

Marysville Charter Academy for the Arts

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/fq/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 Charter Academy for the Arts
Street	1917 B St.
City, State, Zip	Marysville, CA 95901
Phone Number	(530) 749-6157
Principal	Eric Preston
Email Address	epreston@mjusd.com
School Website	charter.mjusd.com
Grade Span	7-12
County-District-School (CDS) Code	58-72736-5830138

2025-26 District Contact Information

District Name	Marysville Charter Academy for the Arts
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

Welcome to the exciting world of the Marysville Charter Academy for the Arts (MCAA), a four-time California Distinguished School and multiple-year US News & World Report Best High School in the Yuba City, CA Metro Area winner. 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 all over our geographical region. 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 creates an environment where students can demonstrate proficiency in their field of study and graduate with distinction through our several school-based

2025-26 School Description and Mission Statement

pathways. Students want to come to school to be creative, to share their thoughts and to learn.

Mission Statement: Achieving excellence through academics and the arts.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	71
Grade 8	72
Grade 9	68
Grade 10	55
Grade 11	54
Grade 12	46
Total Enrollment	366

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	66.4
Male	33.6
American Indian or Alaska Native	0.8
Asian	6.6
Black or African American	1.1
Filipino	1.9
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.6
White	33.6
English Learners	3
Homeless	0.8
Migrant	0.3
Socioeconomically Disadvantaged	53.6
Students with Disabilities	6.8

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)	16	75.07	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.1	24.09	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	0.1	0.75	15.1	3.38	15831.9	5.67
Total Teaching Positions	21.3	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)	17.2	74.55	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)	4.4	19.11	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	1.4	6.3	33.5	7.22	14303.8	5.15
Total Teaching Positions	23.1	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)	18.2	84.47	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	0.8	3.98	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	8.83	43.2	8.89	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.6	1.58	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.64	25.1	5.16	13705.8	4.91
Total Teaching Positions	21.6	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	0.40	0.5	0
Misassignments	4.70	3.9	1.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.10	4.4	1.9

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
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	26	20.6	11.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.1	2.1	0.6

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 2024
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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. 7-8, 5/9/2017 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 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 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	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:	0%

	<p>Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, Gr. 9-12. 7/19/2016</p> <p>Prentice Hall, Calculus, ©2003, Gr. 9-12, 10/14/2003</p> <p>Advanced Placement</p> <p>Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, Gr. 9-12, 11/17/2015</p>	
Science	<p>Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020</p> <p>Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016</p> <p>Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015</p> <p>Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016</p> <p>Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014</p> <p>Delmar-Cengage Learning, Florticulture: Designing & Merchandising, ©2011, 2/24/2015</p> <p>Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016</p> <p>Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004</p> <p>Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006</p> <p>Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015</p> <p>Pearson, On Cooking: A Textbook of Culinary Fundamentals, 5th Edition, ©2015, 6/23/2015</p> <p>Pearson, Technology Skills for Success, ©2014, 7/28/2015</p> <p>Pearson: Prentice Hall Interstate, Livestock & Companion Animals, ©2004, 2/24/2015</p> <p>Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017</p> <p>Advanced Placement</p> <p>Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020</p> <p>Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013</p> <p>Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013</p>	0%
History-Social Science	<p>Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019</p> <p>World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018</p> <p>US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018</p> <p>Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018</p>	0%

	Civics: Pearson Magruder's American Government, ©2016, Gr. 9-12, 5/22/2018	
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994 Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015 Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016 Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018 Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018 Advanced Placement Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016	0%
Health	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	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			
Interior: Interior Surfaces			X	Carpet is worn, torn, stained and has burn mark. Ceiling tiles are loose, torn, damaged, missing and have water stains. Floor tiles are cracked. Formica trim is missing and chipping. Holes in flooring. Wall corner trim is missing. Wall paneling is damaged. Wallpaper is torn. Williams notice is not posted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Unsecured items are stored too high. Ants present on door trim. Ladder not secured.
Electrical		X		Electrical cover is missing. Outlet is loose from conduit exposing live connections. Ethernet conduit is missing.

