

MJUSD Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area.

For each local indicator, the approved standard includes:

Measuring LEA progress on the local indicator based on locally available information, and reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

The collection and reflection of the following locally available information relevant to progress on local priority areas supports the MJUSD in local planning and improvement efforts.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

An LEA will be deemed to have met the standard if it has accomplished the following:

1. Annually measured progress
2. Reported the results at a regularly scheduled meeting of their local governing board
3. Reported the results to stakeholders through the Dashboard

LCFF Priority 1 - Basic Services

MET

- This priority ensures that the school district appropriately assigns teachers, creates access to curriculum-aligned instructional materials, and provides safe, clean and functional facilities. The data source for this priority is the School Accountability Report Cards (SARCs). All public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

Priority 1: Basic Services (Misassignments)

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.

2017-18 School Accountability Report Card

99.6% Compliant

99.1% Compliant

98.5% Compliant

	Teachers of English Learners		Total Teacher Misassignment		Vacant Teacher Positions	
	2017-18 SARC	2018-19	2017-18 SARC	2018-19	2017-18 SARC	2018-19
Arboga Elementary	0	0	0	0	0	0
Browns Valley Elementary	1	0	0	0	0	0
Cedar Lane Elementary	0	0	0	0	0	1
Cordua Elementary	0	0	0	0	0	0
Mary Covillaud Elementary	0	0	0	0	0	0
Dobbins Elementary	0	0	0	0	0	0
Edgewater Elementary	1	0	0	0	0	0
Ella Elementary	0	0	0	0	0	0
Johnson Park Elementary	1	0	0	1	1	0
Kynoch Elementary	0	0	0	0	0	0
Linda Elementary	1	0	0	0	0	0
Loma Rica Elementary	0	0	0	0	0	0
Olivehurst Elementary	0	0	0	0	1	2
Yuba Feather Elementary	1	0	0	0	1	0
Foothill Intermediate	0	0	0	0	0	0
Anna McKenney Intermediate	3	1	0	0	0	0
Yuba Gardens Intermediate	3	0	0	0	0	2
Lindhurst High School	2	0	0	1	2	1
Marysville High School	0	1	0	1	0	1
South Lindhurst High School	0	0	0	1	0	0
Community Day School	0	0	0	0	0	0
Marysville Charter Academy for the Arts	1	0	0	0	0	0
Total	14	2	0	4	5	7

Priority 1: Basic Services (Facilities)

Number of identified instances where facilities do not meet the standard (including deficiencies and extreme deficiencies).

95%

Fair to Good Condition

2017-18 School Accountability Report Card

Site	Overall	Systems	Interior	Cleanliness	Electrical	Restrooms/ Fountains	Safety	Structural	External
Arboga Elementary	Fair	Good	Fair	Fair	Poor	Fair	Fair	Good	Good
Browns Valley Elementary	Good	Good	Fair	Good	Fair	Fair	Good	Good	Good
Cedar Lane Elementary	Fair	Good	Fair	Fair	Fair	Poor	Fair	Good	Good
Cordua Elementary	Fair	Good	Fair	Fair	Fair	Fair	Good	Good	Good
Mary Covillaud Elementary	Poor	Poor	Poor	Fair	Poor	Fair	Fair	Good	Good
Dobbins Elementary	Good	Good	Good	Good	Good	Good	Good	Good	Good
Edgewater Elementary	Good	Good	Fair	Good	Fair	Fair	Good	Good	Good
Ella Elementary	Fair	Good	Poor	Good	Fair	Fair	Fair	Good	Good
Johnson Park Elementary	Good	Good	Poor	Fair	Poor	Poor	Fair	Good	Good
Kynoch Elementary	Fair	Good	Poor	Fair	Poor	Fair	Fair	Good	Good
Linda Elementary	Fair	Good	Poor	Fair	Poor	Fair	Fair	Good	Good
Loma Rica Elementary	Good	Good	Fair	Good	Fair	Good	Good	Good	Good
Olivehurst Elementary	Fair	Good	Poor	Fair	Poor	Fair	Fair	Good	Good
Yuba Feather Elementary	Good	Good	Fair	Good	Good	Good	Good	Good	Good
Foothill Intermediate	Fair	Good	Poor	Good	Poor	Fair	Good	Good	Good
Anna McKenney Intermediate	Fair	Good	Poor	Good	Poor	Fair	Fair	Good	Good
Yuba Gardens Intermediate	Fair	Good	Poor	Good	Poor	Fair	Fair	Good	Good
Linhurst High School	Fair	Good	Poor	Good	Poor	Fair	Good	Good	Good
Marysville High School	Fair	Good	Poor	Good	Poor	Fair	Good	Good	Good
South Lindhurst High School	Fair	Good	Poor	Fair	Fair	Fair	Poor	Good	Good
Community Day School	Fair	Good	Poor	Good	Poor	Good	Fair	Good	Good
Marysville Charter Academy for the Arts	Fair	Good	Poor	Fair	Fair	Fair	Good	Good	Good

