

September 25, 2012

# Educational Services

“It Matters to This One”



# Overview

- Grant Development, Implementation, and Evaluation
- Assessment and Accountability
- Local Education Agency Plan:
  - Strategies and Actions Implementation
  - STAR Subgroup Performance
  - ELA and Math Performance Goals
- Instruction
- Professional Development
- English Learners



# Grant Development, Implementation, and Evaluation

- **CaMSP:** California Mathematics and Science Partnership, Making Math Matter (M<sup>3</sup>), in Marysville is a partnership between Marysville Joint Unified School District (MJUSD) and California State University, Chico's Department of Mathematics and Statistics (CSUC) that will to develop teachers' mathematics content knowledge and pedagogical content knowledge through building teacher community and collaboration, with an eye towards longevity and sustainability. The goals of this collaboration are to Improve Student Learning, Build Teachers' Mathematical and Pedagogical Content Knowledge, Build Successful Teaching Practices, Build Teacher Community, and Build Sustainability. M<sup>3</sup> serves students and educators at Arboga Elementary, Browns Valley Elementary, Cedar Lane Elementary, Covillaud Elementary, Ella Elementary, Johnson Park Elementary, Lindhurst High School, Marysville High School, McKenney Intermediate, Olivehurst Elementary, Yuba Feather/Dobbins, Yuba Gardens Intermediate. Our Program Director is Mr. Scott Procunier. \$1,350,000.00
- **Cal-SOAP :** California Student Opportunity Access Program will directly serve students in Lindhurst High School and Yuba Gardens Middle School. The project provides tutoring services to students in nearly AVID classes and delivers a college and financial aid advising programs to students.
- **Project Co-STARs:** Collaboration for Student and Teacher Achievement in Rural Schools addresses the recruitment and training of highly qualified teachers as well as improving student achievement in rural schools. The Rural Teacher Residency Pathway is an eighteen-month graduate program that combines preparation for the MA in Education with a credential The Rural Teacher Residency pathway is school district and university collaboration that pairs master's-level education content with a rigorous full-year classroom practicum and is designed to meet the specific staffing needs of rural schools. Project Co-STARs currently serves students and educators at Ella Elementary School. Our Program Coordinator is Mrs. Julie Alves. \$7,300,000.00
- **SIG:** School Improvement Grant: The School Improvement Grant (SIG) provides funding to help local educational agencies (LEAs) address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. SIG funds are to be used to leverage change and improve technical assistance through LEAs targeting activities towards measurable outcomes. Expected results from the use of these funds include improving student proficiency, increasing adequate yearly progress, using data to inform decisions, and creating a system of continuous feedback and improvement. SIG serves students and educators at Ella Elementary. \$5,000,000.00





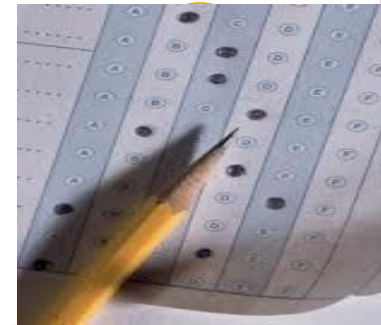
# Assessment and Accountability and the LEA Plan

- Accountability
  - ✓ Accountability Progress Reporting:
    - ❑ Academic Performance Index (API),
    - ❑ Federal Adequate Yearly Progress (AYP) and
    - ❑ Program Improvement (PI).
      - ❖ Monitoring: Academic Program Survey and District Assessment Survey
      - ❖ Develop LEA Plan
      - ❖ Submit LEA Plan
      - ❖ Implement LEA Plan
      - ❖ Submit Annual End-of-Year Evidence of Progress Report
      - ❖ Notify parents/public of corrective action taken by SEA
      - ❖ Professional Development
  - ✓ Title II
    - ❑ LEAs with less than 100 percent highly qualified teachers in ESEA core academic subjects and that fail to make Adequate Yearly Progress (AYP), for three consecutive years, shall enter into an agreement with the CDE per the provisions of Section 2141(c) of the ESEA. The agreement consists of a
      - ❖ Memorandum of Understanding (MOU),
      - ❖ Budget Agreement , and the Non-Compliant Teacher Action Plan
      - ❖ Maintain Expenditure Reports
    - ❑ Professional Development
      - ❖ Needs Assessment
  - ✓ Title III
    - ❑ LEAs receive Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. School districts and other agencies that receive Title III funds are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for their English learners: Progress in learning English; Progress in the percentage of students who become proficient in English; Academic targets in English-language arts and mathematics.
      - ❖ Parent Notification
      - ❖ Needs Assessment
      - ❖ Develop, implement, and monitor Title III Plan
      - ❖ Develop, implement, and monitor English Learner Master Plan
      - ❖ Develop, implement, and monitor English Learner Standards in the LEA Plan

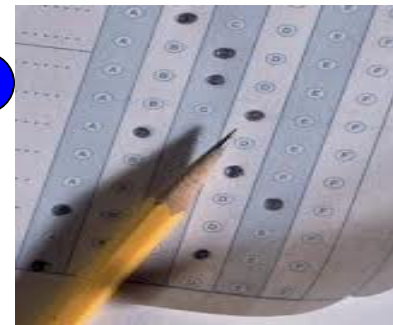


# Assessment and Accountability and the LEA Plan

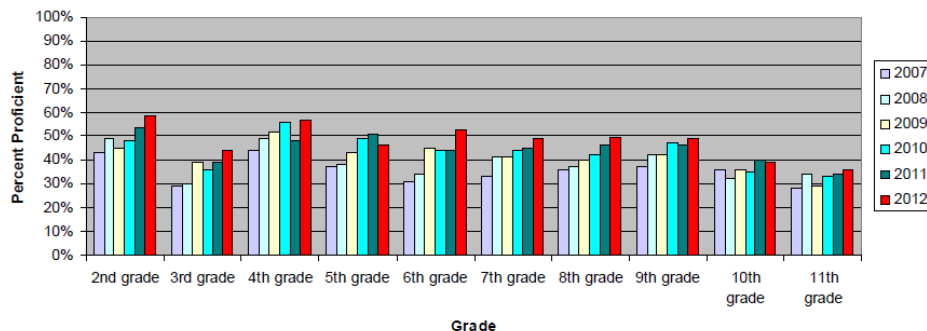
- Compliance Monitoring / Federal Program Monitoring
  - ✓ Schools, districts, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. Reviews may take place in person and/or through an online process.
  - ✓ Several factors, including compliance history, academic achievement, program size, and fiscal analysis are considered.
- District and School Interventions
- Testing
  - ✓ **District Benchmarks**
  - ✓ **California English Language Development Test (CELDT)** Administration of the CELDT program. Test results are used for student's performance and district accountability purposes for English Learners. The CELDT is a required state test for English language proficiency that must be given to students whose primary language is other than English.
  - ✓ **California High School Exit Examination (CAHSEE)** all public school students are required to pass the CAHSEE to earn a high school diploma.
  - ✓ **California High School Proficiency Examination (CHSPE)** persons who want to leave high school early; includes frequently asked questions, test dates, and toll-free number for assistance.
  - ✓ **National Assessment of Educational Progress (NAEP)**
    - ❑ McKenney Intermediate has been selected to take part in the NAEP this year.
  - ✓ **Physical Fitness Testing (PFT)** the physical fitness test required to be administered to students in grades five, seven, and nine.
  - ✓ **Standardized Testing and Reporting (STAR)** Administration of the STAR program. Test results are used for student and school accountability purposes.
    - ❑ Olivehurst Elementary 6<sup>th</sup> Grade and Lindhurst High School Biology students will participate in the STAR Computer-based Testing (CBT) tryout taking place throughout California from October 1–12, 2012.



