Marysville High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Joe Seiler
Email Address	jseiler@mjusd.com
School Website	marysville.mjusd.com
Grade Span	9-12
County-District-School (CDS) Code	58-72736-5835202

2025-26 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Jordan Reeves
Email Address	jreeves@mjusd.k12.ca.us
District Website	www.mjusd.com

2025-26 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. Marysville High School is a diverse and student-centered learning community dedicated to preparing all students for college, career, and responsible citizenship. Our school provides a safe, supportive environment where high expectations and positive relationships help students reach their full potential. Our staff works collaboratively to ensure that every student has access to a rigorous academic program, meaningful extracurricular opportunities, and the individualized support necessary to succeed.

Marysville High School offers a wide range of academic and enrichment programs designed to meet the needs of all learners. Our Career Technical Education (CTE) pathways provide students with hands-on, real-world experience in areas such as

2025-26 School Description and Mission Statement

agriculture, welding, arts, health sciences, and other industry-aligned fields. Our longstanding Agriculture program offers coursework, FFA participation, leadership development, and practical learning opportunities that connect students to both local industry and postsecondary options. Our school also supports college readiness through AVID, which helps students develop strong academic habits, organizational skills, and a clear pathway to higher education.

Our goals focus on increasing student engagement and achievement by expanding access to rigorous academic courses, strengthening CTE and Ag pathways, and supporting first-generation college-bound students through AVID. We are committed to improving instructional practices, enhancing student wellness, and building strong partnerships with families, local businesses, and community organizations to ensure all students graduate prepared for college, career, and civic life.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	286
Grade 10	257
Grade 11	251
Grade 12	240
Total Enrollment	1,034

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.3
Non-Binary	0.5
American Indian or Alaska Native	1.5
Asian	4.9
Black or African American	3.2
Filipino	0.2
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	0.9
Two or More Races	6.1
White	38.9
English Learners	6.5
Foster Youth	0.4
Homeless	4.4
Migrant	0.7
Socioeconomically Disadvantaged	63.6
Students with Disabilities	14.6

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.

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)	38.8	86.7	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	1.3	2.97	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	4.67	33.8	7.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	2.54	11953.1	4.28
Unknown/Incomplete/NA	2.5	5.63	15.1	3.38	15831.9	5.67
Total Teaching Positions	44.7	100	449.1	100	279044.8	100

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.

2022-23 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)	39.3	80.96	384.5	82.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.34	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6	12.51	34.3	7.4	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.5	1.2	11746.9	4.23
Unknown/Incomplete/NA	3.1	6.53	33.5	7.22	14303.8	5.15
Total Teaching Positions	48.5	100	464.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	38.3	74.24	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	1.8	3.64	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.3	14.12	43.2	8.89	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.55	7.6	1.58	12112.8	4.34
Unknown/Incomplete/NA	3.3	6.42	25.1	5.16	13705.8	4.91
Total Teaching Positions	51.7	100	486.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.30	1.4	0
Misassignments	1.70	4.5	7.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	6	7.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.8
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6	11.3	15.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.4	0.5	5.3

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

2025-26 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	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students 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	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 Cengage, Financial Algebra 2nd edition, 06/11/2024 Advanced Placement	0%

	Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015	
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 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	0%
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	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	0%

	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	
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	0%
Science Laboratory Equipment (grades 9-12)	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.	0%

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

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	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Mechanical Systems Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following: a. The HVAC system is operable. (X) b. The facilities are ventilated (via mechanical or natural ventilation). c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy) e. Interior temperatures appear to be maintained within normally accepted ranges. f. The ventilation units are not generating any excessive noise or vibrations. Sewer Sewer line stoppage is not evident. Examples include but are not limited to the following:

