

# Marysville Charter Academy for the Arts

2025 California School Dashboard  
Summary and LCAP Midyear Update

December 2025



# About the CA School Dashboard



**BLUE**



**GREEN**



**YELLOW**

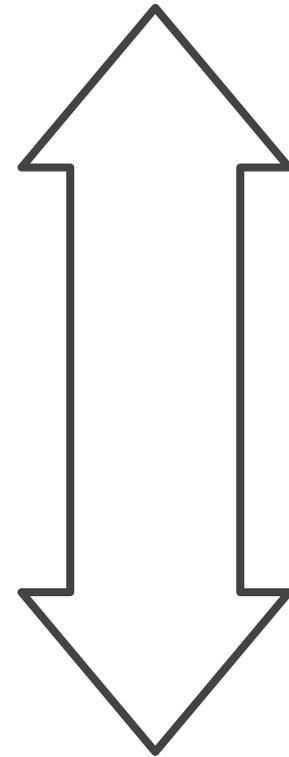


**ORANGE**



**RED**

Higher  
Performance



Lower  
Performance



# Why is the California School Dashboard important?

The Dashboard is California's main public report card for our schools, but instead of one number, it gives a fuller picture across multiple measures of student success and school climate because it:

- Communicates how schools and districts are doing
- Establishes common standards and expectations
- Identifies student groups, schools and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes

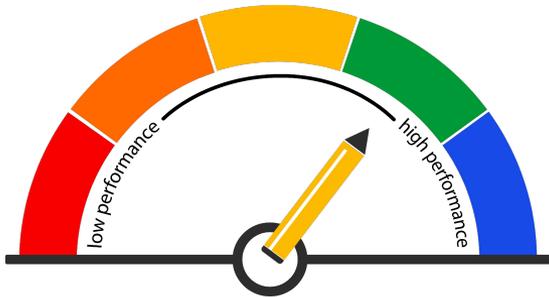
REPORT CARD	
English	A
Career Tech	A
Math	B
Art	A
Science	B
History	A



# Eleven Measures of School Performance

## Eight State Measures

Performance levels are determined using current data and changes from previous year, scores are represented by a color ranging from Red to Blue.



- Academic Performance in English Language Arts and Math
- Chronic Absenteeism
- English Learner Progress (ELPI)
- HS Graduation Rate
- Suspension Rate
- College and Career Readiness
- Science

## Five Local Indicators

Beyond test scores, we're required to publicly report on how we're doing with family engagement, school climate, and access to a full curriculum. That's part of our accountability, too.

### STANDARD MET

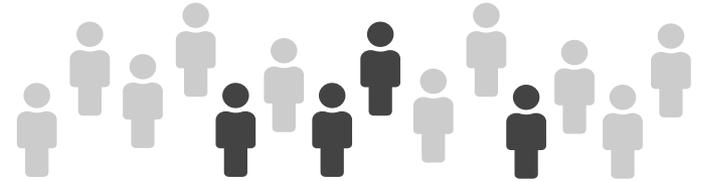
- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parental Involvement and Family Engagement
- Access to Courses



# 14 Different Groups of Students are Monitored in California because Every Student Matters

Each school receives an overall rating, and a rating for each student group listed below, as long as there were at least 30 students in that group for the indicator. A student could be a member of multiple groups, including their ethnicity/race as well as one of the other groups.

- African-American
- American Indian/Native Alaskan
- Asian
- Filipino
- Hispanic/Latino**
- Native Hawaiian/Pacific Islander
- Two or More Races**
- White**
- English Learners
- Long-term English Learners\*
- Socioeconomically Disadvantaged**
- Foster Youth\*\*
- Students Experiencing Homelessness\*\*
- Students with Disabilities



The system is designed to ensure that we look at all groups, not just our overall performance. If a group receives a red rating, that's front and center. Among 14 student groups that the California School Dashboard monitors, our school has scores for 4 student groups.

\* Long-term English Learners were added as the 14th student group in 2025.

\*\* For foster and homeless students the minimum threshold to be counted is 15 students, not 30 students.



