

EDUCATIONAL SERVICES

1. 2012-13 LOCAL EDUCATION AGENCY PLAN CONSENT

Purpose of the agenda item~ AGENDA

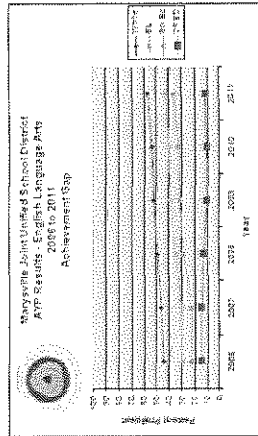
The purpose of the agenda item is to request the Board review and approve the 2012-13 Local Education Agency Plan for the Marysville Joint Unified School District. As a result of the State Board of Education's action regarding Corrective Action, all Program Improvement (PI) Year 3 LEAs must now annually review their LEA Plans.

Background~

The annual review of a LEA Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

The attached LEA plan was reviewed with the Board during the Educational Services presentation at the 9/25/12 board meeting. Additional current information will handed to board members at the 10/9/12 board meeting.

A focus is placed on closing the ELA achievement gap for all subgroups while still attaining growth in all subgroups.



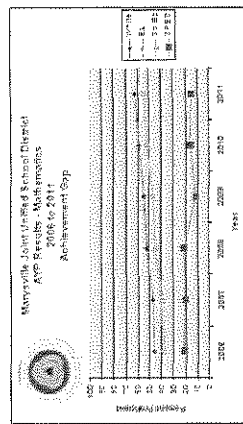
Achievement Gap

Subgroup	2006	2007	2008	2009	2010	2011
EL	22	24	21	20	21	20
Sp Ed	30	32	27	42	43	45

Number of Students

Subgroup	2006	2007	2008	2009	2010	2011
EL	1703	1763	1597	1557	1733	1554
Sp Ed	1119	1031	1042	1141	1223	1331
SPEED	841	862	761	847	876	881

A focus is placed on closing the math achievement gap for all subgroups while still attaining growth in all subgroups.



Achievement Gap

Subgroup	2006	2007	2008	2009	2010	2011
EL	9	9	7	7	8	7
Sp Ed	7	7	7	7	8	7
SPEED	25	27	31	43	43	47

Number of Students

Subgroup	2006	2007	2008	2009	2010	2011
EL	1762	1764	1593	1537	1733	1553
Sp Ed	1115	1042	1074	1226	1228	1332
SPEED	835	854	760	847	887	881

