Marysville Joint Unified School District

2015-16 End-of-Year Evidence of Progress for Local Education Agencies in Corrective Action

A summary description of MJUSD's progress towards implementation of the strategies and actions in the LEAP/LCAP Plan

October 11, 2016

LEAP/LCAP Goal 1

* **Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.**

Professional Development Days	Increased Athletic Budgets	CSR
ELA/ELD Materials Adoption	4 FTE Advanced Placement	AP Textbooks
After School Tutoring	AFJRROTC Startup	PE Specialists Elementary
Music Teachers	Middle School Music Teacher	HS Instruments
Renaissance	Maintain CTE Courses	Computers
Salary Increase		

LEAP/LCAP Goal 2

* **Enhance the Learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.**

School Nurse	Health Aides	Assistant Principals
Catapult	Attendance Clerks	SARB Secretary
PBIS Coordinator	PBIS Training	Mental Health Clinician
HS Counselors	Counseling Secretary	Categorical Technician
Deferred Maintenance		

LEAP/LCAP Goal 3

* **Increase parent, family, and community involvement in the education of all students.**

Homeless Liason	Translators	Parenting with Dignity Classes
Illuminate	SurveyMonkey	SchoolMessenger

Analyze the LEA's progress towards student achievement goals in the LEA Plan.

CAASPP Results by Subgroup	ELA 2014-15 Baseline	ELA 2015-16	Difference	Math 2014-15 Baseline	Math 2015-16	Difference
Overall	30%	32%	**2%**	22%	25%	**3%**
American Indian or Alaskan Native	28%	29%	**1%**	17%	25%	**8%**
Asian	32%	30%	**-2%**	24%	25%	**1%**
Black or African American	22%	20%	**-2%**	14%	14%	**0%**
Disability ELA	6%	6%	**0%**	7%	7%	**0%**
Economic Status	25%	27%	**2%**	18%	22%	**4%**
English Language Fluency	8%	10%	**2%**	11%	12%	**1%**
Female	36%	38%	**2%**	22%	26%	**4%**
Filipino	59%	61%	**2%**	31%	34%	**3%**
Hispanic or Latino	24%	28%	**4%**	17%	21%	**4%**
Male	25%	27%	**2%**	22%	24%	**2%**
Migrant	14%	17%	**3%**	12%	11%	**-1%**
Native Hawaiian or Pacific Islander	35%	57%	**22%**	31%	32%	**1%**
Two or More Races	39%	41%	**2%**	25%	31%	**6%**
White	36%	39%	**3%**	27%	31%	**4%**

Address:
1919 B St.
Marysville, CA 95901

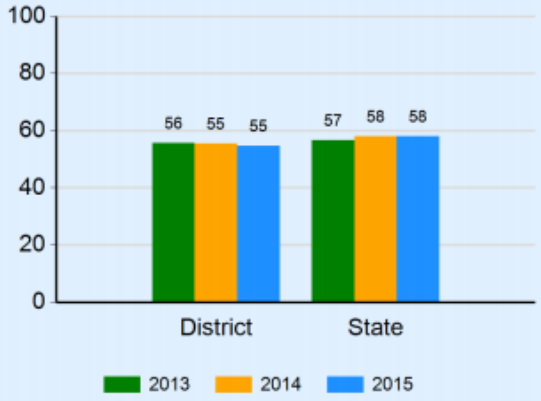
Local Control Funding Formula (LCFF)
State Priorities Snapshot
2015–16 Reporting
Marysville Joint Unified

