Arboga Elementary School

1686 Broadway • Arboga, CA 95961 • (530) 741-6101 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 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

Gary Cena
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. Arboga School has earned the honor of being named a California Distinguished School, a California Title I Academic Achievement Award, a Campaign for Business and Educational Excellence (CBEE) Honor Roll school, and a Positive Behavior Supports and Interventions (PBIS) Silver Recognition School. We are focused on maintaining positive school culture to support student growth. Together, serving every student, every day, in every way.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	70
Grade 2	71
Grade 3	64
Grade 4	75
Grade 5	67
Grade 6	65
Total Enrollment	479

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.3
Asian	7.3
Filipino	0.8
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.6
White	50.7
Two or More Races	2.7
Socioeconomically Disadvantaged	65.3
English Learners	15
Students with Disabilities	9.4
Foster Youth	0.4
Homeless	0.6

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

Teacher Credentials for Arboga Elementary School	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Arboga Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Water damage to sink counter tops. Rusted door and stall dividers. Stall door is broken/wobbly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Excessive webbing. Moss growing in basin of exterior drinking fountain.
Electrical: Electrical	Poor	Light panels are out. Missing pieces of electrical conduit. Cords are creating trip hazards. Extension cord and surge protector are daisy chained. Multiple light bulbs are out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Loose toilet seat. Faucets have a constant leak. Drinking fountains have high flows and a constant drip.
Safety: Fire Safety, Hazardous Materials	Poor	Plug-in air fresheners and candle warmers. Evacuation maps are not posted. Blocked access to fire extinguisher. Improperly stored cleaning supplies. Two fire extinguishers not mounted and two case handles are broken. Paint is peeling on door and exterior walls.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	48	36	37	50	50
Math	32	41	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	272	269	98.90	48.33
Male	127	125	98.43	41.60
Female	145	144	99.31	54.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	33.33
Filipino	--	--	--	--
Hispanic or Latino	91	91	100.00	36.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	56.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	181	98.37	46.96
English Learners	67	67	100.00	35.82
Students with Disabilities	38	38	100.00	13.16
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	272	269	98.90	41.26
Male	127	125	98.43	44.00
Female	145	144	99.31	38.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	33.33
Filipino	--	--	--	--
Hispanic or Latino	91	91	100.00	34.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	47.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	181	98.37	37.57
English Learners	67	67	100.00	31.34
Students with Disabilities	38	38	100.00	10.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.5	1.7
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*	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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	1.47
Other	5.0

*	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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		23		3		22		3	
1	22		3		24		3		23		3	
2	23		3		21	1	2		24		3	
3	25		3		27		3		21		3	
4	34			2	31		2		31		2	
5	27		2		29		3		27		3	
6	28		3		33		1	1	33		1	1
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,625	$2,540	$7,085	$79,109
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.5	4.3
School Site/ State	-5.8	1.3

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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

9555 Browns Valley School Rd. • Browns Valley, CA 95918 • (530) 741-6107 • Grades K-5
Heather Strickland, Principal
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District Administration

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	21
Grade 2	43
Grade 3	31
Grade 4	27
Grade 5	25
Total Enrollment	175

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.9
Asian	2.3
Hispanic or Latino	7.4
Native Hawaiian or Pacific Islander	0.6
White	77.1
Two or More Races	6.3
Socioeconomically Disadvantaged	30.9
English Learners	3.4
Students with Disabilities	8
Homeless	0.6

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

Teacher Credentials for Browns Valley Elementary School	17-18	18-19	19-20
With Full Credential	7	8	8
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Browns Valley Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

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 divider. Torn wall paper.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Broken light switches. Missing light diffuser. Missing ethernet and electrical covers. Extension cord is being permanently used. Cords are creating a trip hazard. Light panels are out. Blocked access to electrical panel. Extension cord and surge protector are daisy chained.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	63	36	37	50	50
Math	57	61	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	89	89	100.00	62.92
Male	50	50	100.00	62.00
Female	39	39	100.00	64.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	71	71	100.00	66.20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	45.45
English Learners	--	--	--	--
Students with Disabilities	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 2018-19 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	89	89	100.00	60.67
Male	50	50	100.00	68.00
Female	39	39	100.00	51.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	71	71	100.00	66.20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	36.36
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00	41.67

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	2.7	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		24		1		28		1	
1	14	2			22		2		21		1	
2	28		1		15	2			22	1	1	
3	30		1		25		1		16	2		
4	24		1		25		1		27		1	
5	23		1		27		1		25		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,591	$2,049	$8,542	$80,694
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.2	6.3
School Site/ State	12.9	3.3

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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.

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

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	81
Grade 2	86
Grade 3	66
Grade 4	60
Grade 5	67
Grade 6	77
Total Enrollment	530

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	2.2
Asian	14.9
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	0.4
White	26.5
Two or More Races	4.3
Socioeconomically Disadvantaged	93
English Learners	37.5
Students with Disabilities	13.8
Foster Youth	1.1
Homeless	2.2

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 for Cedar Lane Elementary School	17-18	18-19	19-20
With Full Credential	24	23	22
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	3

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Cedar Lane Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

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, broken and have water stains and holes. Water damage on ceiling and plaster is chipping. Hole in cabinet. Missing ceiling tile T-bars and rubber molding. Hole in sink back splash. Rusted stall divider. Large gap in formica flooring. Loose ceiling trim. Torn carpet. Stall door is broken/wobbly. Broken wall and floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Cord is creating a trip hazard. Missing cable/ethernet and light covers. Extension cord and surge protector are daisy chained. A light fixture is out. Light panels are out. Extension cord is being permanently used. Loose ethernet cover and light diffuser.
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 and sporadic flows, are broken, leaking and one is loose at base. Drinking fountain flows into mouthguard. Missing drinking fountain drain guards. Rusted sink cap. 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	15	18	36	37	50	50
Math	17	16	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	284	280	98.59	18.21
Male	144	140	97.22	12.86
Female	140	140	100.00	23.57
Black or African American	12	12	100.00	25.00
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100.00	13.16
Hispanic or Latino	150	149	99.33	18.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	17.24
Two or More Races	12	11	91.67	36.36
Socioeconomically Disadvantaged	274	270	98.54	18.15
English Learners	137	137	100.00	15.33
Students with Disabilities	57	55	96.49	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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 2018-19 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	283	275	97.17	16.36
Male	144	138	95.83	14.49
Female	139	137	98.56	18.25
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00	13.51
Hispanic or Latino	150	146	97.33	15.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	57	95.00	15.79
Two or More Races	12	11	91.67	36.36
Socioeconomically Disadvantaged	273	265	97.07	16.60
English Learners	136	134	98.53	14.18
Students with Disabilities	57	53	92.98	5.66
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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 2019-20)
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. In the current school year, we have had Latino American Night, American Indian dancers, Family Literacy Night, Family Craft Night, and PIQE. It is our goal to have monthly activities that engage families.
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

Our 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 lockdowns 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.0	9.0	6.4
Expulsions Rate	0.0	0.0	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*	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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

*	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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		24		4		25	1	3	
1	22		3		26		3		24		3	
2	21	1	2		24		3		24		4	
3	25		3		17	2	2		23		3	
4	31		2		33		1	1	29		2	
5	31		2		26		3		27		2	
6	23	1	3		20	2	2		23	1	3	
Other**	8	2							11	2		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,945	$2,602	$7,343	$77,335
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.9	2.1
School Site/ State	-2.2	-0.9

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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
hstrickland@mjusd.com
cordua.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

---- **COMETS** ----

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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	14
Grade 2	23
Grade 3	19
Grade 4	12
Grade 5	20
Total Enrollment	112

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Asian	1.8
Hispanic or Latino	25.9
White	65.2
Two or More Races	4.5
Socioeconomically Disadvantaged	58
English Learners	12.5
Students with Disabilities	15.2
Homeless	1.8

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 for Cordua Elementary School	17-18	18-19	19-20
With Full Credential	6	6	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Cordua Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

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, have water stains and a hole. Formica trim is chipping on counter top.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Blocked access to electrical panel. Broken light diffusers. Extension cord is being permanently used. Extension cord and surge protector are daisy chained. Light panel is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in air fresheners. Peeling paint on door frame, eaves and wall behind toilets and urinals. One fire extinguisher is not mounted.

