



# Report on CDE Dashboard: Local Indicators & SB395

Marysville Joint Unified School District &  
Marysville Charter Academy for the Arts  
10/08/19

# 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.

## 2018-19 School Accountability Report Card

98%  
Compliant

98%  
Compliant

99%  
Compliant

	Teachers of English Learners		Total Teacher Misassignments		Vacant Teacher Positions	
	2018-19 SARC	2019-20	2018-19 SARC	2019-20	2018-19 SARC	2019-20
Arboga Elementary	0	0	0	0	0	0
Browns Valley Elementary	1	0	0	0	0	0
Cedar Lane Elementary	0	0	0	0	1	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	3	1	3	0	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	2	2
Yuba Feather Elementary	1	1	0	1	0	0
Foothill Intermediate	0	0	0	0	0	0
Anna McKenney Intermediate	1	2	0	1	0	0
Yuba Gardens Intermediate	3	0	0	0	2	2
Lindhurst High School	2	2	1	2	1	1
Marysville High School	1	1	1	1	1	1
South Lindhurst High School	0	1	1	1	0	0
Community Day School	0	0	0	0	0	0
Marysville Charter Academy for the Arts	0	0	0	0	0	0
<b>Total</b>	<b>11</b>	<b>10 (-1)</b>	<b>4</b>	<b>9 (+5)</b>	<b>7</b>	<b>7</b>

# Priority 1: Basic Services (Facilities)

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

## 2018-19 School Accountability Report Card

School	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	POOR	GOOD	FAIR	FAIR	GOOD	GOOD	GOOD
Cordua Elementary	GOOD	GOOD	FAIR	FAIR	FAIR	FAIR	FAIR	GOOD	GOOD
Dobbins Elementary	GOOD	GOOD	FAIR	GOOD	FAIR	GOOD	GOOD	GOOD	FAIR
Edgewater Elementary	FAIR	GOOD	FAIR	GOOD	POOR	FAIR	FAIR	GOOD	GOOD
Ella Elementary	FAIR	GOOD	POOR	GOOD	POOR	FAIR	GOOD	GOOD	GOOD
Johnson Park Elementary	FAIR	GOOD	POOR	GOOD	POOR	FAIR	GOOD	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	FAIR	GOOD	POOR	GOOD	POOR	FAIR	FAIR	GOOD	GOOD
Mary Covilluad Elementary	FAIR	GOOD	FAIR	GOOD	FAIR	FAIR	FAIR	GOOD	GOOD
Olivehurst Elementary	FAIR	GOOD	POOR	GOOD	POOR	FAIR	FAIR	GOOD	GOOD
Yuba Feather Elementary	GOOD	GOOD	FAIR	GOOD	FAIR	GOOD	GOOD	GOOD	GOOD
Foothill Intermediate	FAIR	GOOD	POOR	GOOD	POOR	POOR	GOOD	GOOD	GOOD
McKenney Intermediate	FAIR	GOOD	POOR	GOOD	POOR	FAIR	FAIR	GOOD	GOOD
Yuba Gardens Intermediate	FAIR	GOOD	POOR	GOOD	POOR	FAIR	FAIR	GOOD	GOOD
Lindhurst 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	POOR	FAIR	FAIR	GOOD	GOOD
Marysville Community Day	FAIR	GOOD	POOR	GOOD	POOR	GOOD	FAIR	GOOD	GOOD
Marysville Independent Study	GOOD	GOOD	FAIR	GOOD	GOOD	GOOD	GOOD	GOOD	FAIR
MCAA	FAIR	GOOD	POOR	GOOD	FAIR	POOR	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.