County-District-School Code: 58-72736-0000000
County: Yuba
Grades Offered: K-12

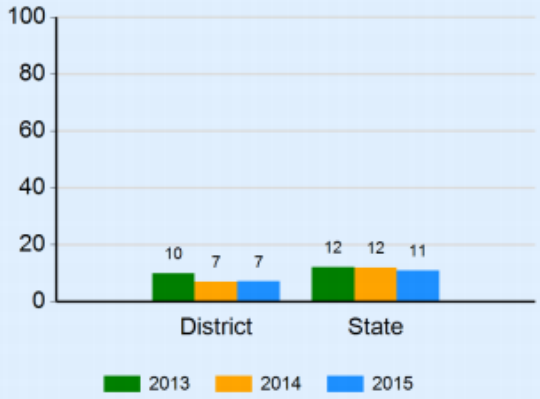
2015-16 Enrollment 9,804

Student Achievement

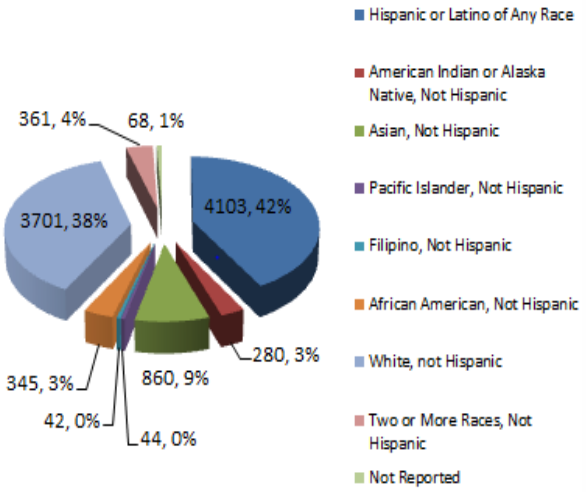
Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency



Percent of EL Students Who Were Reclassified



2015-16 Enrollment by Race/Ethnicity



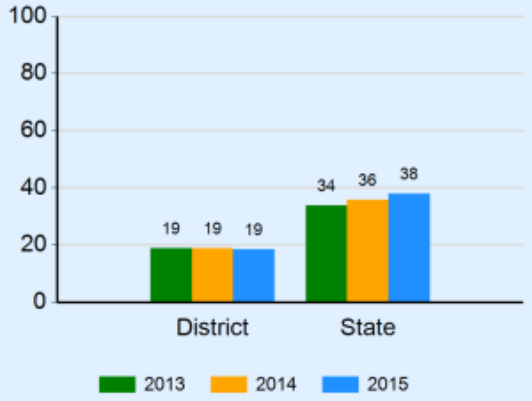
2014-15 Enrollment by Program Eligibility

English Learner (EL)	2,085 (23%)
Socioeconomically Disadvantaged (SED)	7,482 (82%)
Students With Disabilities (SWD)	1,112 (12%)
Foster Youth (FY)	73 (1%)

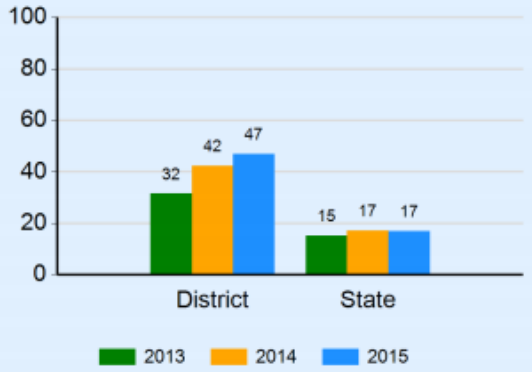
2014-15 Enrollment 9,647

Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



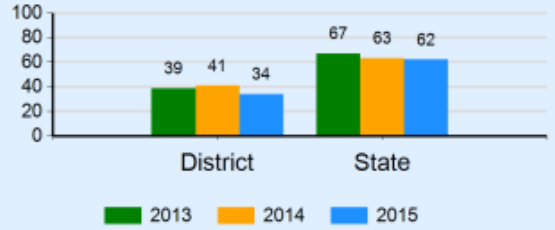
Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway



Student Achievement: Districtwide

(Marysville Joint Unified)

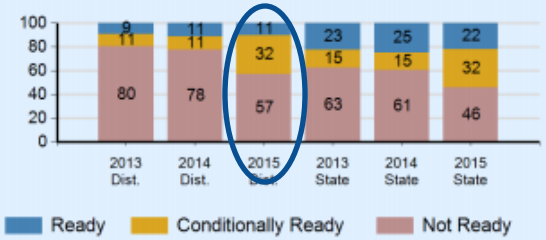
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

2013	2014	2015
1,866 (5.6%)	1,782 (6.6%)	1,455 (8.3%)

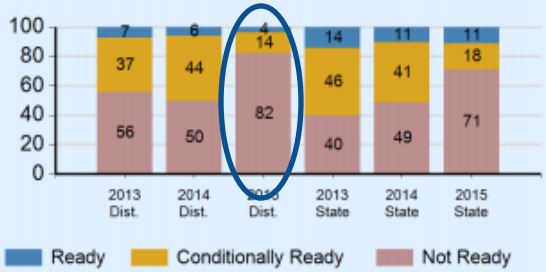
Early Assessment Program (EAP) College Readiness Results for English-Language Arts / Literacy (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

2013	2014	2015
602 (75.9%)	590 (70.5%)	612 (86.6%)

EAP College Readiness Results for Mathematics



Grade 11 Enrollment and Percent of Students Who Took the EAP Math

2013	2014	2015
602 (36.0%)	590 (33.7%)	612 (85.6%)

Smarter Balanced Performance and Progress Grades 3-8 Results for ELA

Note: The first administration of the Smarter Balanced Assessments in ELA and mathematics occurred in the spring of 2015. Therefore, only one year of Smarter Balanced data are available.