Priority 1: Basic Services (Textbooks)

Number/percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.

2017-18 School Accountability Report Card

Arboga Elementary
Browns Valley Elementary
Cedar Lane Elementary
Cordua Elementary
Mary Covillaud Elementary
Dobbins Elementary
Edgewater Elementary
Ella Elementary
Johnson Park Elementary
Kynoch Elementary
Linda Elementary
Loma Rica Elementary
Olivehurst Elementary
Yuba Feather Elementary
Foothill Intermediate
Anna McKenney Intermediate
Yuba Gardens Intermediate
Lindhurst High School
Marysville High School
South Lindhurst High School
Community Day School
Marysville Charter Academy for the Arts

100%

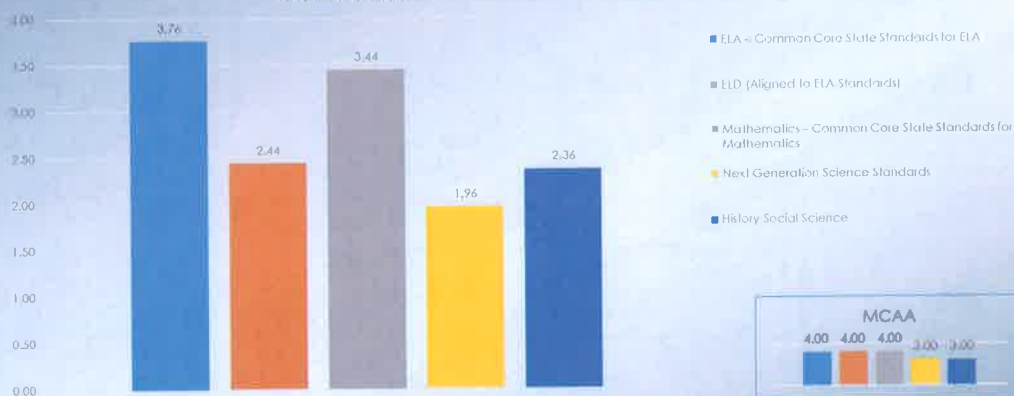
Priority 2 - Implementation of Academic Standards

MET

- This priority ensures that the school district demonstrates progress in the implementation of state academic standards. The data source for this priority is the Local Control Funding Formula Self Assessment Tool Survey completed by all school leaders. The district was rated based on their progress in providing professional learning, making instructional materials available, implementing policies and programs to support the curriculum and instruction aligned to the adopted academic standards.

Priority 2 - Implementation of Academic Standards: Data Source – School Administrators Survey

Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

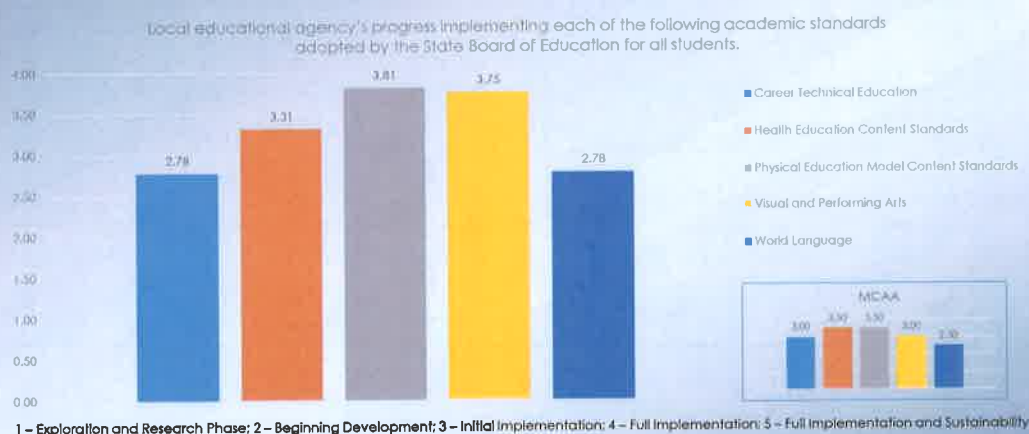


1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 2 - Implementation of Academic Standards: Data Source – School Administrators Survey