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	31	36	37	50	50
Math	28	29	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	51	51	100.00	31.37
Male	22	22	100.00	18.18
Female	29	29	100.00	41.38
Hispanic or Latino	11	11	100.00	36.36
White	35	35	100.00	28.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	20.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	51	51	100.00	29.41
Male	22	22	100.00	31.82
Female	29	29	100.00	27.59
Hispanic or Latino	11	11	100.00	18.18
White	35	35	100.00	28.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	25.71
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	2.6	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	
Other	

*	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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		10	1			24		1	
1	25		1		21		1		14	1		
2	19	1			23		1		23		1	
3	27		1						19	1		
4					24	1						
5	30		1		26		1		32		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,000	$2,807	$9,193	$75,395
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	16.5	-0.5
School Site/ State	20.2	-3.5

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

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DataQuest

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Mary Covillaud Elementary School

628 F St. • Marysville, CA 95901 • (530) 741-6121 • Grades K-5
Kari Ylst, Principal
kylst@mjusd.com
covillaud.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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
Gary Cena
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 to become part of 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	94
Grade 2	80
Grade 3	82
Grade 4	68
Grade 5	73
Total Enrollment	509

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.6
Asian	3.3
Filipino	0.4
Hispanic or Latino	45.6
Native Hawaiian or Pacific Islander	0.2
White	36.3
Two or More Races	6.7
Socioeconomically Disadvantaged	79.6
English Learners	14.7
Students with Disabilities	12.6
Foster Youth	2
Homeless	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 for Mary Covillaud Elementary School	17-18	18-19	19-20
With Full Credential	22	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Mary Covillaud Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

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, torn, missing and have water stains and holes. Formica trim is chipping on counter top. Water damage to main beam. Missing sink cabinet handles and pencil sharpener cover. Linoleum flooring is lifting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Light panels, multiple light bulbs and a light fixture are out. Broken and missing light diffusers. Blocked access to electrical panel. Extension cord and surge protectors are daisy chained. Ethernet box is loose from wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	One urinal is out of order. Missing sink cap. Drinking fountains flow into mouthguard, leak at button, have low, high and sporadic flows and a constant leak. One sink is not draining properly.
Safety: Fire Safety, Hazardous Materials	Poor	Two fire extinguishers are not mounted. Missing fire extinguishers. Plug-in candle warmers and air fresheners. Improperly stored cleaning supplies. Evacuation maps are not posted. Peeling paint 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	64	36	37	50	50
Math	49	62	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	215	212	98.60	63.68
Male	116	114	98.28	54.39
Female	99	98	98.99	74.49
Black or African American	13	13	100.00	46.15
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	91	88	96.70	64.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	78	100.00	66.67
Two or More Races	19	19	100.00	57.89
Socioeconomically Disadvantaged	174	171	98.28	59.65
English Learners	39	39	100.00	51.28
Students with Disabilities	37	37	100.00	35.14
Foster Youth	--	--	--	--
Homeless	11	9	81.82	18.18

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 2018-19 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	215	212	98.60	61.79
Male	116	114	98.28	55.26
Female	99	98	98.99	69.39
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	91	88	96.70	62.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	78	100.00	70.51
Two or More Races	19	19	100.00	52.63
Socioeconomically Disadvantaged	174	171	98.28	57.31
English Learners	39	39	100.00	64.10
Students with Disabilities	37	37	100.00	24.32
Foster Youth	--	--	--	--
Homeless	11	9	81.82	18.18

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 2019-20)
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 with the principal. 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. Our yearly calendar ensures that parents easily know when school events are occurring and can plan for them.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.4	0.5
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		23		5		22	1	4	
1	24		4		24		4		23		4	
2	24		3		26		3		25		3	
3	25		3		22	1	2		26		3	
4	33			2	32		1	1	29		2	
5	31		2	1	30		3		28		3	
Other**	9	1			11	1			8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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Percent of District Budget	District Amount	State Average for Districts In Same Category
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Level	Total	Restricted	Unrestricted	Average Teacher Salary
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District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.5	2.6
School Site/ State	-7.9	-0.4

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Dobbins Elementary School

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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	4
Grade 2	4
Grade 3	5
Grade 4	6
Grade 5	8
Grade 6	6
Total Enrollment	39

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	7.7
Hispanic or Latino	7.7
White	71.8
Two or More Races	12.8
Socioeconomically Disadvantaged	79.5
English Learners	2.6
Students with Disabilities	10.3
Foster Youth	5.1

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 for Dobbins Elementary School	17-18	18-19	19-20
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Dobbins Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

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	Missing and loose light diffusers. Hand dryer is not working. Can lights are out. Broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Holes in ramp. Ramps are rusted. Missing window trim. Missing and torn 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	36	36	37	50	50
Math	15	25	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	28	28	100.00	35.71
Male	11	11	100.00	18.18
Female	17	17	100.00	47.06
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	20	100.00	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	30.00
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 2018-19 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	28	28	100.00	25.00
Male	11	11	100.00	36.36
Female	17	17	100.00	17.65
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	20	100.00	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	25.00
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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.3	7.4	4.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.475
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.5
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	10	1			13	1			10	1		
3	14	1			11	1			9	1		
6	21		1		18	1			20	1		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$16,460	$3,717	$12,743	$68,366
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	48.3	-10.3
School Site/ State	51.7	-13.2

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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

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Susan E. Scott

District Administration

Gary Cena
Superintendent

School Description

TEAMWORK MAKES THE DREAM WORK!! Edgewater Elementary is 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 collaborates 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.

We are RESPECTFUL. We are FUN. We LOVE what we do. We work SMART and HARD. We do GREAT things. We LISTEN and COMMUNICATE. We keep students SAFE. We are PROBLEM SOLVERS. We stay POSITIVE. We strive for EXCELLENCE. We PERSEVERE to assist individual students reaching their highest potential. We are EDGEWATER SHARKS!

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	65
Grade 2	75
Grade 3	75
Grade 4	68
Grade 5	64
Grade 6	66
Total Enrollment	482

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1
Asian	13.1
Filipino	1.5
Hispanic or Latino	46.3
White	29.7
Two or More Races	5.4
Socioeconomically Disadvantaged	61.2
English Learners	17.2
Students with Disabilities	6.8
Homeless	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 for Edgewater Elementary	17-18	18-19	19-20
With Full Credential	19	21	22
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Edgewater Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	MacMillan Macmillan/McGraw- California, Science, Gr. K-5 (2007) Holt, Rinehart and Winston, California, Science Earth Gr. 6 (2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
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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: November 2019

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 and torn carpet. Rusted stall dividers. Wobbly/broken stall door.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Two sconce lights are out. Light panels and multiple light bulbs are out. Electrical box is loose from wall. Cords are creating a trip hazard. Surge protectors are daisy chained. Missing light diffuser.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Improperly stored cleaning supplies. Plug-in air fresheners and candle warmers. One evacuation map is not posted. Burned candle. One fire extinguisher is 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	46	36	37	50	50
Math	42	43	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	276	275	99.64	45.82
Male	143	142	99.30	40.14
Female	133	133	100.00	51.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100.00	57.14
Filipino	--	--	--	--
Hispanic or Latino	123	123	100.00	34.96
White	82	81	98.78	56.79
Two or More Races	21	21	100.00	47.62
Socioeconomically Disadvantaged	188	188	100.00	37.23
English Learners	76	76	100.00	40.79
Students with Disabilities	30	30	100.00	6.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	276	275	99.64	42.91
Male	143	142	99.30	44.37
Female	133	133	100.00	41.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100.00	42.86
Filipino	--	--	--	--
Hispanic or Latino	123	123	100.00	31.71
White	82	81	98.78	55.56
Two or More Races	21	21	100.00	52.38
Socioeconomically Disadvantaged	188	188	100.00	37.23
English Learners	76	76	100.00	34.21
Students with Disabilities	30	30	100.00	10.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.9	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	.35
Other	1.75

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		18	3			23		3	
1	24		3		27		3		22		3	
2	27		3		23		3		23		3	
3	20	2	1		24		3		20	1	3	
4	33		1	1	30		2		34			2
5	33		1	1	34			2	32		1	1
6	32		2		32		2		33			2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,174	$2,501	$6,673	$81,596
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.4	7.4
School Site/ State	-11.8	4.4

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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
Jennifer McAdam, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
Superintendent

School Description

Ella Elementary School's mission is to: Build Character * Inspire Minds * Empower Lifelong Success. 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. Our teachers and administrators participate in Professional Learning Communities at which student data and proven effective teaching methodologies are studied. Staff attend professional development opportunities throughout the year to learn new strategies for supporting student academic growth and implement best teaching practices to provide the best educational experience for all students.