# Assessment and Accountability and the LEA Plan



**Marysville Joint Unified School District**  
CST Data for English Language Arts  
2007 to 2012

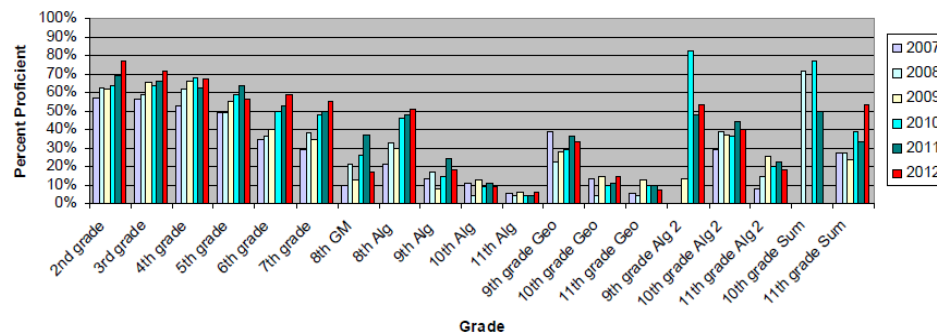


California  
Standards  
Test ELA

California  
Standards  
Test Math

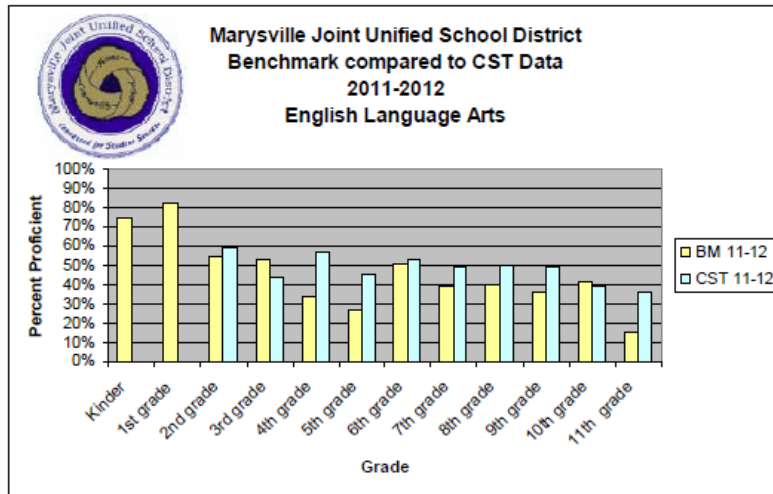


**Marysville Joint Unified School District**  
CST Data for Mathematics  
2007 to 2012



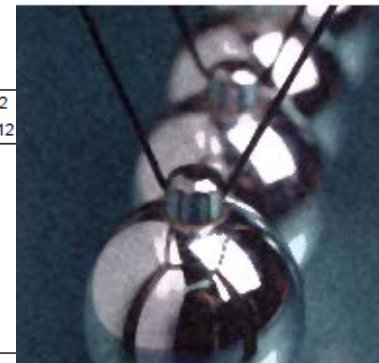
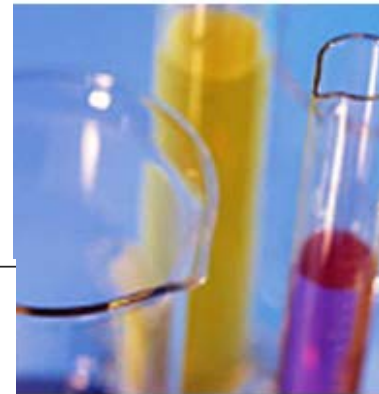
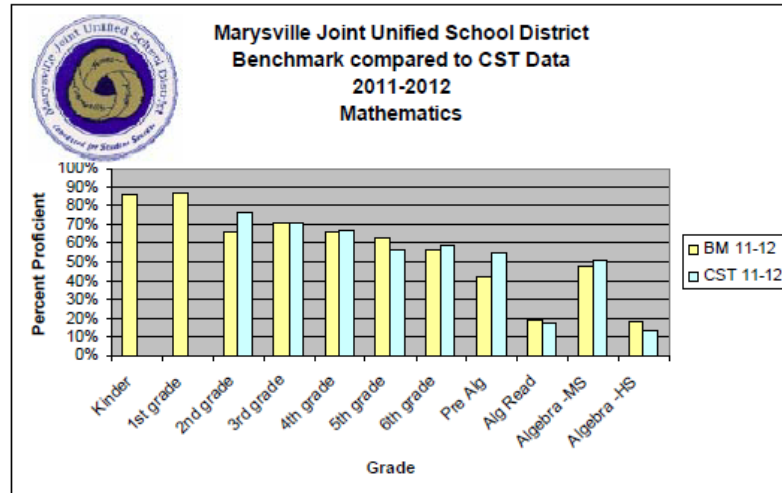


# Assessment and Accountability and the LEA Plan

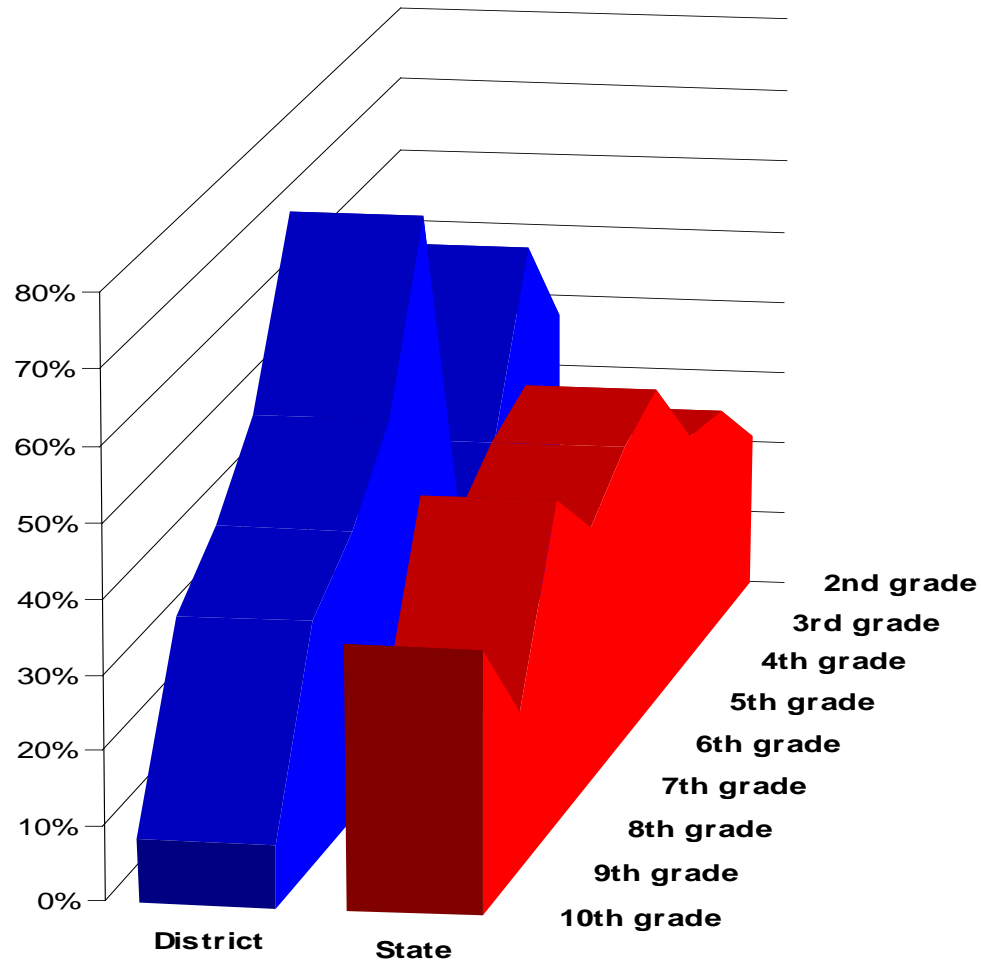


ELA Benchmarks  
Compared to  
CST RESULTS

MATH Benchmarks  
Compared to  
CST RESULTS



# District ELA Percentage Gains Compared to California Gains

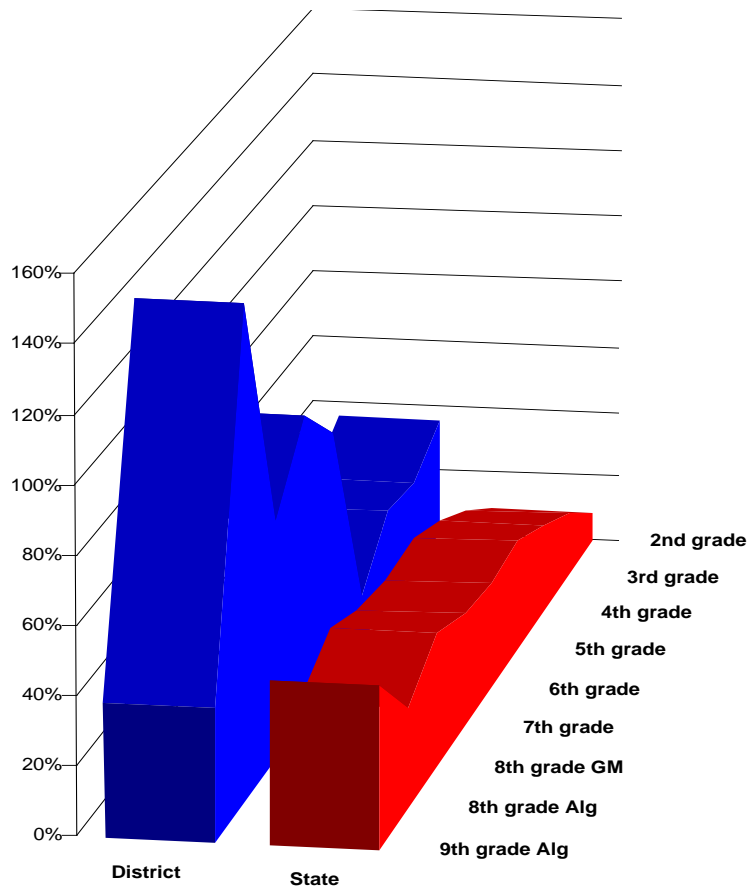


	Percentage Gain	
	District	State
ELA		
2nd grade	37%	21%
3rd grade	52%	30%
4th grade	30%	31%
5th grade	24%	43%
6th grade	71%	40%
7th grade	48%	35%
8th grade	39%	44%
9th grade	32%	21%
10th grade	8%	35%

