

Marysville Charter Academy for the Arts

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Marysville Charter Academy for the Arts
Street	1917 B St.
City, State, Zip	Marysville, CA 95901
Phone Number	(530) 749-6157
Principal	Eric Preston
Email Address	epreston@mjuds.com
School Website	charter.mjuds.com
County-District-School (CDS) Code	58-72736-5830138

2023-24 District Contact Information

District Name	Marysville Charter Academy for the Arts
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjuds.com
District Website	www.mjuds.com

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	66
Grade 8	60
Grade 9	64
Grade 10	52
Grade 11	64
Grade 12	56
Total Enrollment	362

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.4%
Male	37.6%
American Indian or Alaska Native	0.3%
Asian	7.7%
Black or African American	0.6%
Filipino	1.9%
Hispanic or Latino	34.3%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	5.8%
White	36.7%
English Learners	5.5%
Homeless	0.3%
Socioeconomically Disadvantaged	55.5%
Students with Disabilities	3.6%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	14.90	73.83	375.60	85.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	1.03	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	25.63	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	0.10	0.49	12.20	2.77	18854.30	6.86
Total Teaching Positions	20.20	100.00	440.80	100.00	274759.10	100.00

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)	16.00	75.07	384.00	85.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.60	1.03	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	24.09	33.80	7.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	2.54	11953.10	4.28
Unknown	0.10	0.75	15.10	3.38	15831.90	5.67
Total Teaching Positions	21.30	100.00	449.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.40
Misassignments	5.10	4.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.10	5.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	35.3	26
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.3	16.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	<p>EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 7-8, 5/9/2017</p> <p>EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 9-12, 5/9/2017</p> <p>Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) ©2005, 6/23/2015</p> <p>Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022</p> <p>Intervention</p> <p>Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019</p> <p>Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019</p> <p>Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020</p> <p>Advanced Placement</p> <p>Bedford- St. Martin's, Literature & Composition, AP, ©2011, 6/23/2015</p> <p>Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture, AP, ©2014, 7/28/2015</p> <p>Bedford- St. Martin's, 50 Essays: A Portable Anthology, AP, ©2011, 9/10/2013</p>	Yes	0%
Mathematics	<p>Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014</p> <p>Addison Wesley, Pre-Calculus, Gr. 9-12, 10/14/2003</p> <p>Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016, Gr. 9-12, 5/22/2018</p> <p>Pearson Pre-calculus:</p> <p>Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, Gr. 9-12, 7/19/2016</p> <p>Prentice Hall, Calculus, ©2003, Gr. 9-12, 10/14/2003</p> <p>Advanced Placement</p> <p>Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, Gr. 9-12, 11/17/2015</p>	Yes	0%
Science	<p>Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020</p> <p>Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016</p> <p>Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015</p> <p>Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016</p> <p>Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014</p>	Yes	0%

	<p>Delmar-Cengage Learning, Florticulture: Designing & Merchandising, ©2011, 2/24/2015</p> <p>Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016</p> <p>Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004</p> <p>Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006</p> <p>Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015</p> <p>Pearson, On Cooking: A Textbook of Culinary Fundamentals, 5th Edition, ©2015, 6/23/2015</p> <p>Pearson, Technology Skills for Success, ©2014, 7/28/2015</p> <p>Pearson: Prentice Hall Interstate, Livestock & Companion Animals, ©2004, 2/24/2015</p> <p>Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017</p> <p>Advanced Placement</p> <p>Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020</p> <p>Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013</p> <p>Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013</p>		
History-Social Science	<p>Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019</p> <p>World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018</p> <p>US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018</p> <p>Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018</p> <p>Civics: Pearson Magruder's American Government, ©2016, Gr. 9-12, 5/22/2018</p>	Yes	0%
Foreign Language	<p>EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994</p> <p>Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015</p> <p>Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016</p> <p>Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018</p> <p>Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018</p> <p>Advanced Placement</p> <p>Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016</p>	Yes	0%
Health	<p>Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School, ©2018, Gr. 7-8, 11/14/2017</p> <p>Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School, ©2018, 11/14/2017</p> <p>Globe Fearon Pearson Learning Group, Health, Pacemaker, ©2005, 3/12/2013</p>	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 2023

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 has burn mark. Ceiling tiles are torn, missing and have water stains. Formica trim is missing and chipping. Holes in floor coverings. Floor tiles are cracked.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items/tvs are stored too high.
Electrical		X		Electrical and ethernet covers are missing. Surge protectors are daisy chained. Light panel is out. Ground prong is broken off in outlet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Plug in air fresheners. Paint is chipping on door. Fire extinguisher is not mounted.
Structural: Structural Damage, Roofs	X			Dry rot on fascia, skirting and throughout storage exterior.. Anti slip coating is peeling on ramp.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window screens are missing.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57		32		47	
Mathematics (grades 3-8 and 11)	35		18		33	

2022-23 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	185	182	98.38	1.62	67.03
Female	100	97	97.00	3.00	67.01
Male	85	85	100.00	0.00	67.06
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	62.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	75.76
White	59	58	98.31	1.69	74.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	0.97	61.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 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	185	181	97.84	2.16	33.70
Female	100	96	96.00	4.00	26.04
Male	85	85	100.00	0.00	42.35
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	66	97.06	2.94	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	45.45
White	59	58	98.31	1.69	41.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	101	98.06	1.94	24.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.29		16.49		29.47	

2022-23 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	174	172	98.85	1.15	44.19
Female	105	103	98.10	1.90	39.81
Male	69	69	100.00	0.00	50.72
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	29.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	58.33
White	62	62	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	99	99.00	1.00	34.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 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 district's CTE Advisory Committee. The school also works with the Yuba-Sutter Arts Council and Yuba Community College for career and college preparation opportunities.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	104
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17.4
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.58
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	50.94

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	94%	94%	94%	94%	94%
Grade 9	92%	90%	94%	86%	89%

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.

2023-24 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 Community Organization 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.0	3.4		13.2	10.6		9.4	7.8	
Graduation Rate	100.0	94.9		81.0	87.3		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	61	58	95.1
Female	38	37	97.4
Male	23	21	91.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	20	20	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	26	92.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	38	38	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	378	37	9.8
Female	233	233	25	10.7
Male	145	144	11	7.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	29	29	0	0.0
Black or African American	2	2	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	132	132	16	12.1
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	21	21	3	14.3
White	137	137	15	10.9
English Learners	21	21	2	9.5
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	215	215	28	13.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	15	15	5	33.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.84		0.37	5.41		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.39		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0
Female	1.29	0
Male	0.69	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.76	0
White	1.46	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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. Our CSSP was passed by the School Board April 4, 2023.

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	

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	11	37	2	
Mathematics	13	25	2	
Science	18	14	3	
Social Science	19	10	4	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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				
Mathematics				
Science				
Social Science				

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,955	\$3,711	\$7,245	\$84,681
District	N/A	N/A	\$9,476	\$79,325
Percent Difference - School Site and District	N/A	N/A	-26.7	6.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-4.9	-3.1

Fiscal Year 2022-23 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. 6) Improve access and inclusion opportunities for Special Education.

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,471	\$54,190
Mid-Range Teacher Salary	\$75,678	\$85,111
Highest Teacher Salary	\$108,462	\$104,999
Average Principal Salary (Elementary)	\$109,013	\$132,492
Average Principal Salary (Middle)	\$114,463	\$140,987
Average Principal Salary (High)	\$121,763	\$153,884
Superintendent Salary	\$207,200	\$255,503
Percent of Budget for Teacher Salaries	28.92%	32.09%
Percent of Budget for Administrative Salaries	4.98%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7