School Facility Conditions and Planned Improvements

				a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X) b. The sanitary system controls odors as designed.
Interior: Interior Surfaces		X		Walls are marred and bubbling. Water damage to ceiling and countertop. Damage/holes in walls and floors. Pencil sharpener covers are missing. Hot water heater is not strapped to the wall. Moulding missing. Drawers are missing. Ceiling tiles are loose, missing, broken and have holes and water stains. Floor tiles are broken. Wallpaper is torn and peeling. Formica trim is loose, missing and chipping on countertop. Rubber moulding is damaged, chipping, and broken. Damage on door. Chairs are broken/missing. Carpet is stained. Wall tiles are damaged, broken and have holes. Restroom mirrors are missing. Ceiling tile t-bar is hanging.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items are stored too high. Ladders are not secured. Rooms are cluttered. Rat in weight room. Growth in window sill. Bugs in urinals.
Electrical		X		Electrical outlets are broken and covers are loose. Electrical appliances are in close proximity to water source. Light diffusers are loose, broken, missing and have water damage. Cable cover plate is broken. Light switch cover plate is cracked. Conduit end cap missing. Light bulbs are out. Ethernet boxes/components are loose, not mounted and missing. Outlet covers and cover plates are missing exposing live contacts and wires. Conduit box loose from wall. Sensors are loose and hanging by cables. Extension cords and cables creating multiple trip hazards. Light panels are out. Alarm pad is dead. Cords are daisy chained. Switch plate is missing exposing hot contacts.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucets leak, drip, have high flow, no low, high pressure and are loose. Menstrual products not readily available. AB 367 signage not posted. Sink caps are missing. One urinal has a constant flow of water. Drinking fountains have high flow, no flow, cap is missing, and handle sticks on. Sink is loose from wall.
Safety: Fire Safety, Hazardous Materials	X			Room IDs missing. Paint is peeling on ceilings, walls, interior surfaces, door trim, window sill and doors. Fire extinguishers are missing and not mounted. Light is loose on emergency exit sign. Plug in air fresheners and candle warmer. Emergency exit is blocked. Access to wheelchair lift is blocked. Aerosol air fresheners. Access to fire extinguisher is blocked.
Structural: Structural Damage, Roofs	X			Structural Damage There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following: a. Severe cracks are not evident. (X) b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)

			c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X) d. There is no visible evidence of severe cracks, dry rot, mold, or damage that Roofs (observed from the ground, inside/outside the building) Roof systems appear to be functioning properly. Examples include but are not are not limited to the following: limited to the following: a. Roofs, gutters, roof drains, and down spouts are free of visible damage. b. Roofs, gutters, roof drains, and down spouts are intact.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground/School Grounds The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following: evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following: a. Significant cracks, trip hazards, holes and deterioration are not found. b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. c. Seating, tables, and equipment are functional and free of significant cracks. d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. Windows/Doors/Gates/Fences (Interior and exterior) Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following: include but are not limited to the following: a. There is no exposed broken glass accessible to pupils and staff. (X) b. Exterior doors and gates are functioning and do not pose a security risk. (X) c. Windows are intact and free of cracks. d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. e. Doors are intact. f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. g. Gates and fences appear to be functional. h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	42	32	34	47	48
Mathematics (grades 3-8 and 11)	10	10	19	21	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	214	191	89.25	10.75	42.41
Female	110	102	92.73	7.27	42.16
Male	104	89	85.58	14.42	42.70
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	81	90.00	10.00	43.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	82	70	85.37	14.63	38.57
English Learners	11	9	81.82	18.18	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	98	88.29	11.71	34.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	20	90.91	9.09	5.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	214	193	90.19	9.81	9.84
Female	110	104	94.55	5.45	7.69
Male	104	89	85.58	14.42	12.36
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	6.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	83	92.22	7.78	7.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	9.09
White	82	70	85.37	14.63	12.86
English Learners	11	9	81.82	18.18	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	99	89.19	10.81	7.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	19	86.36	13.64	10.53

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.75	22.97	19.24	19.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	447	430	96.20	3.80	22.33
Female	233	229	98.28	1.72	17.47
Male	212	199	93.87	6.13	27.14
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	12.50
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	200	196	98.00	2.00	16.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	40.00
White	167	157	94.01	5.99	28.66
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	226	218	96.46	3.54	17.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	14.58

2024-25 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; Health Science and Medical Technology. Our Shine Bright Dental Lab received the prestigious CSBA Golden Bell Award in 2023.

Marysville students also have access to additional pathways offered at our district's other comprehensive site, Lindurst High

2024-25 Career Technical Education Programs

School, and through Sutter County ROP. These offerings include JROTC and Public Safety.

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. Marysville High School has a Medical Advisory team consisting of teachers, administrators, and local healthcare leaders; as well as an Ag Advisory committee consisting of teachers, administrators, and local agricultural leaders.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	718
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
Graduates Who Completed All Courses Required for UC/CSU Admission	27.93

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96	97	98	96	100

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.

2025-26 Opportunities for Parental Involvement

Marysville High School parents are encouraged to become involved by joining various groups on campus, including: Marysville 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; FFA Alumni and Ag Supporters - a parent group dedicated to raising funds and supporting our agricultural programs; SSC (School Site Council) - a group which monitors and approves our school site plan and funding sources; ELAC (English Language Advisory Committee); and/or our Safety Committee.

