92.1
Two or More Races	75.0	93.8	91.2
Socioeconomically Disadvantaged	72.4	89.1	88.6
English Learners	79.0	79.1	56.7
Students with Disabilities	66.7	79.8	67.1
Foster Youth	100.0	100.0	74.1

Career Technical Education Programs

Preparing students for the rigors of life beyond a high school diploma is a focal point within all aspects of the South Lindhurst program. The flexible nature of our alternative program allows for time to be built within the daily schedule to ensure direct support and guidance to refine 21st Century Skills and college or career preparation. All students at South Lindhurst benefit from the following:

- *Built in Guidance Period every Thursday
- *Built in Workshops for every student on Wednesday's that focus on 21st Century Skills, Personal Finance, Life Skills, and College Success. Students complete 3 different workshops per quarter.
- *Concurrent Enrollment at LHS for ROP and CTE courses
- *Concurrent Enrollment at Yuba College
- *Senior Capstone Graduation Requirement where every student completes a Resume, Cover Letter, Job Application, College Scholarship, FAFSA Application, 2 Year Post-Secondary Plan, Mock Interview
- *Senior Capstone Economics Course that includes: Taxes, Insurance, Personal Finance, Renting, Transportation
- *Quarterly Fieldtrips to post-secondary options
- *Individual 4 Year Personal Academic Plans with transition goals
- *Full time Guidance Counselor for Academic guidance and preparation
- *Full time Secondary Student Support Specialist that provides intervention and support academically, social/emotional, and career guidance

DataQuest

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

Internet Access

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

Marysville Community Day

1919 B Street • Marysville, CA 95991 • 530-749-6918 • Grades 7-12

David A. Gray, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

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District Governing Board

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

District Administration

Gay Starkey, Ed.D.
Superintendent



Community Day School Mission and Vision Statements:

The mission of the Marysville Community Day School is to educate, to the highest possible levels, all students who enroll in our program, assist students in developing social and emotional success and to meet the needs of students as they progress through their educational journey.

The vision of the Community Day School is that all students can and will succeed and that they can achieve success through the experiences provided to them by the staff of the school.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	74
Grade 10	6
Grade 11	1
Total	87

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	3.4
Asian	8.0
Filipino	0.0
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.0
White	33.3
Socioeconomically Disadvantaged	93.1
English Learners	24.1
Students with Disabilities	9.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Marysville Community Day	16-17	17-18	18-19
With Full Credential	4	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marysville Community Day	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2017) Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (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, Precalculus (2003) Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003)</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) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geoscience) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017)</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) World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015)</p>

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Prentice Hall, Government in America, People, Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Torn ceiling tiles, wall paper and carpet. Missing wall trim, soap dispenser top and stall door stop. Loose ceiling trim. Stall dividers rusted at base. Broken toilet paper dispenser and stall door block.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Exterior outlet and conduit are broken/loose from wall. Loose ethernet boxes. Missing electrical covers. Light panels are out. Multiple light bulbs are out and missing. Missing, loose and broken light diffusers. Extension cord is being permanently used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in air fresheners. Two fire extinguishers are not mounted. Paint is peeling on door.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	0.0	0.0	36.0	36.0	48.0	50.0
Math	0.0	0.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.0	12.5	2.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	22	91.67	0.00
Male	14	13	92.86	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	13	92.86	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	21	91.3	0
Male	13	13	100	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	13	13	100	0
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents 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. Data regarding student progress will be kept in the main office and posted to the website. It is our commitment to maintain high levels of contact and interaction with our stakeholders. Parent volunteer opportunities are available and have already been incorporated.

State Priority: School Climate

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

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

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.

Parents are encouraged to contact the school for questions they may have concerning courses or return of the student to the regular comprehensive school sites. Parents are also encouraged to attend the specialized meetings offered, such as Back to School night and Career Day events.

In addition, Raptor has been added which helps monitor visitors at our campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	41.7	37.2	29.1
Expulsions Rate	2.4	1.6	4.6
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
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 (non-teaching)	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	74

* 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	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	13.0	14.0	14.0	7	9	5			1			
Mathematics	7.0	10.0	10.0	10	7	8			1			
Science	2.0	10.0	12.0	2	7	6			1			
Social Science	6.0	6.0	3.0	4	4	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 through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days. Additionally, guest speakers and School Improvement strategies are incorporated into all Teacher Work-Day's and staff meetings.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	17,278	\$2,184	\$15,094	\$67,093
District	♦	♦	\$7,143	\$73,593
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			71.5	-9.2
Percent Difference: School Site/ State			71.7	-13.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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. Review document at Site Council meeting.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Marysville Community Day	2014-15	2015-16	2016-17
Dropout Rate			--
Graduation Rate			--
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

DataQuest

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

Internet Access

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