# What's NEW or different for 2025?

For  
2025



Academic growth data will be

available for ELA and Math grades 4-8 comparing student scores to the previous school year



CA Science Test is on the Dashboard with a numeric score and color, but not for accountability and Differentiated Assistance eligibility



Updates for the College/ Career Indicator with the inclusion of AP course completion and other changes to provide a broader view of readiness



Teacher assignment monitoring

outcomes will be included on the Dashboard to provide additional information about Basic Services



Updates to criteria for Differentiated

Assistance for Long Term English Learners on the English Learner Progress Indicator



CALPADS data quality and certification

now included as criteria to determine Differentiated Assistance status



# State Indicator Scores

## Understanding How Colors are Determined

Each district and school receives a color based on current results and the change from the previous year using a five-by-five matrix.

The **Purple** school has a lower chronic absentee rate but it got worse and their rating is **Yellow**.

The **Pink** school has a higher rate but since it improved, their rating is **Green**.

		Change				
		Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Status	Very Low	Yellow	Green	Blue	Blue	Blue
	Low	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

There are different five-by-five matrices for each indicator and some for different types of LEAs.

# Our 2025 Results on the State Indicators

Our school has **3 GREEN**, **3 YELLOW**, and **1 ORANGE** indicator on the 2025 Dashboard.

These indicators and results for student groups will be explored on the following pages.

English Language Arts



Math



Science



Chronic Absentee Rate



Suspension Rate



English Learner Progress



Graduation Rate



College/Career

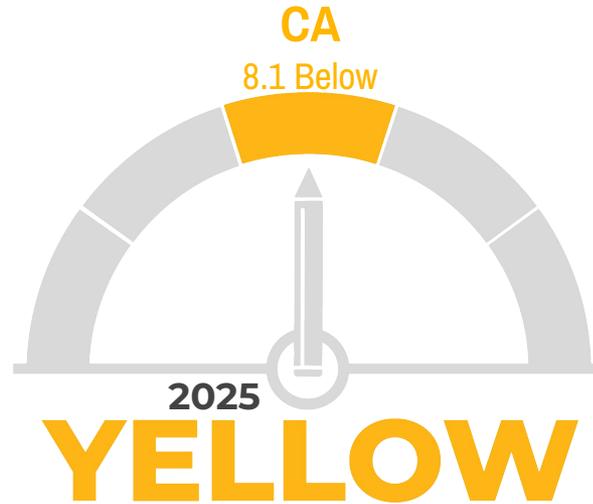




# English Language Arts

28.5 points  
above  
standard

Increased 2.1 points



If our Distance from Standard were 0.9 points higher, our Indicator would have been **GREEN**.

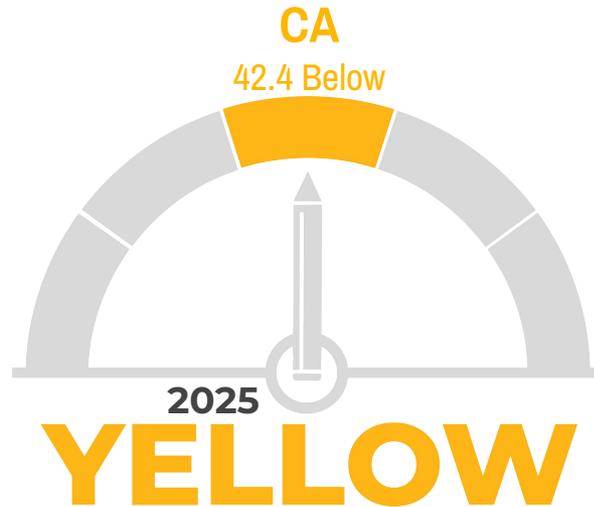


- Hispanic
- Socioeconomically Disadvantaged
- White



# Mathematics

43.1 points  
below  
standard  
Increased 1.4 points



If our Distance from Standard were 1.6 points higher, our Indicator would have been **GREEN**.