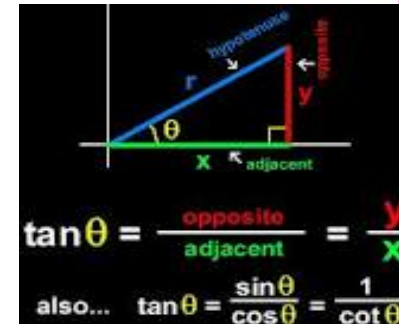




# District Math Percentage Gains Compared to California Gains

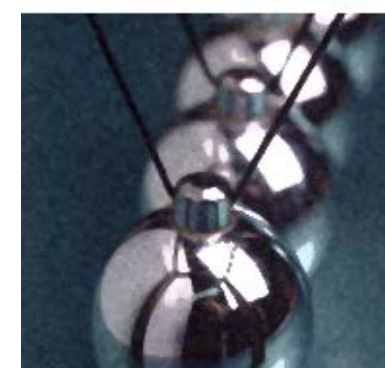
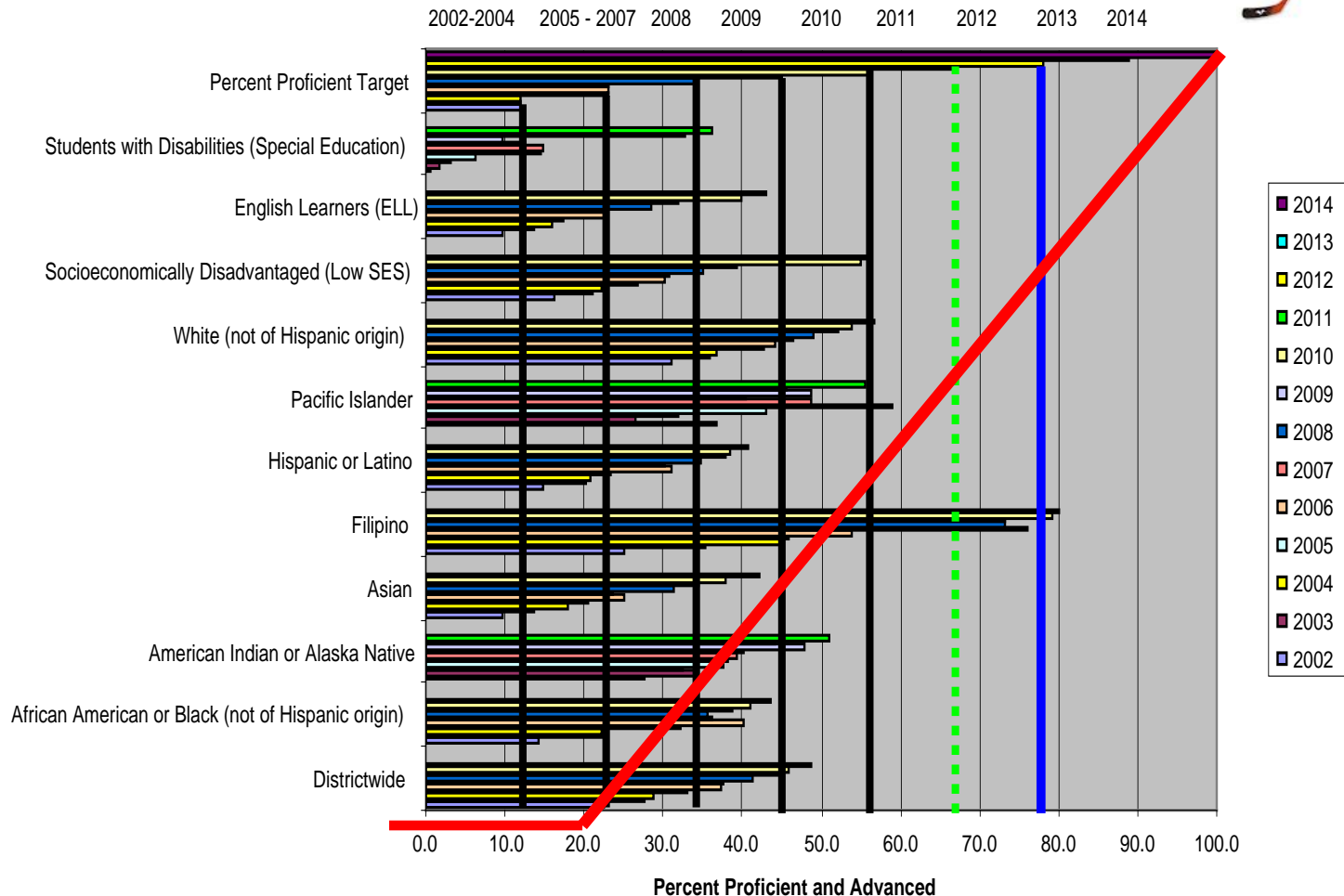


	Percentage Gain	
	District	State
Math		
2nd grade	35%	8%
3rd grade	27%	19%
4th grade	29%	27%
5th grade	14%	33%
6th grade	74%	31%
7th grade	90%	33%
8th grade General	70%	39%
8th grade Algebra	143%	29%
9th grade Algebra	38%	47%



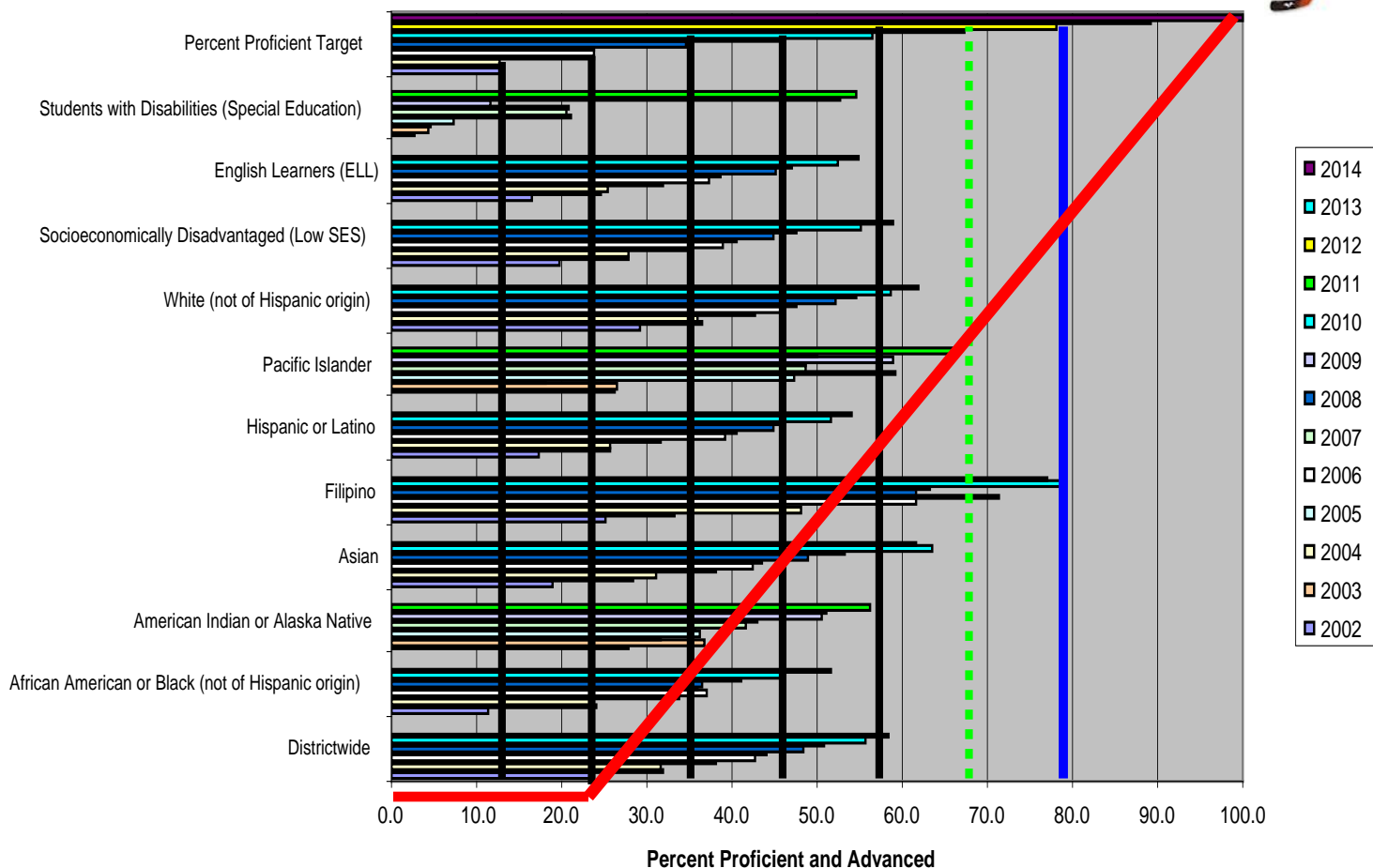
# Federal “Hockey Stick”

## Marysville Joint Unified School District AYP Growth in English Language Arts



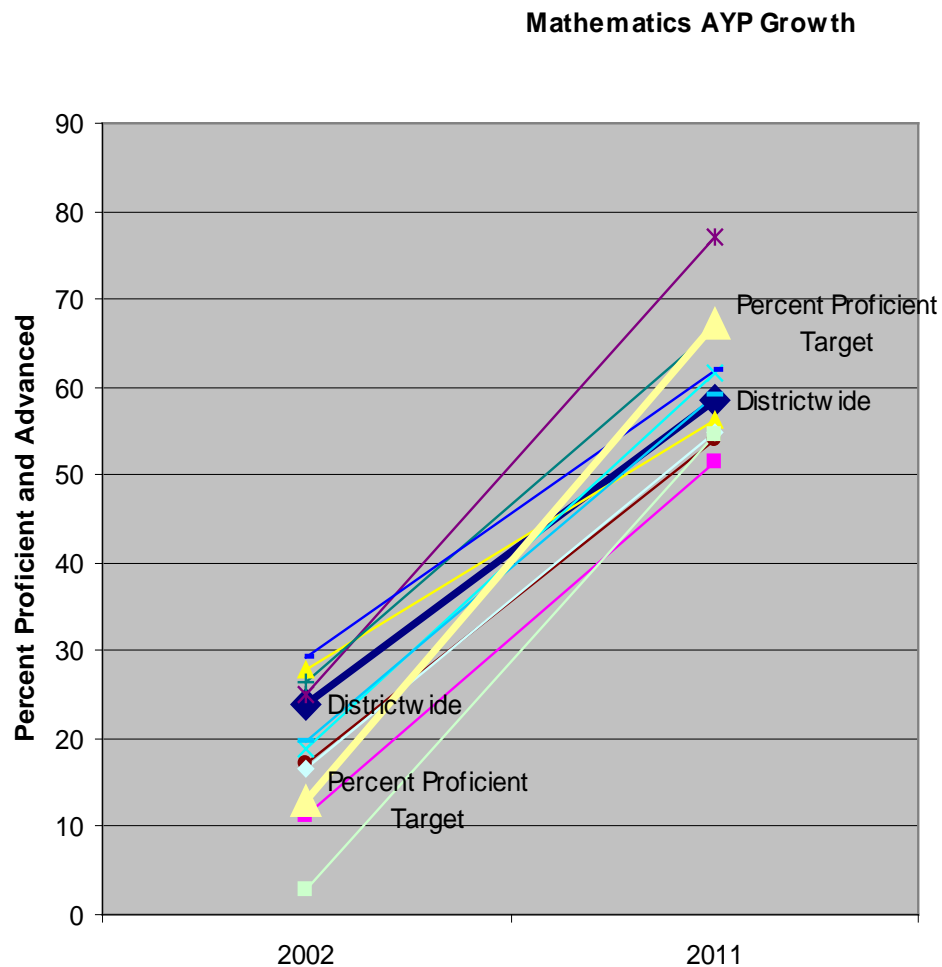
# Federal “Hockey Stick”

