

Cedar Lane Elementary 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	Cedar Lane Elementary School
Street	841 Cedar Lane
City, State, Zip	Olivehurst, CA 95961
Phone Number	(530) 741-6112
Principal	Hector Gonzalez
Email Address	hgonzalez@mjUSD.com
School Website	cedarlane.mjUSD.com
Grade Span	K-6
County-District-School (CDS) Code	58-72736-6056659

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

Mission: Education Today For Empowerment Tomorrow

Vision: Cedar Lane seeks to create a learning community for all students and staff where relationships are built on equality, respect, and collaboration. This ensures that students can achieve their maximum potential in a safe and positive environment in order to become responsible, productive members of society prepared to pursue college and career pathways.

We believe that all students learn given a safe, supportive, and nurturing school community. Cedar Lane students reach the highest academic potential through a positive growth mindset, hard work, and perseverance. Our students develop a sense of

2025-26 School Description and Mission Statement

self confidence and pride through goal setting and achievement.

We believe that family involvement is essential to the success of our students. We value our families and their contribution to their child's education. Collaboration between families and Cedar Lane staff fosters strong relationships and rapport that guides students toward becoming responsible, productive members of our community.

We believe that a clear and shared focus with high standards and expectations for all students and staff is critical to student success. At Cedar Lane, reading, writing, and attendance are our highest areas of focus. We implement professional development and apply proven academic strategies in the science of reading to provide teachers and staff with the tools needed to accelerate student growth and improve literacy.

Goals for 2025-26 School Year:

Goal 1 -

Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all Cedar Lane students.

Goal 2 -

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

Goal 3 -

Prepare every student with the skills needed for college and career readiness.

Goal 4 -

Build a system of specific support for our EL (English Learner) students.

Goal 5 -

Improve the meaningful school to home relationship.

If you have any questions please call us or come in to the office, and we will be glad to help you. Thank you for all you do to make Cedar Lane Elementary a wonderful place to be!

Wildcats are Proud To

Be Problem Solvers - Be Responsible - Work Hard - Be Safe and Kind

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	85
Grade 2	81
Grade 3	81
Grade 4	71
Grade 5	71
Grade 6	65
Total Enrollment	554

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.7
Asian	10.5
Black or African American	2.7
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.4
White	22.6
English Learners	26
Foster Youth	1.6
Homeless	7.9
Migrant	0.2
Socioeconomically Disadvantaged	90.8
Students with Disabilities	17.5

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)	20	86.96	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)	1	4.35	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	8.7	15.1	3.38	15831.9	5.67
Total Teaching Positions	23	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)	18	81.82	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)	3	13.64	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	4.55	33.5	7.22	14303.8	5.15
Total Teaching Positions	22	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)	20	80	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	1	4	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8	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	2	8	25.1	5.16	13705.8	4.91
Total Teaching Positions	25	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	0.00	2	1
Misassignments	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	2

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)	4.7	4.7	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	7.1

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	McGraw Hill, World of Wonders, ©2015, Gr. TK, 4/26/2016 McGraw Hill, Wonders, ©2015, Gr. K-6, 4/26/2016 Intervention McGraw Hill, Reading Wonderworks, ©2015, RSP Gr. K-6, 4/26/2016 McGraw Hill, FLEX, ©2015, SDC Gr. 3-5, 4/26/2016 Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019	0%
Mathematics	Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014	0%
Science	Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020	0%
History-Social Science	McGraw Hill, Impact California Social Studies, ©2019, Gr. K-5, 5/14/2019 Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019	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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas Leaks "Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:" a. There is no odor that would indicate a gas leak. (X) b. Gas pipes are not broken and appear to be in good working order. (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: 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			Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following: a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

School Facility Conditions and Planned Improvements

			<p>Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.) <ol style="list-style-type: none"> 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up. 2. Walls and Doors free of spots and grime. 3. Desk and Counters clean. 4. Furniture dusted and clean. 5. Baseboards and window sills dusted and clean. 6. Light fixtures clean. 7. Sink clean and drains working properly. 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue. 9. Windows are free from damage, clean, and in working condition. 10. Water fountains, including handles/buttons, are clean and in working condition. 11. Toilets and bathroom sinks are clean and in working condition. 12. Mirrors and Hand Dryers are clean, intact, and in working condition. 13. Bathroom supplies are stocked and in working condition. 14. Area is free of graffiti. 15. Landscaping - Maintained sufficiently to not hinder student and staff. <p>Pest/Vermin Infestation "Pest or vermin infestation are not evident. Examples include but are not limited to the following:" Examples include but are not limited to the following: <ol style="list-style-type: none"> a. There is no evidence of a major pest or vermin infestation. (X) b. There are no holes in the walls, floors, or ceilings. c. Rodent droppings or insect skins are not evident. d. Odor caused by a pest or vermin infestation is not evident. e. There are no live rodents observed. </p>
<p>Electrical</p>	<p>X</p>		<p>Electrical (Interior and Exterior)</p> <ol style="list-style-type: none"> 1. There is no evidence that any portion of the school has a power failure. (X) 2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following: <ol style="list-style-type: none"> a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)

