Marysville Charter Academy for the Arts
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Marysville Charter Academy for the Arts
Street	1917 B St.
City, State, Zip	Marysville, CA 95901
Phone Number	(530) 749-6156
Principal	Tim Malone
Email Address	tmalone@mjusd.com
School Website	charter.mjusd.com
County-District-School (CDS) Code	58-72736-5830138

2021-22 District Contact Information

District Name	MCAA
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjusd.com
District Website Address	www.mjusd.com

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	60
Grade 8	69
Grade 9	68
Grade 10	66
Grade 11	60
Grade 12	50
Total Enrollment	373

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	7.2
Black or African American	1.6
Filipino	1.6
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.3
White	41
English Learners	5.4
Homeless	0.3
Socioeconomically Disadvantaged	52.8
Students with Disabilities	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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

K-8 "State-adopted" instructional materials are those instructional resources which the State Board of Education (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.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 7-8, 5/9/2017 EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 9-12, 5/9/2017 Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) ©2005, 6/23/2015 Intervention	Yes	0%

Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019
Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019
Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020

Advanced Placement
Bedford- St. Martin's, Literature & Composition, AP, ©2011, 6/23/2015
Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture, AP, ©2014, 7/28/2015 Bedford- St. Martin's, 50 Essays: A Portable Anthology, AP, ©2011, 9/10/2013

| Mathematics | Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014
Addison Wesley, Pre-Calculus, Gr. 9-12,10/14/2003
Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016,Gr. 9-12, 5/22/2018
Pearson Pre-calculus:
Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, Gr. 9-12. 7/19/2016
Prentice Hall, Calculus, ©2003, Gr. 9-12, 10/14/2003

Advanced Placement
Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, Gr. 9-12, 11/17/2015 | Yes | 0% |
| Science | Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020
Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020
Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020
Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020 Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016
Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015
Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016
Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014
Delmar-Cengage Learning, Florticulture: Designing & Merchandising, ©2011, 2/24/2015
Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016
Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004
Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006
Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015
Pearson, On Cooking: A Textbook of Culinary Fundamentals, 5th Edition, ©2015, 6/23/2015
Pearson, Technology Skills for Success, ©2014, 7/28/2015 | Yes | 0% |

	Pearson: Prentice Hall Interstate, Livestock & Companion Animals, ©2004, 2/24/2015 Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017 Advanced Placement Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020 Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013 Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013		
History-Social Science	Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019 World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018 US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018 Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018 Civics: Pearson Magruder's American Government, ©2016, Gr. 9-12, 5/22/2018	Yes	0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994 Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015 Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016 Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018 Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018 Advanced Placement Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016	Yes	0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School, ©2018, Gr. 7-8, 11/14/2017 Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School, ©2018, 11/14/2017 Globe Fearon Pearson Learning Group, Health, Pacemaker, ©2005, 3/12/2013 Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness, ©1994, 5/3/1994 Pearson, Health: The Basics, 13th Edition, ©2018, 1/23/2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.		

School Facility Conditions and Planned Improvements

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. Buildings and Grounds is currently working on a long term plan for the larger deficiencies.

Year and month of the most recent FIT report	10/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpet is worn, torn and lifting. Ceiling tiles are torn, broken, missing and have water stains. Cabinet handles are missing. Floor tiles are broken. Formica trim is missing and chipping.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Ethernet and electrical covers are missing. Light panel is out. Cords are creating trip hazards.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucets leak at the fitting and handle. Sink is not draining properly. Drinking fountains have a high flow.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* Aligned with CA CCSS for ELA and mathematics;
* Available to students in grades 3 through 8, and grade 11; and
* Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

* Smarter Balanced ELA and mathematics summative assessments;
* Other assessments meeting the SBE criteria; or
* Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	175	94.59	5.41	63.58
Female	118	112	94.92	5.08	69.37
Male	67	63	94.03	5.97	53.23
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	65	94.2	5.8	59.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	64.29
White	78	73	93.59	6.41	69.44
English Learners	13	12	92.31	7.69	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	96	96.97	3.03	63.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	174	94.05	5.95	32.16
Female	118	113	95.76	4.24	31.86
Male	67	61	91.04	8.96	32.76
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	65	94.20	5.80	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	35.71
White	78	72	92.31	7.69	35.71
English Learners	13	13	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	94	94.95	5.05	29.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	45.79	N/A	15.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	107	91.45	8.55	45.79
Female	80	72	90.00	10.00	43.06
Male	37	35	94.59	5.41	51.43
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	30	93.75	6.25	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	54	90.00	10.00	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	48	90.57	9.43	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 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. 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.

