



MARYSVILLE CHARTER ACADEMY FOR THE ARTS

MID-CYCLE REPORT

1917 B Street

Marysville, CA 95901

Marysville Joint Unified School District

March 19, 2026

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

1: School Description.....	1
2: Significant Changes and Developments.....	2
3: Engagement of Educational Partners in Continuous School Improvement.....	3
4: Progress on the Implementation of the Schoolwide ActionPlan/SPSA/LCAP/ CIP/CAEP.....	3
5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP.....	8

1: School Description

The Marysville Charter Academy for the Arts (MCAA) is a site-based school serving students in grades 7 through 12, currently in its 26th year of operation. MCAA's primary Mission (Achieving Excellence through Collaboration and the Arts) is to integrate the creative arts throughout the core curriculum. The Academy accomplishes this Mission by providing students with a college-preparatory curriculum that is infused with artistic themes and activities. In addition, students are offered specialized performing and fine arts classes in music, dance, drama, painting, drawing, writing, and multimedia.

The school's charter is sanctioned and regulated by the Marysville Joint Unified School District (MJUSD). The Academy enjoys a close relationship with MJUSD, functioning, for all intents and purposes, as a school within the district. The Trustees for the MJUSD act as the governing board for the Academy.

In addition to a college preparatory track of academic classes, including eleven Advanced Placement courses, Honors English, Accelerated Math, articulated and concurrent college classes, and an Early College Program, MCAA offers six Career Technical Education pathways in the field of Arts, Media, and Entertainment ([MCAA Course Catalog](#)). Students in MCAA's visual arts, creative writing, theater, dance, and music programs have been recognized in regional, state, and national contests and competitions ([Awards Summary](#)).

MCAA's strategies promoting diversity, equity, and inclusion begin with its structure as a "bridge school," grades 7-12. In this structure, the often challenging transition from middle school to high school is eased because students are familiar with the structure and routines of the school, the teachers, and the academic expectations. In addition, MCAA utilizes a strong student support system to address students' academic and social-emotional challenges. From our Link Crew program that encourages student involvement and inclusion to our Counseling Office and Outreach Consultants ([Counseling Department Team](#)) who manage our interventions and tiered student support system, MCAA promotes inclusion, equity, and diversity. MCAA's focus on creativity and the arts encourages all students, at every level, to be involved in our dance, drama, music, writing, and visual arts performances, presentations, and competitions. MCAA also promotes diversity, equity, and inclusion with its strong class and club environment. Over thirty clubs and class groups actively involve nearly every student on campus ([Clubs and Activities](#)). Our most challenging academic classes, Advanced Placement, regularly have enrollments of 60%+ of Hispanic and/or socioeconomically disadvantaged students ([AP Summary Data](#)).

The most recent California Dashboard Summary ([School Performance Overview](#)) shows us maintaining our overall scores in English/Language Arts (28.5 points above standard) as well as in Mathematics (43.1 points below standard). Science scores declined slightly (4.3 points) but were 59.2 points above standard. 100% of our English Learners maintained their Performance Levels. Four year Cohort Graduation Rates decreased to 89.8% (because four foreign exchange students were miscoded) while five-year cohort graduation rates stayed at 100% ([DataQuest](#)). College and Career Readiness declined slightly to 77.6% prepared. Overall, school engagement improved with a decrease in Chronic Absenteeism to 6.8% and only a slight increase in Suspension Rates (1.1%). Most of the decrease in academic achievement scores, E/LA, Math, and Science, was in grades 7 and 8. Significantly, Grade 11 students were Proficient and Above in E/LA (82.69%), Math (48.07%), and Science (62.75%), leading to the observation that students show substantial improvement over their

time at MCAA.

This data clearly indicates that we need to continue actively pursuing our goals of: 1) Providing learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems that meet the needs of targeted populations; 2) Continuing to support the visual and performing arts to engage students, expand artistic and academic opportunities, and develop career related skills; and 3) Supporting students' health and well-being through SEL curriculum, personnel and other actions.