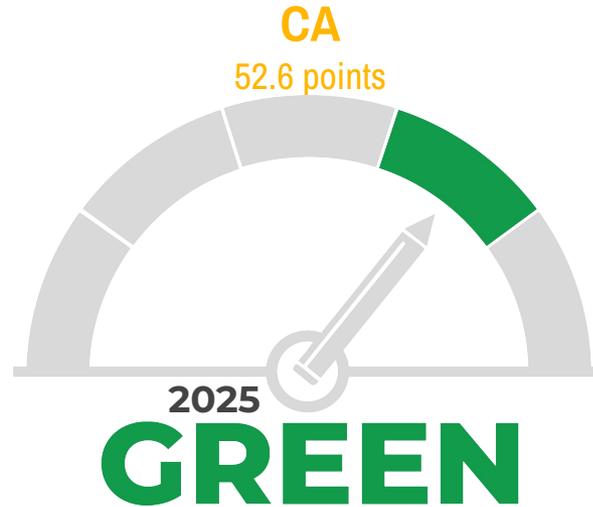


- Hispanic
- Socioeconomically Disadvantaged
- White



# Science

59.2 points  
above  
standard  
Decreased 4.3 points



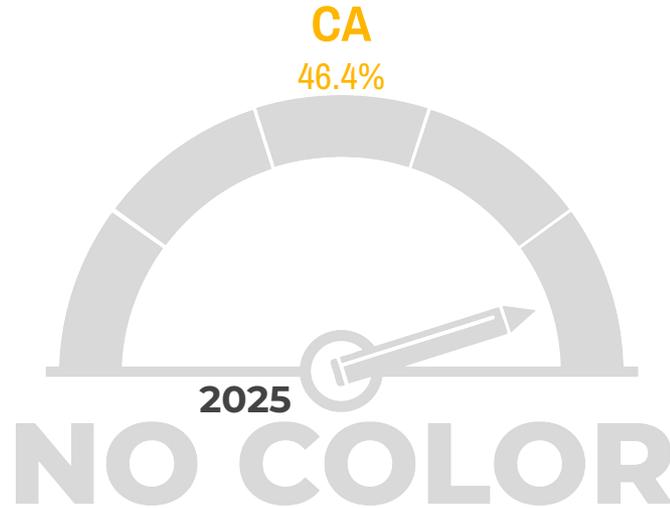
If our average Science points had been 5.8 higher, our Indicator would have been **BLUE**.



- Hispanic
- Socioeconomically Disadvantaged
- White



# English Learner Progress Indicator



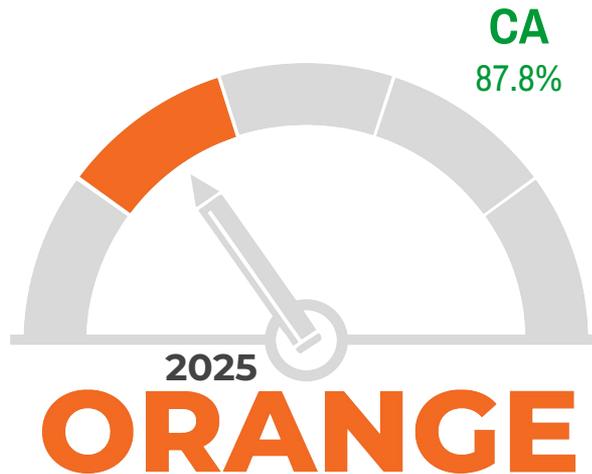
We did not receive a color rating for this indicator this year.



# Graduation Rate

89.8%  
graduated

Decreased 10.2%



If 3 more students had graduated, our Indicator would have been **BLUE**.

The only student group listed is Socioeconomically Disadvantaged, as other students in the graduating class are not displayed because their groups are too small.





# College/Career Indicator Explained

This is the formula for determining the percent of students who are ready

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

Graduates can be identified as **Prepared** if they meet one or more rigorous criteria, such as:

## Prepared for College:

1. CAASPP performance
2. Advanced Placement (AP) Exams and Courses
3. International Baccalaureate (IB) Exams
4. College Credit
5. State Seal of Biliteracy + CAASPP
6. University of California (UC) and California State University (CSU) a-g requirements plus:
  - CAASPP
  - College Credit Courses
  - AP or IB exams
  - Completion of CTE Pathway

## Prepared for Career:

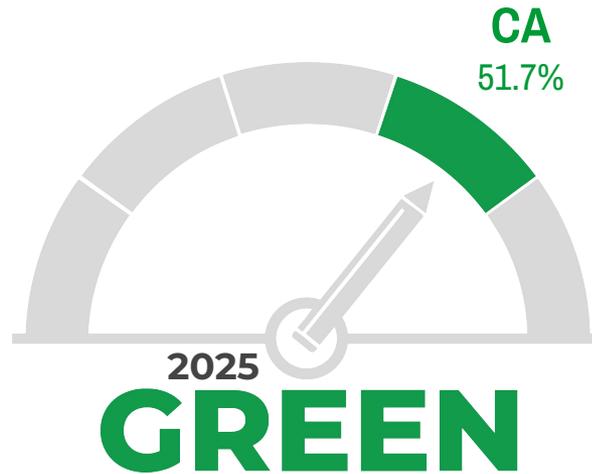
1. Leadership/Military Science plus CAASPP
2. Career Technical Education (CTE) Pathway completion plus
  - a. CAASPP
  - b. CTE
3. Registered Pre-Apprenticeship
4. State and Federal Job Programs
5. Transition Classroom and Work-Based learning experiences for students with IEPs