Marysville Joint Unified School District AYP Growth in Mathematics





# Federal AYP Growth Rate

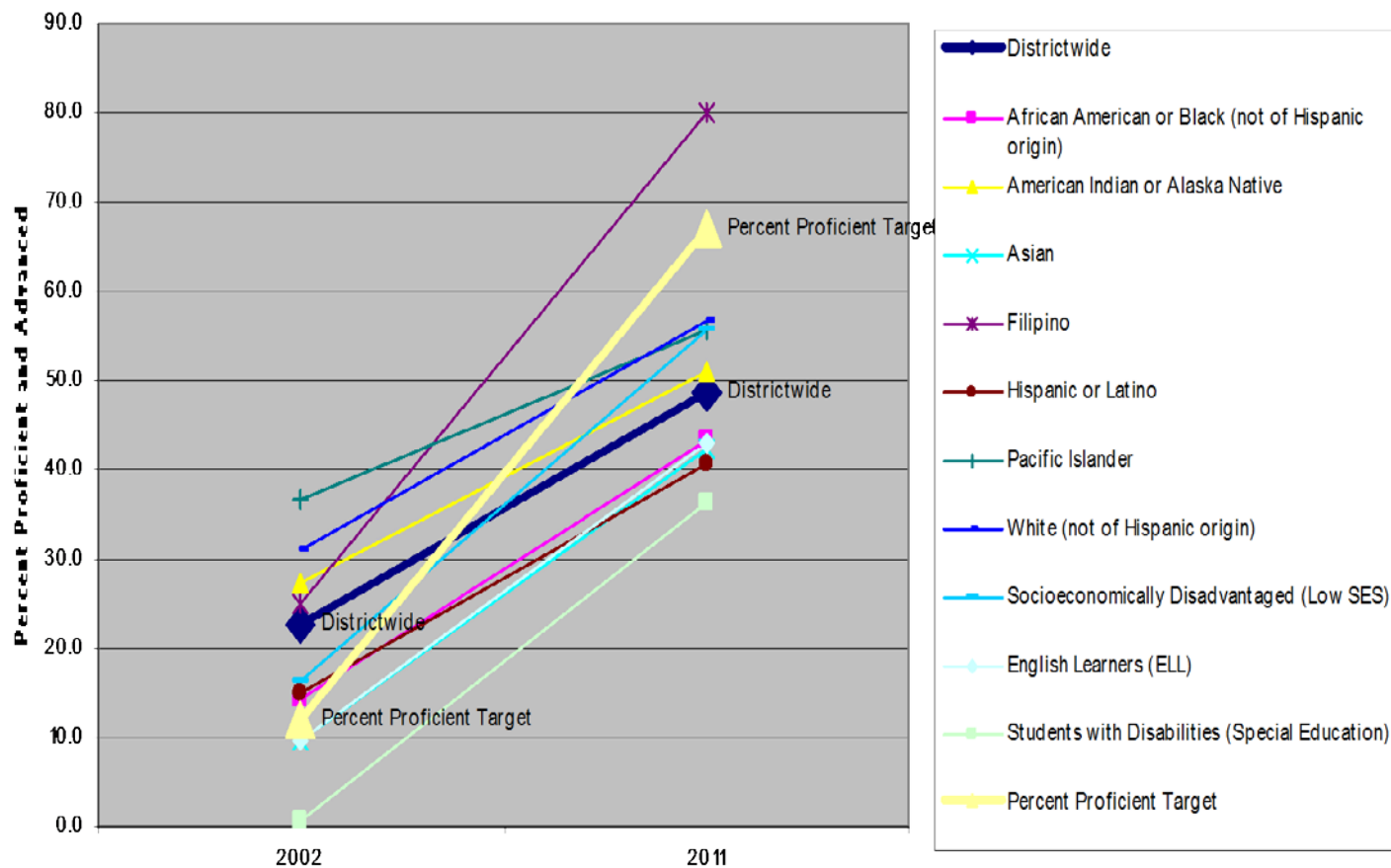


- ◆ Districtwide
- African American or Black (not of Hispanic origin)
- ▲ American Indian or Alaska Native
- ✧ Asian
- ✱ Filipino
- Hispanic or Latino
- ✚ Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged (Low SES)
- ◆ English Learners (ELL)
- Students with Disabilities (Special Education)
- ▲ Percent Proficient Target



# Federal AYP Growth Rate

## English Language Arts AYP Growth



# School Improvement Grant Site

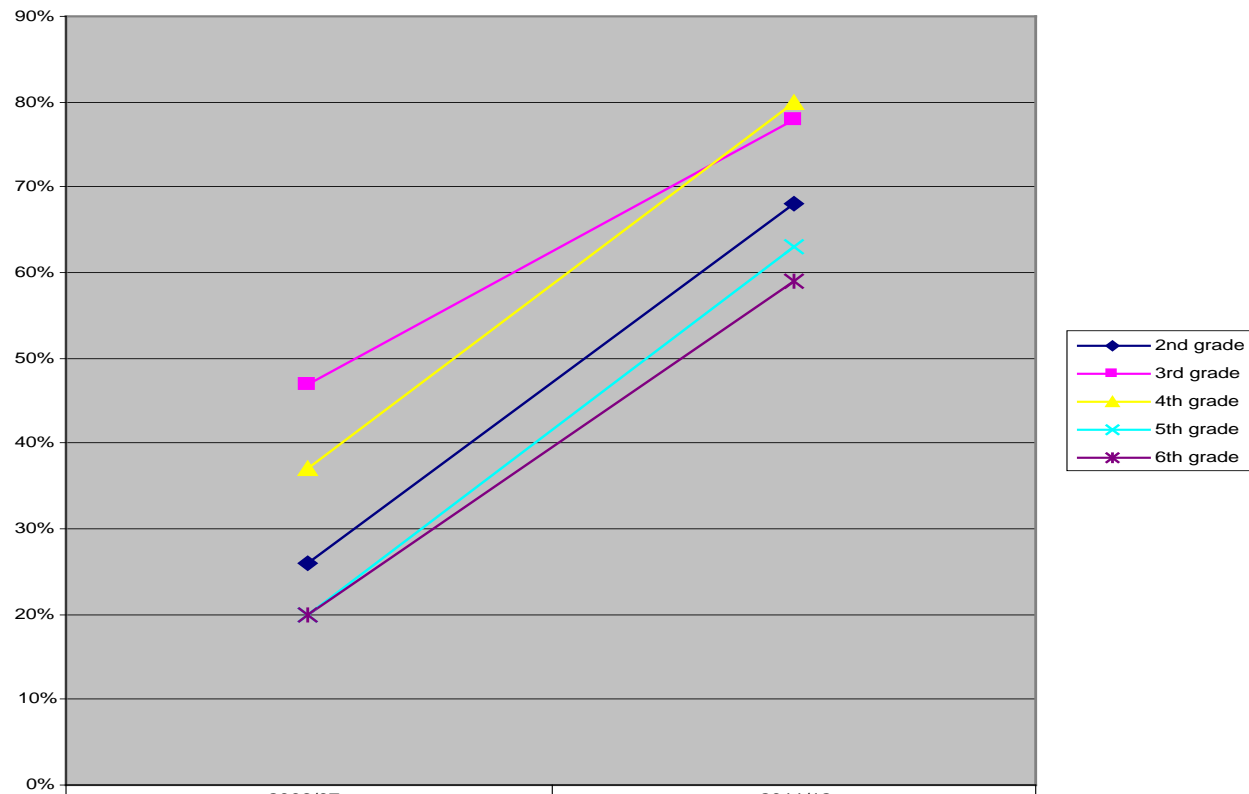
## ELA 2006-07 to 2011-12





# School Improvement Grant Site

## Math 2006-07 to 2011-12



	2006/07	2011/12
2nd grade	26%	68%
3rd grade	47%	78%
4th grade	37%	80%
5th grade	20%	63%
6th grade	20%	59%



# Instruction

- The Educational Services Department works to provide MJUSD school sites, and families with resources and information to support high-quality instruction, assessment, and intervention. Our mission is to implement a balanced instructional program that provides ALL students with the opportunities, experiences and resources to be successful. The expectation is that ALL students will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept problem solvers demonstrating the physical, intellectual, social, and emotional skills that promote success in a changing, diverse society.
  - ✓ Prepare our students to be informed and responsible members of a diverse democratic society. If students are to understand and participate successfully in local, national, and international events it is crucial that they possess a solid background in history and the social sciences. We must provide our students with opportunities to think critically, to develop an informed opinion, to research a topic effectively, to express their ideas both orally and in writing, and to listen to others who believe differently than themselves. Our charge is to fundamentally improve the interaction between the teacher and the student and to create critical thinkers prepared to participate in a diverse and complex society.
  - ✓ Provide every child with a rigorous, standards-based instructional program, in a safe, personalized, nurturing, and engaging learning environment.
  - ✓ Provide instructional and professional support to school sites, so that ALL students will achieve proficiency.
  - ✓ Use of teacher experts, educational consultants, and local district leadership to guide professional development.
  - ✓ The use and analysis of formative periodic assessments.
  - ✓ The use of assessment data to focus and implement immediate intervention where students most need help.
  - ✓ Preparation for the Common Core Standards: The Common Core State Standards are a starting point for transforming the way we practice the art of teaching and for building stronger conversations among teachers, grade levels/departments, schools, districts, and states. There will be a consistent expectation throughout the country of what our students will need to know and be able to do at each grade level and course of study. The Common Core State Standards are a set of core understandings we want our students to have in order to be prepared for college and their careers ahead.