All grade eleven students who participate in the Smarter Balanced Assessments receive EAP results.

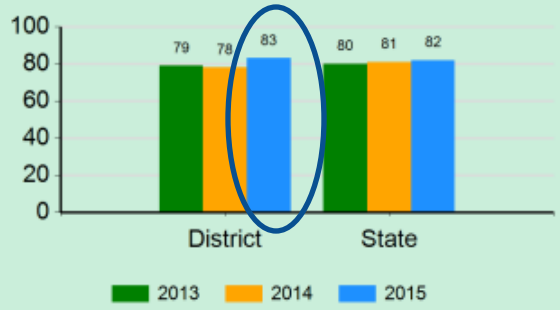
For grade eleven, the Smarter Balanced EAP results are contained in the EAP tables. "Ready" on the EAP is equivalent to scoring "Standard Exceeded" on Smarter Balanced. Similarly, "Conditionally Ready" on the EAP is "Standard Met" and "Not Ready" on the EAP is "Standard Nearly Met" or "Standard Not Met" on Smarter Balanced.

Smarter Balanced Performance and Progress Grades 3-8 Results for MATH

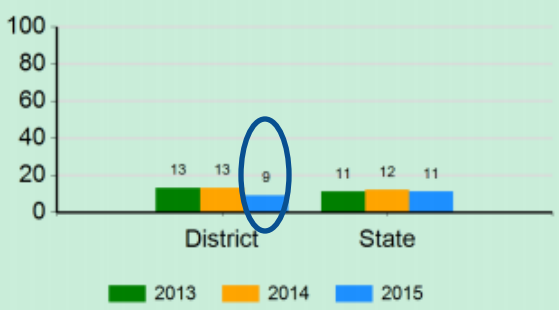
Student Engagement: Districtwide

(Marysville Joint Unified)

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate



Middle Grade Dropout Counts and Rate

Level	2013	2014	2015
District	3 (0.5%)	0 (0.0%)	2 (0.4%)
State	2,870 (0.6%)	1,185 (0.3%)	1,262 (0.3%)

Middle Grade dropout counts include all students in grade 8 and students in grade 9 for schools where the highest grade of enrollment is grade 9 (e.g., 7-9).

District Climate

Number and Percent of Students Suspended

Level	2013	2014	2015
District	1,190 (10.9%)	986 (9.3%)	896 (8.4%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)

Number and Percent of Students Expelled

Level	2013	2014	2015
District	70 (0.64%)	59 (0.56%)	59 (0.56%)
State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

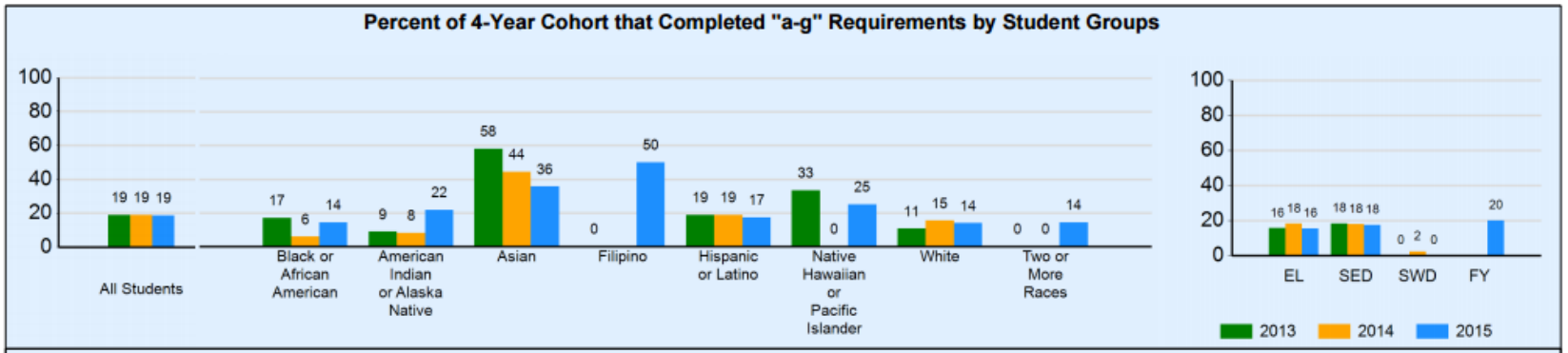
Current law requires local educational agencies to annually update their local control and accountability plans (LCAPs), which contain approximately 26 data elements. The State Priorities Snapshots provides three years of data for those elements where state-level data are available. However, not all measures have three years of data. For example, foster youth data are only available for 2014 and 2015; therefore, only two years of foster youth data are displayed where applicable.