# College/Career Indicator

77.6% ready

Decreased 5.2%



If 2 more students had been prepared for College/Career, our Indicator would have been **BLUE**.

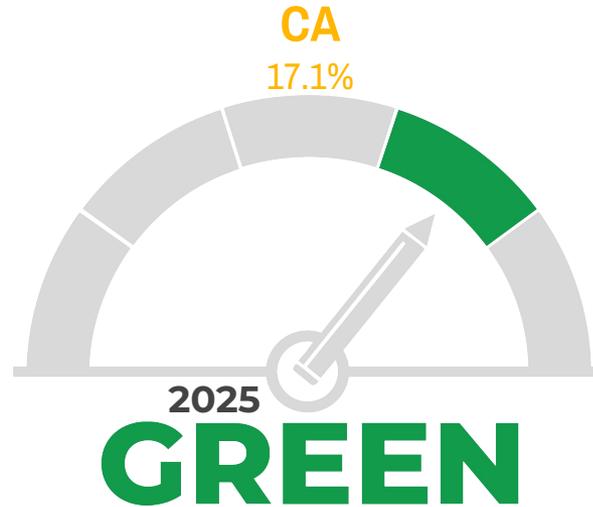


- Socioeconomically Disadvantaged

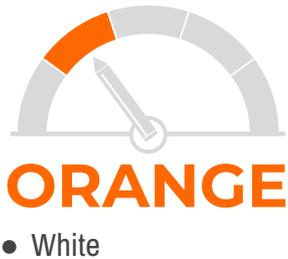


# Chronic Absenteeism

6.8%  
chronically  
absent  
Decreased 1.7%



If 2 fewer students had been chronically absent, our Indicator would have been **BLUE**.

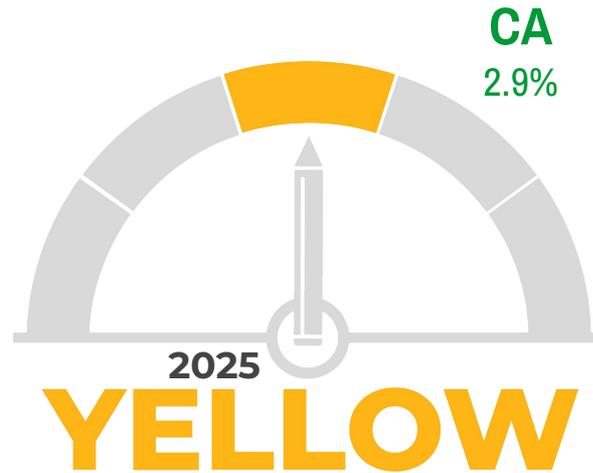




# Suspension Rate

1.3%  
suspended

Increased 1.1%

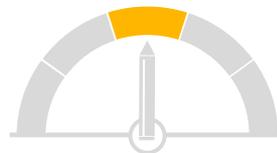


If 3 fewer students had been suspended, our Indicator would have been **GREEN**.



