

Cedar Lane Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Cedar Lane Elementary School
Street	841 Cedar Lane
City, State, Zip	Olivehurst, CA 95961
Phone Number	(530) 741-6112
Principal	Rebecca Evers
Email Address	revers@mjuds.com
School Website	http://cedarlane.mjuds.com/
County-District-School (CDS) Code	58-72736-6056659

2022-23 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjuds.com
District Website Address	www.mjuds.com

2022-23 School Overview

Mission: Education 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 responsible, productive members of society prepared to pursue college and career pathways.

On behalf of our Wildcat faculty, staff, and administration at Cedar Lane Elementary School, welcome to Cedar Lane Elementary. At Cedar Lane, we believe in serving our community and supporting students in realizing their full academic, social, and emotional potential. We also believe that the richness of our students' native languages and cultures are an asset to our diverse school community. We are proud to announce that we have been selected to implement the Early Literacy Support Block Grant. As ELSB recipients, we will increase our knowledge and focus on reading and writing instruction for our students. This award reflects our desire to continue to deliver a quality education through first best instructional practices and targeted intervention for all students.

What makes our school special are the people who work here every day. This includes our excellent teachers, administrators, secretaries, paraeducators, support staff, custodians, and of course our amazing students. Cedar Lane has earned the honor of being named a Positive Behavior Intervention and Support (PBIS) Silver Recognition School. Our PBIS foundation promotes a safe, caring school culture that is committed to meet the needs of all students and fosters personal connections with our families. We are focused on maintaining a positive and nurturing school environment to support student growth.

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!

Wildcats are Proud To
Be Problem Solvers - Be Responsible - Work Hard - Be Safe and Kind

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	63
Grade 2	70
Grade 3	71
Grade 4	88
Grade 5	75
Grade 6	69
Total Enrollment	505

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	2.2
Asian	13.9
Black or African American	4.6
Filipino	0.2
Hispanic or Latino	46.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.0
White	27.1
English Learners	35.4
Foster Youth	0.0
Homeless	3.6
Migrant	0.2
Socioeconomically Disadvantaged	88.7
Students with Disabilities	17.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	87.23	375.60	85.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.26	4.50	1.03	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.26	40.80	9.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	1.72	12115.80	4.41
Unknown	1.00	4.26	12.20	2.77	18854.30	6.86
Total Teaching Positions	23.50	100.00	440.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, World of Wonders, ©2015, Gr. TK, 4/26/2016 McGraw Hill, Wonders, ©2015, Gr. K-6, 4/26/2016 Intervention McGraw Hill, Reading Wonderworks, ©2015, RSP Gr. K-6, 4/26/2016 McGraw Hill, FLEX, ©2015, SDC Gr. 3-5, 4/26/2016 Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019	Yes	0%
Mathematics	Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014	Yes	0%
Science	Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020	Yes	0%
History-Social Science	McGraw Hill, Impact California Social Studies, ©2019, Gr. K-5, 5/14/2019 Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019	Yes	0%

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

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Heater is loud.
Interior: Interior Surfaces			X	Carpet is torn, stained and lifting. Ceiling tiles are damaged, broken and have water stains and holes. Ceiling tile t-bars are missing. Ceiling trim is loose. Sink cabinet handle is missing. Hole in sink backsplash. Wall tiles are broken. Restroom stall divider is rusted, deteriorating and broken. Rubber molding is damaged. Pencil sharpener cover is missing. Large gap in formica flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items are stored too high. Storage room overly cluttered. Excess amount of bird droppings around entire building. Boys restrooms have a strong smell. Restroom unkempt.

School Facility Conditions and Planned Improvements

Electrical	X		Access to electrical panel is blocked. Electrical appliance in close proximity to a water source. Light panels are out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Faucets have a drip, low flow, no flow and are loose and leaking at base. Drinking fountains have a high flow, low flow and leak. Restroom is missing urinal. Exterior drinking fountain drain guards are missing. Sink cap is rusted creating an injury hazard.
Safety: Fire Safety, Hazardous Materials		X	Paint is peeling on ceiling, ramp railing, interior and exterior walls, doors, door frames and exterior trim. Evacuation maps not posted. Fire extinguishers are missing. Cleaning supplies not stored properly.
Structural: Structural Damage, Roofs	X		Window trim deteriorating. Exterior wall has damage. Facia board is loose. Dry rot on siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Trip hazards on walkways and at asphalt/ramp and asphalt/cement seams. Storage room door is delaminating. Ramp handrail and guardrail are rusted. Door is damaged. Door closer covers are broken and missing. Bench is rusted with pain peeling. Door frame is rusted at base. Door latch plate is loose.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	17	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	18	N/A	33