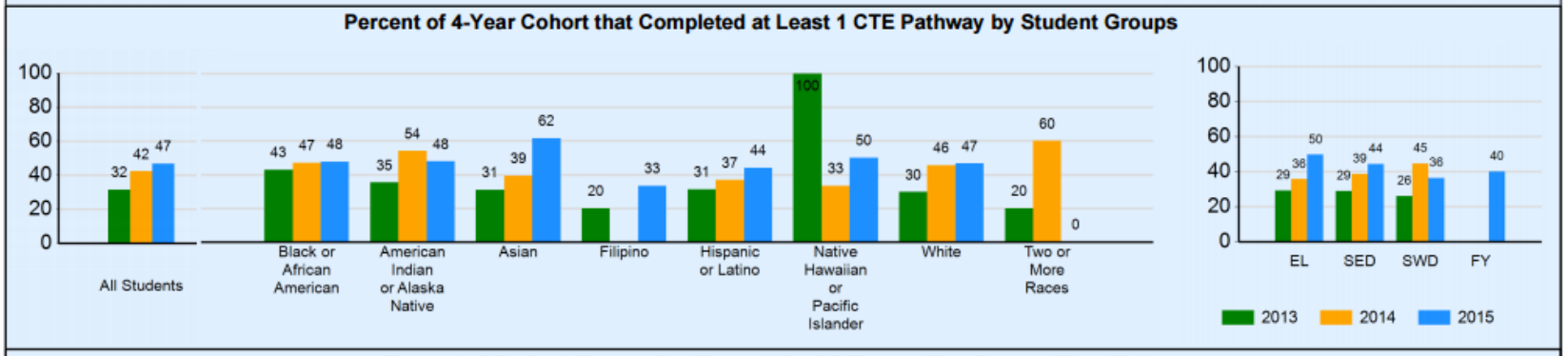
There are three main areas emphasized in the State Priorities Snapshot: Student Achievement, Student Engagement, and School Climate. The year identified in the charts refer to the end of the academic school year. For example, the year "2014" represents data for the 2013–14 academic school year.

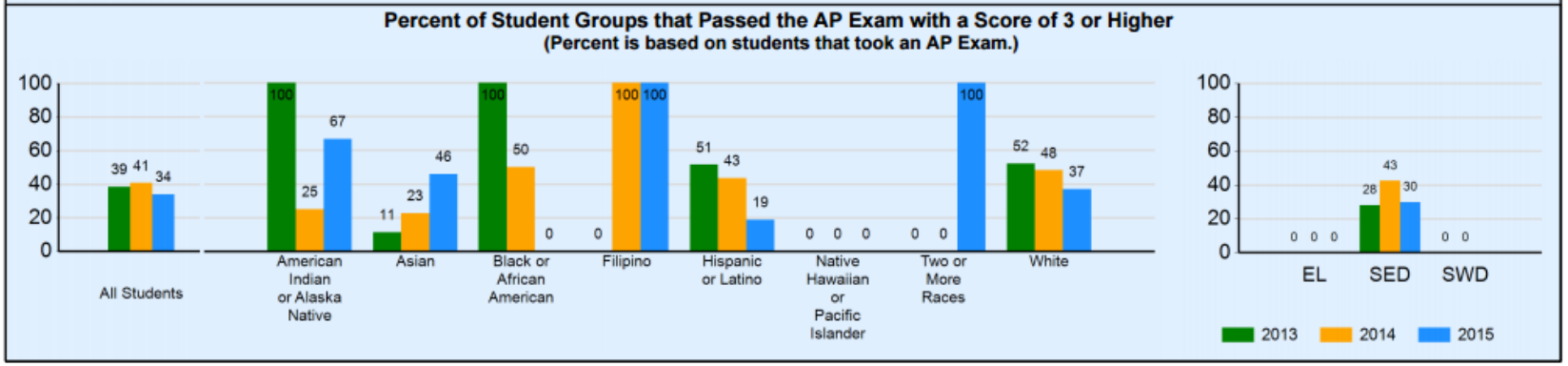
For detailed information on each data element, including calculations methods, please view the Glossary at http://www.cde.ca.gov/snapshot.

