

# Marysville High 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

<b>School Name</b>	Marysville High School
<b>Street</b>	12 E. 18th St.
<b>City, State, Zip</b>	Marysville, CA 95901
<b>Phone Number</b>	(530) 741-6180 ext. 3101
<b>Principal</b>	Dr. David Vujovich
<b>Email Address</b>	dvujovich@mjusd.com
<b>School Website</b>	marysville.mjusd.com
<b>County-District-School (CDS) Code</b>	58-72736-5835202

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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 for ALL.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	316
Grade 10	272
Grade 11	239
Grade 12	197
<b>Total Enrollment</b>	<b>1,024</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	46.8
American Indian or Alaska Native	2.6
Asian	3.7
Black or African American	4.2
Filipino	0.1
Hispanic or Latino	39.0
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.0
White	42.7
English Learners	7.9
Foster Youth	0.5
Homeless	0.9
Migrant	0.2
Socioeconomically Disadvantaged	60.3
Students with Disabilities	11.5

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	39.20	84.51	375.60	85.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	1.03	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	7.85	40.80	9.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	2.00	7.50	1.72	12115.80	4.41
<b>Unknown</b>	2.60	5.59	12.20	2.77	18854.30	6.86
<b>Total Teaching Positions</b>	46.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	3.60	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.60</b>	

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	0.90	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.90</b>	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.80	
<b>No credential, permit or authorization to teach</b> (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.

<b>Year and month in which the data were collected</b>	September 2022
--	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>EMC Publishing, LLC, Mirrors &amp; 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  Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022</p> <p>Intervention  Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019  Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020</p> <p>Advanced Placement  Bedford- St. Martin’s, Literature &amp; 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</p>	Yes	0%
<b>Mathematics</b>	<p>Addison Wesley, Pre-Calculus, 10/14/2003  Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016, 5/22/2018  Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, 7/19/2016  Prentice Hall, Calculus, ©2003, 10/14/2003</p> <p>Advanced Placement  Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015</p>	Yes	0%
<b>Science</b>	<p>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, Floriculture: Designing &amp; 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</p>	Yes	0%

	<p>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  Pearson: Prentice Hall Interstate, Livestock &amp; Companion Animals, ©2004, 2/24/2015  Delmar-Cengage Learning, Soil Science &amp; Management, 6th Edition, ©2014, 6/27/2017</p> <p>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</p>		
<b>History-Social Science</b>	<p>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  AP World History: McGraw Hill Education, Traditions &amp; Encounters: A Global Perspective on the Past, © 2000, Gr 9-12, 5/24/2022</p>	Yes	0%
<b>Foreign Language</b>	<p>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</p> <p>Advanced Placement  Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016</p>	Yes	0%
<b>Health</b>	<p>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</p>	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	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

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Vent covers are missing. Exhaust fan is not working.
<b>Interior:</b> Interior Surfaces			X	Water damage to ceiling. Holes in walls and floor. Ceiling tiles are loose, missing, broken and have holes and water stains. Formica trim is loose, missing and chipping on countertop. Floor tiles are broken. Wall paper is torn. Chairs are broken/missing. Rubber molding is chipping. Wall tile is broken. Wall cap is missing. Ceiling tile t-bar is hanging. Toilet paper dispenser is broken.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items are stored too high.
<b>Electrical</b>		X		Ethernet boxes are loose, not mounted and missing. Light diffusers are loose, broken and missing. Outlets are broken. Electrical covers are missing. Ethernet conduit is missing. Outlet covers are missing and broken. Sensor is hanging from ceiling. Electrical conduit end caps are missing. Switch plate is missing. Cords are daisy chained.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Faucets leak, have low flow, no low, high pressure and are loose. One urinal is out of order. Sink caps are missing. Drinking fountain is not draining properly and one has no flow. Toilet is missing. One urinal has a leak/drip. Drinking fountain cap is missing. Sink is loose from wall.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Fire extinguishers are missing and not mounted. Exit is blocked. Paint is peeling on ceilings, walls, window sills and doors. Evacuation maps are not posted. Plug in candle warmers and air fresheners. Aerosol air fresheners. Burned candles. Handicapped lift used for storage.
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot on window frames and floor.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door closer covers are missing. Windows are broken. Locker is broken/missing. Door handle is loose and lock sticks. Window



## School Facility Conditions and Planned Improvements

			<p>screen has hole. Door closer is broken. Trip hazards on walkways. Room ID plaque is burned. Door slams shut. Door push bar end cap and cover plate are missing. Gym door handle is missing.</p>
--	--	--	--