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Scientifically Based Research Strategies					
The MJUSD incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA. Below is a description of the specific strategies that MJUSD uses and how they will be accomplished.					
All Students					
Intensive intervention classes (including Students with Disabilities) will be provided and monitored to ensure that grade level standards are scaffolded based on student academic needs to student acquisition levels to accelerate proficiency in all core classes.		Intervention Classes are offered at all secondary school sites. Larger elementary sites have developed modified systems of RTI to provide accelerated intervention for leveled groups. Smaller elementary sites continue to provide intervention within each self-contained classroom. Principals and teachers are trained in data analysis and high quality first instruction to alleviate intervention needs.	2	Master Course Schedules Continued growth on district benchmarks and CSTs. Professional Development records and Teacher feedback. Grade level Articulation calendars and oversight.	
Ongoing/continuous Monitoring and Assessment by classroom teacher will drive instruction.		Benchmark Assessments are given to all students in the district on a regular schedule every 6-8 weeks. Teachers meet in Grade level Articulation groups to Analyze data and provide immediate intervention. Principal meetings are held monthly to discuss site level and district level data to observe trends and provide feedback to sites.	4	Edusoft Data Running Records Standards Based Report Cards	
ELA and math standards and instruction will be consistent and coordinated from classroom to classroom and monitored and supported by principals.		District ELA and math curriculum have been based at the district level with teacher facilitation. All benchmarks are paced to the curriculum pacing guide. Principals monitor and support grade level articulation and classrooms for consistent instruction. Intervention logs are kept by each teacher and shared by principals at the principal meetings.	2	District mapping and pacing guides Intervention Logs	
Coaching will be provided for teachers to support high quality instruction.		The MJUSD annually contracts with SCOE to provide High Quality First Instruction training. In addition the district funds a K-12 academic coordinator who works directly with SCOE coaches and site principals, performing walkthroughs and and staff training tied to analysis of student data.	3	Professional Development Records SCOE contracts	
Student data will be consistently and systemically used by all teachers and administrators to identify student needs and plan for instruction.		District ELA and math curriculum have been based at the district level with teacher facilitation. All benchmarks are paced to the curriculum pacing guide. Principals monitor and support grade level articulation and classrooms for consistent instruction. Intervention logs are kept by each teacher and shared by principals at the principal meetings.	4	Edusoft Data Running Records Standards Based Report Cards Grade Level Articulation	
Extended instructional time (i.e., before and after school, during school, and summer school) will be provided for students who are not meeting grade level standards.		In addition to SES services, sites provide ongoing tutoring for students with greatest academic shortfalls.	2	Supplemental contracts	
The district will hire and maintain highly qualified educators for all sites, subject areas, and grade levels.		All teachers in the MJUSD are NCLB highly qualified for the subjects they teach. All teachers of English learners have appropriate credentialing. The MJUSD is monitored through CMS.	4	Title II CMIS Reports Professional Development Records	
The district will continue to evaluate programs using a variety of tools (e.g., DAS, APS, Education Benefit Process, analysis of API, AYP, and local assessments).		The MJUSD annually reviews and completes the DAS, APS, Education Benefit Process, analysis of API, AYP, and local assessments.	4	Data Analysis meetings: DAS, APS, Education Benefit Process, analysis of API, AYP, and local assessments. District Portfolios	
The district continues to promote Response to Intervention/Instruction throughout the district		The district promotes a modified RTI program throughout the district.	1	Monitoring of the RTI process occurs at the site level. Some sites have stronger programs than others. The district continues to provide ongoing professional development in Professional Learning Communities. PLCs are referred to as Grade Level Articulation.	

English Learners All English learners will receive a systematic, regular and explicit English Language Development (ELD) program based on ELD standards as the core and as a structure to build towards attaining ELA grade level standards. ELD standards are the pathway for English learners to attain the ELA standards.	Site Principals monitor ELD/SDAIE instruction at all sites. An EL Leadership team consisting of SCOE and District coaches, and District and Site administrators meets monthly for professional development and data analysis tied to improving ELD/SDAIE instruction for English learners. Principals then meet with teachers for grade level articulation. With the new Common Core the district will continue to provide professional development to assist teachers in using the ELD standards to guide students to grade level ELA standards.	3	EL Master Plan ELSSA CELDT Professional Development Records AYP Results and growth APS/DAS
It is understood English Language Development (ELD) is a component of all program options for English Language Learners. The ELD component is based on the California English Language Development standards and provides a pathway to the ELA standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Instruction must develop English learners' full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing. Instruction will be differentiated by proficiency/acquisition levels English learners will be provided with systematic ELD instruction and sheltered content instruction to develop full proficiency with academic English.	All English learners in MJUSD receive ELD instruction based on their English Acquisition levels and guidance from the EL Master Plan. At this time, the quality of the ELD instruction is of highest concern. Professional development/grade/subject level articulation conversations focus on this concern. Reclassification percentages are up in the district as a whole.	2	EL Master Plan ELSSA CELDT Professional Development Records AYP Results and growth Williams Visits Reclassification Monitoring