CTE course sequences are:

CTE Drama: Intermediate Drama and Advanced Drama

CTE Dance: Intermediate B Dance and Advanced Dance

CTE Instrumental Music: Advanced Piano and Advance Placement Music Theory

CTE Graphic Arts: Graphic Arts and Graphic Design

CTE Technical Theater: Technical Theater 1 and Technical Theater 2

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	96
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	67.31

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are active partners with us in helping our students develop personal responsibility, skills for productive work in artistic pursuits and careers, and the ability to be life-long learners. A very active Parent Teacher Student Association and School Site Council are the primary vehicles for parent participation although support for education finds many forms at the Academy from chaperoning field trips and assisting at school activities to sewing costumes for performances. Parent participation is an expectation for all parents from the moment their child is accepted to the Academy. Together, we create an environment that enables students to become responsible, cooperative, and creative learners ready for what is expected of them in the 21st century.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	1.9	0.0	10.0	8.2	13.2	9.0	8.9	9.4
Graduation Rate	100.0	98.1	100.0	86.6	86.7	81.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	53	53	100.0
Female	32	32	100.0
Male	21	21	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	13	13	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	29	29	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	30	30	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	373	5	1.3
Female	237	235	5	2.1
Male	139	138	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	27	27	0	0.0
Black or African American	7	6	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	146	145	2	1.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	31	31	1	3.2
White	153	153	2	1.3
English Learners	21	21	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	203	201	4	2.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	1	6.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.48	0.00	6.07	0.37	3.47	0.20
Expulsions	0.00	0.00	0.33	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.03	4.80	2.45
Expulsions	0.00	0.26	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 with the help of local law enforcement at least one time per year. On August 3, 2021, school administration met regarding school safety. The SSC convened on October 21, 2021. On November 5, 2021, the SSC met with law enforcement at Yuba College to walk through evacuation and reunification drills. Beginning in January 2022, all school administration and law enforcement will meet on a monthly basis.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office through our RAPTOR system. 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, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, suicide risk assessment protocol, threat assessment and wellness plans, safety standards for arrival and departure, and school discipline.

The safety of our students and staff is our top priority. Staff and students 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	18	9	
Mathematics	23	6	9	
Science	21	10	7	
Social Science	23	4	10	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	21	3	
Mathematics	18	24	3	
Science	22	8	8	
Social Science	22	6	8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	33	2	
Mathematics	16	24	3	
Science	20	12	6	
Social Science	21	9	5	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	373

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,387	$2,498	$9,889	$76,500
District	N/A	N/A	$7,955	$78,632
Percent Difference - School Site and District	N/A	N/A	21.7	-2.7
State	N/A	N/A	$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	15.8	-5.8

2020-21 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 goals: 1) Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students; 2) Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student; 3) Build a system of specific supports for our EL (English learner), foster, and low SES students; 4) Improve the meaningful school to home relationship; 5) Improve employee morale by creating policies and practices that support the well-being of staff.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for home-to-school transportation, 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,451	$51,029
Mid-Range Teacher Salary	$75,649	$78,583
Highest Teacher Salary	$108,420	$99,506
Average Principal Salary (Elementary)	$109,013	$124,576
Average Principal Salary (Middle)	$114,463	$131,395
Average Principal Salary (High)	$121,763	$144,697
Superintendent Salary	$207,200	$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	31.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	5
Foreign Language	0
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered	12

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, staff members must be continuously engaged in learning and improving their skills through professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional practices and improve student engagement and educational outcomes. Along with ongoing articulation through Professional Learning Communities (PLCs) and trainings scheduled during and after school, teachers annually participate in 3 days of professional development in their PLCs and 4 additional professional development days on non-instructional days. In addition, all new teachers hired before the New Teacher Training on July 29, 2021 were invited to participate in 2 additional professional development 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, and best practices in Mathematics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

MCAA

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	MCAA
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjusd.com
District Website Address	www.mjusd.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5136	4085	79.54	20.46	26.68
Female	2503	2030	81.10	18.90	30.34
Male	2633	2055	78.05	21.95	23.07
American Indian or Alaska Native	103	76	73.79	26.21	21.05
Asian	464	383	82.54	17.46	23.02
Black or African American	177	117	66.10	33.90	20.18
Filipino	26	24	92.31	7.69	54.55
Hispanic or Latino	2365	1921	81.23	18.77	24.72
Native Hawaiian or Pacific Islander	12	9	75.00	25.00	--
Two or More Races	273	218	79.85	20.15	34.11
White	1716	1337	77.91	22.09	29.70
English Learners	1084	882	81.37	18.63	7.35
Foster Youth	41	36	87.80	12.20	14.71
Homeless	42	20	47.62	52.38	22.22
Military	76	64	84.21	15.79	53.97
Socioeconomically Disadvantaged	3861	3039	78.71	21.29	23.56
Students Receiving Migrant Education Services	14	11	78.57	21.43	36.36
Students with Disabilities	759	572	75.36	24.64	5.70

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5136	4102	79.87	20.13	12.95
Female	2503	2052	81.98	18.02	11.40
Male	2633	2050	77.86	22.14	14.48
American Indian or Alaska Native	103	71	68.93	31.07	1.41
Asian	464	386	83.19	16.81	9.97
Black or African American	177	123	69.49	30.51	11.67
Filipino	26	23	88.46	11.54	34.78
Hispanic or Latino	2365	1934	81.78	18.22	11.42
Native Hawaiian or Pacific Islander	12	9	75.00	25.00	--
Two or More Races	273	217	79.49	20.51	19.25
White	1716	1339	78.03		15.29
English Learners	1084	903	83.30	16.70	2.92
Foster Youth	41	35	85.37	14.63	5.88
Homeless	42	18	42.86	57.14	0.00
Military	76	60	78.95	21.05	36.67
Socioeconomically Disadvantaged	3861	3036	78.63	21.37	11.12
Students Receiving Migrant Education Services	14	10	71.43	28.57	--
Students with Disabilities	759	565	74.44	25.56	3.58

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.