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	32	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	14	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
<b>All Students</b>	220	210	95.45	4.55	38.10
<b>Female</b>	111	108	97.30	2.70	45.37
<b>Male</b>	108	102	94.44	5.56	30.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	11	91.67	8.33	18.18
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	77	75	97.40	2.60	32.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	16	80.00	20.00	31.25
<b>White</b>	96	94	97.92	2.08	45.74
<b>English Learners</b>	15	13	86.67	13.33	7.69
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	122	96.06	3.94	33.61
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	26	25	96.15	3.85	4.00

## 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
<b>All Students</b>	220	213	96.82	3.18	13.62
<b>Female</b>	111	108	97.30	2.70	13.89
<b>Male</b>	108	104	96.30	3.70	13.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	11	91.67	8.33	9.09
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	77	77	100.00	0.00	5.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	10.53
<b>White</b>	96	91	94.79	5.21	19.78
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	122	96.06	3.94	9.84
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	26	23	88.46	11.54	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	27.31	24.69	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
<b>All Students</b>	411	405	98.54	1.46	24.69
<b>Female</b>	215	210	97.67	2.33	23.81
<b>Male</b>	194	193	99.48	0.52	25.91
<b>American Indian or Alaska Native</b>	13	13	100	0	30.77
<b>Asian</b>	17	17	100	0	41.18
<b>Black or African American</b>	19	19	100	0	15.79
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	160	159	99.38	0.62	13.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.3	3.7	23.08
<b>White</b>	172	168	97.67	2.33	34.52
<b>English Learners</b>	27	27	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	231	230	99.57	0.43	20.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	43	97.73	2.27	6.98

## 2021-22 Career Technical Education Programs

Teaching career related skills and mindset 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 & 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	579
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.16

## 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	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	96.91%	97.25%	97.59%	96.22%	97.59%

## 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

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; SSC (School Site Council) - which monitors and approves our school site plan. 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. Tutoring; chaperoning trips and dances; and being involved in strategic school advisory bodies are always looking for parental involvement.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.9	2		8.2	10.6		8.9	7.8
Graduation Rate		97.2	97.4		86.7	87.3		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	196	191	97.4
Female	106	106	100.0
Male	89	84	94.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	81	79	97.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	8	72.7
White	81	81	100.0
English Learners	28	28	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	150	145	96.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	20	87.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1145	1100	539	49.0
Female	597	574	299	52.1
Male	544	522	238	45.6
American Indian or Alaska Native	29	27	13	48.1
Asian	41	41	15	36.6
Black or African American	56	49	31	63.3
Filipino	1	1	1	100.0
Hispanic or Latino	431	419	201	48.0
Native Hawaiian or Pacific Islander	7	6	6	100.0
Two or More Races	73	70	37	52.9
White	493	474	230	48.5
English Learners	93	91	39	42.9
Foster Youth	12	11	9	81.8
Homeless	20	19	14	73.7
Socioeconomically Disadvantaged	717	688	395	57.4
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	144	137	78	56.9

### 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	6.19	4.80	2.45
Expulsions	0.38	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	1.35	6.99	0.37	5.41	0.20	3.17
Expulsions	0.00	0.61	0.00	0.39	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.99	0.61
Female	6.03	0.00
Male	8.09	1.29
American Indian or Alaska Native	6.90	3.45
Asian	9.76	2.44
Black or African American	14.29	1.79
Filipino	0.00	0.00
Hispanic or Latino	6.03	0.46
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.48	0.00
White	7.10	0.20
English Learners	6.45	1.08
Foster Youth	16.67	16.67
Homeless	15.00	0.00
Socioeconomically Disadvantaged	8.23	0.84
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.72	1.39

## 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.

## 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	23	16	21	8
Mathematics	26	11	19	5
Science	23	9	19	3
Social Science	24	9	14	7

## 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	24	15	18	13
Mathematics	28	11	11	14
Science	24	7	14	5
Social Science	30	1	20	5

## 2021-22 Secondary 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 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	26	14	17	13
Mathematics	29	10	14	12
Science	29	6	9	9
Social Science	32	3	10	12

## 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	256

## 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)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 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	\$12,486	\$3,375	\$9,111	\$78,616
District	N/A	N/A	\$7,876	\$78,511
Percent Difference - School Site and District	N/A	N/A	14.5	0.1
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	32.1	-5.5

## 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%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	8.9
--	-----

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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	7

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7