2: Significant Changes and Developments

MCAA administration changed once again at the end of the 2022-23 school year. Long-time Marysville Joint Unified School District administrator Eric Preston was selected to replace James Lohman as MCAA Principal. James had been in the position since February 2022. Eric has always been a strong supporter of MCAA, having a daughter who is an MCAA graduate and a son who is a current eleventh-grade student at MCAA. Eric has had an immediate positive impact on the school, bringing his very capable leadership, management, and communication skills to MCAA. Staff have been appreciative of his expectations of accountability, his understanding of the core values of MCAA, and his support of current practices and new initiatives that support school improvement. In addition to the change at Principal, School Secretary Geu Thao retired at the beginning of the 2025-26 school year and was replaced by long-time MCAA Counseling and Attendance Secretary Violet Vigil. Violet's previous position was filled by Jamie Supernough, formerly a Health Technician for MCAA and MJUSD.

Significant changes in our physical plant at MCAA include the opening of our Dance Studio in September 2023. Built by utilizing LCAP funds saved over several years and one-time grant funding, the Dance Studio accommodates all of our dance classes on campus without having students cross Highway 70 to our former dance class site, the Tri-Counties Community Center. MCAA's new Dance Studio is over 2,000 square feet, has two dressing rooms, and a specialized dance floor. In addition, MCAA acquired the former MJUSD IT building next to the school office in July of 2025. This has allowed us to utilize the new building as a combination administrative office and student support center. The old office is now used as an additional music classroom, and the previous student support office is our new physical education classroom. Recent physical plant improvements also include new building siding, windows, and playground turf with additional landscaping planned, as well as painting this upcoming summer.

In addition to these significant changes, we added two new Advanced Placement science classes, Physics and Biology, as well as AP Pre-Calculus. We also added two new English elective classes, "Film as Literature" and "Existential Literature", a new Career Technical Education pathway, Music Production, a Mariachi music class, and an Exploratory Introduction to the Arts class for seventh graders. All of these new classes were the result of student and parent interest determined through surveys and meetings.

The staff has remained relatively stable except for the science department, which has three new teachers, two added in 2024-25 and one in 2025-2026. In addition, one math teacher who moved out of the area was replaced by a long-time neighboring district teacher.

Overall, the significant changes listed above have been very well received and help to create a positive and engaging climate on campus. Additional support staff, including a new Social Worker position, along with the continuing Outreach Consultants, have improved the level of academic and emotional support available to students. Increased student involvement in class, club, and extracurricular activities is

evidence of this increased engagement.

3: Engagement of Educational Partners in Continuous School Improvement

Marysville Charter Academy for the Arts engages in timely and meaningful consultation with stakeholders both in the planning stage as well as the implementation of both our SPSA and LCAP. As a dependent Charter, we are required to complete both our own LCAP and SPSA. Stakeholder groups, parents, students, and staff review data and evaluate programs that target our historically low-performing groups of students. The principal works closely with the Guiding Coalition (leadership team) and School Site Council with parents, students, and staff members to develop, implement, and monitor the schoolwide action plan/SPSA. The principal, counselor, and staff members regularly utilize surveys, questionnaires, and small group meetings with students, parents, staff members, and community members to gain insight and direction.

SPSA, LCAP, and WASC plans are also monitored by our governing board, the Trustees of the Marysville Joint Unified School District. All plans, updates, and progress reports must be presented to and approved by the Trustees. MJUSD departmental heads often offer assistance and guidance as we develop parallel and aligned plans. The WASC Coordinator worked with Guiding Coalition members and the Principal to prepare this progress report.

4: Progress on the Implementation of the Schoolwide Action Plan

Goal 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 targeted populations.

Action Step: Continue to refine our 9th Block Intervention and Enrichment system. Continued refinement of our use of the “Enriching Students Program” has increased our effectiveness, efficiency, and student accountability for our intervention block. Honor Roll, D and F list, and contract completion data is closely monitored by our Outreach Consultants and Principal. Data results are mixed for both the granular data (grade improvement) and the overall impact (CAASPP academic performance, college and career readiness, etc). Further refinement is indicated to maximize the impact of the Intervention system. In addition to the 9th Block Intervention program, a great variety of After School Enrichment classes are offered, including several music classes, video production, sewing, and visual art.