Student achievement is celebrated annually at a CAASPP 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	84
Grade 2	88
Grade 3	91
Grade 4	72
Grade 5	81
Grade 6	88
Total Enrollment	608

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	2.1
Asian	5.6
Filipino	1
Hispanic or Latino	59.7
White	27.6
Two or More Races	0.7
Socioeconomically Disadvantaged	89
English Learners	44.4
Students with Disabilities	8.2
Foster Youth	1.3
Homeless	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 for Ella Elementary School	17-18	18-19	19-20
With Full Credential	26	27	25
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Ella Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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 2019-20)

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 2019

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 Gr. 6 (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%

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: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Torn carpet. Water damage to sink counter top, cabinets and wall behind toilet. Ceiling tiles are loose, missing, torn and have water stains and holes. Missing formica trim on counter top. Wall paper is torn. Rusted stall dividers.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Light panels and multiple light bulbs are out. Loose/broken piece of conduit. Light fixtures make loud squelching noise. Loose light diffuser. Blocked access to electrical panel. One hand dryer has no power. Cords are creating trip hazards. Missing outlet cover. Broken electrical cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have a low flow and high pressure, drip, leak at handle and are loose at base. Drinking fountains have low and high flows and a missing handle cap. Missing sink caps. Restroom used for storage. Toilet is not flushing properly. Toilet is leaking at base.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	28	36	37	50	50
Math	29	33	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	341	330	96.77	28.48
Male	163	157	96.32	22.93
Female	178	173	97.19	33.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	61.11
Filipino	--	--	--	--
Hispanic or Latino	204	195	95.59	27.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	98.98	26.80
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	320	313	97.81	27.48
English Learners	166	158	95.18	27.85
Students with Disabilities	34	32	94.12	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	341	334	97.95	32.63
Male	163	159	97.55	29.56
Female	178	175	98.31	35.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	55.56
Filipino	--	--	--	--
Hispanic or Latino	204	199	97.55	33.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	98.98	27.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	320	315	98.44	31.11
English Learners	166	163	98.19	34.36
Students with Disabilities	34	32	94.12	3.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
Parents are encouraged to take an active roll in their child's education by becoming involved in the classroom, serving on PTO, chaperoning field trips, and communicating or attending meetings with their child's teacher. Parent meetings and ELAC are held in the morning on the first Monday of each month, 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.We also have Site Council Meetings on the last Monday of the month after school. The Ella School Site Council work together to develop and monitor the school's improvement plan with input from all stakeholders.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.
Resource Specialist (non-teaching)	1.0
Other	2.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		23	1	3		23		5	
1	21	1	3		24		4		24		3	
2	22		3		21	1	3		22		4	
3	25		3		25		2		22		4	
4	29		3		24	1	2	1	29		2	
5	28		3		29		3		30		3	
6	25	1	1	1	23	1	3		23	1	3	
Other**	8	1							6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,553	$2,515	$7,038	$71,895
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.1	-5.2
School Site/ State	-6.4	-8.2

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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
Tracy Pomeroy, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	72
Grade 2	49
Grade 3	54
Grade 4	56
Grade 5	45
Grade 6	67
Total Enrollment	393

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1
Asian	5.1
Filipino	0.8
Hispanic or Latino	60.6
White	26.2
Two or More Races	2
Socioeconomically Disadvantaged	89.1
English Learners	37.9
Students with Disabilities	6.9
Foster Youth	0.3
Homeless	2.8

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 for Johnson Park Elementary School	17-18	18-19	19-20
With Full Credential	17	16	17
Without Full Credential	1	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Johnson Park Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	3	1
Total Teacher Misassignments*	0	3	1
Vacant Teacher Positions	1	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 2019-20)

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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019) **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: November 2019

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, loose, torn and have water stains. Water damage to ceiling. Torn wall paper and carpet. Broken floor tiles. Loose formica and rubber molding. Missing formica trim.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Missing light diffusers and covers. Light panels, two small light fixtures and multiple bulbs are out. Extension cords are being permanently used. Extension cords and surge protectors are daisy chained. Broken and missing outlet covers. One light fixture has no bulbs. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains have no and high flows, a constant drip, leak and flow into mouthguard. Faucets have no flow, are loose at base, and leak at fitting.
Safety: Fire Safety, Hazardous Materials	Fair	Emergency exit lights are not functioning properly. Plug-in candle warmer and air freshener. Improperly stored cleaning supplies and flammable materials. Aerosol air fresheners. Fire extinguisher tags are outdated, missing and a case handle is broken. One 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	30	36	37	50	50
Math	23	23	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	235	227	96.60	29.52
Male	126	123	97.62	22.76
Female	109	104	95.41	37.50
Black or African American	11	11	100.00	36.36
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	26.32
Filipino	--	--	--	--
Hispanic or Latino	127	126	99.21	26.98
White	68	62	91.18	33.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	205	98.56	28.78
English Learners	90	90	100.00	23.33
Students with Disabilities	25	23	92.00	4.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	235	228	97.02	22.81
Male	126	124	98.41	23.39
Female	109	104	95.41	22.12
Black or African American	11	11	100.00	45.45
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	21.05
Filipino	--	--	--	--
Hispanic or Latino	127	126	99.21	19.05
White	68	62	91.18	24.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	205	98.56	23.41
English Learners	90	90	100.00	22.22
Students with Disabilities	25	24	96.00	20.83
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	7.6	7.1
Expulsions Rate	0.0	0.4	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Other	7.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		21	2	2		17	3		
1	25		2		25		2		24		3	
2	24		2		23		2		25		2	
3	20	1	1		25		2		26		2	
4	34			1	29		1		28		2	
5	31		2		33		1	1	22		2	
6	22	1	2		33		1	1	33			2
Other**					9	1			7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,533	$2,673	$6,860	$70,205
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.7	-7.6
School Site/ State	-9.0	-10.6

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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).

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Kynoch Elementary School

1905 Ahern Street • Marysville, CA 95901 • (530) 741-6141 • Grades K-5
Eric D. Preston, Principal
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kynoch.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
Superintendent

School Description
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 different learning styles and interests.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	112
Grade 2	120
Grade 3	116
Grade 4	117
Grade 5	116
Total Enrollment	719

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	2.4
Asian	3.6
Filipino	0.1
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	1.1
White	44.6
Two or More Races	2.8
Socioeconomically Disadvantaged	81.5
English Learners	14.2
Students with Disabilities	11.1
Foster Youth	0.8
Homeless	1.8

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 for Kynoch Elementary School	17-18	18-19	19-20
With Full Credential	30	32	31
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Kynoch Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019)	
	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: November 2019

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 counter top tiles. Ceiling tiles are missing, loose, torn and have water stains and holes. Missing wall trim, floor tiles and sink cabinet handle. Linoleum counter top is chipping and lifting. Torn carpet. Rusted stall divider. Hole in wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Strong odor in restroom.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Light panels and multiple light bulbs are out. Extension cords and surge protectors are daisy chained. Cords are creating trip hazards. Broken outlet cover, switch plate and light diffusers. Loose ethernet box and light diffuser. Light diffuser has a water stain. Missing pieces of electrical conduit.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Drinking fountains have no, low, high and sporadic flows, one leaks at button and one drain guard is broken. Faucets have no and low flows. Drinking fountains and faucets have a constant drip and are loose at base. One rest room is out of order. Toilets leak at fitting. Missing sink cap. One faucet sticks on.
Safety: Fire Safety, Hazardous Materials	Poor	Paint is peeling on ceiling, wall, door, door handle and covered walkway. Blocked access to emergency exit and fire extinguisher. One emergency exit light is not functioning properly. Improperly stored cleaning supplies and medication. Pesticides are present. Smoke detectors are loose and taped over. Plug-in air fresheners and candle warmer. One evacuation map is not posted. Missing fire extinguishers. One fire extinguisher needs to be recharged and one tag is missing. 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	39	36	37	50	50
Math	41	34	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	357	353	98.88	38.53
Male	183	180	98.36	34.44
Female	174	173	99.43	42.77
Black or African American	16	16	100.00	25.00
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	18.18
Hispanic or Latino	149	147	98.66	36.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	149	99.33	41.61
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	314	311	99.04	38.91
English Learners	66	64	96.97	26.56
Students with Disabilities	65	65	100.00	7.69
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	357	354	99.16	34.46
Male	183	181	98.91	37.02
Female	174	173	99.43	31.79
Black or African American	16	16	100.00	6.25
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	27.27
Hispanic or Latino	149	148	99.33	35.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	149	99.33	37.58
Two or More Races	17	17	100.00	41.18
Socioeconomically Disadvantaged	314	312	99.36	33.97
English Learners	66	65	98.48	24.62
Students with Disabilities	65	65	100.00	9.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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. . 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. Both PTO and the school maintain Facebook pages that disseminate information about activities and opportunities to become involved around the 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	4.8	5.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.875
Library Media Services Staff (Paraprofessional)	
Psychologist	.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	2	4		25		6		23		6	
1	24		4		24		4		22		5	
2	22	1	4		25		5		24		5	
3	27		4		23		5		23		5	
4	29		4		28		4		29		4	
5	27	1	3		26	1	4		28		4	
Other**									8	1		