Actions to Improve Student Achievement					
Below are actions that have the greatest likelihood of improving student achievement in meeting state standards.					
All Students					
Educators responsible for Students with Disabilities, English learners, and students more than two years below grade level will attend professional development focused on setting and reaching rigorous goals.		Stull Bill Training High Quality First Instruction Project GLAD Autism Spectrum Disorders Authorization Education for the Future: Data analysis-Vision-Mission Behavior Management Serving Disadvantaged Students Student Management and Interactive Discipline The MJUSD is working in collaboration with the teachers union to build professional development for teachers and administrators: Building a Meaningful Evaluation Experience Between Teachers and Administrators: Strengthening Knowledge, Skills and Practices of Teachers to Improve Student Learning Through Goal Development.	2	Professional Development Records	
Teachers will be expected to attend SB 472 professional development in appropriate curricular areas.		95% of MJUSD ELA-Math-EL teachers have attended AB 466 or SB 472 training. Training evaluation is ongoing through walkthroughs, data analysis, intervention, and coaching visits.	3.5	95% of MJUSD ELA-Math-EL teachers have attended AB 466 or SB 472 training. Training evaluation is ongoing through walkthroughs, data analysis, intervention, and coaching visits.	
All principals and certificated district level administrators associated with curriculum will attend AB 430 training.		100% of the MJUSD Site Administrators have or are in the process of completing AB 75 or AB 430 training.	4	New administrators are required to attend the Administrator Training Program	
Teachers on Special Assignment (TSA) and district coordinators will serve as coaches to help implement effective teaching strategies and promote shared responsibility for student learning. A full time Program Specialist for Students with Disabilities position has been added to support instruction of students.		ELA and Math coaches are contracted through SCOE. CaMSP grant provides a full time mathematics coach. The district supports a full time K-12 program coordinator focused on ELA and Mathematics academic achievement. Site Logs are kept and used by the superintendent for principal support. A full time Program Specialist for Students with Disabilities position has been added to support instruction of Students with Disabilities students.	4	Contracts and MOUs	
Principals will ensure that instructional time is free from interruptions and plan schedules that support optimum student learning.		The MJUSD has made a concerted effort to offer professional development during non-instructional time. Principals report that every effort is made to ensure that instructional time is free from interruptions and plan schedules that support optimum student learning. Site Schedules are reviewed at the district level by Educational Services. We struggle with sites providing RTI during core instructional time. These are isolated incidences, but a concern.	2	The MJUSD has made a concerted effort to offer professional development during non-instructional time. Principals report that every effort is made to ensure that instructional time is free from interruptions and plan schedules that support optimum student learning. Site Schedules are reviewed at the district level by Educational Services. We struggle with sites providing RTI during core instructional time. These are isolated incidences, but a concern.	