## 2018-19 School Accountability Report Card

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

100%

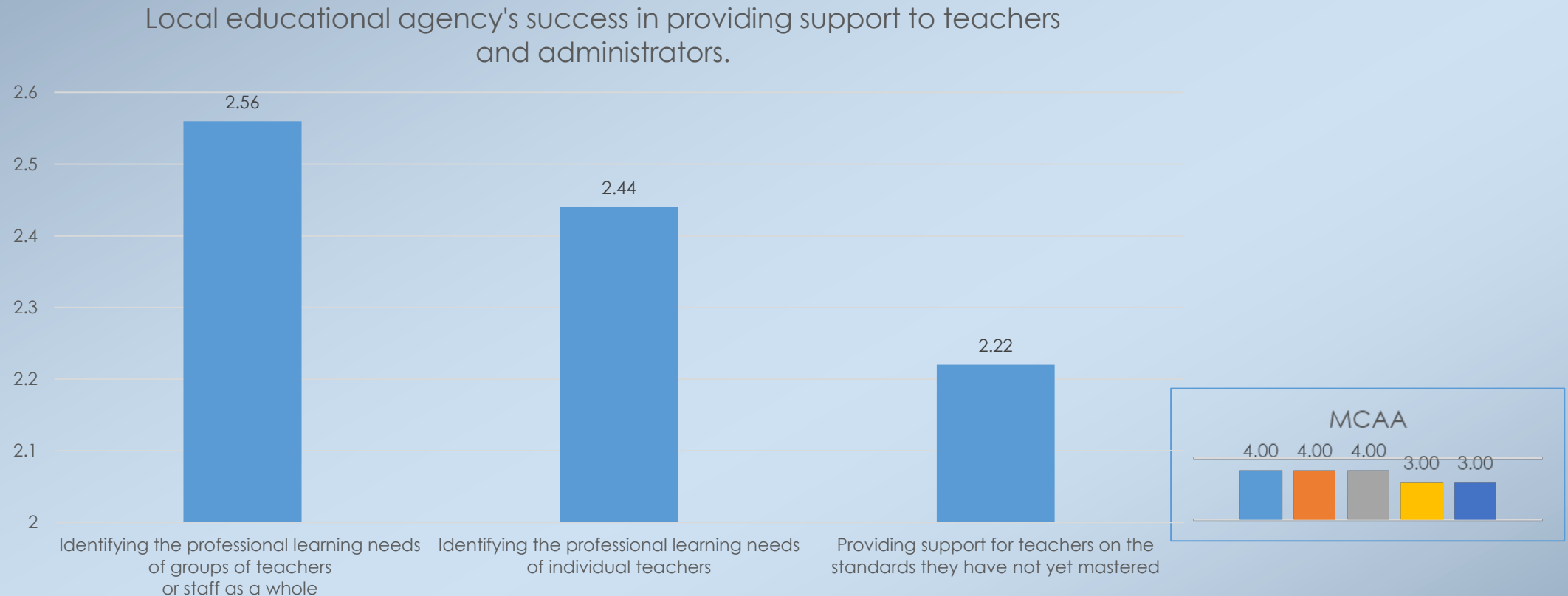
# Priority 2 - Implementation of Academic Standards