Student Achievement: Student Groups

(Marysville Joint Unified)







Student Achievement: Student Groups

(Marysville Joint Unified)

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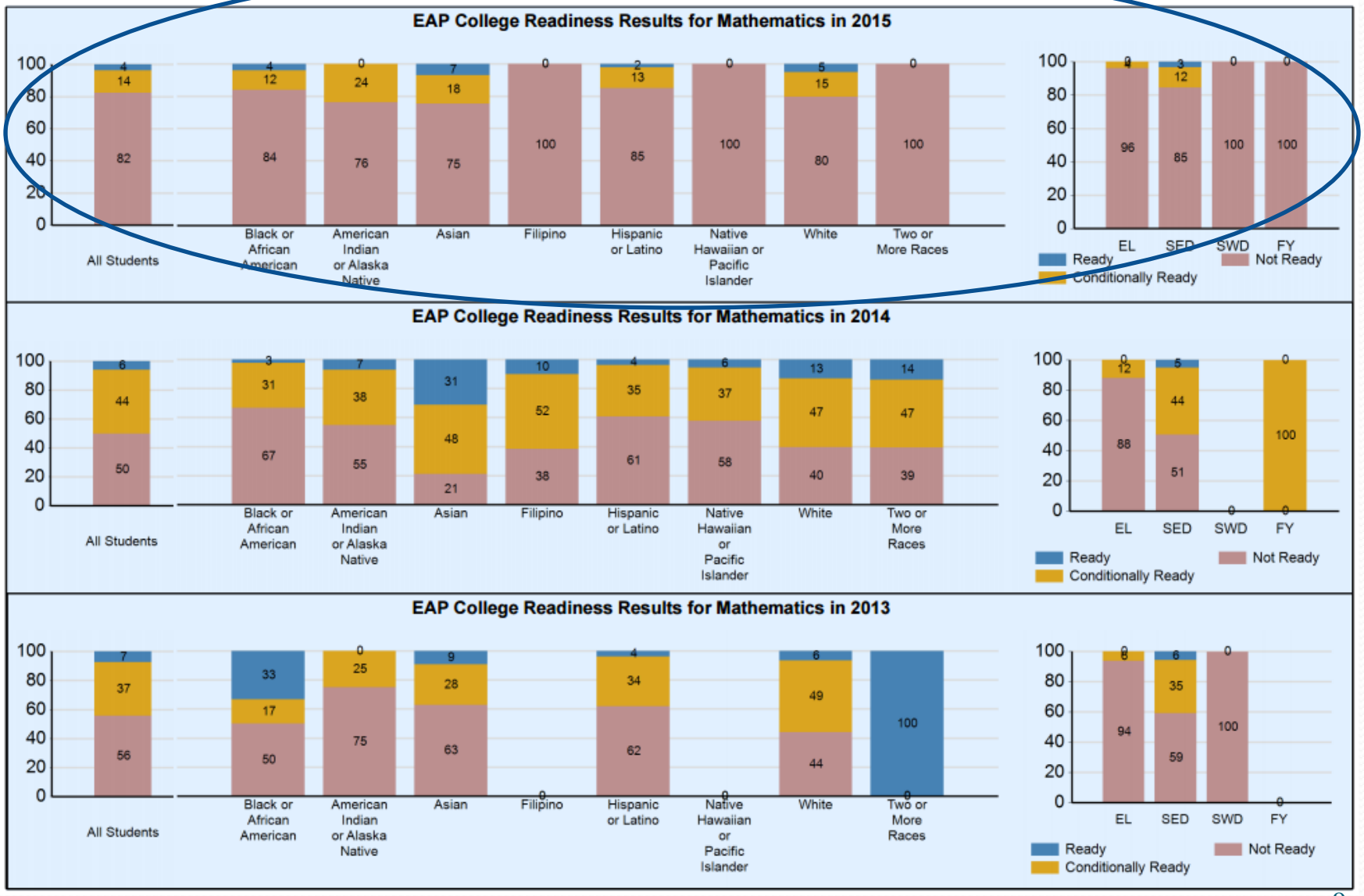
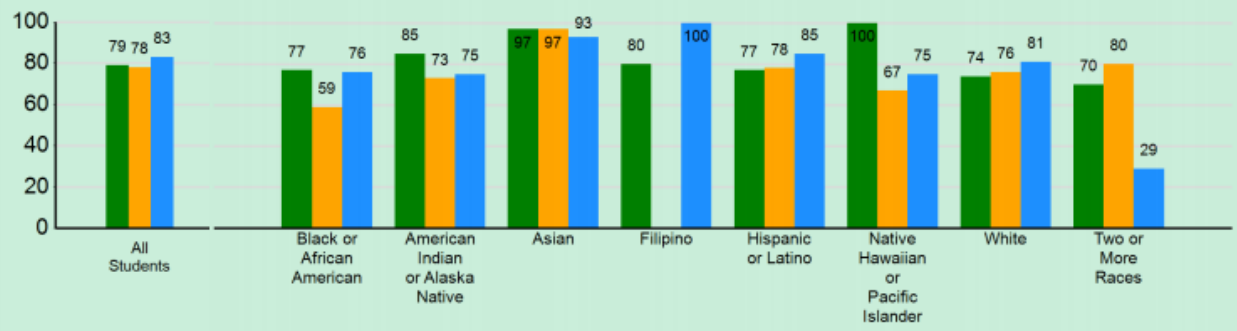
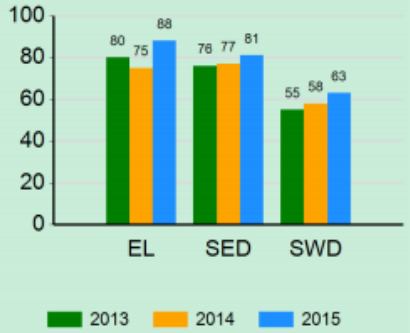