School Facility Conditions and Planned Improvements

			<p>b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.</p> <p>3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> Lighting appears to be adequate. Lighting is not flickering. There is no unusual hum or noise from the light fixtures.
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Restrooms Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:</p> <ol style="list-style-type: none"> Restrooms are maintained and cleaned regularly. Restrooms are fully operational. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels. Restrooms are open during school hours. Other <p>Sinks/Fountains (Inside and Outside) Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> Drinking fountains are accessible. Water pressure is adequate. A leak is not evident. There is no moss, mold, or excessive staining on the fixtures. The water is clear and without unusual taste or odor.
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Fire Safety The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X) Emergency alarms appear to be functional. (X) Emergency exit signs function as designed, exits are unobstructed. (X) Fire extinguishers are current and placed in all required areas. Fire alarms pull stations are clearly visible. Other <p>Hazardous Materials (Interior and Exterior) There does not appear to be evidence of hazardous materials that may pose a threat to</p>

School Facility Conditions and Planned Improvements

			<p>pupils or staff. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X) b. Paint is not peeling, chipping, or cracking. c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure. d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
<p>Structural: Structural Damage, Roofs</p>	X		<p>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:</p> <ul style="list-style-type: none"> 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 "undermines the structural components. (X) <p>Roofs (observed from the ground, inside/outside the building) "Roof systems appear to be functioning properly. Examples include but are not limited to the following:" limited to the following:</p> <ul style="list-style-type: none"> a. Roofs, gutters, roof drains, and down spouts are free of visible damage. b. Roofs, gutters, roof drains, and down spouts are intact.
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>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:</p> <ul style="list-style-type: none"> 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

School Facility Conditions and Planned Improvements

			<p>soil, water damage to asphalt, or clogged storm drain inlets. e. Other</p> <p>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:</p> <ul style="list-style-type: none"> 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.
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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)	18	16	32	34	47	48
Mathematics (grades 3-8 and 11)	10	13	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	287	285	99.30	0.70	16.14
Female	132	130	98.48	1.52	18.46
Male	155	155	100.00	0.00	14.19
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	8.57
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	162	160	98.77	1.23	18.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	17.39
White	57	57	100.00	0.00	14.04
English Learners	92	91	98.91	1.09	8.79
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	8.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	228	227	99.56	0.44	16.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	59	100.00	0.00	1.69

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	288	287	99.65	0.35	12.54
Female	133	132	99.25	0.75	10.61
Male	155	155	100.00	0.00	14.19
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	8.57
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	163	162	99.39	0.61	12.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	17.39
White	57	57	100.00	0.00	15.79
English Learners	92	92	100.00	0.00	5.43
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	8.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	0.44	12.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	60	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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)	13.7	12.5	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	72	72	100.00	0.00	12.50
Female	33	33	100.00	0.00	9.09
Male	39	39	100.00	0.00	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	46	46	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	9.09
English Learners	31	31	100.00	0.00	12.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	11.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	90	89	93	92	89

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

Educating our children is a team effort. Families, students, teachers, support staff, and the community benefit by a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Cedar Lane encourages parents to be a part of their child's learning experiences in a variety of ways including but not limited to: Parent Teacher Conferences, Back-to-School Night, Open House, Awards Assemblies, Family Nights, monthly PTO, School Site Council and English Learner Advisory Council meetings, field trips, class parties, fundraising efforts, volunteering and parenting classes to support our parents. We are partnering with Yuba County Office of Education to bring parenting workshops for parents, we are also funding other parenting class through the CCSPP grant, and we are also encouraging our parents to attend the Parent Institute for Quality Education (PIQE) parent sessions. Information is relayed to parents weekly regarding involvement via Aeries Communication system ParentSquare, Facebook and a monthly Newsletter. Cedar Lane School encourages parents to come to school or call to share concerns or obtain answers to questions. Please call to become involved and demonstrate the importance of education to your child.

Outreach Consultants provide supports for parents: Felisa Guerrica can be reached at 530-741-6112

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	626	607	125	20.6
Female	290	279	60	21.5
Male	336	328	65	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	59	1	1.7
Black or African American	20	19	10	52.6
Filipino	--	--	--	--
Hispanic or Latino	337	331	61	18.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	13	28.3
White	147	136	37	27.2
English Learners	159	159	10	6.3
Foster Youth	18	18	7	38.9
Homeless	56	52	21	40.4
Socioeconomically Disadvantaged	583	564	116	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	120	29	24.2

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
10.34	5.08	3.19	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	0.16	0.32	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	3.19	0.32
Female	1.03	0.00
Male	5.06	0.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.69	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.08	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	5.44	0.68
English Learners	2.52	0.00
Foster Youth	5.56	0.00
Homeless	3.57	0.00
Socioeconomically Disadvantaged	3.26	0.34
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.69	0.81

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 our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made with the help of local law enforcement at least one time per year. In August, school administration met regarding school safety with district staff and law enforcement to walk through the sites to review safety concerns and propose improvements. The SSC convened on December 11th to review current safety protocols and procedures.

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

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

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	25	0	3	0
2	24	0	3	0
3	23	0	3	0
4	24	1	2	0
5	27	1	2	0
6	30	0	2	0
Other	10	2	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	25	0	3	0
2	21	1	3	0
3	17	2	2	0
4	31	0	2	0
5	23	1	2	0
6	24	1	2	0
Other	10	3	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	19	4		
2	26		3	
3	25		3	
4	22	1	2	
5	23	1	2	
6	30		2	
Other	10	3		

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	0

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

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	\$17,854	\$7,605	\$10,249	\$88,078
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	-8.9	1.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-8.4	-12.7

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

Fiscal Year 2024-25 Types of Services Funded

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%

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 (8 of the 24 hours can be used on Ellevation to understand how to work with ELs) 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 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. At Cedar Lane, teachers have the opportunity to complete the CORE Reading Academy and participate in instructional coaching to support continuous improvement of reading instruction aligned with the science of reading components.

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