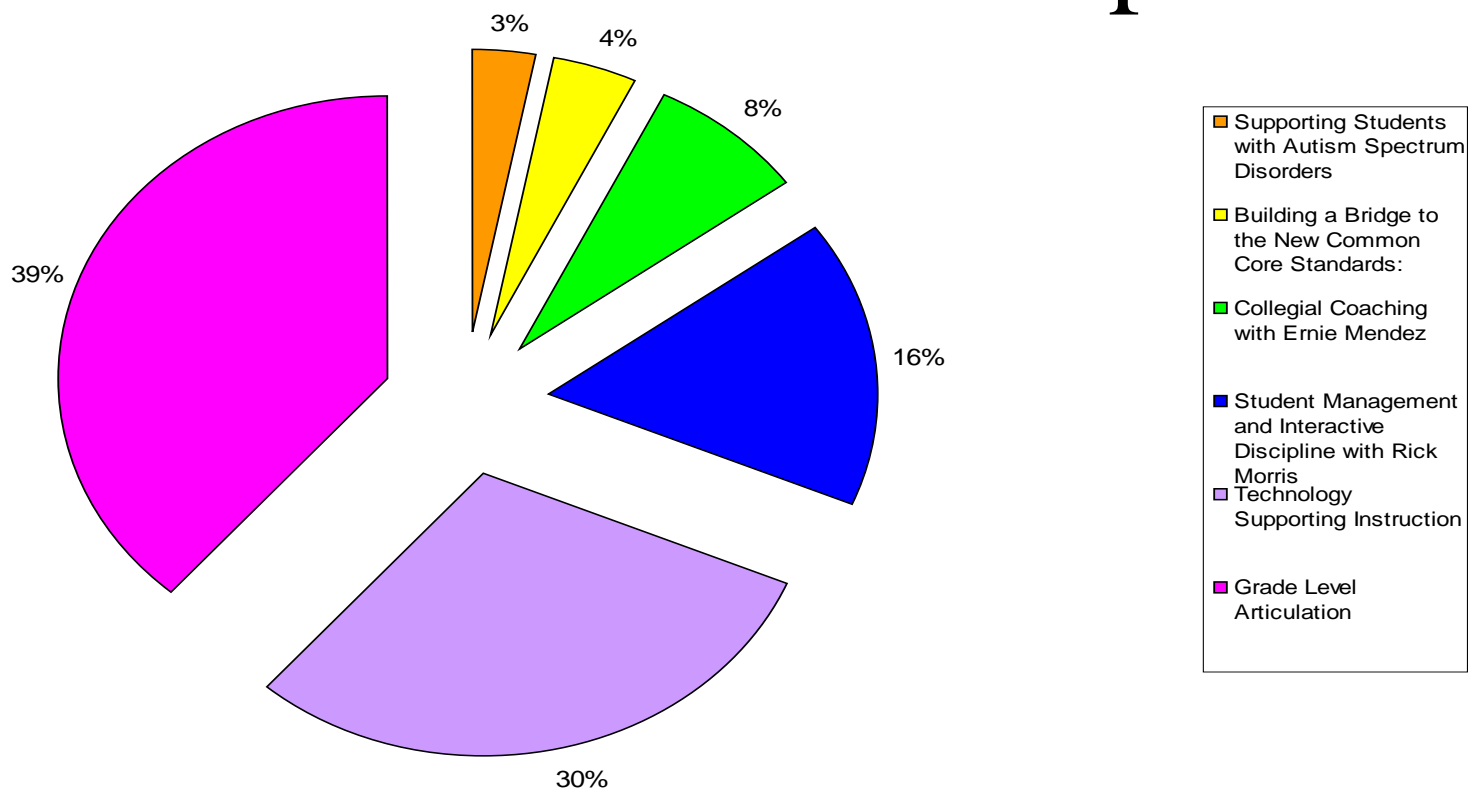
# Professional Development

- The teacher is at the heart of student academic success and therefore key to closing the achievement gap between poor and minority students and their more affluent peers. Teachers who are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies are in the best position to aid students in reaching academic proficiency. It is our responsibility to ensure highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socio-economic status. Every child has the right to attend a school with effective, experienced educators and administrators.
  - ✓ Professional Development Days
  - ✓ Sacramento County Office of Education
  - ✓ Project GLAD: Guided Language Acquisition Design
  - ✓ Data Analysis
  - ✓ Administrator Training
  - ✓ Mission and Vision
  - ✓ Class Size Reduction Training
  - ✓ Common Core Standards
  - ✓ High Quality First Instruction
  - ✓ Northern California Writing Project
  - ✓ New Teacher Training
  - ✓ Online Professional Development
  - ✓ Professional Learning Communities / Grade Level Articulation
  - ✓ Sheltered Instruction Observation Protocol
  - ✓ Technology Use and Training





# Professional Development

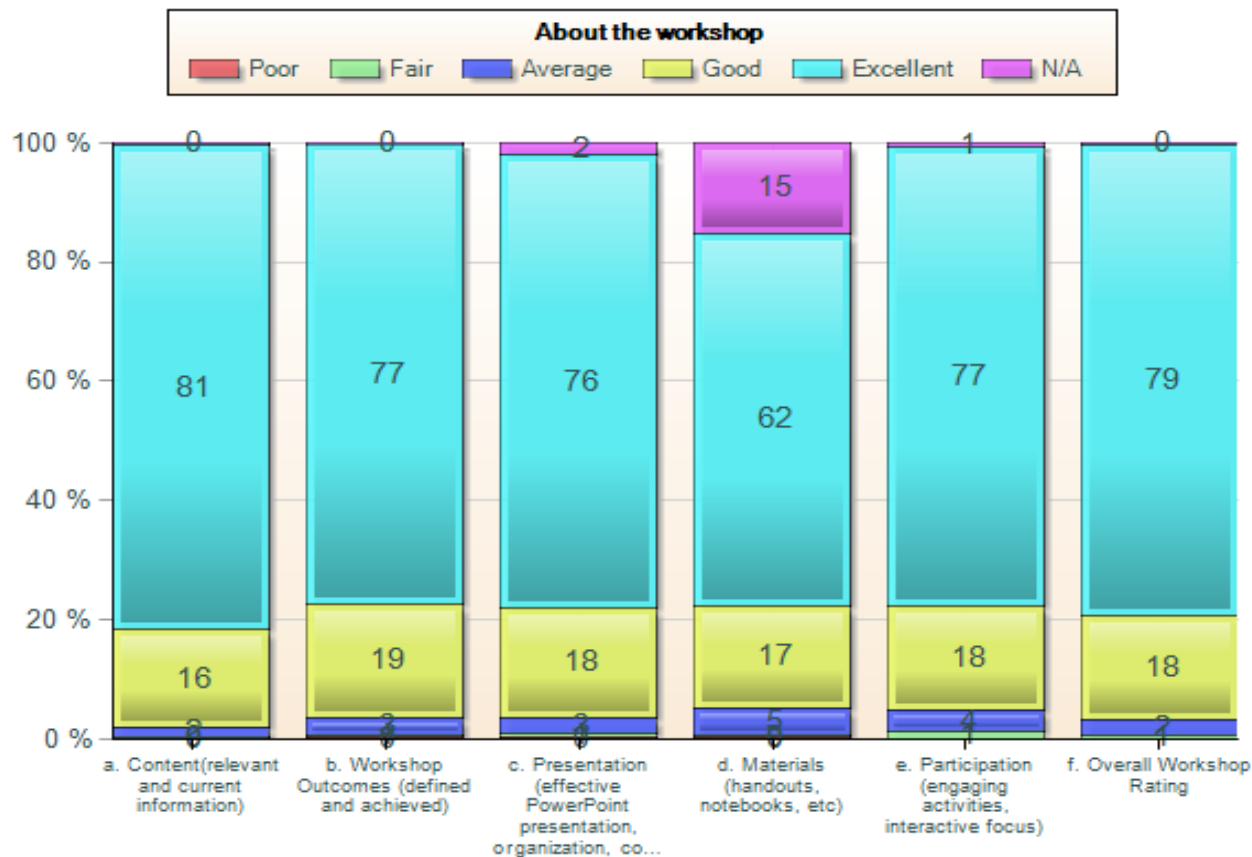


348 teachers participated in Professional Development Days for a total of 6,889 hours of professional development.