Action Step: Improve student critical thinking, data analysis skills, and the ability to develop well-supported evidence-based arguments. Access to the research database Google Scholar was provided to students and teachers beginning in the 2024-25 school year. In addition, several new digital resources were added this school year, 2025-26, from the California State Library’s K12 Online Content Program, including Capstone Interactive eBooks, Gale/Compass Resources, Britannica School, in addition to Comics Plus. The impact of these resources has not yet been evaluated, but teachers and students are excited to have access. Data from English, History, and Science assessments, including Advanced Placement exam scores, will be used to evaluate this action step. [English](#) and [Science](#) have collaborated on a CER (Claim Evidence Reasoning) lesson that is shared, building on the same concept with a different name in History: RACE (Restate, Answer, Cite, Explain). English is implementing the use of [Exact Path](#) at the 8th grade level to provide more opportunities to develop these skills. Exact Path utilizes prior assessment data to develop pathways to student achievement based on their individual learning needs,

reinforcing confusing concepts for those struggling and providing rigor and challenges for those beyond their grade level.

Action Step: Continue to work with all stakeholders to update and refine our Schoolwide Student Goals (Graduate Profile). MCAA students, staff members, and parents participated in the development of the Marysville Joint Unified School District Profile of a Graduate in the 2023-24 school year ([MJUSD Graduate Profile](#)) (updated 7-2024). MCAA will continue to refine the Graduate Profile to include a visual and performing arts component.

Action Step: Continue to investigate, acquire, and train staff in educational software and technology to improve classroom instruction and school productions. MCAA continues to invest heavily in educational technology and training in all academic and artistic disciplines. Some notable examples include Epson Interactive LCD Projectors in 9 Math, Science, English, Performing Arts, and Spanish/EL classrooms. Training on their use is being provided by the MJUSD Technology Department. A classroom set of Virtual Reality devices with accompanying interactive software for all disciplines, with training provided by ClassVR, has been purchased. iPads and associated software apps have been purchased for use in video ([Dragon Scoop](#)) and 2D art creation ([Scholastic Art Winners](#)). New instruments have been purchased for the Music Department, along with the repair and maintenance of existing instruments. Training and professional development have been provided for all music teachers, including support for our new Mariachi class teacher. The [IXL](#) comprehensive learning and assessment program was purchased for math teachers, and training was provided.

Action Step: Continue to develop a uniform grading system for the entire school with common expectations and procedures. Department groups meet in PLC collaboration on 20 minimum schedule days and discuss common grading standards. Common districtwide assessments are administered in the Fall and Spring to students in all grade levels in English, mathematics, science, and history/social science ([District Common Assessments](#)). STAR Renaissance is used as a universal screening tool in ELA ([STAR Reading Data](#)) and IXL in math ([IXL Math Data](#)) each year for all grade levels. Some departments, such as English, have common rubrics they share for assignments to reinforce consistent grading criteria within the department ([Standard Assignment Rubric ELA](#)).

Action Step: Increase marketing and regional visibility to attract students interested in the arts. MCAA has increased its marketing program in the last 3 years. Our drama, music, and dance programs continue to provide outreach programs in our local schools and community. In addition, our school counselor makes classroom presentations at district elementary and middle schools by reaching out directly to teachers ([Counseling Activities Summary](#)). Our students regularly participate in local speech contests and events sponsored by the Yuba Sutter Arts Council, including Poetry Out Loud, mural competitions, and fundraising efforts ([School and Community](#)). A unique outreach effort this year is a student-created commercial that aired before every movie at the local theater ([MCAA promotional video](#)) from 11/21/2025 through 2/1/2026. All of these efforts have led to steady enrollment growth ([CDE Dataquest](#)) (2025-26 total enrollment, 380).

