

Yuba Gardens Intermediate 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	Yuba Gardens Intermediate School
Street	1964 E. 11th Ave.
City, State, Zip	Olivehurst, CA 95961
Phone Number	(530) 741-6194
Principal	Jim Hays
Email Address	jhays@mjusd.com
School Website	yubagardens.mjusd.com
Grade Span	7-8
County-District-School (CDS) Code	58-72736-6056790

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

Welcome to Yuba Gardens Intermediate School. The community of Olivehurst and Linda are comprised of a diverse population. Parents and grandparents, within the community, are proud to say they also attended Yuba Gardens. Currently 750+ students attend Yuba Gardens Intermediate School. Within the last five years, Olivehurst and Linda experienced growth due to new housing developments in the area. Families from the greater Sacramento region found the housing development to be affordable, with a small town atmosphere good for raising families, and within commuting distance for jobs in Sacramento. The student population consists of a variety of cultures: Europeans, Ukranian, Hispanic, Hmong, and others comprise a significant portion of the student background. The community and school understand that each student is unique. It is important to make sure that each student's program meets his/her academic and social needs. If you have any question or concerns,

2025-26 School Description and Mission Statement

please call Yuba Gardens Intermediate School. Our mission statement is "We are committed to encouraging, empowering, and teaching our students to reach their full academic and social emotional potential through a partnership with our families and community."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	394
Grade 8	367
Total Enrollment	761

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	1.4
Asian	13.9
Black or African American	3.4
Filipino	0.5
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.7
White	18.8
English Learners	24.2
Foster Youth	0.9
Homeless	3.4
Migrant	0.4
Socioeconomically Disadvantaged	78.3
Students with Disabilities	15.2

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)	32.5	89.78	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	0.8	2.29	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	7.9	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	0	15.1	3.38	15831.9	5.67
Total Teaching Positions	36.2	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)	23.2	63.81	384.5	82.83	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.74	6.2	1.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	3.87	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	10.7	29.52	33.5	7.22	14303.8	5.15
Total Teaching Positions	36.4	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)	32	86.57	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	1	2.7	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	5.84	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	1.8	4.86	25.1	5.16	13705.8	4.91
Total Teaching Positions	37	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	0.1	0
Misassignments	2.80	1.2	2.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.80	1.4	2.1

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)	5.9	2.9	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

K-8 “State-adopted” instructional materials are those instructional resources which the State Board of Education (SBE) has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 7-8, 5/9/2017 Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022 Intervention McGraw Hill, Reading Wonderworks, ©2015, RSP Gr. K-6, 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	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.

Year and month of the most recent FIT report

October 2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas Leaks 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) c. Other Mechanical Systems Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. 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. 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	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		a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session. b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK) c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do

School Facility Conditions and Planned Improvements

				not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D) d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X) e. Area(s) evaluated is free of unabated graffiti.
Electrical			X	a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X) b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access. 3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following: a. Lighting appears to be adequate. b. Lighting is not flickering. c. There is no unusual hum or noise from the light fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational. c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels. d. Restrooms are open during school hours. Sinks/Fountains (Inside and Outside) Drinking fountains appear to be accessible and functioning as intended. a. Drinking fountains are accessible. b. Water pressure is adequate. c. A leak is not evident. d. There is no moss, mold, or excessive staining on the fixtures. e. The water is clear and without unusual taste or odor.
Safety: Fire Safety, Hazardous Materials			X	a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X) b. Emergency alarms appear to be functional. (X) c. Emergency exit signs function as designed, exits are unobstructed. (X) d. Fire extinguishers are current and placed in all required areas. e. Fire alarms pull stations are clearly visible.

School Facility Conditions and Planned Improvements

			Hazardous Materials (Interior and Exterior) There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. 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.
Structural: Structural Damage, Roofs	X		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) Roofs (observed from the ground, inside/outside the building) Roof systems appear to be functioning properly. limited to the following: a. Roofs, gutters, roof drains, and down spouts are free of visible damage. b. Roofs, gutters, roof drains, and down spouts are intact.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	a. Significant cracks, trip hazards, holes and deterioration are not found. b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. c. Seating, tables, and equipment are functional and free of significant cracks. d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. Windows/Doors/Gates/Fences (Interior and exterior) 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.