# Professional Development

**2012 Professional Development Days Satisfaction Survey: All Workshops**

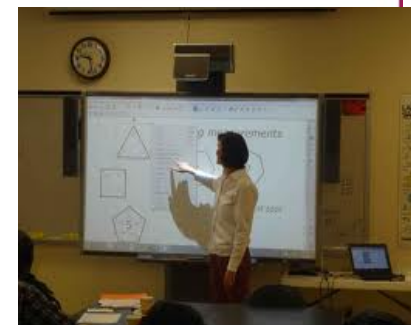
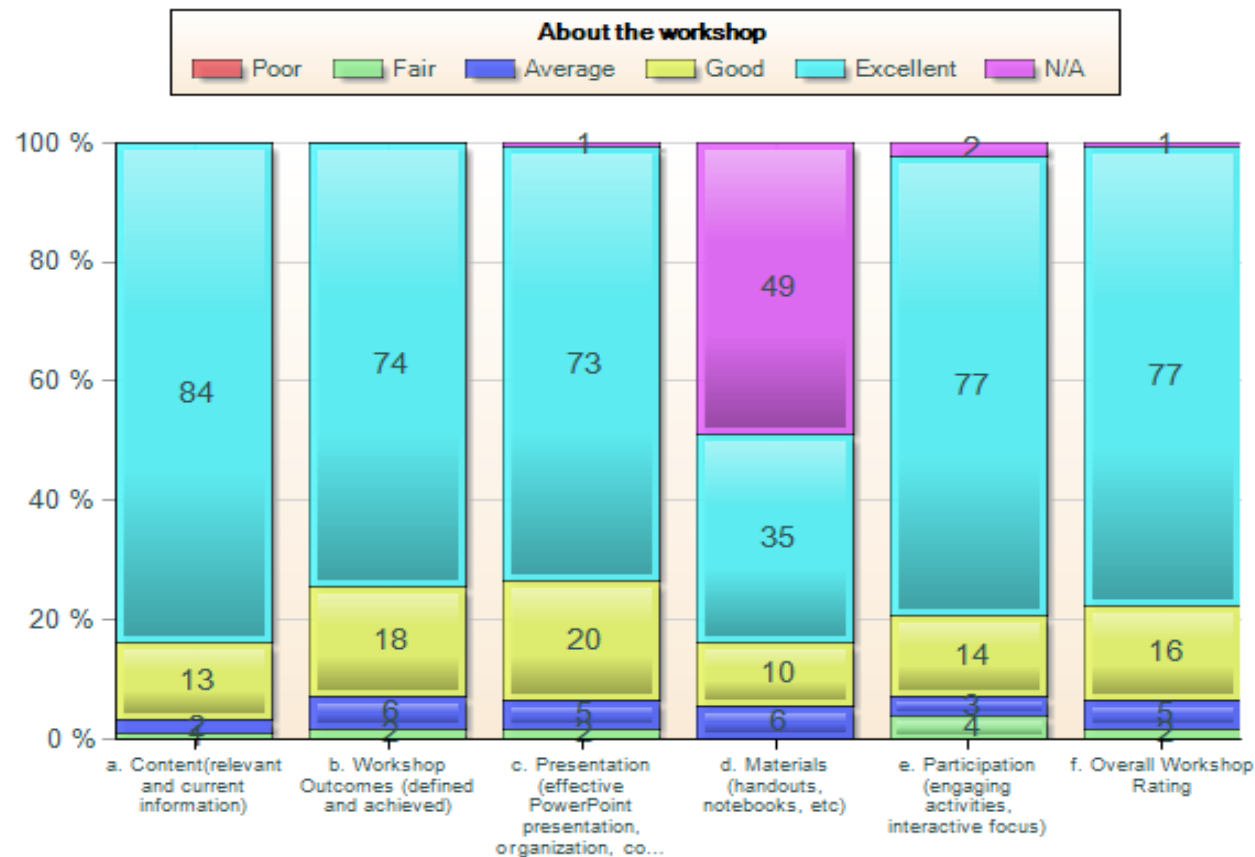


*educational workshops*



# Professional Development

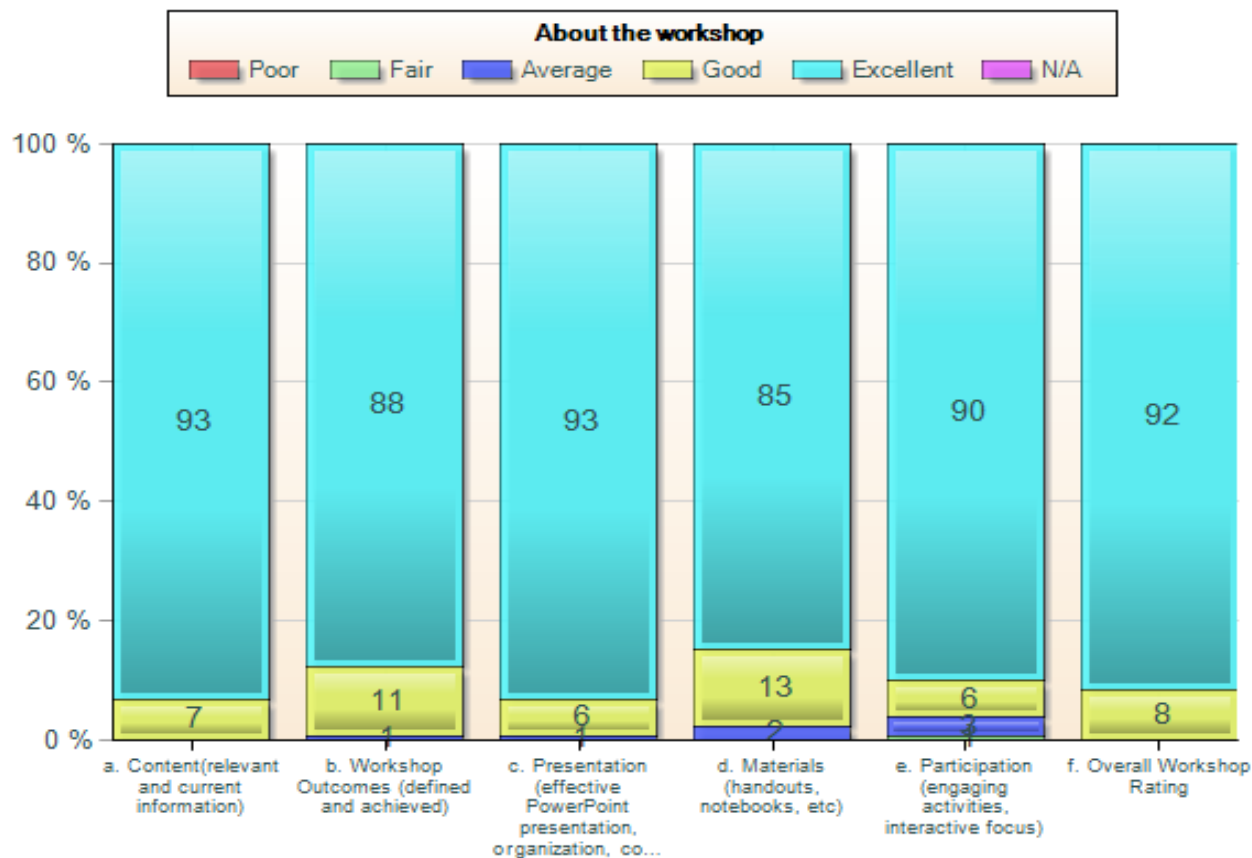
## 2012 Professional Development Days Satisfaction Survey: Technology Workshops





# Professional Development

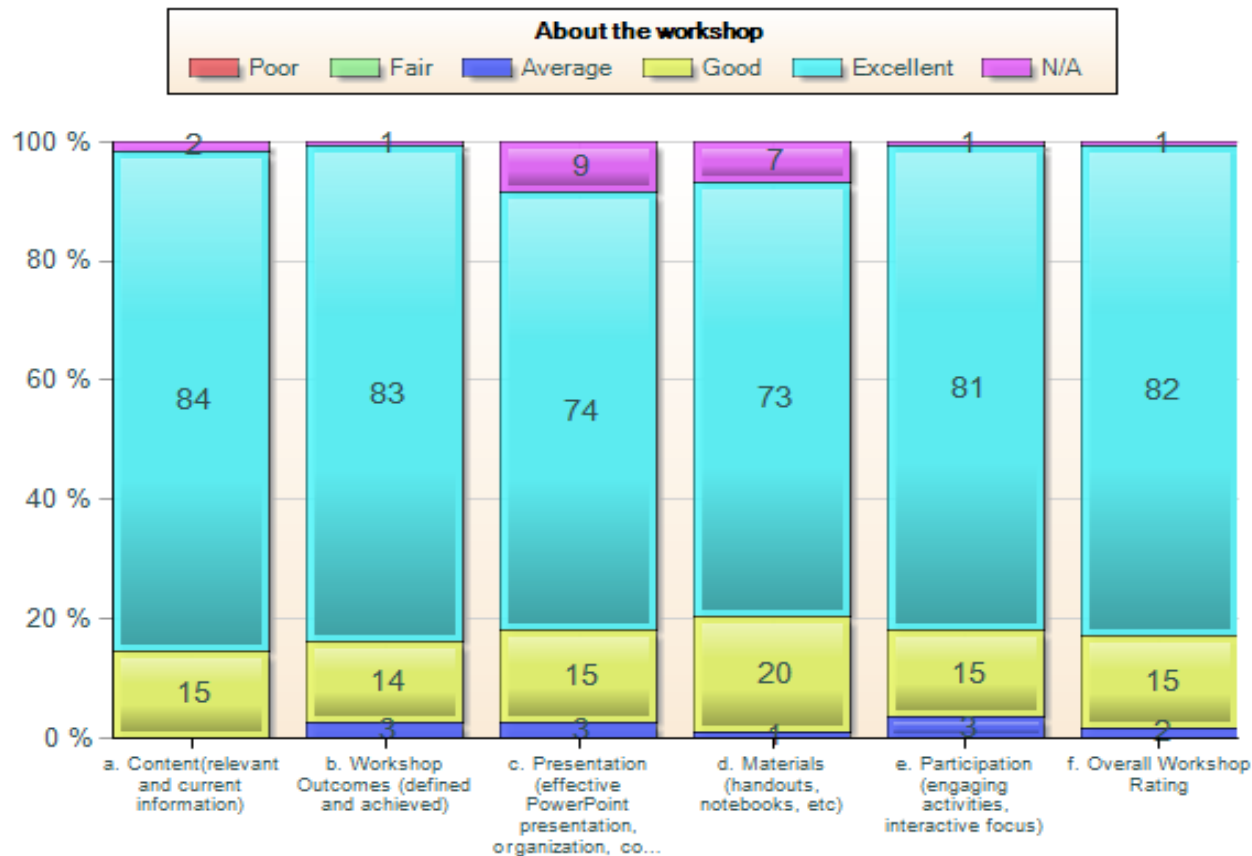
*2012 Professional Development Days Satisfaction Survey: Out of District Presenters*



