

# Marysville Charter Academy for the Arts

1917 B St. • Marysville, CA 95901 • (530) 749-6156 • Grades 7-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Marysville Charter Academy for the Arts

1919 B Street  
Marysville, CA 95901  
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#### District Governing Board

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Jeff D. Boom

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#### District Administration

Gary Cena  
Superintendent



### School Description

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 the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	71
Grade 8	73
Grade 9	65
Grade 10	65
Grade 11	58
Grade 12	51
Total Enrollment	383

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	6.3
Filipino	0.5
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.8
White	44.9
Two or More Races	9.7
Socioeconomically Disadvantaged	58.7
English Learners	3.7
Students with Disabilities	3.4
Homeless	0.3

## 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

Teacher Credentials for Marysville Charter Academy for the Arts	18-19	19-20	20-21
With Full Credential	21	21	22
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Charter Academy for the Arts	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Marysville Charter Academy for the Arts

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0.40

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

K-8 “State-adopted” instructional materials are those instructional resources which the 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.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>EMC Publishing, LLC, Mirrors &amp; Windows: Connecting with Literature, ©2016, Gr. 7-8, 5/9/2017                      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</p> <p>Intervention                      Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019                      Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019                      Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020</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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014                      Addison Wesley, Pre-Calculus, Gr. 9-12, 10/14/2003                      Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016, Gr. 9-12, 5/22/2018                      Pearson Pre-calculus:                      Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, Gr. 9-12, 7/19/2016                      Prentice Hall, Calculus, ©2003, Gr. 9-12, 10/14/2003</p> <p>Advanced Placement                      Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, Gr. 9-12, 11/17/2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020  Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020  Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020  Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020  Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016  Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015  Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016  Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014  Delmar-Cengage Learning, 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  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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019  World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018  US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018  Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018  Civics: Pearson Magruder's American Government, ©2016, Gr. 9-12, 5/22/2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<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  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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>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.</p>

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: June 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Ceiling tiles are torn, loose, missing and have holes and water stains. Torn wall paper. Carpet is torn and lifting. Missing cabinet handle and door. Broken floor tiles. Formica trim is missing on sink cabinet. Formica is chipping on counter top.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Missing electrical and ethernet box covers. One light panel is out. Cords are creating trip hazards. Extension cord is being permanently used.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Faucets leak at fitting and handle. Drinking fountains have high flows. Sink is not draining properly.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	37	N/A	50	N/A
Math	44	N/A	27	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	43	N/A	21	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

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

#### 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.

#### School Safety Plan (School Year 2020-2021)

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.



Signs are visibly posted throughout the school requiring all non-school employees to register at the office through our RAPTOR system. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, suicide risk assessment protocol, threat assessment and wellness plans, safety standards for arrival and departure, and school discipline.

The safety of our students and staff is our top priority. Staff and students participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	1.5	7.1	6.1	3.5	3.5
Expulsions	0.0	0.0	0.6	0.3	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.78	3.30	
Expulsions	0.0	0.30	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### D. Other SARC Information

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

##### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	383

\*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.

##### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	16	20	8		17	18	9		18	21	3	
Mathematics	19	9	7		23	6	9		18	24	3	
Science	21	8	9		21	10	7		22	8	8	
Social Science	22	8	6		23	4	10		22	6	8	

\*Number of classes indicates how many classrooms 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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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 weekly articulation through Professional Learning Communities (PLC's) and trainings scheduled during and after school, teachers annually participate in 3 days of professional development in their PLC's and 4 additional Professional Development days on non-instructional 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.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,395	\$49,782
Mid-Range Teacher Salary	\$72,739	\$76,851
Highest Teacher Salary	\$104,250	\$97,722
Average Principal Salary (ES)	\$107,314	\$121,304
Average Principal Salary (MS)	\$112,780	\$128,629
Average Principal Salary (HS)	\$118,526	\$141,235
Superintendent Salary	\$222,232	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students, 3) Increase parent, family, and community involvement in the education of all students.

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,639	\$2,668	\$9,971	\$71,944
District	N/A	N/A	\$7,745	\$76,268
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	25.1	-5.8
School Site/ State	25.1	-9.6

Note: Cells with N/A values do not require data.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Marysville Charter Academy	2016-17	2017-18	2018-19
Dropout Rate	8	6.3	0
Graduation Rate	92	93.8	100

Rate for Marysville Charter Academy	2016-17	2017-18	2018-19
Dropout Rate	9.9	11.3	10
Graduation Rate	83.8	82.5	86.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	104
% of pupils completing a CTE program and earning a high school diploma	44.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**

Marysville Charter Academy for the Arts (MCAA), as a school with a visual and performing arts emphasis, has many Career Technical Education (CTE) courses. These courses are part of the career pathway of Arts, Media and Entertainment. All students at MCAA are eligible to take CTE classes in areas such as Dance, Drama, Instrumental Music, Graphic Arts, and Technical Theater. The arts are also regularly integrated into the core curriculum classes. This integration improves our students' academic performance because so many of our students love the arts. Any student with special needs is fully integrated into all academic and CTE courses at MCAA and are provided with support as needed or required by their educational plans.

CTE course sequences are:

CTE Drama: Intermediate Drama and Advanced Drama

CTE Dance: Intermediate B Dance and Advanced Dance

CTE Instrumental Music: Advanced Piano and Advance Placement Music Theory

CTE Graphic Arts: Graphic Arts and Graphic Design

CTE Technical Theater: Technical Theater 1 and Technical Theater 2

The primary representative of the district's CTE advisory committee is Jami Larson. There are many industries represented on the districts CTE Advisory Committee. The school also works with the Yuba-Sutter Arts Council and Yuba Community College for career and college preparation opportunities.

**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.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	72.88

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science		N/A
All courses	9	20.1

\*Where there are student course enrollments of at least one student.