MET

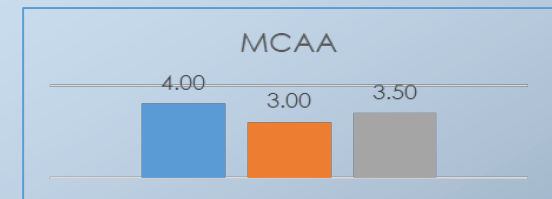
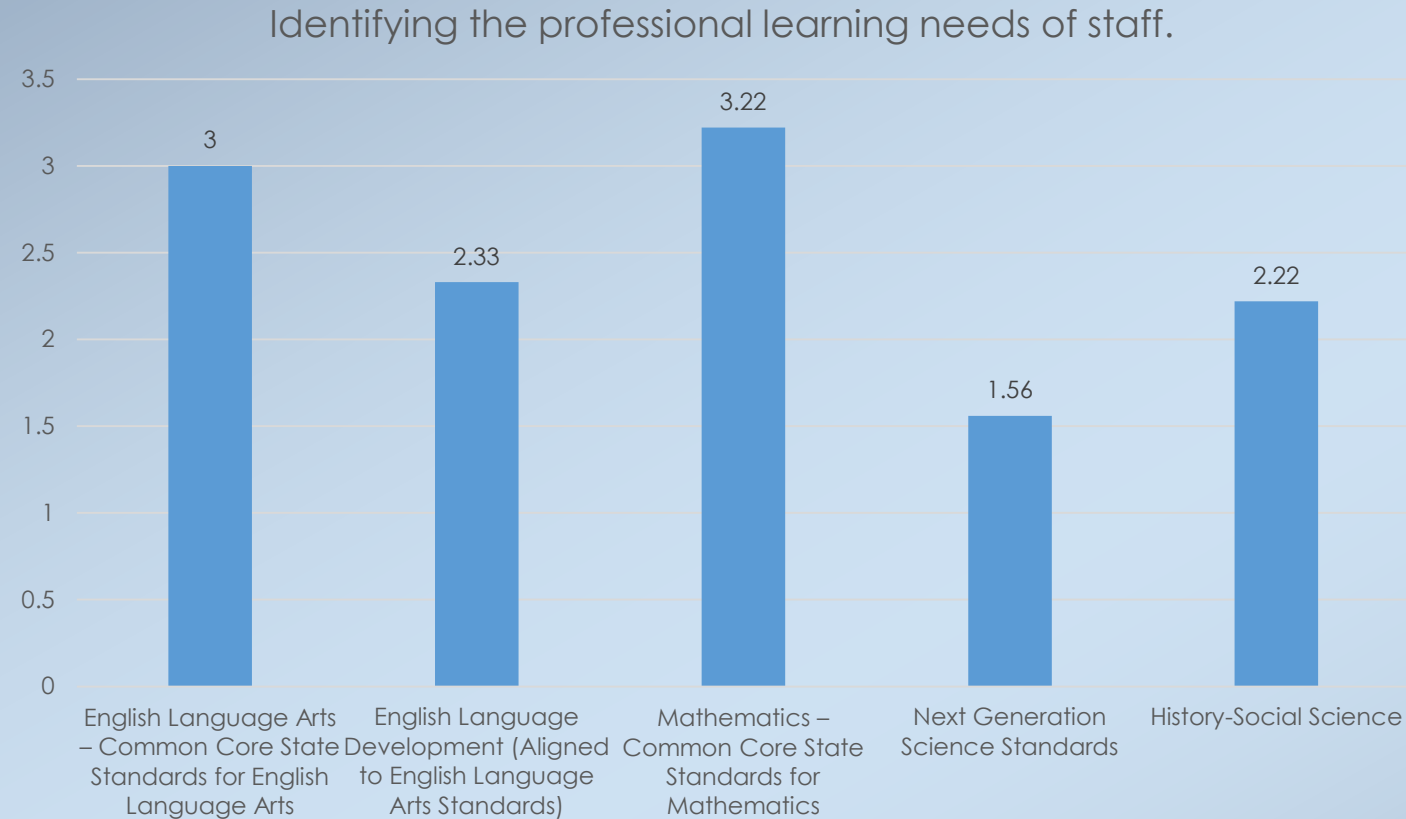
- This priority ensures that the school district demonstrates progress in the implementation of state academic standards. The data source for this priority is the Local Control Funding Formula Self Assessment Tool Survey completed by all school leaders. Rating is based on progress in providing professional learning, making instructional materials available, and 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