**ORANGE**

- Two or More Races



**YELLOW**

- Socioeconomically Disadvantaged
- White



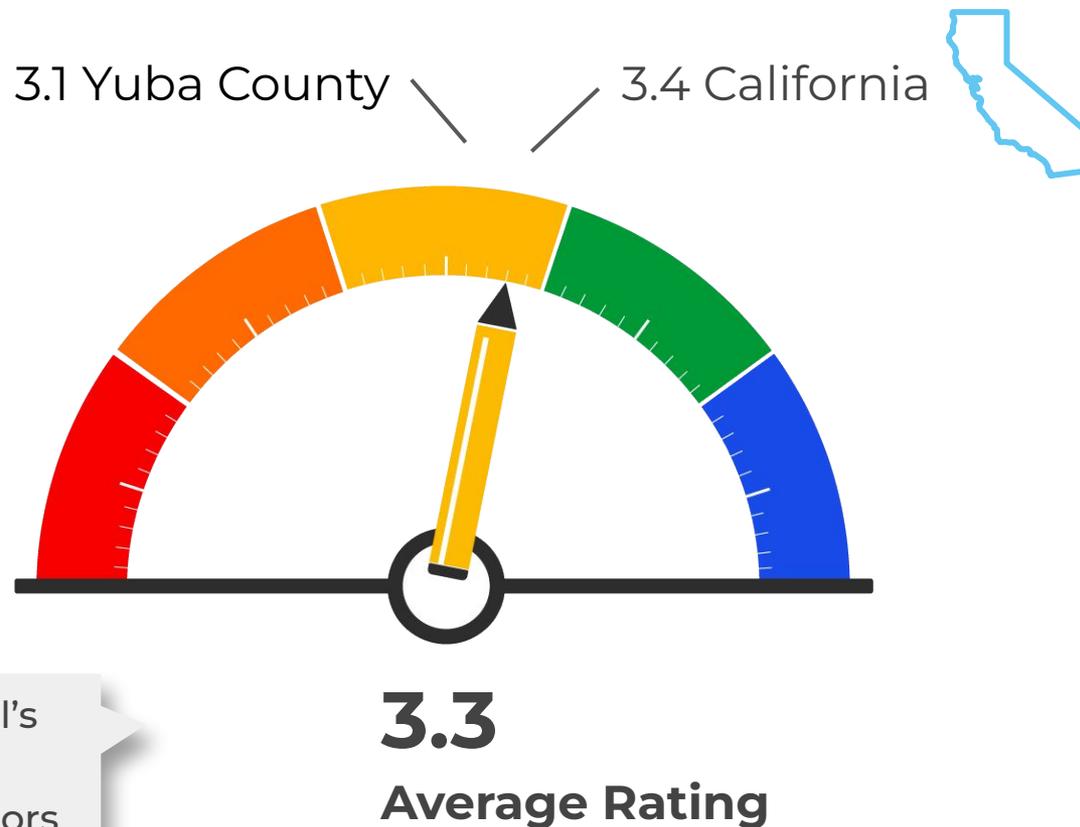
**BLUE**

- Hispanic

# How well did each of our Student Groups perform on the 2025 CA School Dashboard?

	ELA	Math	Sci	Grad	CCI	Chro	Susp
All Students	3.0	3.0	4.0	2.0	4.0	4.0	3.0
Hispanic/Latino	4.0	3.0	4.0			4.0	5.0
Socioeconomically Disadvantaged	4.0	3.0	4.0	5.0	5.0	4.0	3.0
Two or more Races							2.0
White	4.0	3.0	4.0			2.0	3.0

# How did we perform in Comparison to the County and State of California?



*Average scores are calculated based on the following values: Blue=5, Green=4, Yellow=3, Orange=2, and Red=1. The County Average is based on the average Dashboard ratings for all LEAs in the County.*

# How did we do in comparison to similar schools in California?



There are 255 High Schools in California; 20 are similar to our school because they have an enrollment below 500 and an unduplicated rate between 40% and 65%.

# 20

Similar schools



The number next to each indicator shows where we rank in comparison to the similar schools

*A rank of 1st means no other school had higher performance, a rank of 5th means 4 other schools had a higher performance but it's also possible that other schools shared the 5th place rank with ours.*

English Language Arts



**8<sup>th</sup>**

Math



**2<sup>nd</sup>**

Science



**3<sup>rd</sup>**

Chronic Absentee Rate



**1<sup>st</sup>**

Suspension Rate



**15<sup>th</sup>**

English Learner Progress



**NA**

Graduation Rate



**13<sup>th</sup>**

College/Career



**6<sup>th</sup>**

[Click here to see a list of the similar schools](#)

# LCAP MID-YEAR UPDATE

Every school is required to provide an update to the Board before the end of February to:

- provide the public with an update on the implementation of the current LCAP;
- plan for changes that may need to be made based on revised estimates of revenue, budgeted expenditures and/or student performance; and
- share available mid-year outcome, expenditure and implementation data in the current year's LCAP.