Action Step: Continue to develop cross-curricular units among academic and arts classes. English, Science, History/Social Science, and Spanish classes consistently incorporate artistic opportunities into their projects and unit assessments ([Department Common Assessments](#)). Beginning in the 2024-25 school year, the Film as Literature class began working closely with the visual arts department to create student-made films as a spring project. A Visual Storytelling class that will integrate writing with photography and video is now in development to be offered beginning in the 2026-27 school year. [English](#) and [Science](#) have collaborated on a CER lesson that is shared, building on the same concept with a different name in History: RACE. Many units within the ELA department overlap with units and lessons in other departments, with guided focused lessons connecting to their cross-curricular value. 7th grade's *Call of the Wild* unit explores naturalism, 8th grade researches and learns in depth about WWII and the Holocaust, 9th grade looks at immigration and familial connections with cultures and experiences with

Joy Luck Club, 10th grade deep dives into civil rights and the struggle of POC in the United States with its unit on *March*, 11th grade continues this journey with *A Raisin in the Sun* and the struggles of the American Dream and the Depression through *The Great Gatsby*. The units overlap similar units in history or serve as a prequel to lessons to be taught in future history classes. Most units in English provide artistic and performance opportunities to students to reinforce and showcase the learning that is taking place in Visual and Performing Arts classes alongside the work they are completing in English.

Action Step: Continue development of systems of data collection and analysis in all departments.

Department groups review data specific to their discipline, i.e. benchmark and screening tool results in their PLC meetings. The principal has identified longitudinal data to be collected and those files have been initiated ([MCAA Data Collection](#)). The administrative team is reviewing the data collection tools provided by WASC ([WASC Data Collection Tools](#)) and evaluating to determine best uses of data. Two teachers each year are given an additional free block in their schedule to be used for data collection and analysis. In PLC time, teams develop units and evaluate data together to plan for future supports and develop consistent grading norms. Common rubrics ([Standard Assignment Rubric ELA](#)) are developed as a team to reinforce grading norms and help analyze student performance and progress.

Goal 2: Continue to support the visual and performing arts in order to engage students, expand artistic and academic opportunities, and develop career related skills.

Action Step: Add additional classes to the Master Schedule that 1) increase diversity of arts electives; 2) increase engagement of upper grade students; 3) improve rigor; 4) maximize participation in CTE programs. MCAA has made good progress on this action step by adding additional AP 2D and 3D Studio Art classes, a Mariachi music class, an Arts Exploratory class for all 7th graders, an additional CTE Music Production class (Level 3 Advanced Music Technology), Field Experience classes in dance, drama, and music, a required Senior Seminar class, a Film as Literature course, and an Existential Literature class. All of these classes were added as a result of student, parent, and teacher surveys and feedback. Thus far, chronic absenteeism has improved. College and Career Readiness, attendance, and F rates have been stable with expected improvement in the near future in these areas, as well as in suspension, graduation, and dropout rates ([WASC Data Summary](#)).

Action Step: Develop short and long term plans to improve and expand the school's artistic and academic facilities and technology infrastructure. MCAA has made good progress on this action step as well. While our paramount goal of our own performing arts facility remains elusive, we have made good use of other school district and community facilities for our drama, music, and dance productions. We remain committed to finding or building a multipurpose performing arts facility either through lease or purchase of an appropriate community facility or by using bond and/or grant funds to build one. In the meantime, we have built a new dance class facility, acquired a new office building that includes space for a wellness center and small and large group gathering spaces. Our old office is now used as an additional music classroom. The new office building has allowed us to utilize a classroom as a physical education room, so now our students do not have to cross Highway 70 to reach the Community Center for any classes. Recent physical plant improvements include new building siding, windows, and playground turf with additional landscaping planned. We have made numerous technology purchases, including a Class VR set, interactive LCD projectors in nine classrooms with more planned, new digital cameras and camcorders, iPads for digital art and video creation, additional chromebooks, computers, and printers as needed.