# Professional Development

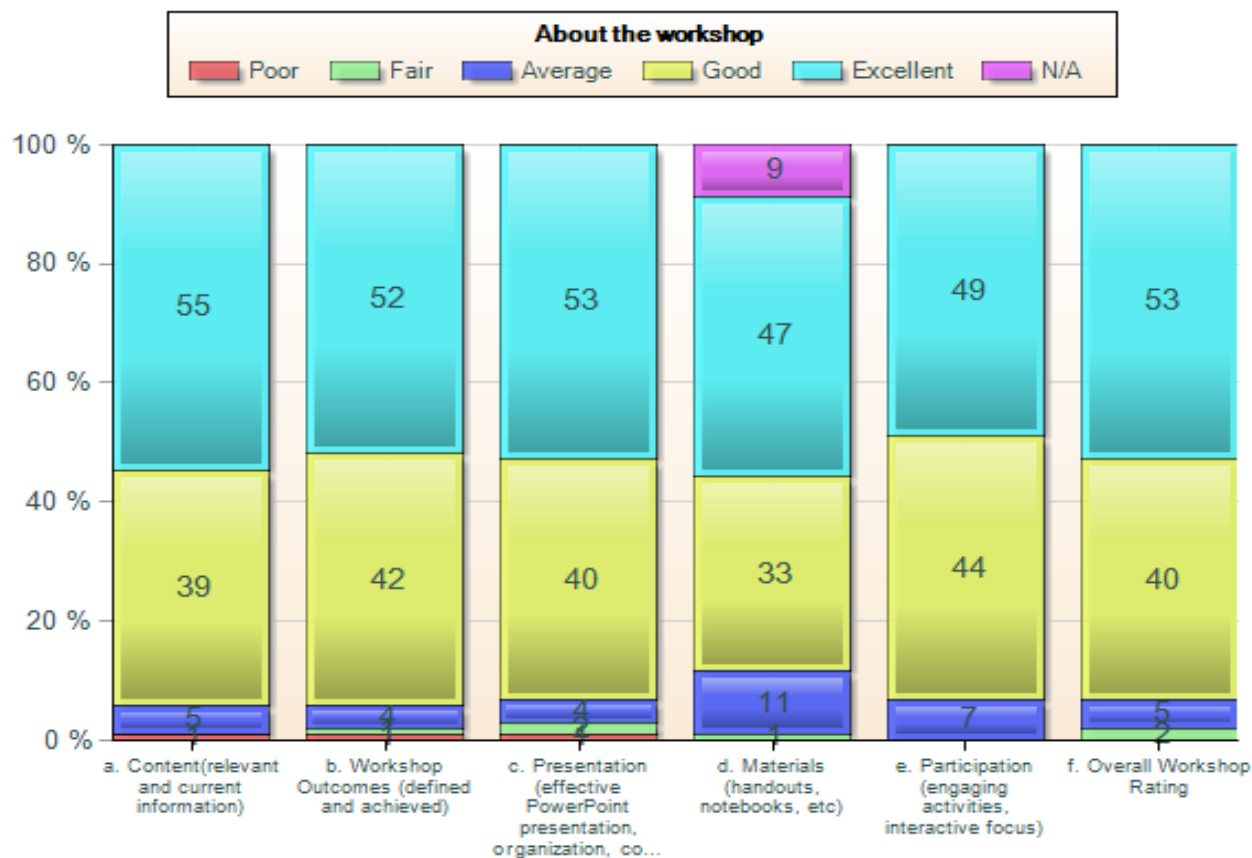
**2012 Professional Development Days Satisfaction Survey:**

**Grade Level Articulation and Common Core Workshops**



# Professional Development

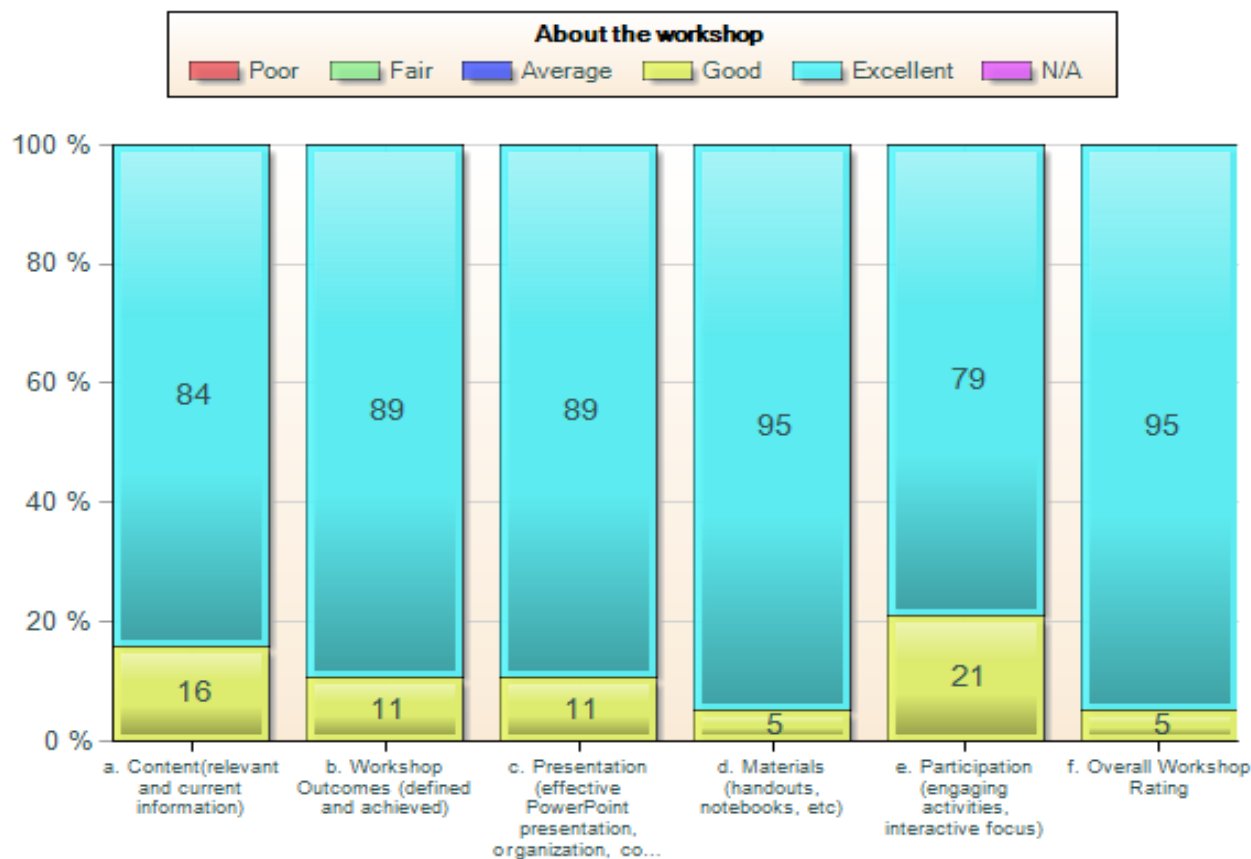
**2012 Professional Development Days Satisfaction Survey:  
Ella School Improvement Grant Workshops**



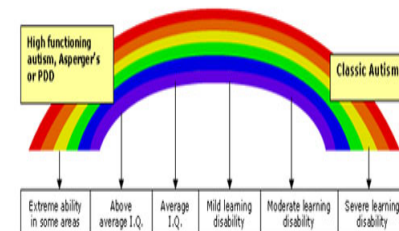


# Professional Development

## 2012 Professional Development Days Satisfaction Survey: Autism Workshops



Autistic Spectrum Conditions



# English Learners

School Site	Spanish	Hmong	Punjabi	Other	English Learners	Total Enrollment	EL %
Marysville High	32	22	1	4	59	1009	5.85%
Kynoch Elementary	66	9	0	3	78	636	12.26%
Abraham Lincoln Home School	21	3	0	0	24	186	12.90%
Anna McKenney Intermediate	52	17	0	4	73	503	14.51%
Arboga Elementary	70	21	11	3	105	517	20.31%
South Lindhurst Continuation High	25	2	0	0	27	126	21.43%
Lindhurst High	178	77		4	259	1192	21.73%
Covillaud Elementary	99	8	0	4	111	504	22.02%
Marysville Joint USD	1680	458	21	75	2234	9620	23.22%
Yuba Gardens Intermediate	143	40	0	2	185	686	26.97%
Edgewater Elementary	100	31	3	7	141	480	29.38%
Olivehurst	157	36	3	5	201	546	36.81%
Johnson Park Elementary	139	5	1	4	149	354	42.09%
Linda Elementary	199	98	0	4	301	667	45.13%
Cedar Lane Elementary	148	66	0	10	224	483	46.38%
Ella Elementary	219	20	0	1	240	480	50.00%