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

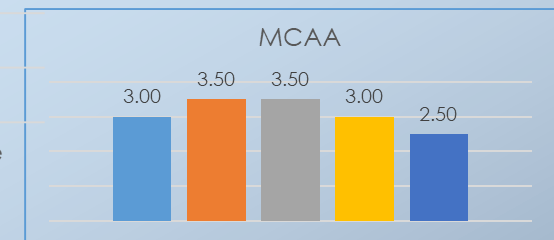
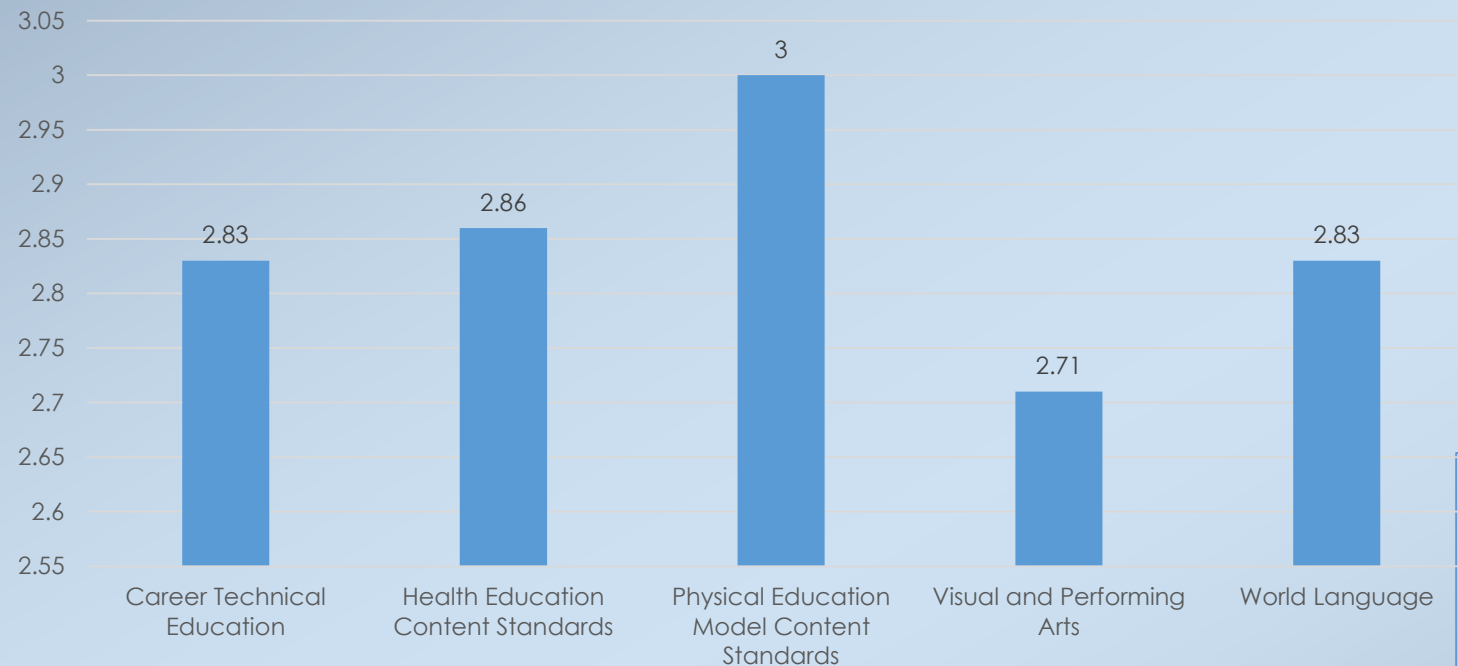
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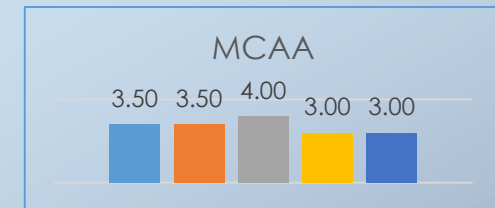
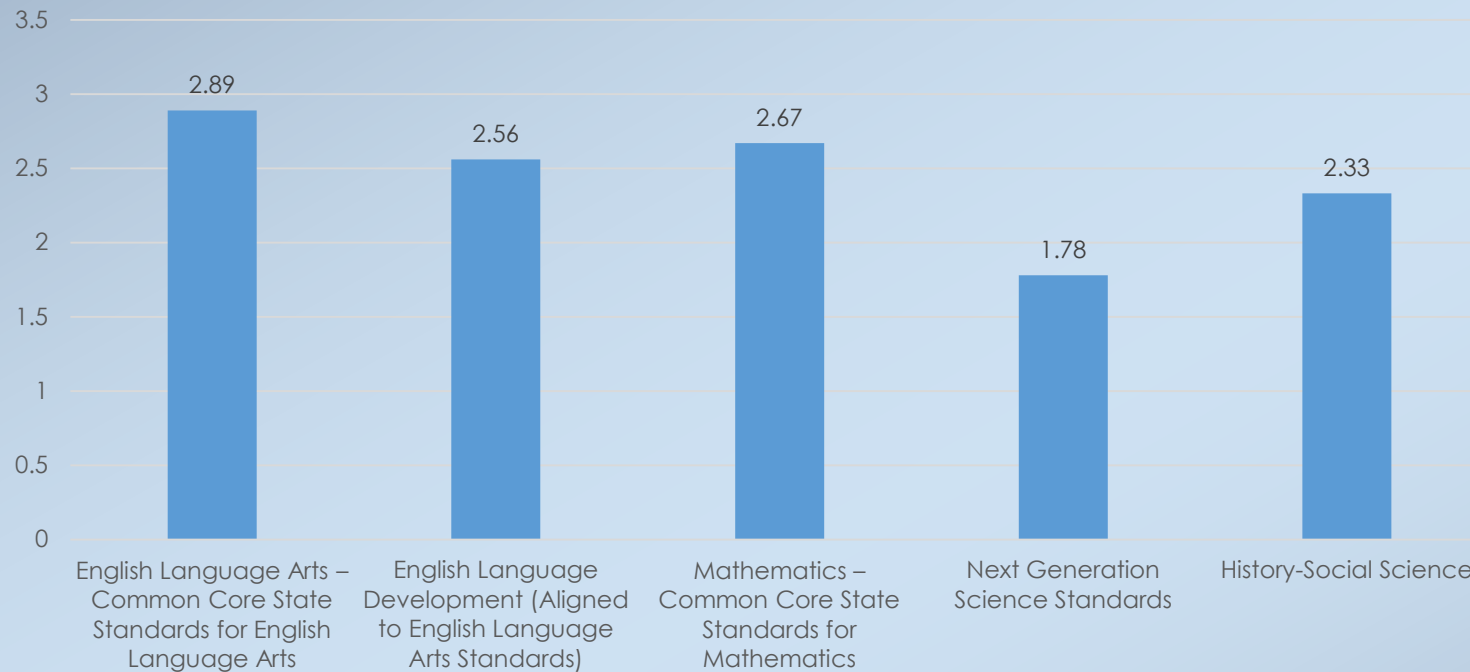
Local education agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.