Student Engagement: Student Groups

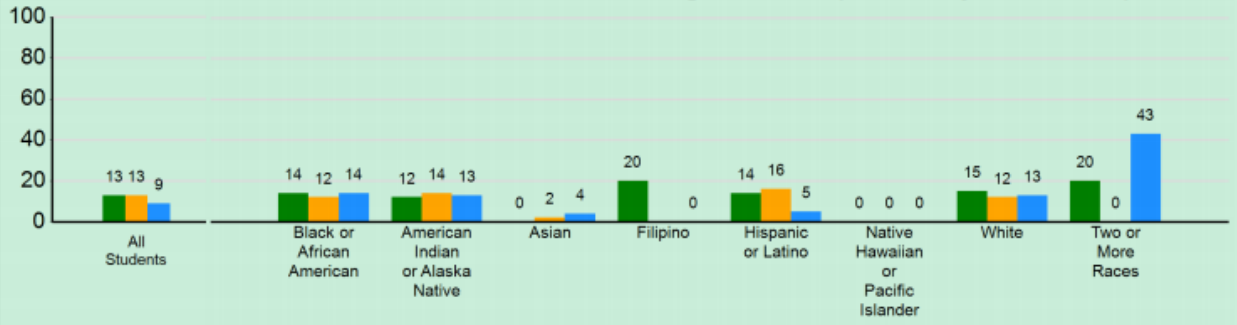
(Marysville Joint Unified)

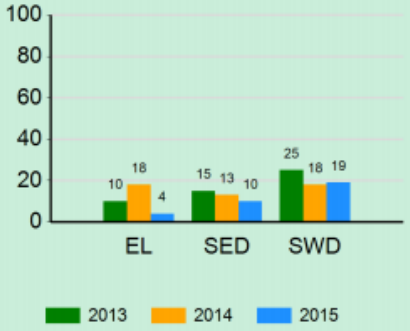
4-Year Cohort High School Graduation Rate by Student Groups