School Facility Conditions and Planned Improvements

			Extension cord and surge protectors are daisy chained. Extension cord creating a trip hazard. Light panel is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Menstrual products are not readily available. Menstrual notice is not posted. Drinking faucet has a high flow. One faucet is out of order.
Safety: Fire Safety, Hazardous Materials	X		Room IDs missing. Evacuation maps are not posted and covered. Paint is chipping on door.
Structural: Structural Damage, Roofs	X		Dry rot on facia, skirting and throughout storage exterior. Facia is damaged and a section is missing.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Window screens are missing and one has a hole.

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)	62	61	32	34	47	48
Mathematics (grades 3-8 and 11)	40	32	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	197	193	97.97	2.03	61.14
Female	139	136	97.84	2.16	61.76
Male	57	56	98.25	1.75	60.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	53.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	65.63

White	69	66	95.65	4.35	68.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	2.35	50.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

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	197	193	97.97	2.03	32.12
Female	139	136	97.84	2.16	29.41
Male	57	56	98.25	1.75	39.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	40.63
White	69	66	95.65	4.35	36.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	85	83	97.65	2.35	21.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

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)	51.14	43.33	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	168	162	96.43	3.57	50.62
Female	117	113	96.58	3.42	48.67
Male	51	49	96.08	3.92	55.10
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	64.00
White	59	55	93.22	6.78	61.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	69	95.83	4.17	43.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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, Technical Theater and Music Production. 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 Advanced Placement Music Theory

CTE Graphic Arts: Graphic Arts and Graphic Design

CTE Technical Theater: Technical Theater 1 and Technical Theater 2

CTE Music Production 1 and Music Production 2

The primary representative of the district's CTE advisory committee is Becca Rolufs. There are many industries represented on the district's CTE Advisory Committee. The school also works with the Yuba-Sutter Arts Council for career and college

2024-25 Career Technical Education Programs

preparation opportunities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	130
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	99.55
Graduates Who Completed All Courses Required for UC/CSU Admission	71.11

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 7	41	45	45	44	100
Grade 9	24	20	20	20	32

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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	3.3	0	10.2	11.3	10.7	8.9	8.2	8.9	8
Graduation Rate	95.1	100	89.8	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	49	44	89.8
Female	39	34	87.2
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	17	16	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	16	16	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	32	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	380	373	30	8.0
Female	254	248	23	9.3
Male	125	124	7	5.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	1	4.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	136	7	5.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	2	8.3
White	126	123	15	12.2
English Learners	13	13	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	217	211	24	11.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	26	3	11.5

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

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
1.06	0.25	1.32	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	0	0	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	1.32	0.00
Female	1.18	0.00
Male	1.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	0.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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	10	33	1	0
Mathematics	12	23	2	0
Science	20	8	5	0
Social Science	20	7	4	0

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	14	25	5	
Mathematics	16	19	5	
Science	21	11	6	
Social Science	22	5	8	

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	12	29	6	
Mathematics	16	17	6	
Science	21	9	7	
Social Science	22	6	7	

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	371

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
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	\$20,139	\$6,100	\$14,039	\$86,931
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	22.5	0.2
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	23.0	-14.0

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	38.8
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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	5
Fine and Performing Arts	5
Foreign Language	0
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered	12

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

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, staff members need to be continuously engaged in learning and improving their skills through professional learning and collaboration. The district offers a program of ongoing professional development, including opportunities for teachers to enhance their instructional practices and improve student engagement and educational outcomes. Along with ongoing articulation through Professional Learning Communities (PLCs) and trainings scheduled during and after school, teachers have 24 hours with an optional 12 hours based on available funding of additional professional development during non-instructional hours or days yearly for Professional Development. In addition, all new teachers hired before the New Teacher Training in August were invited to participate in up to two additional professional development days. District

Professional Development

summative data has illustrated a need for professional development in school and classroom culture, behavior management, EL strategies, and best practices in Mathematics, Literacy, and Science. Teachers in the core academic subject areas are given three department release days to articulate vertically and within same classes, collaborate on department goals for students and to refine assignments and assessments. Finally, staff has been afforded opportunities to utilize Educator Effectiveness Grant monies to gain professional development relevant to their assignment.

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