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

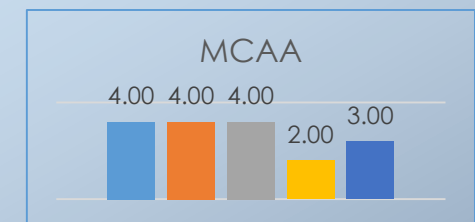
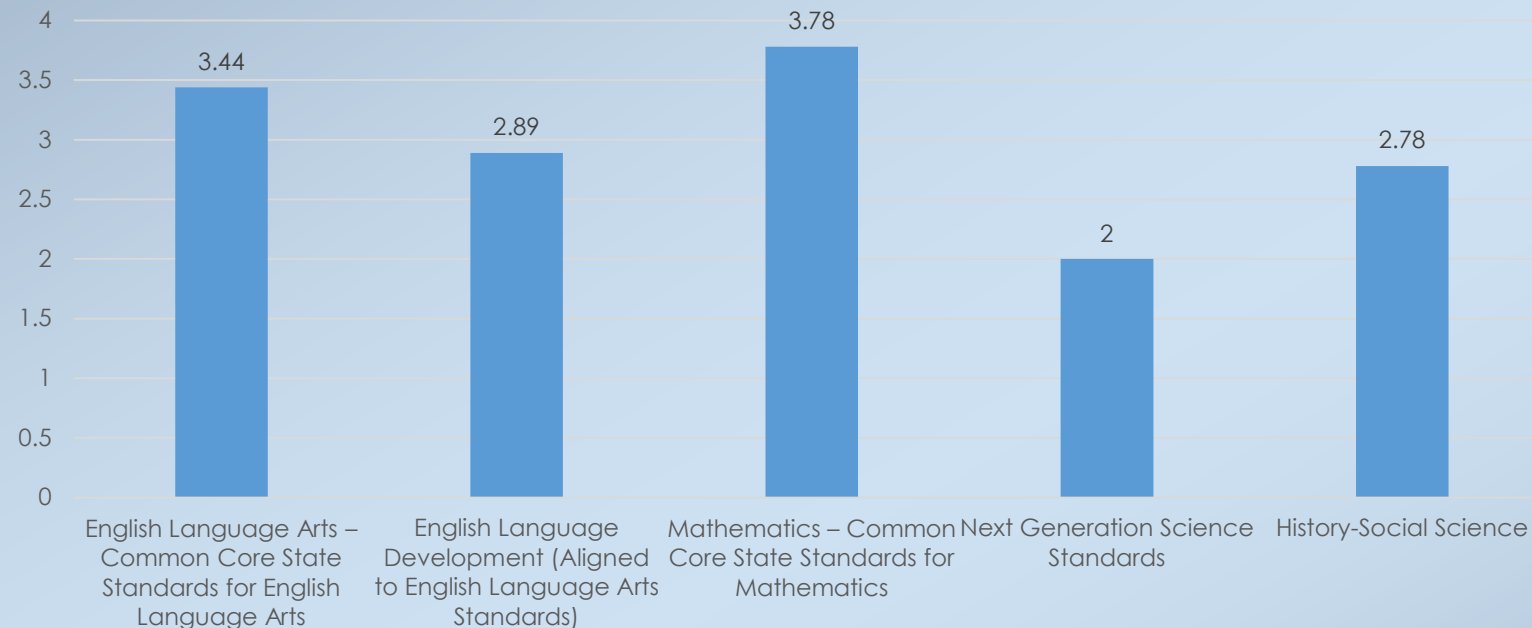
Local education agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in/or curriculum framework identified below.