The district will continue to upgrade its instructional data management system.	The Aeries student data base is managed by the MJUSD Technology Department. Available data for reporting is monitored and evaluated through the use of district and site level data portfolios through Educational Services. The district has outgrown its current Data Analysis tool (Edusoft). We have piloted another tool that did not meet district needs (School City). The MJUSD is looking to pilot a new system (Illuminate) next year that appears to offer greater efficiency of use for teachers. We are working in a consortium with local county offices that are already in the process of piloting the tool. If successful, the district will move from teacher based benchmarks to standardized benchmarks that reflect reliability and validity indexes created by Illuminate. This year the district will pilot Data Director at one site for our benchmark assessments, however the overall district will have access to Data Director's State Analysis tools.	4	The Aeries student data base is managed by the MJUSD Technology Department. Available data for reporting is monitored and evaluated through the use of district and site level data portfolios through Educational Services. The district has outgrown its current Data Analysis tool (Edusoft). We have piloted another tool that did not meet district needs (School City). The MJUSD is looking to pilot a new system (Illuminate) next year that appears to offer greater efficiency of use for teachers. We are working in a consortium with local county offices that are already in the process of piloting the tool. If successful, the district will move from teacher based benchmarks to standardized benchmarks that reflect reliability and validity indexes created by Illuminate. This year the district will pilot Data Director at one site for our benchmark assessments, however the overall district will have access to Data Director's State Analysis tools.
Teachers will be accountable for administering ongoing core subject unit tests and district level benchmark assessments. Site and district administrators will monitor and review data.	Benchmark Assessments are given to all students in the district on a regular schedule every 6-8 weeks. Teachers meet in Grade level Articulation groups to Analyze data and provide immediate intervention. Principal meetings are held monthly to discuss site level and district level data to observe trends and provide feedback to sites.	4 Benchmarks 1 Units	Benchmark Calendar Edusoft Reports
Structured time will be provided for teachers to analyze assessment data and plan instruction and intervention (at least one hour a month).	Structured time is provided for teachers to analyze assessment data and plan instruction and intervention. Sites have varying schedules for implementation. Sites with greater percentages of English learners are provided supplemental contracts to participate in focused grade level articulation. Evaluation of teacher use of unit assessments is not consistent.	2	Grade Level Articulation Schedules APS/DAS
Data will be the basis for meaningful conversation at both site level meetings and district administrative meetings.	District ELA and math curriculum have been paced at the district level with teacher facilitation. All benchmarks are paced to the curriculum pacing guide. Principals monitor and support grade level articulation and classrooms for consistent instruction. Intervention logs are kept by each teacher and shared by principals at the principal meetings. The Intervention Logs are not as consistent as they use to be. The district has contracted with Education for the Future for professional development in data analysis, portfolios, vision, and mission. This training has provided accelerated momentum in this endeavor. Sites are now individually contracting with EFF for support. Implementation is 100% at PI sites and closer to 90% at non PI sites. We struggle with timely and efficient data for our alternative education sites to use with their transient population.	4	Data Analysis Reports
Each school will provide extended learning time for students and coordinate this instruction with the core instruction.	In addition to SES services, sites provide ongoing tutoring for students with greatest academic shortfalls as well as summer school.	1	SES Reports Supplemental Contracts Data analysis is week in record to pre and post achievements of students accessing hourly programs.
A team of teachers and administrators will shadow 6 th -12 th grade students from low-performing subgroups to assess student access to the core curriculum and evaluate the instructional programs provided for these students.	Not Implemented	0	Not Implemented

A core team of educators will visit schools that have demonstrated success in improving the achievement of students from traditionally underperforming subgroups.	ELA and Math coaches are contracted through SCOE. CaMSP grant provides a full time mathematics coach. The district supports a full time K-12 program coordinator focused on ELA and Mathematics academic achievement. Site Logs are kept and used by the superintendent for principal support. A full time Program Specialist for Students with Disabilities position has been added to support instruction of Students with Disabilities students. The MJUSD would like to grow to better the core team for consistent and viral impact.	3.5	ELA and Math coaches are contracted through SCOE. CaMSP grant provides a full time mathematics coach. The district supports a full time K-12 program coordinator focused on ELA and Mathematics academic achievement. Site Logs are kept and used by the superintendent for principal support. A full time Program Specialist for Students with Disabilities position has been added to support instruction of Students with Disabilities students. The MJUSD would like to grow to better the core team for consistent and viral impact. Contracts Student Testing Results
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Students with Disabilities				Title II CMIS Report
The district will develop a plan to assist Students with Disabilities teachers to become highly qualified.	Approximately 98% of Special Education teachers have received training and Autism Spectrum Disorders Authorization. 100% of the MJUSD teachers are NCLB Highly Qualified. Special Education Teachers participate in monthly professional development	3		
The district will bring together a group of key players in Students with Disabilities (Students with Disabilities teachers, general education teachers, paraprofessionals, administrators) facilitated by the district's Director of Student Services and Evaluation Program Specialist for Students with Disabilities. Focusing on why our Students with Disabilities subgroup is not meeting growth targets. This group will identify barriers and significant learning issues and develop strategies to meet the needs of students.	Initial group was brought together during the 10-11 school year. Group analyzed data and school's use of curriculum. Group made several recommendations.	4		It is planned for this group to begin meeting again, once the CMA and CST results are back from the state.
District is continuing efforts to serve students in more grade appropriate grouping in Special Day Classes.	Recommendations regarding staff development and reduction of class sizes are being implemented.	3		Our Students with Disabilities subgroup has shown improved growth on AYP results.