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** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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Percent Differences	Unrestricted	Average Teacher Salary
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School Site/ State	-1.5	8.4

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Linda Elementary School

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

School Description

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

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	99
Grade 2	88
Grade 3	95
Grade 4	89
Grade 5	89
Grade 6	90
Total Enrollment	659

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.8
Asian	24.6
Filipino	0.3
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.2
White	25
Two or More Races	5.6
Socioeconomically Disadvantaged	91.4
English Learners	33.4
Students with Disabilities	11.5
Foster Youth	0.8
Homeless	3.5

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 for Linda Elementary	17-18	18-19	19-20
With Full Credential	30	31	31
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Linda Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)
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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019)	
	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: November 2019

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 and holes. Holes in wall, carpet and ceiling. Broken sink cabinet, paper towel and toilet paper dispensers, and stall door stops. Wood paneling is chipping and peeling on sink cabinets. Missing and broken floor tiles and sink cabinet handles. Carpet is worn and lifting. Torn wall paper. Loose rubber molding. Water damage to ceiling. Burns on counter top. Stall divider is rusted and deteriorating.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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.
Electrical: Electrical	Poor	Missing outlet and ethernet covers. Extension cords are being permanently used. Surge protectors and extension cords are daisy chained. Broken and missing light diffusers. Prongs broken off in outlet. Blocked access to electrical panel. Loose electrical cover. Light panels are out. Cords are creating trip hazards. Speakers have a constant humming sound.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Faucets have low flows, a constant drip and leak at fitting. Drinking fountains have no, low and sporadic flows, are loose at base and one flows into handle. Missing sink caps, drain guards, faucet handle and drinking fountain button. Toilets leak at wall and fitting, and one is not flushing properly.
Safety: Fire Safety, Hazardous Materials	Fair	Improperly stored cleaning supplies. Missing fire extinguishers. Peeling paint on eaves, door frame, and support posts. Improperly stored cleaning supplies and flammable materials. Paint and plaster peeling on wall and ceiling. Evacuation maps are not posted. Pesticides are present. Compressed gas cylinder is not secured. Plug-in and aerosol air fresheners. 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	23	36	37	50	50
Math	20	16	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	377	370	98.14	23.24
Male	174	172	98.85	19.77
Female	203	198	97.54	26.26
Black or African American	13	10	76.92	50.00
American Indian or Alaska Native	--	--	--	--
Asian	84	82	97.62	24.39
Hispanic or Latino	148	147	99.32	20.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100.00	23.53
Two or More Races	17	17	100.00	23.53
Socioeconomically Disadvantaged	361	357	98.89	22.97
English Learners	159	156	98.11	22.44
Students with Disabilities	70	70	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	13	92.86	7.14

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 2018-19 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	377	370	98.14	16.49
Male	174	171	98.28	15.20
Female	203	199	98.03	17.59
Black or African American	13	10	76.92	10.00
American Indian or Alaska Native	--	--	--	--
Asian	84	82	97.62	23.17
Hispanic or Latino	148	148	100.00	14.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.02	12.87
Two or More Races	17	17	100.00	11.76
Socioeconomically Disadvantaged	361	357	98.89	16.81
English Learners	159	157	98.74	16.56
Students with Disabilities	70	70	100.00	5.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	13	92.86	7.14

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.4	5.6	4.1
Expulsions Rate	0.3	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	7.5
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	5		23	1	4		22	1	4	
1	24		4		21		4		24		4	
2	23	1	3		22		4		22		4	
3	21		4		23		4		23		4	
4	28		3		31		3		28		3	
5	28		3		30		3		29		3	
6	27	1	3		27		3		29		3	
Other**					9	2			11	2		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,966	$2,636	$7,330	$84,058
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.1	10.4
School Site/ State	-2.4	7.4

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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
khansen@mjusd.com
lomarica.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 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

Gary Cena
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 at the flag pole to recognize students and celebrate accomplishments that define our school's culture: Be Safe, Be Kind, Be Responsible! Quarterly awards assemblies recognize academic achievement of our students, as well as, celebrate their efforts for maintaining positive attendance.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	14
Grade 2	19
Grade 3	16
Grade 4	14
Grade 5	17
Total Enrollment	103

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	12.6
Asian	1.9
Filipino	1
Hispanic or Latino	15.5
White	66
Two or More Races	1
Socioeconomically Disadvantaged	62.1
English Learners	2.9
Students with Disabilities	16.5
Foster Youth	4.9
Homeless	2.9

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 for Loma Rica Elementary School	17-18	18-19	19-20
With Full Credential	5	5	3
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Loma Rica Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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 2019-20)

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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019) **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: November 2019

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, broken and have water stains and holes. Carpet is torn. Formica trim is chipping and missing on counter top. Broken cabinet handle and floor tiles. Holes in linoleum flooring. 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 broken light diffusers. Clock is missing, exposing wires. Broken outlet cover. Missing light cover.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Water sprays out side of faucet diffuser. Drinking fountain has a leak. Toilet is loose at base. Faucet leaks at handle and is loose at base.
Safety: Fire Safety, Hazardous Materials	Fair	Peeling paint on fascia board and door. Improperly stored cleaning supplies. Evacuation maps are not posted. Fire extinguisher tag is missing.
Structural: Structural Damage, Roofs	Fair	Dry rot on fascia board and siding. Holes rusted through gutters and in skirting.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	38	36	37	50	50
Math	42	32	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	47	45	95.74	37.78
Male	20	20	100.00	30.00
Female	27	25	92.59	44.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	27	26	96.30	46.15
Socioeconomically Disadvantaged	28	27	96.43	29.63
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00	13.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	47	44	93.62	31.82
Male	20	20	100.00	35.00
Female	27	24	88.89	29.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	27	25	92.59	40.00
Socioeconomically Disadvantaged	28	26	92.86	26.92
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00	20.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
Educating our children is a team effort. Parents/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, PTO, volunteering in the classroom or helping at one of many school-wide events. Parents are encouraged to attend events such as Back-To-School Night, Open House and our annual Title I meeting. We also invite them join their child as we celebrate positive behavior at the flagpole every Friday morning. Parents are also invited to attend our quarterly awards assemblies where students are recognized for outstanding academic achievement and positive attendance.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	
Other	1.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		27		1		23		1	
2	20	1			20	1			23		1	
3									23		1	
4	24		1		13	2						
5	25		1		31		1		17	1	1	
Other**	4	1										

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,974	$2,282	$8,692	$76,939
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.0	1.5
School Site/ State	14.6	-1.4

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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.

Olivehurst Elementary School

1778 McGowan Rd. • Olivehurst, CA 95961 • (530) 741-6191 • Grades K-6
Rob Gregor, Principal
rgregor@mjusd.com
olivehurst.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 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

Gary Cena
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 all students are getting the best education we can give them everyday. The mission of Olivehurst School is: All Olivehurst Eagles Soar in a Positive, Safe, and Supportive Community. Fly High!