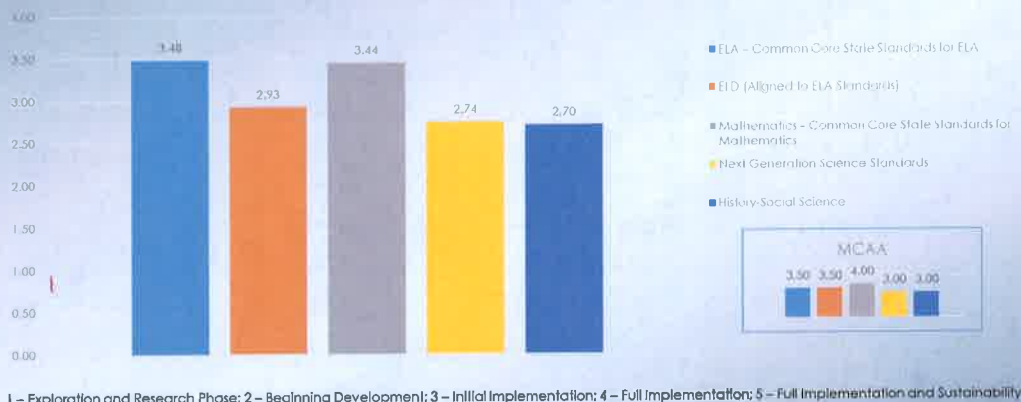


Priority 2 - Implementation of Academic Standards: Data Source – School Administrators Survey



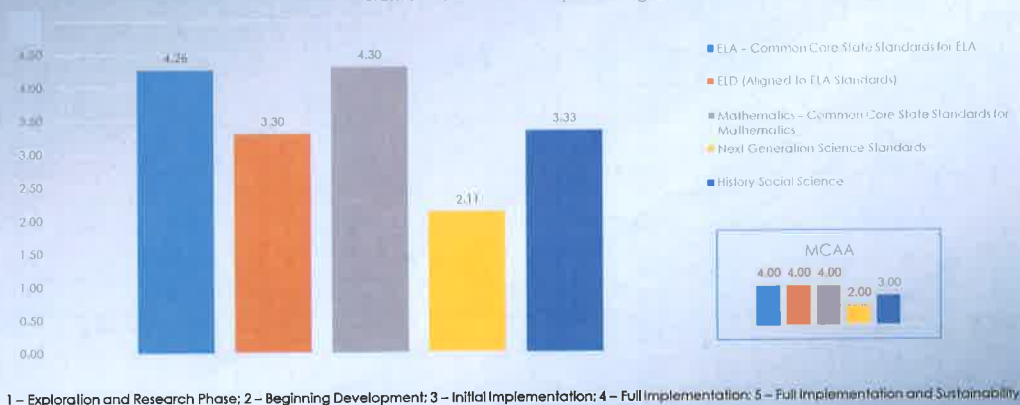
Priority 2 - Implementation of Academic Standards: Data Source – School Administrators Survey

Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below



Priority 2 - Implementation of Academic Standards: Data Source – School Administrators Survey

Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.



Priority 3 - Parent Engagement


 MET

- Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.
- This priority ensures that Marysville Joint USD / MCAA increase parent engagement by promoting parental participation and involvement.