Parents may also support student activities by participating as a chaperone for field trips, dances, and other school events. There are also opportunties to support student learning through tutoring and mentorship programs. Parents interested in becoming involved at Marysville High School can call the principal's secretary at (530) 741-6180 ext. 3101 for information and to begin the volunteer registration process.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.4	10.6	5.5	11.3	10.7	8.9	8.2	8.9	8
Graduation Rate	92.1	88.9	93.2	86.3	88	88.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	237	221	93.2
Female	126	123	97.6
Male	109	96	88.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	113	106	93.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	86	80	93.0
English Learners	35	30	85.7
Foster Youth	--	--	--
Homeless	16	12	75.0
Socioeconomically Disadvantaged	188	178	94.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	25	89.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1102	1077	220	20.4
Female	516	507	107	21.1
Male	581	565	111	19.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	15	2	13.3
Asian	55	55	9	16.4
Black or African American	36	35	9	25.7
Filipino	--	--	--	--
Hispanic or Latino	477	466	90	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	66	18	27.3
White	429	419	88	21.0
English Learners	84	80	18	22.5
Foster Youth	--	--	--	--
Homeless	67	61	28	45.9
Socioeconomically Disadvantaged	742	724	170	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	167	163	51	31.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.59	9.87	6.81	6.68	6.13	5.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.35	0.27	0.19	0.28	0.25	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.81	0.27
Female	5.62	0.19
Male	7.75	0.34
Non-Binary	0.00	0.00
American Indian or Alaska Native	12.50	0.00
Asian	1.82	0.00
Black or African American	22.22	2.78
Filipino	0.00	0.00
Hispanic or Latino	4.19	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.82	0.00
White	8.39	0.23
English Learners	3.57	0.00
Foster Youth	0.00	0.00
Homeless	14.93	1.49
Socioeconomically Disadvantaged	7.68	0.40
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.57	0.60

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure a safe and supportive environment conducive to academic achievement. This working document is regularly reviewed and developed by the School Safety Planning Committee (SSC), which includes school staff, district personnel, community members, and local law enforcement. We collaborate with other school administrators to maintain consistency across the district, and improvements are made at least annually with input from local law enforcement. In August, school administration met with district staff and law enforcement to conduct site walkthroughs, review safety concerns, and propose improvements. The SSC convenes monthly to review and update current safety protocols and procedures.

Signs are prominently posted throughout the school, requiring all non-school employees to register at the office through our RAPTOR system. Staff are trained to stop and question anyone not wearing an identifying badge issued by the office. The Site Council formally adopts the Safe School Plan, which is board-approved each year before March 1. The plan includes safe school goals; strategies and programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies; sexual harassment policy; suicide risk assessment and threat assessment protocols; wellness plans; safety standards for arrival and departure; and school discipline procedures.

The safety of students and staff is our top priority. Staff and students participate in safety drills addressing potential emergencies, including fire evacuation, earthquake "drop and cover," and lockdowns for on-campus intruders, with the first round conducted in October. Catapult EMS serves as our emergency communication system, providing real-time student accounting, staff location check-ins, threat reporting, and messaging via text and email to staff, the District Safety Team, and law enforcement.

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	24	19	15	13
Mathematics	23	18	15	8
Science	27	5	7	7
Social Science	29	5	9	12

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	10	11	20
Mathematics	25	13	15	10
Science	27	5	7	7
Social Science	29	5	5	17

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	20	19	11
Mathematics	20	20	18	8
Science	19	16	4	7
Social Science	21	14	13	8

2024-25 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	355.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$19,437	$6,818	$12,619	$88,040
District	N/A	N/A	$11,202	$86,719
Percent Difference - School Site and District	N/A	N/A	11.9	1.5
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	12.4	-12.8

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$60,075	$62,145
Mid-Range Teacher Salary	$85,024	$97,088
Highest Teacher Salary	$121,857	$120,436
Average Principal Salary (Elementary)	$109,013	$151,343
Average Principal Salary (Middle)	$114,463	$159,514
Average Principal Salary (High)	$121,763	$177,261
Superintendent Salary	$246,328	$294,805
Percent of Budget for Teacher Salaries	23.27%	29.95%
Percent of Budget for Administrative Salaries	4.93%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

he Marysville Joint Unified School District Board of Trustees believes that maximizing student learning and achievement in all subgroups requires staff to be continuously engaged in professional growth. To support this, the district provides ongoing professional development designed to enhance instructional practices, student engagement, and educational outcomes. Opportunities include Professional Learning Communities (PLCs), scheduled trainings during and after school, and 24 hours of professional development annually, with an optional additional 12 hours subject to available funding. New teachers hired prior to the August New Teacher Training are invited to participate in up to two additional professional development days. District summative data have identified needs in school and classroom culture, behavior management, English Learner strategies, and best practices in Mathematics, Literacy, and Science. Teachers in core academic subjects are provided three department

Professional Development

release days for vertical and horizontal articulation, collaboration on department goals, and refinement of assignments and assessments. Additionally, staff may utilize Educator Effectiveness Grant funds to pursue professional development aligned with their assignments.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7