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	72
Grade 2	68
Grade 3	72
Grade 4	61
Grade 5	66
Grade 6	63
Total Enrollment	499

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	2
Asian	9.2
Filipino	0.2
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.2
White	27.9
Two or More Races	0.4
Socioeconomically Disadvantaged	84.8
English Learners	33.3
Students with Disabilities	9.2
Foster Youth	0.8
Homeless	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 for Olivehurst Elementary School	17-18	18-19	19-20
With Full Credential	25	22	22
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Olivehurst Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	1	2	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 2019-20)

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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019) **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: November 2019

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, torn and have water stains and holes. Broken floor tiles. Missing soap dispenser top and stall base cover. Torn rubber molding. Formica trim is chipping and loose on counter top. Stall door is broken/wobbly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Blocked access to electrical panels. Missing electrical conduit pieces, end cap and covers. Extension cord is being permanently used. Surge protectors are daisy chained. Loose electrical box. Outlet covered with construction paper. Cords are creating trip hazards. Missing and broken light diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Missing sink caps. Faucets have no and low flows, drip, leak at handle and are loose at base. Drinking fountains have high flows, a constant leak, do not drain properly and one flows into mouthguard. Loose toilet at base. Light panels are out.
Safety: Fire Safety, Hazardous Materials	Fair	Peeling paint on window shade structure, ceiling, window frame, window guard and door frame. Blocked access to fire riser, exit and fire extinguishers. Fire extinguisher tag is outdated and one tag is missing. One evacuation map is not posted. Plug-in candle warmer and air fresheners. Double doors do not close properly. Improperly stored cleaning supplies and flammable materials. Emergency exit lights not functioning properly.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	22	36	37	50	50
Math	20	19	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	257	254	98.83	22.44
Male	136	133	97.79	25.56
Female	121	121	100.00	19.01
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	28.00
Filipino	--	--	--	--
Hispanic or Latino	142	142	100.00	19.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	65	95.59	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	227	99.13	19.82
English Learners	101	101	100.00	19.80
Students with Disabilities	34	33	97.06	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	257	254	98.83	18.50
Male	136	133	97.79	24.81
Female	121	121	100.00	11.57
Black or African American	12	12	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	16.00
Filipino	--	--	--	--
Hispanic or Latino	142	142	100.00	19.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	65	95.59	21.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	227	99.13	16.30
English Learners	101	101	100.00	16.83
Students with Disabilities	34	33	97.06	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 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. We meet monthly, come join us. The first Monday of every month at 8:30AM in Room 11.

Parent involvement coordinators: Rob Gregor, Principal; Melissa White and John Green, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.7	0.8	2.5
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.0
Other	2.5

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		21	1	4		20	1	4	
1	24		3		25		3		23		3	
2	23		3		23		3		23		3	
3	25		3		20	2	1		24		3	
4	31		2		33			2	31		2	
5	30		3		28		2		33			2
6	30		3		22	1	2	1	32		2	
Other**	6	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,771	$2,510	$7,261	$71,966
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.0	-5.1
School Site/ State	-3.3	-8.1

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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@mjusd.com
yubafeather.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	20
Grade 3	16
Grade 4	19
Grade 5	16
Grade 6	8
Total Enrollment	123

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	5.7
Asian	0.8
Hispanic or Latino	21.1
White	61.8
Two or More Races	9.8
Socioeconomically Disadvantaged	75.6
English Learners	4.9
Students with Disabilities	15.4
Foster Youth	3.3
Homeless	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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Yuba Feather Elementary School	17-18	18-19	19-20
With Full Credential	6	6	7
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Yuba Feather Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	1	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 2019-20)

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 2019

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 Gr. 6 (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) McGraw Hill, Impact California Social Studies K-5 (2019) **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: November 2019

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 and holes. Holes in patient beds. Loose ceiling tile trim. Torn wall paper. Broken floor tiles. Carpet is stained. Missing rubber molding and sink cabinet handle. Formica trim is chipping on counter top.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	38	36	37	50	50
Math	22	37	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	66	65	98.48	38.46
Male	35	34	97.14	47.06
Female	31	31	100.00	29.03
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	25.00
White	42	42	100.00	40.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	34.69
English Learners	--	--	--	--
Students with Disabilities	17	16	94.12	6.25
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	66	65	98.48	36.92
Male	35	34	97.14	41.18
Female	31	31	100.00	32.26
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	33.33
White	42	42	100.00	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	40.82
English Learners	--	--	--	--
Students with Disabilities	17	16	94.12	12.50
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.9	1.3	2.6
Expulsions Rate	0.7	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.475
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		1		25		1		24		1	
1					23		1		20	1		
2	20	1			21		1		20	1		
3	21		1		20	1			16	1		
4	30		1		16	1			19	1		
6	24		1		27		1					
Other**	4	1							24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,300	$2,611	$8,689	$77,244
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.9	1.9
School Site/ State	14.6	-1.0

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

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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).

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Foothill Intermediate School

5351 Fruitland Rd. • Marysville, CA 95901 • (530) 741-6130 • Grades 6-8
Kathleen Hansen, Principal
khansen@mjusd.com
foothill.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

The Mission of Foothill School is to STEER our students in the right direction:

Support
Teach
Encourage
Ensure success
Respect

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	74
Grade 7	80
Grade 8	83
Total Enrollment	237

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	8
Asian	0.8
Hispanic or Latino	14.8
White	67.1
Two or More Races	8
Socioeconomically Disadvantaged	54.4
English Learners	3.8
Students with Disabilities	10.1
Foster Youth	2.1
Homeless	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 for Foothill Intermediate School	17-18	18-19	19-20
With Full Credential	10	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Foothill Intermediate School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

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) Voyager Sopris Learning, Inc. LanguageLive (2019) Learn Without Limites, LLC MobyMax (2010-2019) **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%

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: November 2019

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, loose, warped and have water stains and holes. Broken floor tiles. Torn rubber molding, carpet and wall paper. Missing rubber molding.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Broken light diffusers. Light panels and light ballasts are out. Missing electrical covers. Extension cord is being permanently used. Extension cord and surge protectors are daisy chained. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Faucets have low flows and a drip. Toilet is loose at base.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in and aerosol air fresheners. Peeling paint on wall. One evacuation map is not posted. Improperly stored cleaning supplies.

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	48	36	37	50	50
Math	38	33	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	235	231	98.30	47.62
Male	109	106	97.25	40.57
Female	126	125	99.21	53.60
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	31.58
Asian	--	--	--	--
Hispanic or Latino	37	37	100.00	29.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	151	97.42	54.30
Two or More Races	19	19	100.00	47.37
Socioeconomically Disadvantaged	135	132	97.78	35.61
English Learners	11	11	100.00	27.27
Students with Disabilities	25	23	92.00	13.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	235	230	97.87	33.04
Male	109	105	96.33	31.43
Female	126	125	99.21	34.40
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	26.32
Asian	--	--	--	--
Hispanic or Latino	37	36	97.30	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	151	97.42	35.76
Two or More Races	19	19	100.00	42.11
Socioeconomically Disadvantaged	135	131	97.04	24.43
English Learners	11	11	100.00	45.45
Students with Disabilities	25	23	92.00	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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, and Foothill Lions, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.4	4.7	5.5
Expulsions Rate	0.4	0.9	0.8

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	237.

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	.5
Other	0

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	5	5		25		10		25	2	9	1
Mathematics	24	2	3		25	1	4		26	2	4	
Science	25	2	3		26		5		27	1	5	
Social Science	25	1	4		26		5		27		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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
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Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,686	$2,343	$8,343	$84,387
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.9	10.8
School Site/ State	10.5	7.8

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Anna McKenney Intermediate School

1904 Huston St. • Marysville, CA 95901 • (530) 741-6187 • Grades 6-8
Joe Seiler, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Mission:

As Mustangs, we are well-rounded individuals who are respectful, responsible and strive for excellence.