4-Year Cohort High School Dropout Rate by Student Groups





Middle Grade Dropout Counts and Rate

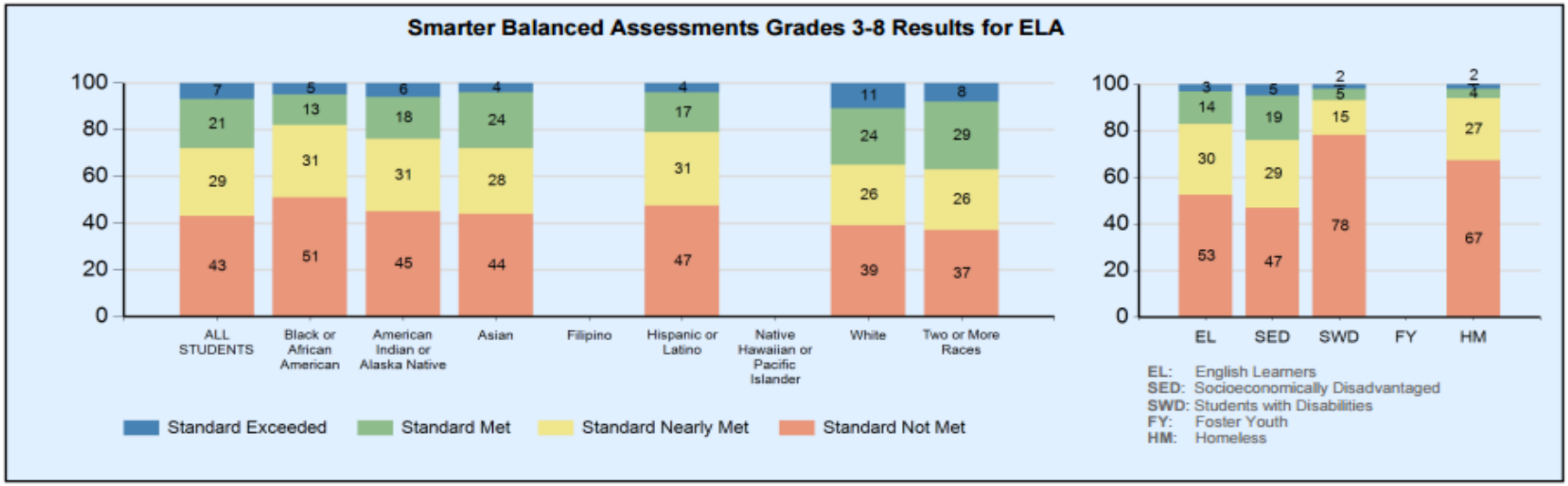
Race/Ethnicity	2013	2014	2015
Black or African American	0 (0.0%)	0 (0.0%)	1 (3.6%)
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	2 (0.9%)	0 (0.0%)	0 (0.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	0 (0.0%)	0 (0.0%)	0 (0.0%)
Two or More Races	0 (0.0%)	0 (0.0%)	0 (0.0%)

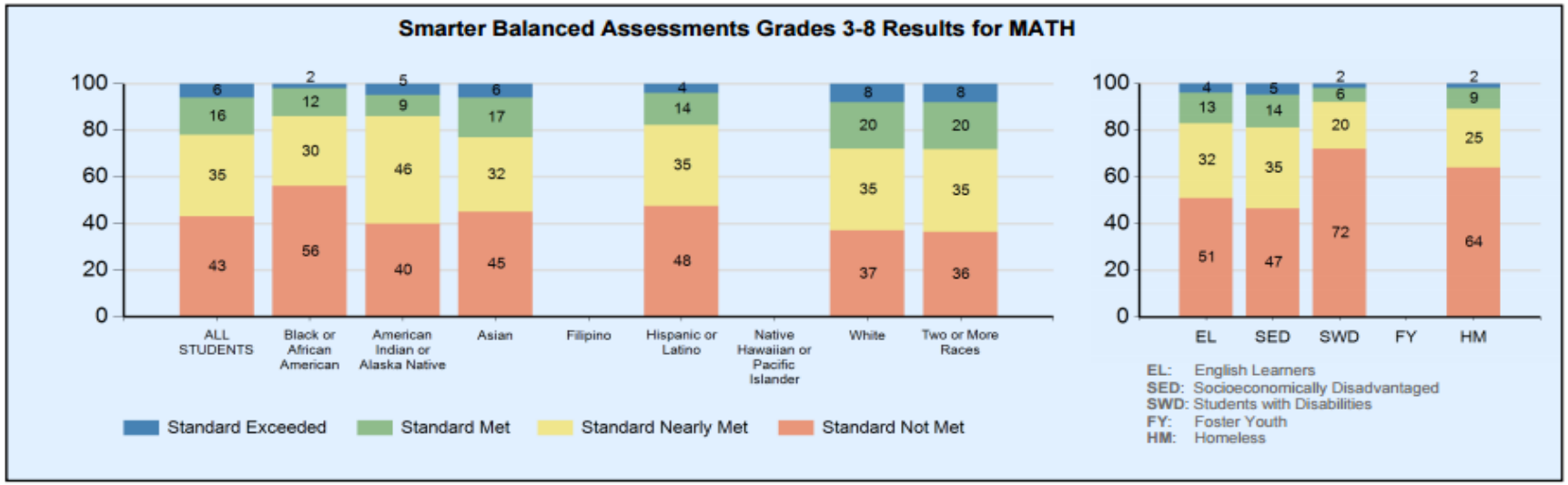
Program Eligibility	2013	2014	2015
English Learners	0 (0.0%)	0 (0.0%)	0 (0.0%)
Socioeconomically Disadvantaged	0 (0.0%)	0 (0.0%)	0 (0.0%)
Students with Disabilities	0 (0.0%)	0 (0.0%)	0 (0.0%)
Foster Youth	0 (0.0%)	0 (0.0%)	- -

"- -" : Data not available or the student group had less than 30 students or less than 15 students designated as foster youth.