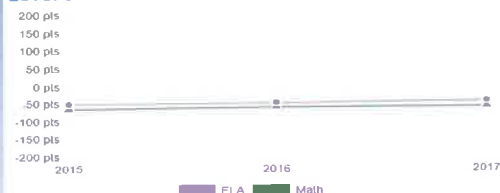
Priority 3 - Parent Engagement

- Marysville Joint Unified School District LCAP Stakeholder Input Based on Stakeholder input key features of this year's LCAP include maintaining the goals, activities, and funding from the 2017-18 LCAP. These features include: professional development, instructional materials, athletics, Air Force Junior ROTC, libraries, music, ROP/CTE, technology, safe environment, student attendance, counseling, deferred maintenance, and communication with families. LCAP Stakeholder Satisfaction Survey and D/ELAC Survey results show parents reporting overall satisfaction with ongoing district activities. District Advisory Committee, District English Language Advisory Committee, School Site Council agendas and minutes, School Messenger logs, and increased number of translations evidence district outreach and parent engagement strategies were used to assess this priority area (Parent Engagement, Priority 3)
- All actions and services in the 2017-18 LCAP took place with successful implementation. Evaluation of metrics previously listed showed improvement in all areas. All actions and services in the 2017-18 LCAP proved effective per the evaluation of metrics previously listed showed improvement in all areas. LCAP Stakeholder Meeting Schedule February 2018 • Overview of the process, timelines, and outcomes for this committee. • Review the 2017-18 LCAP and MJUSD/MCAA budgets. • Provide an update on the Governor's proposed 2018-19 state budget and its potential impact on the MJUSD/MCAA budgets. • Develop a stakeholder survey to determine the progress we are making toward achieving our LCAP goals and the identified student outcomes. March 26, 2018 • Stakeholder Survey Window Opened (available online or by hard copy) April 27, 2018 • Review the results from the stakeholder survey. • Based on the survey results, identify recommendations to be presented to the Superintendent. May 10, 2018 • Budget/LCAP Committee finalized recommendations to Superintendent. May 18, 2018 • First draft of LCAP made available on district website and at school sites for public review. • June 15, 2018 LCAP revisions completed and Superintendent's/Principal's written response to comments posted. • Present final draft and hold public hearing at the 6/19/18 special board meeting. • LCAP and budget adopted by Board of Trustees at the 6/26/18 regular board meeting. LCAP Stakeholder Information - <http://www.mjUSD.com/District/Departments/Business-Services-Division/LCAP-and-Budget-Information/index.html>

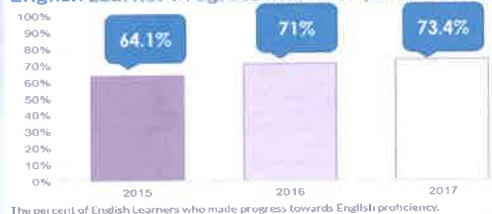
State Indicators Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to assessment, curriculum, equity, and instruction.

Academic Indicators (Grades 3-8): Distance from Level 3

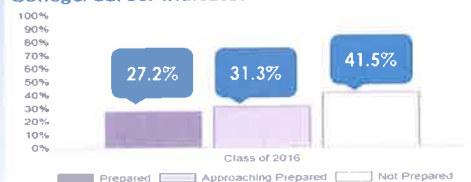


English Learner Progress Indicator (Grades K-12)



The per cent of English Learners who made progress towards English proficiency.

College/Career Indicator



For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <https://www.cde.ca.gov/ta/tg/ta/cci/>

Other State Measures

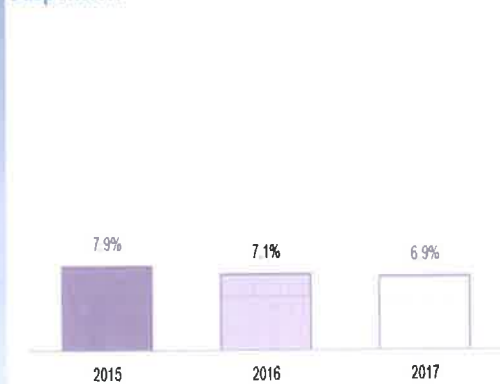
Assessment Performance Results for Grade 11: Distance from Level 3



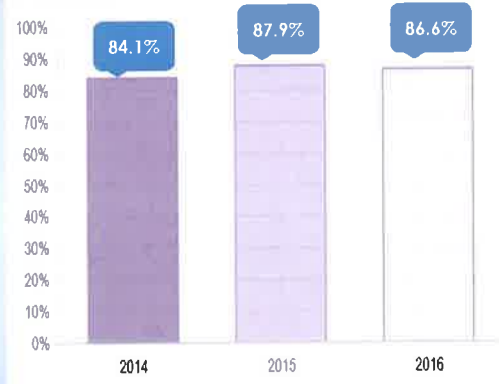
State Indicators Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to culture and climate, equity, and family and community.