Vision:

We are a school that:
- Achieves Academic Success through: high expectations, effective instructional strategies for ALL students, comprehensive lesson planning, effective instruction, accountability, and collaboration for continued student growth.
- Cultivates Life Long Learners by: developing independent thinkers, generating student civic responsibility, and 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, and 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, and creating an encouraging and enthusiastic environment.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	221
Grade 7	193
Grade 8	203
Total Enrollment	617

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1.3
Asian	3.9
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.8
White	40.8
Two or More Races	4.5
Socioeconomically Disadvantaged	83.1
English Learners	12
Students with Disabilities	13.3
Foster Youth	1.1
Homeless	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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Anna McKenney Intermediate School	17-18	18-19	19-20
With Full Credential	22	23	20
Without Full Credential	3	2	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Anna McKenney Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	3	2	6
Total Teacher Misassignments*	0	1	6
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 2019-20)

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 2019

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) Voyager Sopris Learning, Inc. LanguageLive (2019) Learn Without Limites, LLC MobyMax (2010-2019) **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%

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: November 2019

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. Missing and loose rubber molding. Holes in wall, ceiling and ceiling tiles. Broken tiles on counter top. Torn wall paper. A broken stall door. Stained and torn carpet. Formica trim missing on counter top.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Missing switch plate, cabinet handle and light bulbs. Broken ethernet cable and outlet cover. Extension cords are being permanently used. Missing thermostat covers. Missing and broken light diffusers. One small light fixture is out. Loose electrical box, light fixture and electrical conduits. Missing and loose electrical covers. Whiteboard lights not working. Switches and switch plates are loose. Light panels are out. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Toilet leaks at fitting. Drinking fountain has no flow. Faucets have no flow, leak at handle, drip, are loose at base, one is missing and one is loose. Two loose sinks.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmer and air fresheners. Improperly stored cleaning supplies. Paint is peeling on ceiling, wall and eaves. One evacuation map is not posted. Blocked access to two fire extinguishers.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	35	36	37	50	50
Math	26	24	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	622	609	97.91	34.81
Male	313	306	97.76	27.78
Female	309	303	98.06	41.91
Black or African American	37	37	100.00	18.92
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	52.17
Filipino	--	--	--	--
Hispanic or Latino	255	252	98.82	29.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	250	97.28	39.20
Two or More Races	28	27	96.43	55.56
Socioeconomically Disadvantaged	514	506	98.44	30.43
English Learners	119	117	98.32	28.21
Students with Disabilities	100	97	97.00	8.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	11	91.67	0.00
Homeless	17	16	94.12	5.88

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 2018-19 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	621	609	98.07	23.81
Male	312	306	98.08	24.18
Female	309	303	98.06	23.43
Black or African American	37	37	100.00	13.51
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	34.78
Filipino	--	--	--	--
Hispanic or Latino	254	252	99.21	20.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	250	97.28	28.00
Two or More Races	28	27	96.43	25.93
Socioeconomically Disadvantaged	514	506	98.44	20.16
English Learners	119	117	98.32	13.68
Students with Disabilities	99	97	97.98	3.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	11	91.67	0.00
Homeless	17	16	94.12	5.88

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.9	9.8	8.7
Expulsions Rate	0.5	0.3	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	617.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	6	14	4	29		18	6	24	9	5	2
Mathematics	23	8	4	1	29	1	7	4	25	4	10	
Science	31		6	5	32	1	4	7	32		7	5
Social Science	28	1	9	2	31	1	3	8	31		7	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,830	$2,538	$7,292	$78,617
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.6	3.7
School Site/ State	-2.9	0.7

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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 Gardens Intermediate School

1964 E. 11th Ave. • Olivehurst, CA 95961 • (530) 741-6194 • Grades 7-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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 "We are committed to encouraging, empowering, and teaching our students to reach their full academic and social emotional potential through a partnership with our families and community."

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	391
Grade 8	390
Total Enrollment	781

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.2
Asian	11.5
Filipino	0.5
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.3
White	25.4
Two or More Races	2.6
Socioeconomically Disadvantaged	90.7
English Learners	31.8
Students with Disabilities	13.3
Foster Youth	0.6
Homeless	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 for Yuba Gardens Intermediate School	17-18	18-19	19-20
With Full Credential	34	37	36
Without Full Credential	3	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Yuba Gardens Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	3	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	2	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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: connecting with Literature, Gr. 7-8 (2017) Voyager Sopris Learning, Inc. LanguageLive (2019) Learn Without Limites, LLC MobyMax (2010-2019)	
	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
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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%

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.

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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, loose, missing, torn and have water stains and holes. Water damage to sink counter top. Loose trim on counter top. Broken toilet paper dispenser and wall tile. Missing pencil sharpener cover, drawers, rubber molding, sink cabinet door and stall divider cover. Torn carpet and wall paper. Loose rubber molding, ceiling trim and metal carpet trim. Formica trim is chipping on counter tops.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Light panels, can lights and multiple light bulbs are out. Missing light covers, piece of electrical conduit, multiple light bulbs and light diffuser. Electrical appliances are in close proximity to a water source. Extension cords and surge protectors are daisy chained. Cords are creating trip hazards. Extension cords are being permanently used. Loose ethernet covers. Outlet cover is bent. Clock is missing, exposing wires.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	One drinking fountain is out of order. 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, leak at handle, are loose at base and not draining properly. Missing urinal drain guard, sink caps and drinking fountain handle. Toilets are loose at base and leak at fitting.
Safety: Fire Safety, Hazardous Materials	Fair	Fire extinguishers are not mounted and one needs to be recharged. Plug-in air fresheners and candle warmers. Paint is peeling on wall, door, ceiling and door frame. Improperly stored cleaning supplies and pesticides. One missing fire extinguisher. Missing fire strobe light.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	21	31	36	37	50	50
Math	16	14	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	775	759	97.94	31.09
Male	420	412	98.10	22.57
Female	355	347	97.75	41.21
Black or African American	25	24	96.00	12.50
American Indian or Alaska Native	--	--	--	--
Asian	90	90	100.00	38.89
Filipino	--	--	--	--
Hispanic or Latino	423	412	97.40	26.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	193	98.47	37.82
Two or More Races	19	19	100.00	31.58
Socioeconomically Disadvantaged	695	683	98.27	29.43
English Learners	365	360	98.63	26.67
Students with Disabilities	113	110	97.35	7.27
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	23	22	95.65	4.35

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 2018-19 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	775	759	97.94	13.83
Male	420	412	98.10	12.38
Female	355	347	97.75	15.56
Black or African American	25	24	96.00	8.33
American Indian or Alaska Native	--	--	--	--
Asian	90	90	100.00	16.67
Filipino	--	--	--	--
Hispanic or Latino	423	412	97.40	11.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	193	98.47	16.58
Two or More Races	19	19	100.00	5.26
Socioeconomically Disadvantaged	695	683	98.27	12.45
English Learners	365	360	98.63	11.39
Students with Disabilities	113	110	97.35	0.91
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	23	22	95.65	4.35

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	19.2	20.4	13.8
Expulsions Rate	2.1	1.8	2.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	781.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	2.0
Other	4.9375

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	15	36	3	25	20	45	3	24	28	35	2
Mathematics	27	4	15	6	30		7	5	29	1	20	5
Science	31		16	7	30		19	7	29		19	7
Social Science	31	1	18	4	29	3	18	6	28	3	21	3

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,148	$2,564	$7,584	$80,599
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	6.2
School Site/ State	1.0	3.2

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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.

Lindhurst High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 741-6150 • Grades 9-12
Bob Eckardt, Principal
beckardt@mjusd.com
lindhurst.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	316
Grade 10	330
Grade 11	283
Grade 12	214
Total Enrollment	1,143

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	1.8
Asian	16.5
Filipino	0.6
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.1
White	20.8
Two or More Races	1.8
Socioeconomically Disadvantaged	88.2
English Learners	26
Students with Disabilities	15.7
Foster Youth	0.3
Homeless	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 for Lindhurst High School	17-18	18-19	19-20
With Full Credential	53	54	52
Without Full Credential	2	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Lindhurst High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	2	4
Total Teacher Misassignments*	0	2	4
Vacant Teacher Positions	2	1	3

* 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 2019-20)

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 2019

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) **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) WH Freeman & Co, Practice of Statistics (2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2010) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2009) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2010) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pearson, AP Edition, Campbell, Biology in Focus (2013) Soil Science & Management, 6th Edition (2017) Pearson, Essentials of Human Anatomy and Physiology (2018) **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 (2019) US History: Pearson United States History, The Twentieth Century (California Edition) Gr. 9-12 (2019) Economics: Pearson Economics, Principles in Action (California Edition) Gr. 9-12 (2019) Civics: Pearson Magruder's American Government Gr. 9-12 (2019) 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) **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/Gramatica (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 High School (2016) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

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: November 2019

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 and holes. Holes in wall and linoleum flooring. Missing sink cabinet handle and door, vent cover, stall door and stall divider. Missing and loose rubber molding. Torn wall paper. Large crack in hallway and flooring at entry. Carpet is torn, worn, lifting and missing. Trim is missing at carpet/tile seam. Broken and loose ceiling tile trim. Broken floor tiles, mirror and stall door. Multiple lockers are broken/missing. Ceiling tile T-bar is bent. Formica is chipping on service walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Clocks are missing and loose, exposing wires. Broken, missing and loose light diffusers. Two electrical rooms are used for storage, blocking access. Cords are creating trip hazards. Loose smoke detector and light fixtures. Light panel is bad. Can lights, a light ballast, and light panels are out. Missing electrical conduits and covers. Broken ethernet box and outlet covers. Extension cords and surge protectors are daisy chained. Light bulbs are missing and out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no and low flows, a constant drip, leak at handle and fitting, and are loose at base. Drinking fountains have no, low and high flows, leak, and are loose at base. Three sinks are out of order. Missing drinking fountain button and sink caps. Toilets leak at fitting, are loose at base, and one has a hole in bowl. Broken sink drain guard.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmers and air fresheners. Improperly stored cleaning supplies. Blocked exits. Broken emergency exit light. Fire extinguishers are missing, blocked, not mounted, tags are missing and outdated, and one needs to be recharged. Peeling paint on door, ceiling and door frame. Peeling wood paneling on ceiling.