Action Step: Improve communication and cooperation with Marysville High School particularly in regards to use of facilities and shared classes. A shared facility calendar has greatly improved common use of Marysville High's South Auditorium. Conflicts and last-minute adjustments have all but disappeared. MHS has opened more CTE/College classes to our students, although scheduling them into

the classes has remained challenging with the MHS six-period day and our rotating eight-block schedule. MCAA enrollment in MHS CTE classes has begun to increase, with a current total of 16 students in two periods each of Medical Occupations, Dental Assisting, Public Safety, Early Childhood Education, and Sports Medicine. Marysville High counselors have not reached out to schedule students in any of our arts classes, but we did have an Abraham Lincoln Independent Studies student who used to be an MCAA student join our Advanced Drama class last year, setting the groundwork for IS students to join our classes. Our counselor also meets monthly with other district secondary counselors.

Action Step: Improve student career preparation awareness. We invested in training for our ninth-grade Careers class teacher and school counselor in a career preparation curriculum that has resulted in increased engagement, improved grades, and strong College and Career Readiness results ([WASC Data Summary](#)). A new Senior Seminar class reinforces and extends the ninth-grade Careers curriculum ([College and Career Prep Assignments](#)). MCAA is the only school in the district to require both the Careers class and Senior Seminar for graduation. We added a third level of CTE Music Production this year, which is primarily industry readiness training—Advanced Music Technology. We also added Field Experience classes in dance, drama, and music and will be working toward making them CTE for the future. The school has purchased planners for all students. Students in Study Skills (7) and Study Hall (8-12) classes are instructed on how to use the planners effectively.

Action Step: Improve understanding of and guidance in completion of academic pathways. MCAA's counseling department has made significant efforts to increase the number of parent and student presentations for enrollment, academic preparation, college and financial aid information, and career preparation ([Counseling Activity Summaries](#)). In addition, our Outreach Consultants focus on making sure our students have the support they need to be successful in the classroom and the community, and that parents always have someone to talk to about any concern.

Goal 3: Create an environment that addresses the physical, emotional, and safety needs of all students and staff.

Action Step: Provide training for staff and students in the use of academic, artistic, and interpersonal language... This action step has been removed as a schoolwide undertaking. Instead, departmental groups work on improving students' ability to effectively communicate their thoughts and ideas within the context of their discipline through group assignments and classroom activities. Our site also instituted Link Crew two years ago. [Link Crew](#) trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide and encourage students to be involved and succeed at MCAA. All students meet one day a week in their "home room" during 9th block and participate in teacher/Link Crew-led social-emotional activities, and once a month, all new students meet in Link Connections as small groups with two Link Leaders. A Social Emotional Learning curriculum is integrated into our 7th-grade Study Skills classes and includes monthly workshops led by our school counselor, who pushes into the classes. Also, the bulk of the staff completed during the 2024-2025 school year a Trauma Informed Practices professional development training.

Action Step: Increase student involvement in school policy. Students are well represented on the School Site/LCAP Council ([SSC Meetings](#)) and Parent Teacher Community Organization ([PTCO meetings](#)). Surveys for new class suggestions and interest, and schoolwide feedback on issues of importance (i.e., production suggestions) occur on a regular basis ([Survey examples](#)). In recent years, our students have been well represented on LEAD, the district superintendent's student advisory committee. We also share a student representative position on the MJUSD Board of Trustees with other district high schools and submit regular school activity reports. It was determined that an ASB representative to the Guiding Coalition would not currently be advisable. Feedback to the Guiding Coalition from students is now

obtained by submitting questions to the ASB body.

Additional Growth Areas Identified by the Visiting Committee (these have been incorporated into our Schoolwide Action Plan but are included for emphasis):

- **Safe and secure visual and performing arts facilities need to be provided.**

Action Steps: As indicated in the Goal 2 action steps, while the paramount goal of our own performing arts facility remains elusive, we have made good use of other school district and community facilities for our drama, music, and dance productions. We remain committed to finding or building a multipurpose performing arts facility either through lease or purchase of an appropriate community facility or by using bond and/or grant funds to build one. In the meantime, we have built a new dance class facility, acquired a new office building that includes space for a wellness center, and small and large group gathering spaces. Our old office is now used as an additional music classroom. The new office building has also allowed us to utilize a classroom as a physical education room, so now our students do not have to cross Highway 70 to reach the Community Center for any classes. Recent physical plant improvements include new building siding, windows, and playground turf with additional landscaping planned. In addition, a shared facility calendar has greatly improved the common use of Marysville High's South Auditorium. Conflicts and last-minute adjustments have all but disappeared.