Suspension



Graduation



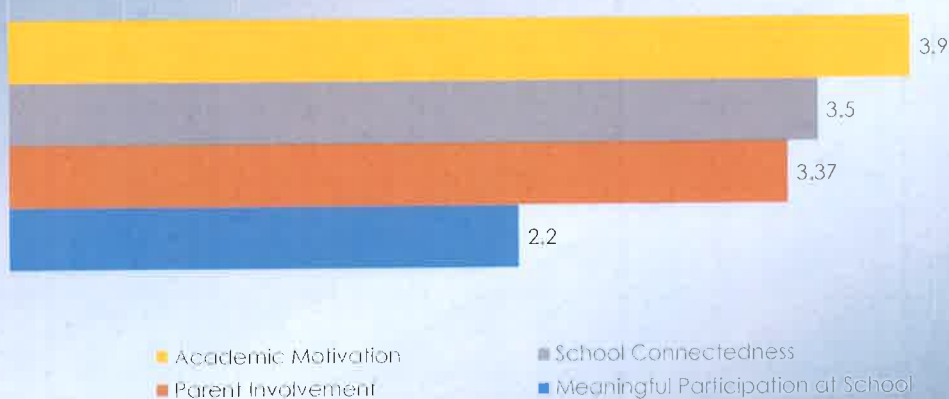
Priority 6 - School Climate

MET

- The LEAs administer a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span(s) that the LEAs serve (e.g., K–5, 6–8, 9–12), and report the results to the local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.
- This priority ensures that Marysville Joint USD/MCAA measures students' perceptions of school safety, resilience, protective factors, risk behaviors, and school climate. The Healthy Kids Survey (HKS) is a comprehensive and customizable youth self-report data collection system that provides essential and reliable health risk assessment and resilience information to schools, districts, and communities.
- The HKS enables schools and communities to collect and analyze valuable data regarding local youth health risks, assets, and behaviors. It is designed to be part of a comprehensive data-driven decision making process to help guide the development of more effective health, prevention, and youth development programs.

Priority 6 - School Climate

2016-17 Healthy Kids Survey



Priority 7 - Access to a Broad Course of Study

MET

As of the 2018-2019, school year, local educational agencies (LEAs) are required to annually measure their progress to the extent that students have access to, and are enrolled in, a Broad Course of Study.

In grades TK-8, we utilize the following measures to define a Broad Course of Study:

- Student Access to Board Approved Instructional Materials
- Student Access to PE Instruction
- Student Access to Music Instruction

In grades 9-12, we define a Broad Course of Study as

- A Course Catalog that provides students with multiple opportunities to meet the A to G requirements
- Coursework that includes Visual and Performing Arts, Health, Career Technical Education, Military Science, Dual Enrollment, and Foreign Language including the State Seal of Biliteracy.

Priority 7 - Access to a Broad Course of Study

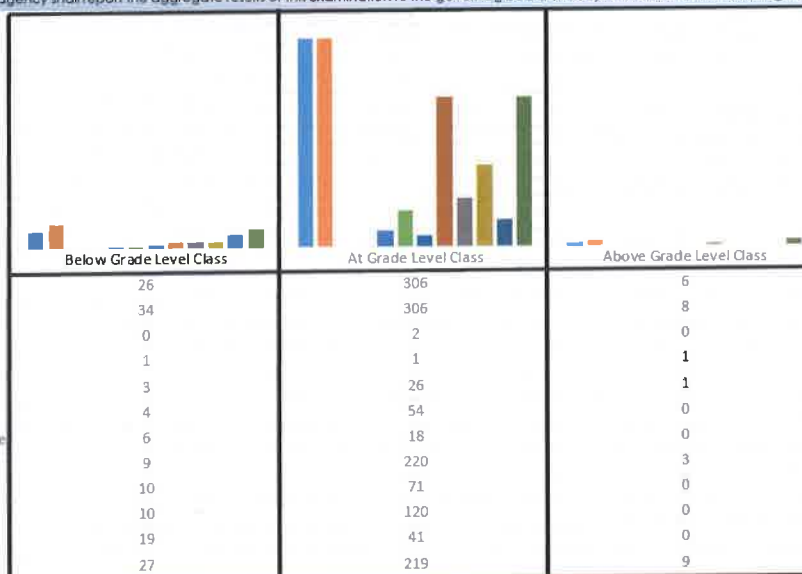
	Curriculum Aligned Instructional Materials	K-5 Physical Education Instruction	K-5 Access to Music Instruction			
Arboga Elementary	100%	100%	100%			
Browns Valley Elementary						
Cedar Lane Elementary						
Cordua Elementary						
Mary Covillaud Elementary						
Dobbins Elementary						
Edgewater Elementary						
Ella Elementary						
Johnson Park Elementary						
Kynoch Elementary						
Linda Elementary						
Loma Rica Elementary						
Olivehurst Elementary						
Yuba Feather Elementary						
	Curriculum Aligned Instructional Materials	Course Catalog with A-G Opportunities	Access to Visual and Performing Arts	Access to Foreign Language	Access to Health	Access to Career Technical Education
Foothill Intermediate School	100%					
Anna McKenney Intermediate School						
Yuba Gardens Intermediate School						
Lindhurst High School		100%	100%	100%	100%	100%
Marysville High School						
South Lindhurst High School						
Community Day School						
Marysville Charter Academy for the Arts						