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	41	36	37	50	50
Math	13	18	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	247	243	98.38	40.74
Male	130	128	98.46	29.69
Female	117	115	98.29	53.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100.00	45.65
Filipino	--	--	--	--
Hispanic or Latino	125	123	98.40	38.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	97.96	37.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	207	98.57	39.13
English Learners	68	66	97.06	12.12
Students with Disabilities	39	36	92.31	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	248	245	98.79	18.37
Male	130	128	98.46	19.53
Female	118	117	99.15	17.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	100.00	19.15
Filipino	--	--	--	--
Hispanic or Latino	125	123	98.40	11.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00	32.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	211	208	98.58	14.90
English Learners	69	67	97.10	5.97
Students with Disabilities	39	37	94.87	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 betting 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.3	10.0	11.8
Expulsions Rate	0.4	1.8	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	285.75

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	1
Other	.5

*   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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	18	17	11	24	22	13	14	25	18	20	12
Mathematics	23	8	15		25	11	22	10	23	15	30	4
Science	22	17	22	3	22	20	24	2	24	15	27	3
Social Science	26	10	12	15	25	11	11	13	25	13	7	15

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,123	$3,225	$8,898	$78,226
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.3	3.2
School Site/ State	17.0	0.2

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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)

Rate for Lindhurst High School	2015-16	2016-17	2017-18
Dropout Rate	4.1	6.7	8.9
Graduation Rate	93.9	90.2	86.6

Rate for Marysville Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	8.4	9.9	11.3
Graduation Rate	84	83.8	82.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

2018-19 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	35

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	23	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All courses	27	56.5

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

*Where there are student course enrollments of at least one student.

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 Mechanics 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

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	239
Grade 10	287
Grade 11	239
Grade 12	173
Total Enrollment	938

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	5.1
Asian	6.5
Filipino	0.3
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	1
White	48
Two or More Races	2.7
Socioeconomically Disadvantaged	68.7
English Learners	10
Students with Disabilities	12.2
Foster Youth	1.1
Homeless	1

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 for Marysville High School	17-18	18-19	19-20
With Full Credential	45	44	39
Without Full Credential	0	1	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Marysville High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	5
Total Teacher Misassignments*	0	1	5
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 2019-20)

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 2019

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) **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) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2010) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2009) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2010) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pearson, AP Edition, Campbell, Biology in Focus (2013) 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 (2019) US History: Pearson United States History, The Twentieth Century (California Edition) Gr. 9-12 (2019) Economics: Pearson Economics, Principles in Action (California Edition) Gr. 9-12 (2019) Civics: Pearson Magruder's American Government Gr. 9-12 (2019) 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) **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, (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018)
Health	Poor Richard's Press, Positive Prevention Plus;Sexual Health Education for America's Youth for High School (2016) **The textbooks listed are from most recent adoption:**　　Yes
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

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: November 2019

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. Missing cabinet cover. Missing and chipping rubber molding. Water damage to ceiling and wall. Carpet is torn and lifting. Loose stall divider. Holes in wall and floor. Formica trim is missing and chipping on counter top. Ceiling tiles are loose, broken, missing and have water stains and holes. Old drain pipe is creating a trip hazard. Chairs, wall tiles and lockers are broken/missing. Torn wall paper.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Missing thermostat and light covers, electrical conduit, and electrical conduit end cap. Loose ethernet boxes and light diffuser. Broken and missing light diffusers, electrical covers, outlet covers and switch plates. One light panel flickers. Light panels are out. Outlets are covered by construction paper. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have no and low flows, a constant drip, leak at fitting and handle, and are loose at base. Missing sink caps and faucet handle. One urinal, one drinking fountain and two restrooms are out of order. Drinking fountains have low flows, a constant drip, leak and a missing cap. One loose sink.
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmers and air fresheners. Burned candle. Blocked exit. Peeling paint on ceiling, wall, window sill, door and eaves. Fire extinguishers are missing and one tag is outdated. Emergency exit doors do not open. Flammable materials are improperly stored.
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	58	36	37	50	50
Math	16	17	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	213	209	98.12	58.37
Male	103	103	100.00	49.51
Female	110	106	96.36	66.98
Black or African American	--	--	--	--
American Indian or Alaska Native	15	15	100.00	46.67
Asian	16	16	100.00	50.00
Filipino	--	--	--	--
Hispanic or Latino	60	58	96.67	51.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.02	71.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	144	99.31	52.78
English Learners	26	25	96.15	20.00
Students with Disabilities	22	22	100.00	9.09
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	213	210	98.59	17.22
Male	103	103	100.00	17.65
Female	110	107	97.27	16.82
Black or African American	--	--	--	--
American Indian or Alaska Native	15	15	100.00	21.43
Asian	16	16	100.00	43.75
Filipino	--	--	--	--
Hispanic or Latino	60	58	96.67	8.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100.00	17.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	143	98.62	10.49
English Learners	26	26	100.00	11.54
Students with Disabilities	22	22	100.00	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.7	8.2	7.4
Expulsions Rate	2.1	1.3	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	234.50

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	2.0

*   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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	10	18	8	25	13	12	13	27	9	20	8
Mathematics	19	9	4		25	13	15	6	25	12	10	11
Science	24	11	11	5	23	12	8	6	23	11	13	5
Social Science	27	2	19	3	23	9	15	4	26	5	18	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,145	$2,916	$9,229	$81,858
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	16.9	7.7
School Site/ State	20.6	4.8

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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)

Rate for Marysville High School	2015-16	2016-17	2017-18
Dropout Rate	1.9	2	4.4
Graduation Rate	96.6	97	94.5

Rate for Marysville Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	8.4	9.9	11.3
Graduation Rate	84	83.8	82.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

2018-19 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	32.37

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	16	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	20	44.2

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

*Where there are student course enrollments of at least one student.

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.

South Lindhurst Continuation High School

4446 Olive Ave. • Olivehurst, CA 95961 • (530) 749-6919 • Grades 10-12
David Jones, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901
(530) 741-6000
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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	20
Grade 12	87
Total Enrollment	107

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	1.9
Asian	4.7
Hispanic or Latino	58.9
White	26.2
Two or More Races	0.9
Socioeconomically Disadvantaged	88.8
English Learners	22.4
Students with Disabilities	7.5
Foster Youth	0.9
Homeless	1.9

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 for South Lindhurst	17-18	18-19	19-20
With Full Credential	5	4	4
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at South Lindhurst Continuation High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	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 2019-20)

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 2019

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, iLitELL (2018) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Integrated Mathematics I, II: (Big Ideas Learning, LLC) (2016) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Delmar: Cengage Learning, Introductory Horticulture, 9th edition (2017) Delmar: Cengage Learning, Designing & Merchandising: Floriculture (2011) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2009) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2010) Holt, Rinehart, and Winston, Biology (2007) Pearson, Agriscience & Technology: Livestock & Companion Animals, 3rd Edition (2004) **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 (2019) US History: Pearson United States History, The Twentieth Century (California Edition) Gr. 9-12 (2019) Economics: Pearson Economics, Principles in Action (California Edition) Gr. 9-12 (2019) Civics: Pearson Magruder's American Government Gr. 9-12 (2019) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Foreign Language	**Percent of students lacking their own assigned textbook:**　0%
Health	Poor Richard's Press, Positive Prevention Plus;Sexual Health Education for America's Youth for High School (2016) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