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	287	95.35	4.65	16.72
Female	137	135	98.54	1.46	19.26
Male	164	152	92.68	7.32	14.47
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	4.88
Black or African American	18	17	94.44	5.56	17.65
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	139	134	96.40	3.60	20.90
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	5.88
White	77	72	93.51	6.49	19.44
English Learners	105	101	96.19	3.81	9.90
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	273	262	95.97	4.03	16.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	67	94.37	5.63	2.99

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	292	97.01	2.99	7.19
Female	137	134	97.81	2.19	7.46
Male	164	158	96.34	3.66	6.96
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	2.44
Black or African American	18	17	94.44	5.56	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	139	138	99.28	0.72	8.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	16	84.21	15.79	6.25
White	77	74	96.10	3.90	9.46
English Learners	105	103	98.10	1.90	4.85
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	273	266	97.44	2.56	5.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	69	97.18	2.82	4.35

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5.8	5.97	15.03	16.49	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	67	94.37	5.63	5.97
Female	34	33	97.06	2.94	0
Male	37	34	91.89	8.11	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	30	93.75	6.25	10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	6.25
English Learners	30	27	90	10	7.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	75.71%	72.86%	80.00%	82.86%	71.43%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2022-23 Opportunities for Parental Involvement

Educating our children is a team effort. Families, 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. Cedar Lane encourages parents to be a part of their child's learning experiences in a variety of ways including but not limited to: Parent Teacher Conferences, Back-to-School Night, Open House, Awards Assemblies, Family Nights, monthly School Site Council and English Learner Advisory Council meetings, field trips, class parties, fundraising efforts, and volunteering. Information is relayed to parents weekly regarding involvement via Aeries Communication system Parent Square and a monthly Newsletter. Cedar Lane 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. This year we hosted PIQE with a goal to have monthly activities that engage families and open the library at least 1 hour weekly for parents and their children.

Outreach Consultants provide supports for parents: Felisa Guerrica and Angie Gresham can be reached at 530-741-6112

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	581	561	368	65.6
Female	269	263	176	66.9
Male	312	298	192	64.4
American Indian or Alaska Native	12	12	7	58.3
Asian	75	74	33	44.6
Black or African American	29	28	17	60.7
Filipino	1	1	1	100.0
Hispanic or Latino	272	262	163	62.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	23	21	19	90.5
White	159	153	121	79.1
English Learners	195	192	104	54.2
Foster Youth	2	2	2	100.0
Homeless	30	28	23	82.1
Socioeconomically Disadvantaged	516	501	328	65.5
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	106	100	67	67.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.39	4.80	2.45
Expulsions	0.00	0.26	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.17	7.40	0.37	5.41	0.20	3.17
Expulsions	0.00	0.17	0.00	0.39	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.40	0.17
Female	6.32	0.00
Male	8.33	0.32
American Indian or Alaska Native	16.67	0.00
Asian	4.00	1.33
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	10.69	0.00
English Learners	4.62	0.51
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	7.56	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.98	0.00

2022-23 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. In August, school administration met regarding school safety with district staff and law enforcement to walk through the sites to review safety concerns and propose improvements. The SSC convened on August 31, September 21st, and October 19th to review current safety protocols and procedures. These meetings will continue monthly.

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 not wearing an identifying badge issued by the office. The Site Council formally adopts the Safe School Plan, which 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 lockdowns in the event of an on-campus intruder. The first round was conducted in October. Catapult EMS is our 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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	26		3	
2	26		3	
3	21	2	1	
4	30		2	
5	29		1	
6	27		2	
Other	15	4	3	

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	24		3	
2	27		3	
3	23		4	
4	32		2	
5	31		1	
6	26		2	
Other	19	3	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	21		3	
2	23		3	
3	17	1	3	
4	27		3	
5	27		2	
6	26		2	
Other	16	2	1	

2021-22 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	505

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$10,699	\$3,415	\$7,284	\$78,708
District	N/A	N/A	\$7,876	\$78,511
Percent Difference - School Site and District	N/A	N/A	-7.8	0.3
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	9.9	-5.4

2021-22 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) Create an environment that addresses the physical, emotional and safety needs of all students and staff; 3) Prepare every student with the skills needed for college and career readiness; 4) Build a system of specific support for our EL (English Learner), foster and low SES students; 5) Improve the meaningful school to home relationship.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,478
Mid-Range Teacher Salary	\$75,649	\$80,810
Highest Teacher Salary	\$108,420	\$101,276
Average Principal Salary (Elementary)	\$109,013	\$127,080
Average Principal Salary (Middle)	\$114,463	\$134,264
Average Principal Salary (High)	\$121,763	\$147,200
Superintendent Salary	\$207,200	\$242,351
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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 have 24 hours (equivalent to 4 days) of additional professional development during non-instructional hours or days yearly for Professional Development. In addition, all new teachers hired before the New Teacher Training in August were invited to participate in up to 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, Literacy, and Science.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7