# English Learners 2011-12

## CELDT Results

ELD Level	Beginning (1) 2011	Early Intermediate (2) 2011	Intermediate (3) 2011	Early Advanced (4) 2011	Advanced (5) 2011
Beginning (1) 2010	75	96	78	12	0
Early Interme diate (2) 2010	21	113	205	49	1
Intermediate (3) 2010	3	43	354	236	20
Early Advance d (4) 2010	0	7	58	166	26
Advanced (5) 2010	0	0	1	8	17

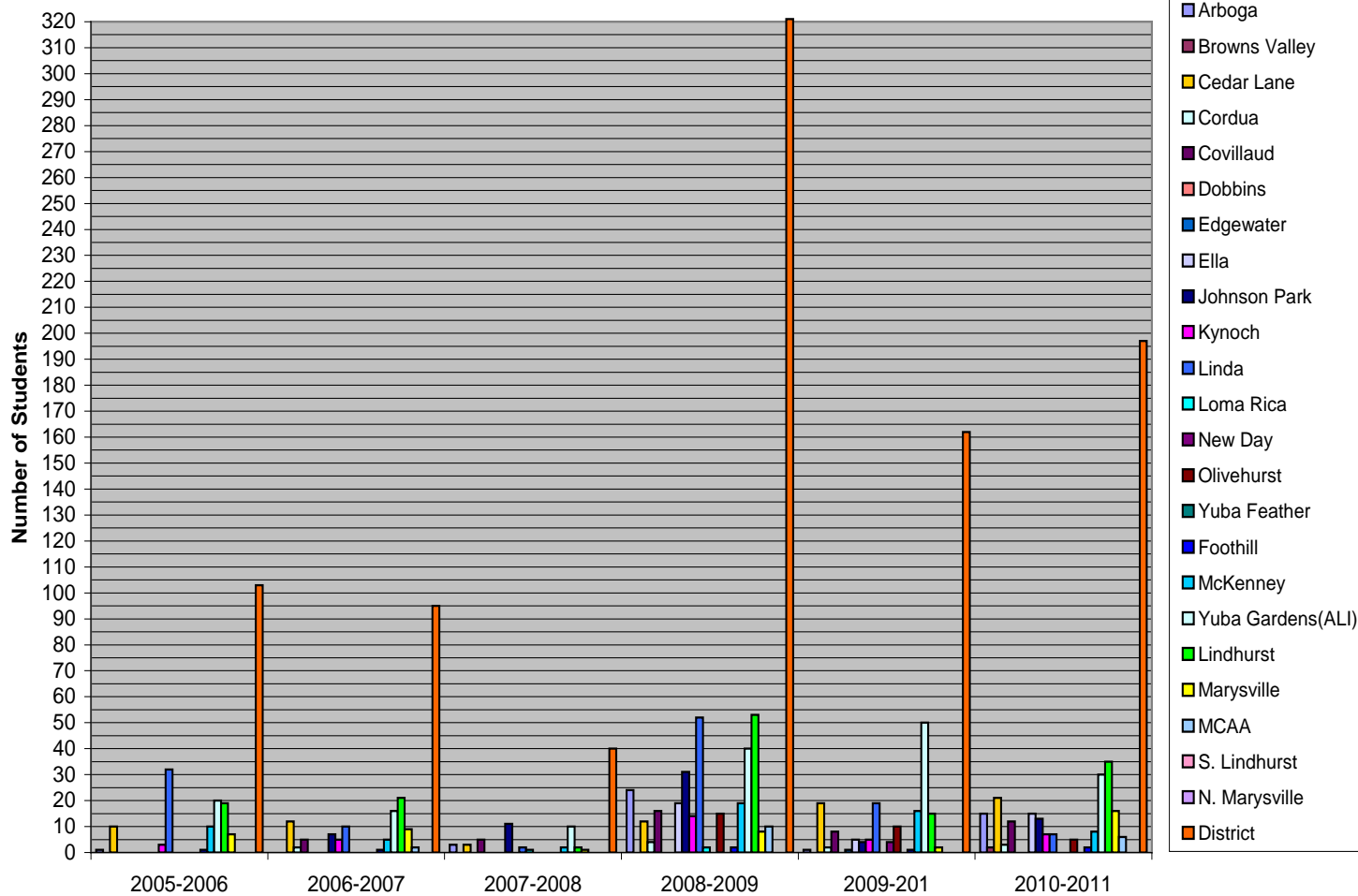
Negative growth = red  
No growth = yellow

One year growth = green  
Two years or more = orange





# English Learners 2011-12 Reclassification Results







# Educational Services

## Assessment and Accountability

Academic Program Survey  
Accountability and Intervention  
K-12 Benchmarks Assessments Development and Review  
Benchmark Calendar  
California Accountability & Improvement System  
California Educational Research Association (CERA)  
Data Collection and Analysis  
District Accountability Report  
District Assistance Survey  
District Portfolio  
District/School Liaison Team (DSLIT)  
Federal Program Monitoring  
Graduation Programs Collection and Submission  
Graduation Rate and Requirements  
Local Education Agency Plan  
No Child Left Behind: Elementary Secondary Education Act  
Parent Satisfaction Surveys  
Program Improvement Sanctions and Accountability  
Significant Dates Calendar  
Site Program Improvement Plans  
Staff Surveys  
Student Parent Rights Packet  
Student Satisfaction Surveys

## Grant Development, Implementation, and Evaluation

California Mathematics and Science Partnership  
California Postsecondary Education Commission  
California Student Opportunity Access Program  
Collaboration for Student and Teacher Achievement in Rural Schools  
Enhancing Education Through Technology: Competitive  
Enhancing Education Through Technology: Formula  
Quality Education Investment Act: SIG  
School Improvement Grant  
Sierra Cascade Nutrition & Activity Consortium

## Testing

California Standards Test  
California High School Exit Exam  
California High School Proficiency Examination Program  
Computer Based Testing Trial  
California English Development Test  
Early Assessment Program  
National Assessment of Educational Progress  
Physical Fitness Testing  
Smarter Balanced  
Standardized Testing and Reporting  
Testing Calendar

## Professional Development

Title I and Title II  
Administrator Training  
Mission and Vision  
Class Size Reduction Training  
Common Core Standards  
Compliance Monitoring, Interventions, and Sanctions  
Conferences/Meetings  
High Quality First Instruction  
Highly Qualified Letters  
Northern California Writing Project  
New Teacher Training  
Online Professional Development  
Professional Development Days  
Professional Development Consultants and Presenters  
Professional Learning Communities / Grade Level Articulation  
Professional Development Coordinating, Training, Administration, and Evaluation  
Sheltered Instruction Observation Protocol  
Technology Use and Training

## English Learners

Title III  
AMAO Letters  
District-level English Learner Advisory Committee  
English Learner Authorizations  
English Learner Facilitators  
English Learner Leadership  
English Learner Master Plan  
Site-Level English Learner Advisory Committees  
English Learner Subgroup Self Assessment  
English Learner Education  
English Learner Needs Assessment  
Project Guided Language Acquisition Design  
English Learner Reclassification and Monitoring  
Seal of Biliteracy  
Title III Collaboration  
Title III Plan  
Translations

## Data Management

Implementation and Evaluation  
Edusoft  
School City  
Data Director  
Illuminate

## Migrant Education

Migrant Student Information Network  
Summer School and Tutoring  
Contracts

## Instruction

Accelerated Reader  
Approved Textbook List and Inventory  
Bridging Current Curriculum to the Common Core Standards  
Common Core Webpage  
Charter Reviews  
Civil Rights Data Collection  
California Rural Legal Assistance Requests  
Curriculum Adoptions  
Curriculum Consulting Committee  
Curriculum Inventory, Purchasing, and Delivery  
Curriculum Pacing and Mapping  
District Writing Prompts  
Grading Policies  
Graduation Dropout Support  
Hourly Programs  
Instructional Materials Adoptions and Implementation  
Intervention Materials  
Supplemental Materials  
Online Report Card  
Standards Based Report Cards Creation, Distribution, and Evaluation  
Retention Report and Support  
Summer School  
Textbook Resolution/Public Hearing  
Waterford

## Adult Education

Credit Recovery  
ESL Parent Classes  
Inactive Cumulative Folders  
Student Communications  
Transcripts

## Other

Federal Cash Management Data Collection (CMDC)  
GenYes Student and Teacher Technology Empowerment  
Health and Wellness Committee  
Kindergarten Enrollment Letters  
National Longitudinal Transition Study  
Public Records Act Requests  
Students Exchange and Visitor Program  
Transitional Kindergarten Implementation  
Uniform Complaint Policy Changes  
William's and Valenzuela Lawsuits  
Needs Assessment Implementation and Support

Lennie Tate 749-6902

Amy Jacobs-Stratton 749-6903

Scott Procnier 749-6132

Kit Molinari 749-6159

Geu Thao 749-6161





“...and this one, and this one, and  
this one, and...”



# Questions & Discussion