Student Achievement: Student Groups

(Marysville Joint Unified)

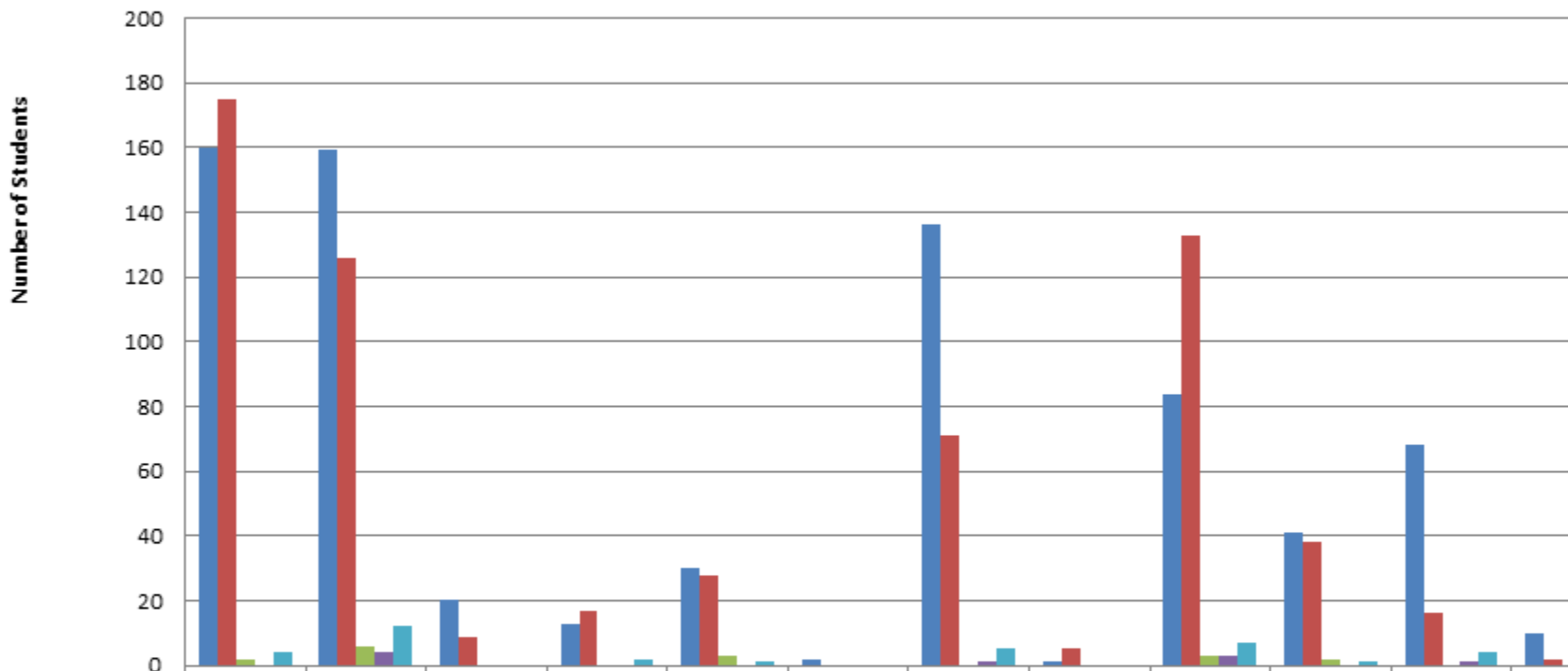




Note: To view the grade eleven Smarter Balanced Assessment results, please see the EAP tables.

Senate Bill 359, known as the California Mathematics Placement Act of 2015 requires an annual report of 9th grade pupil placement data to the governing board. The annual examination of pupil placement is to ensure that students are not held back in a disproportionate manner.

Demographics for 9th Grade Mathematics by Course by School; 2016-2017 (9-27-16)



	Female	Male	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	English Learners	Stud w Disab
Foundations/CCSS 6-8	160	159	20	13	30	2	136	1	84	41	68	1
Integrated 1	175	126	9	17	28	0	71	5	133	38	16	
Integrated 2	2	6	0	0	3	0	0	0	3	2	0	
Practical Math Integrated 1	0	4	0	0	0	0	1	0	3	0	1	
Practical Math CCSS	4	12	0	2	1	0	5	0	7	1	4	1

- Socio-economic status is unavailable at this time.