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

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.



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

# Priority 3 - Parent Engagement

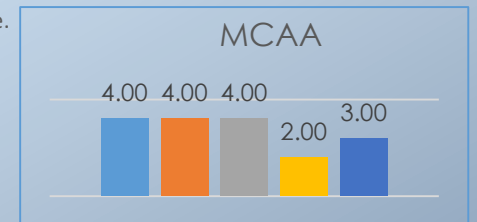
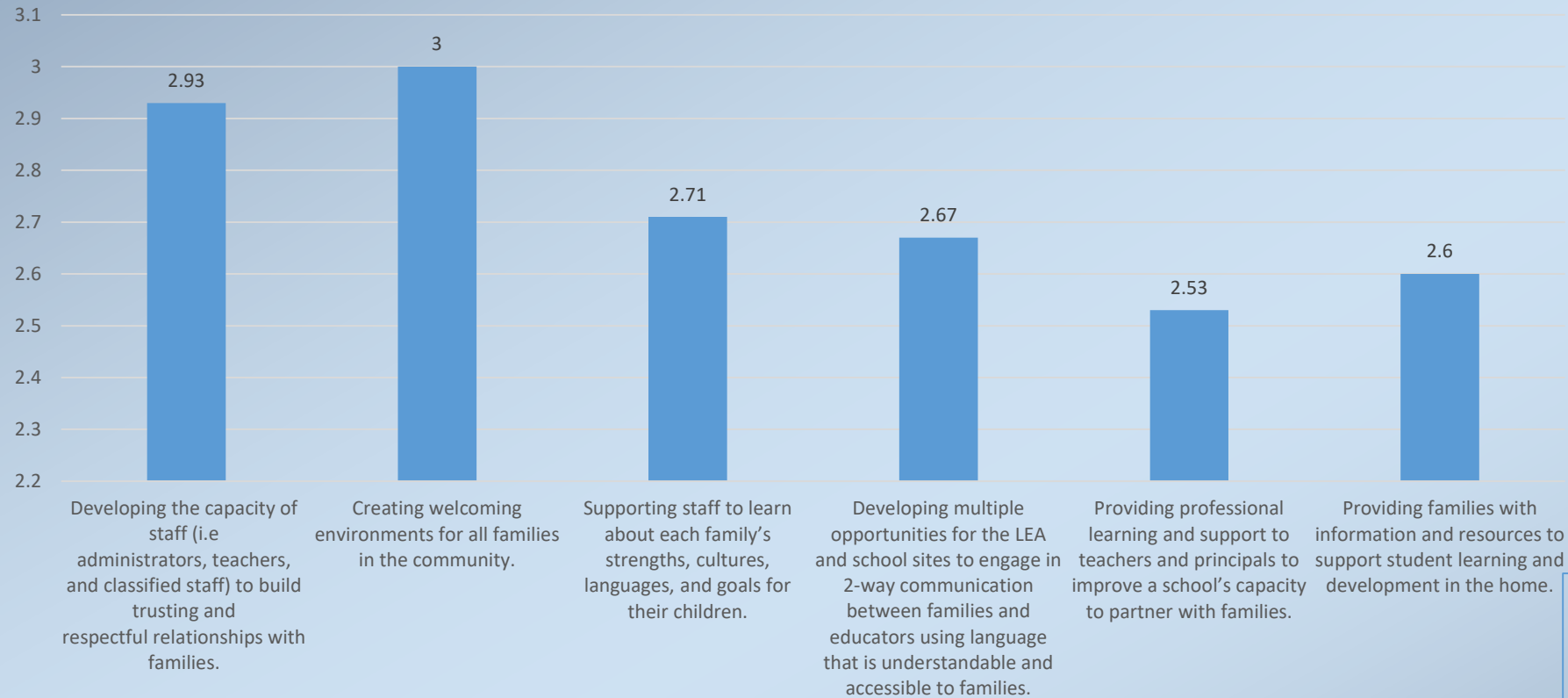