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: November 2019

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.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high.
Electrical: Electrical	Poor	Missing electrical covers. Light panels and multiple light bulbs are out. Extension cord is being permanently used. Loose light diffuser.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Fire extinguishers are not mounted. Plug-in 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	27	16	36	37	50	50
Math	3	0	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	58	55	94.83	16.36
Male	38	37	97.37	16.22
Female	20	18	90.00	16.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.30	13.89
White	16	14	87.50	21.43
Socioeconomically Disadvantaged	55	52	94.55	15.38
English Learners	17	16	94.12	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	58	56	96.55	0.00
Male	38	37	97.37	0.00
Female	20	19	95.00	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.30	0.00
White	16	15	93.75	0.00
Socioeconomically Disadvantaged	55	53	96.36	0.00
English Learners	17	16	94.12	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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:

• Open Door Policy to all students and families. Direct contact for Spanish speaking parents will be our Student Support Coordinator; Mrs. Guzman. Direct contact for all community relations will be our Community Liasion; Mrs. Thornton.
• 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	14.5	10.1	6.5
Expulsions Rate	0.9	0.0	1.6

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	107

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	10	18			14	9			14	9		
Mathematics	6	12			7	21			10	14		
Science	4	11			8	5			10	9		
Social Science	9	14	1		9	17			11	12		

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,410	$2,249	$9,161	$71,938
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	16.2	-5.2
School Site/ State	19.8	-8.2

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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)

Rate for South Lindhurst Continuation	2015-16	2016-17	2017-18
Dropout Rate	21.4	22.5	19.3
Graduation Rate	52.9	64	68.2

Rate for Marysville Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	8.4	9.9	11.3
Graduation Rate	84	83.8	82.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

2018-19 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	80.73
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

*Where there are student course enrollments of at least one student.

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 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 Field trips 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/Independent Studies

1919 B Street • Marysville, CA 95991 • 530-749-6918 (6105) • Grades 7-12
David A. Gray, Principal
dgray@mjusd.k12.ca.us
community.mjusd.k12.ca.us

2018-19 School Accountability Report Card
Published During the 2019-20 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

Gary Cena
Superintendent

School Description

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 Marysville Community Day School is that all students can 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	72
Total Enrollment	72

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	4.2
Asian	2.8
Hispanic or Latino	48.6
White	34.7
Two or More Races	8.3
Socioeconomically Disadvantaged	97.2
English Learners	29.2
Students with Disabilities	2.8
Homeless	4.2

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 for Marysville Community Day/Independent Studies	17-18	18-19	19-20
With Full Credential	7	7	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	428
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	29

Teacher Misassignments and Vacant Teacher Positions at Marysville Community Day/Independent Studies

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) **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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

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: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Formica is chipping on counter top. Torn ceiling tiles and wall paper. Missing wall trim. Missing and broken stall door stops. Loose ceiling trim. Stall dividers rusted at base. Carpet is stained and torn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Loose ethernet boxes. Light panels and multiple light bulbs are out. Broken, missing and loose light diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in candle warmer and air freshener. One evacuation map is not posted. Two fire extinguishers are not mounted. Peeling paint 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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				

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 2018-19 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				

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 2019-20)
Parents are our main resource for student success. Our parents are involved in teacher meetings, student transition meetings, and serve on the School Site Council. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	37.2	29.1	35.2
Expulsions Rate	1.6	4.6	4.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.875

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	14	9			14	5	1		18	4		
Mathematics	10	7			10	8	1		18	4		
Science	10	7			12	6	1		18	4		
Social Science	6	4			3	4						

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,395	$49,084
Mid-Range Teacher Salary	$72,739	$76,091
Highest Teacher Salary	$104,250	$95,728
Average Principal Salary (ES)	$107,314	$118,990
Average Principal Salary (MS)	$112,780	$125,674
Average Principal Salary (HS)	$118,526	$137,589
Superintendent Salary	$222,232	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$15,024	$2,206	$12,818	$75,268
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	48.8	-0.7
School Site/ State	52.3	-3.6

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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)

Rate for Marysville Community	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Marysville Joint Unified	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

* 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.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

2018-19 Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

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

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

There are no graduates from the Marysville Community Day School. Therefore, no students move to post secondary schools from this site. The Independent Studies Program provides students a high school diploma, from a continuation program which allows them to participate in community colleges and technology programs.

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
tmalone@mjusd.com
charter.mjusd.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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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

Gary Cena
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	75
Grade 8	75
Grade 9	71
Grade 10	65
Grade 11	58
Grade 12	56
Total Enrollment	400

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.8
Asian	4.3
Filipino	0.5
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.8
White	43.8
Two or More Races	10.3
Socioeconomically Disadvantaged	57.3
English Learners	4
Students with Disabilities	2.5

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 for Marysville Charter Academy for the Arts	17-18	18-19	19-20
With Full Credential	19	21	21
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	17-18	18-19	19-20
With Full Credential	◆	◆	428
Without Full Credential	◆	◆	29
Teaching Outside Subject Area of Competence	◆	◆	29

Teacher Misassignments and Vacant Teacher Positions at Marysville Charter Academy for the Arts

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	0	1	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 2019-20)
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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2017) Voyager Sopros Learning, Inc, LanguageLive (2019) Learn Without Limits, LLC, MobyMax (2010-2019) Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's,The Language of Composition: Reading, Writing, Rhetoric (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) EMC Publishing, LLC, Mirrors & Windows: American Literature (2017) EMC Publishing, LLC, Mirrors & Windows: British Literature (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) Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson, Precalculus: Graphical, Numerical, Algebraic, Commoncore, 9th Edition (2016) **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) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2010) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2009) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2010) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pearson, AP Edition, Campbell, Biology in Focus (2013) 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	Pearson, World History, Medieval and Early Modern Times, Gr. 7 (2019) Pearson, American History, Growth and Conflict (2019) World History: Pearson World History, The Modern World Gr. 9-12 (2019) US History: Pearson United States History, The Twentieth Century (California Edition) Gr. 9-12 (2019) Economics: Pearson Economics, Principles in Action (California Edition) Gr. 9-12 (2019) Civics: Pearson Magruder's American Government Gr. 9-12 (2019) **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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2016) Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School (2016) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1999) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

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: November 2019

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, missing and the wrong size. Torn wall paper. Broken and missing cabinet doors. Broken floor tiles. Carpet is torn and lifting. Formica trim is missing on one sink cabinet. Formica is chipping on counter top.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Two electrical covers are missing. Surge protectors are daisy chained. Missing ethernet box covers. Extension cords are being permanently used. One light panel is out. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets leak at fitting and handle. Drinking fountains have high flows. Sink is 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	64	36	37	50	50
Math	43	44	27	27	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards
The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 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	202	199	98.51	63.82
Male	74	72	97.30	54.17
Female	128	127	99.22	69.29
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.00	54.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	72.29
Two or More Races	18	18	100.00	61.11
Socioeconomically Disadvantaged	123	123	100.00	57.72
English Learners	30	30	100.00	26.67
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	202	199	98.51	43.72
Male	74	72	97.30	51.39
Female	128	127	99.22	39.37
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.00	31.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	55.42
Two or More Races	18	18	100.00	33.33
Socioeconomically Disadvantaged	123	123	100.00	37.40
English Learners	30	30	100.00	13.33
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.5	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.3	7.1	6.1
Expulsions Rate	0.5	0.6	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	400.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	1.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	16	22	6		16	20	8		17	18	9	
Mathematics	16	6	1		19	9	7		23	6	9	
Science	20	9	9		21	8	9		21	10	7	
Social Science	24	3	10		22	8	6		23	4	10	

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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Average Principal Salary (HS)	$118,526	$137,589
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Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,254	$2,130	$9,124	$72,722
District	N/A	N/A	$7,788	$75,763
State	N/A	N/A	$7,507	$78,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	15.8	-4.1
School Site/ State	19.4	-7.1

Note: Cells with N/A values 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 aligned to increasing or improving services 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 students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. 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)

Rate for Marysville Charter Academy	2015-16	2016-17	2017-18
Dropout Rate	0	8	6.3
Graduation Rate	100	92	93.8

Rate for Marysville Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	8.4	9.9	11.3
Graduation Rate	84	83.8	82.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

2018-19 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.75
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70.21

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts	5	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	14	33.3

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

*Where there are student course enrollments of at least one student.

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 in areas such as Dance, Drama, Instrumental Music, Graphic Arts, and Technical Theater. 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.