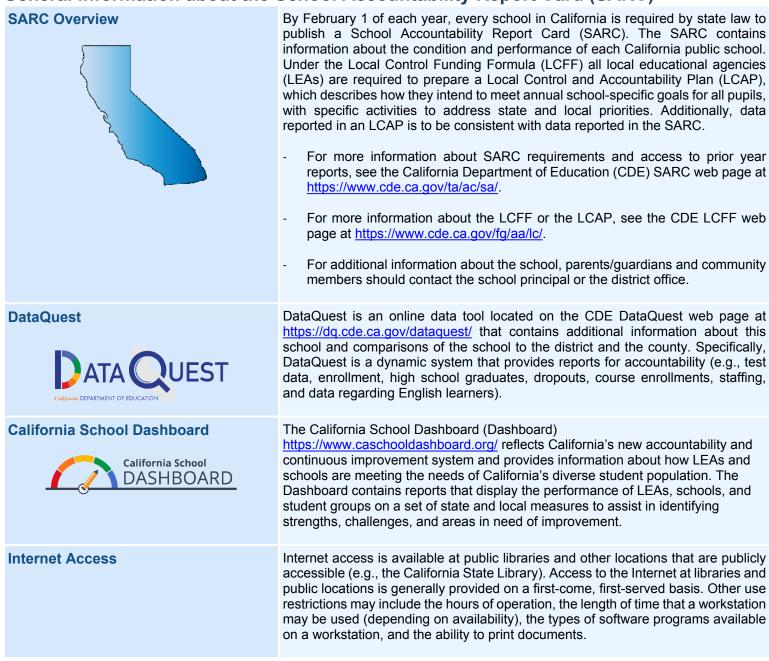# Marysville High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The mission of Marysville High School is that all students will learn at a high level to ensure college and 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	295
Grade 10	305
Grade 11	225
Grade 12	203
Total Enrollment	1,028

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	48.5%
American Indian or Alaska Native	2.2%
Asian	4%
Black or African American	4.2%
Filipino	0.2%
Hispanic or Latino	38.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	7.4%
White	42.4%
English Learners	6.7%
Foster Youth	0.6%
Homeless	2.2%
Migrant	0.4%
Socioeconomically Disadvantaged	64.3%
Students with Disabilities	11.9%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

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)	39.20	84.51	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)	3.60	7.85	40.80	9.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.00	7.50	1.72	12115.80	4.41
Unknown	2.60	5.59	12.20	2.77	18854.30	6.86
Total Teaching Positions	46.40	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)	38.80	86.70	384.00	85.50	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	2.97	4.60	1.03	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	4.67	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	2.50	5.63	15.10	3.38	15831.90	5.67
Total Teaching Positions	44.70	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	0.30
Misassignments	3.60	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	2.00

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.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	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)	13.8	16.6
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	7.4

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption?	Lacking Own Assigned Copy
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 9-12, 5/9/2017 Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) ©2005, 6/23/2015 Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022 Intervention Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019 Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020 Advanced Placement Bedford- St. Martin's, Literature & Composition, AP, ©2011, 6/23/2015 Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture, AP, ©2014, 7/28/2015 Bedford- St. Martin's, 50 Essays: A Portable Anthology, AP, ©2011, 9/10/2013	Yes	0%
Mathematics	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 Advanced Placement Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015	Yes	0%
Science	Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020 Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020 Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020 Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016 Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015 Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016 Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014 Delmar-Cengage Learning, Florticulture: Designing & Merchandising, ©2011, 2/24/2015 Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016 Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004 Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006 Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015	Yes	0%

	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 & Companion Animals, ©2004, 2/24/2015 Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017 Advanced Placement Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020 Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013 Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013		
History-Social Science	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 & Encounters: A Global Perspective on the Past, © 2000, Gr 9-12, 5/24/2022	Yes	0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994 Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015 Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016 Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018 Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018 Advanced Placement Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016	Yes	0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School, ©2018, 11/14/2017 Globe Fearon Pearson Learning Group, Health, Pacemaker, ©2005, 3/12/2013 Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness, ©1994, 5/3/1994 Pearson, Health: The Basics, 13th Edition, ©2018, 1/23/2018	Yes	0%