- **Use current data analysis to determine student needs in areas of study halls and elective classes.**

Action Step: Student, parent, and teacher surveys and feedback are used to determine what elective classes are needed. As a result, MCAA has added additional AP 2D and 3D Studio Art classes, a Mariachi music class, an Arts Exploratory class for all 7th graders, an additional CTE Music Production class (Level 3), Field Experience classes in dance, drama, and music, a required Senior Seminar class, a Film as Literature course, and an Existential Literature class. Study Halls have been reduced from 8 to 6 with the addition of the new elective and required courses.

- **Continue course and program development of CTE Pathways in accordance with student, parent and teacher feedback.**

Action step: Once again, using student, parent, and staff surveys and feedback, an additional CTE Music Production class (Level 3) and Field Experience classes in dance, drama, and music have been added. The school is contracting with a retired district CTE Director to train CTE staff and advise on program development and refinement; work should begin in February 2026.

- **Continue development of systems of data collection and analysis in all departments.**

Action step: Department groups review data specific to their discipline, i.e. benchmark and screening tool results in their PLC meetings. In addition, core departments are given 2-3 days release/year to work together on data analysis and collaborative efforts. The principal has identified longitudinal data to be collected, and those files have been initiated ([MCAA Data Collection](#)). The administrative team is reviewing the data collection tools provided by WASC ([WASC Data Summary](#)) and evaluating to determine best uses. Two teachers each year are given an additional free block in their schedule to be used for data collection and analysis.

- **Use stakeholder surveys to improve understanding and provide guidance in completing academic pathways.**

Action step: In addition to the counseling department and Outreach Consultant actions outlined in Goal 2 action steps above, students are being encouraged and guided in thoughtfully choosing academic and artistic (professional) pathways each year in Careers and Senior Seminar classes and in the annual class selection process, grades 7-11. More guidance is being given to visual and performing arts mentors to communicate directly with students early in the pathway selection process. Visual and performing arts staff and the counseling department are moving towards having all students choose a "major and minor"

no later than the tenth grade year.

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP ([25/26Schoolwide Action Plan](#))

Over the past three years, we have continued to look at the WASC findings from the 22-23 school year to help us refine what we do for our students and families. In the 24-25 school year, we placed the staff into teams based on findings and created time in Staff Meetings for teams to focus on ideas and solutions

 MCAA Teams . Additionally, we continue to survey our school community—students, parents and staff—for their ideas on how we can improve our school. We have shifted our Site Council into a Site Council/LCAP focus group and share information with them through the LCAP review and writing process

 2025_Local_Control_and_Accountability_Plan_Marysville_Charter_Academy_for_the_Arts_20250... and for the Single Plan for Student Achievement  Proposed MCAA Site Plan Revision 1 092525.pdf .

As we review data with this group, the Guiding Coalition, and whole staff, we then make changes to both the LCAP and the SPSA. This year marks the first year of our new LCAP cycle, and we will continue to revise it using this process. We have continued all actions in Goals 1 and 2 of our Schoolwide Action Plan and will continue to use them to guide our direction. In Goal 1, we will be specifically focusing on 9th Block, Student Critical Thinking, Uniform Grading Systems, and Data Collection & Analysis. For Goal 2, we will be specifically focusing on Student Career Preparation Awareness and Academic Pathways over the next few years, while continuing to address the other actions. We have moved in a slightly different direction with the first action in Goal 3. There hasn't been specific training for staff, but we have focused on Link Crew, SEL curriculum, our Outreach Consultants, Counselor, and Social Worker to help students with this ([25/26Schoolwide Action Plan](#)). As mentioned earlier, we provided a Trauma Informed Care PD for staff last school year, which addresses this action, but it wasn't completed by the entire staff. We are also looking forward to providing [executive functioning PD](#) for staff and information for students beginning later this spring, which also addresses this action.