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-Year Expenditures or other funding
1.1 Purchase IXL for all Math 7, 8 and Math Support students.	\$10,000 (contributing)	\$2,650.00
1.2 Hiring a retired teacher to push into Math classes and help teachers help students.	\$15,000 (contributing)	\$7,600.00
1.3 After-School Tutoring and Study Hall with Math as the first priority	\$28,000 (contributing)	\$5,198.41
1.4 Classroom supplies and equipment	\$15,000 (not contributing)	1001, 4100, etc.
1.5 Paraeducators	\$55,000 (contributing)	5305

Complete or will be completed and funds will be expended

May not be completed and not all funds may be expended

Will not be completed and funds will not be expended

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-year Expenditures or other funding
1.6 Professional Development	\$12,500 (not contributing)	1001, 5207
1.7 UWorld AP College Prep	\$2,000 (contributing)	Cancelled
1.8 Data Block Release Periods	\$50,000 (not contributing)	1001
1.9 9th Block Intervention	\$3,000 (not contributing)	\$2,730 (5297)
1.10 Purchase a diagnostic assessment system for Reading for grades 7-12	\$10,000 (not contributing)	\$2,833 (4100)
1.11 UC Scout	\$10,000 (not contributing)	0

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-Year Expenditures or other funding
1.12 Summer School	\$75,000	NA

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Metrics

Goal/Action	Total Funds Budgeted	Mid-Year Expenditures or other funding
2.1 Supplies targeted for Visual Arts courses/projects	\$25,000 (not contributing)	1001, 5230
2.2 7th Grade Exploratory Arts Wheel	\$85,000 (not contributing)	1001, 5230, 6462
2.3 Maintain additions of Music and Arts instructors from 2022-2024	\$212,000 (not contributing)	1001
2.4 Dance Instructor	\$155,000 (contributing)	\$76,067.55
2.5 Productions & Events	\$30,000 (not contributing)	1001, 5230
2.6 CTE & Career Pathways	\$40,000 (contributing)	0 (beginning to expend in February)

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-Year Expenditures or other funding
2.7 Musical Instrument Repair, Maintenance and Purchase	\$10,000 (not contributing)	1001, 5230
2.8 Continue Senior Seminar	\$15,000 (not contributing)	1001 \$3,283.50
2.9 Study Skills Curriculum	\$5,000 (not contributing)	1001
2.10 Study Hall Supplemental Materials	\$5,000 (contributing)	\$7,146.12
2.11 After School Enrichment Offerings	\$66,000 (contributing)	\$8,379.57

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-year Expenditures or other funding
3.1 Full Time Counselor	\$130,000 (contributing)	\$69,213.07
3.2 Outreach Consultants	\$170,000 (contributing)	\$97,851.17
3.3 SEL Curriculum	0	—
3.4 Motivational and Culturally Diverse Speakers and Field Trips/Experiential Opportunities	\$7,000 (not contributing)	1001, 5230
3.5 Class Meetings, Rallies, Link Crew, Student Peer Mentoring	0	—

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Actions/Expenditures

Goal/Action	Total Funds Budgeted	Mid-year Expenditures or other funding
3.6 Leadership Opportunities After School	\$2,500 (not contributing)	—
3.7 50% Social Worker	\$86,030 (contributing)	\$36,679.59 from 6435

Met or Exceeded Target

At or Near Target

Did Not Meet Target

Data Not Yet Available

# Status of 2025-2026 LCAP Metrics

Goal	Description	Target
1	Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems that meet the needs of targeted populations.	Slight improvements in Math, ELA and AP rates; Solid improvements in A-G; Decline in Sci and Grad rates
2	Continue to support the visual and performing arts in order to engage students, expand artistic and academic opportunities, and develop career related skills.	Improvements in CCI Readiness, CTE/VAPA enrollments, and after school offerings. F list increased rather than decreasing.
3	Support students' health and wellbeing through SEL curriculum, personnel and other actions.	Improvements in attendance, Chronic Absenteeism, Drop-out Rate. Graduation Rate plummeted, but we mislabeled 4 exchange students, which explains the drop.

# 2025-2026 LCAP Schedule

January	February	March	April	May	June	July
Start gathering information from Educational Partners	Submit site survey to students, parents and staff. Collect and combine with district survey.	Share and review data with Educational Partners	Complete the necessary revisions for the 2026-2027 LCAP	Share with 2026-2027 LCAP draft with Educational Partners	Present to MJUSD Board seeking approval	MJUSD gains approval from YCOE for MCAA's LCAP