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			Vent covers are missing. Exhaust fan is not working.
Interior: Interior Surfaces			X	Water damage to ceiling and countertop. Damage/holes in walls and floors. Moulding missing. Drawer missing from cabinet. Ceiling tiles are loose, missing, broken and have holes and water stains. Curtains have water damage and are broken. Formica trim is loose, missing and chipping on countertop. Floor tiles are broken. Wallpaper is torn and peeling. Dry rot in window sill. Chairs are broken/missing. Rubber moulding is chipping. Ceiling panels are loose/sagging. Wall tile is broken. Wall cap is missing. Ceiling tile t-bar is hanging.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items are stored too high.
Electrical		X		Electrical outlets are broken. Ethernet boxes/components are loose, not mounted and missing. Light diffusers are loose, broken, missing and have water damage. Ethernet conduit cover is loose. Electrical conduit covers/pieces are missing. Debris in light diffusers. Extension cords and cables creating multiple trip hazards. Sensors are loose and hanging by cables. Light panels are out. Switch plate is missing. Cords are daisy chained.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucets leak, have high flow, no low, high pressure and are loose. One urinal is out of order. AB 367 signage is missing. Sink caps are missing. Drinking fountain is not draining properly. Toilet is missing. One urinal has a leak/drip. Drinking fountain cap is missing. Sink is loose from wall.
Safety: Fire Safety, Hazardous Materials		X		Paint is peeling on ceilings, walls, window sills and doors. Fire extinguishers are missing and not mounted. Cleaning supplies not stored properly. Evacuation maps are not posted. Handicapped lift used for storage. Plug in candle warmers and air fresheners. Aerosol air fresheners.
Structural: Structural Damage, Roofs	X			Dry rot on window frames and floor.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door closer covers are missing. Windows are broken. Locker is broken/missing. Door latch cover is missing. Door strike is broken/missing causing door to not shut/lock securely. Door handle is loose and lock sticks. Window 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.

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)	38		32		47	
Mathematics (grades 3-8 and 11)	14		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	199	176	88.44	11.56	39.77
Female	101	83	82.18	17.82	48.19
Male	98	93	94.90	5.10	32.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	45.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	14	66.67	33.33	28.57
White	85	73	85.88	14.12	36.99
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	104	92.04	7.96	35.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	21	87.50	12.50	9.52

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	199	177	88.94	11.06	14.12
Female	101	83	82.18	17.82	10.84
Male	98	94	95.92	4.08	17.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	14.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	15	71.43	28.57	6.67
White	85	73	85.88	14.12	13.70
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	104	92.04	7.96	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	21	87.50	12.50	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.

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)	24.69		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	401	384	95.76	4.24	27.60
Female	208	191	91.83	8.17	26.18
Male	192	192	100.00	0.00	29.17
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	47.06
Black or African American	23	23	100.00	0.00	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	19.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	29	87.88	12.12	17.24
White	175	165	94.29	5.71	36.36
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	232	97.48	2.52	23.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	5.00

2022-23 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 throughout our site. 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 (work-based learning) 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. Our SHine Bright Dental Lab is the recipient of the prestigious CSBA Golden Bell Award in 2023.

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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	652
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46
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	99.04
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.34

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 9	92%	94%	94%	93%	80%

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 interested in becoming involved in Marysville High School can call the principal's secretary at (530) 741-6180 ext. 3101. 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 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 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	7.0	2.0		13.2	10.6		9.4	7.8	
Graduation Rate	90.5	97.4		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	203	187	92.1
Female	105	96	91.4
Male	98	91	92.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	12	92.3
Filipino	0	0	0.00
Hispanic or Latino	70	66	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	11	84.6
White	86	81	94.2
English Learners	22	19	86.4
Foster Youth	--	--	--
Homeless	13	11	84.6
Socioeconomically Disadvantaged	160	148	92.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	29	22	75.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1130	1108	395	35.6
Female	578	565	216	38.2
Male	547	538	177	32.9
Non-Binary	5	5	2	40.0
American Indian or Alaska Native	25	24	6	25.0
Asian	43	43	8	18.6
Black or African American	49	47	17	36.2
Filipino	4	3	1	33.3
Hispanic or Latino	435	427	141	33.0
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	82	82	41	50.0
White	479	469	177	37.7
English Learners	75	73	19	26.0
Foster Youth	10	8	4	50.0
Homeless	50	47	34	72.3
Socioeconomically Disadvantaged	752	737	314	42.6
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	149	144	71	49.3

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	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	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.59	0.18
Female	9	0.35
Male	14.44	0
Non-Binary		
American Indian or Alaska Native	16	0
Asian	2.33	0
Black or African American	18.37	0
Filipino	0	0
Hispanic or Latino	8.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.32	0
White	14.61	0.42
English Learners	10.67	0
Foster Youth	0	0
Homeless	22	0
Socioeconomically Disadvantaged	13.7	0.27
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.13	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). The School Safety 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 will continue to provide input at their meetings. These meetings are generally scheduled on the second Thursday of the month from 4:30 to 5:30 PM in the MHS Library/Learning Center.

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.

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

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	257

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	$15,507	$5,036	$10,470	$88,865
District	N/A	N/A	$9,476	$79,325
Percent Difference - School Site and District	N/A	N/A	10.0	11.3
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	31.7	1.7

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