SB 395 California Mathematics Placement Act of 2015

Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The local educational agency shall report the aggregate results of this examination to the governing board or body of the local educational agency.

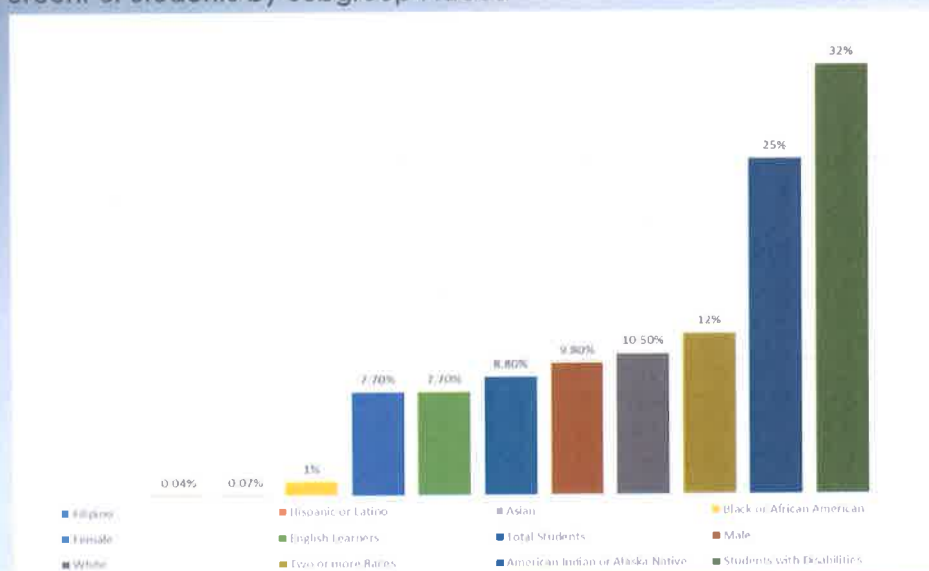
91.25% of MJUSD Ninth Grade Students are placed in at or above grade level math courses.

■ Female
 ■ Male
 ■ Filipino
 ■ Intentionally Blank
 ■ Black or African American
 ■ Asian
 ■ American Indian or Alaska Native
 ■ Hispanic or Latino
 ■ Two or more Races
 ■ English Learners
 ■ Students with Disabilities
 ■ White



SB 395 California Mathematics Placement Act of 2015

Percent of Students by Subgroup Placed in Below Grade Level Math Courses



The Dashboard Icon is Changing

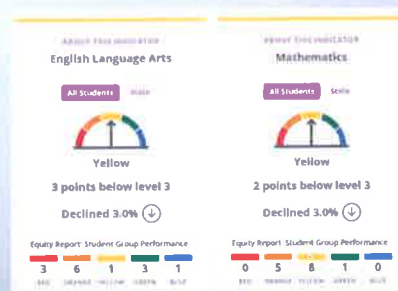
The dashboard is the state website that rates districts, schools and student groups on test scores, student suspensions and a range of measures on a scale of five colors. It's a key element of the state's new school accountability system, which emphasizes performance on individual indicators. (Available this December.)

New icon for dashboard



Orange

Current icon for dashboard



Questions?

Please contact
Educational Services
Lennie Tate
ltate@mjusd.com
530-749-6902