School Facility Conditions and Planned Improvements

				f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. g. Gates and fences appear to be functional. h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
--	--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	31	32	34	47	48
Mathematics (grades 3-8 and 11)	11	14	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	750	732	97.60	2.40	31.01
Female	342	335	97.95	2.05	34.93
Male	408	397	97.30	2.70	27.71
American Indian or Alaska Native	12	11	91.67	8.33	27.27
Asian	108	107	99.07	0.93	31.78
Black or African American	22	22	100.00	0.00	22.73
Filipino	--	--	--	--	--
Hispanic or Latino	430	421	97.91	2.09	32.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	38	92.68	7.32	26.32

White	129	125	96.90	3.10	31.20
English Learners	172	169	98.26	1.74	3.55
Foster Youth	--	--	--	--	--
Homeless	39	34	87.18	12.82	20.59
Military	--	--	--	--	--
Socioeconomically Disadvantaged	494	476	96.36	3.64	30.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	99	96.12	3.88	6.06

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	750	725	96.67	3.33	14.38
Female	342	327	95.61	4.39	11.96
Male	408	398	97.55	2.45	16.37
American Indian or Alaska Native	12	11	91.67	8.33	9.09
Asian	108	107	99.07	0.93	12.15
Black or African American	22	22	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	430	418	97.21	2.79	15.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	37	90.24	9.76	13.89
White	129	122	94.57	5.43	14.88
English Learners	172	168	97.67	2.33	6.55
Foster Youth	--	--	--	--	--
Homeless	39	35	89.74	10.26	8.57
Military	--	--	--	--	--

Socioeconomically Disadvantaged	494	470	95.14	4.86	13.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	96	93.20	6.80	2.08

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)	13.07	16.71	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	357	349	97.76	2.24	16.71
Female	159	155	97.48	2.52	10.97
Male	198	194	97.98	2.02	21.35
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	22.22
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	210	207	98.57	1.43	16.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	12.50
White	60	58	96.67	3.33	18.97
English Learners	85	83	97.65	2.35	1.20
Foster Youth	--	--	--	--	--
Homeless	26	24	92.31	7.69	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	227	96.60	3.40	16.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	2.13

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	97	97	97	97	100

C. Engagement	State Priority: Parental Involvement The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.
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2025-26 Opportunities for Parental Involvement
Parents are welcome and encouraged to be involved at Yuba Gardens Intermediate School. English Language Acquisition (ELAC) meetings are held once a month. Parents, who have been cleared by the district office, are welcome to assist teachers or participate in yard duty as approved by administration and/or volunteer in classrooms. Parents are a vital part of the School Site Council as voting members to approve policies, procedures, and budget items that follow MJUSD board policies. Information can be gained on the website, from newsletters, Aeries Communication, and from parent meetings. Parental involvement is going to be a big focus for the school in the next several years as it is imperative to work with our diverse community to best serve our students and move our school forward. We realize parents are an essential component of student success and we will continue to explore ways to get parent involvement at a higher percentage. We have a CEI grant to help us with this endeavor.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	829	811	174	21.5
Female	377	370	78	21.1
Male	452	441	96	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	0	0.0
Asian	114	112	14	12.5
Black or African American	26	26	9	34.6
Filipino	--	--	--	--
Hispanic or Latino	468	459	79	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	15	45.5
White	155	150	52	34.7
English Learners	212	204	24	11.8
Foster Youth	--	--	--	--
Homeless	48	45	23	51.1
Socioeconomically Disadvantaged	687	671	156	23.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	125	40	32.0

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
11.07	10.67	8.93	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
0.7	0.84	0.84	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	8.93	0.84
Female	5.84	0.27
Male	11.50	1.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	16.67	0.00
Asian	5.26	0.88
Black or African American	19.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.91	1.07
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	12.90	0.65
English Learners	5.66	0.94
Foster Youth	0.00	0.00
Homeless	20.83	4.17
Socioeconomically Disadvantaged	9.61	1.02
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.87	3.17

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 school 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. All 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 major elements such as 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	23	17	26	0
Mathematics	22	6	15	0
Science	28	0	16	0
Social Science	25	4	11	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	22	23	34	
Mathematics	23	15	17	
Science	27	3	26	
Social Science	23	14	17	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	20	29	5
Mathematics	25	6	25	
Science	28	1	26	2
Social Science	28	2	19	5

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	241.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,373	\$6,627	\$12,746	\$91,139
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	12.9	5.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	13.4	-9.3

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%

Professional Development

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

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

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