MET

- 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:

## Parent Engagement



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

# Priority 6 - School Climate

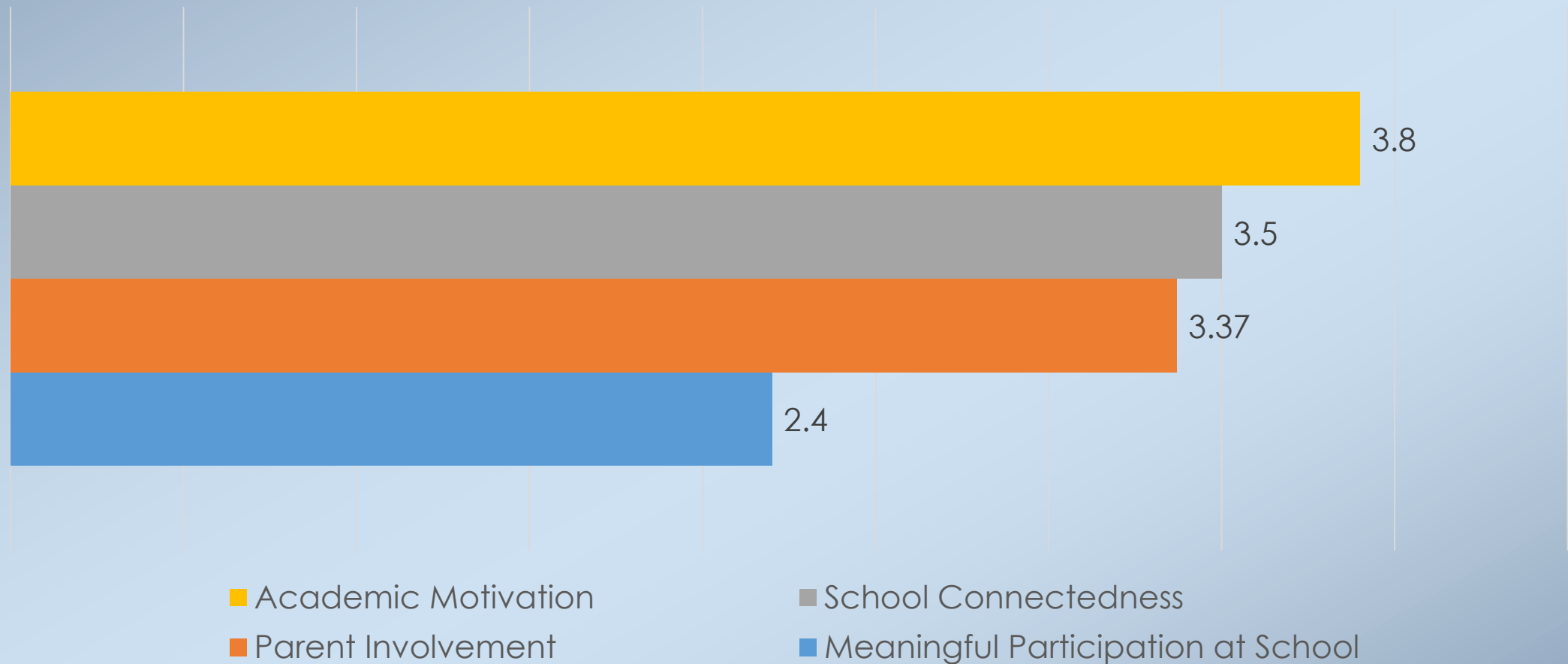


MET

- 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

## 2017-2018 Heathy 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

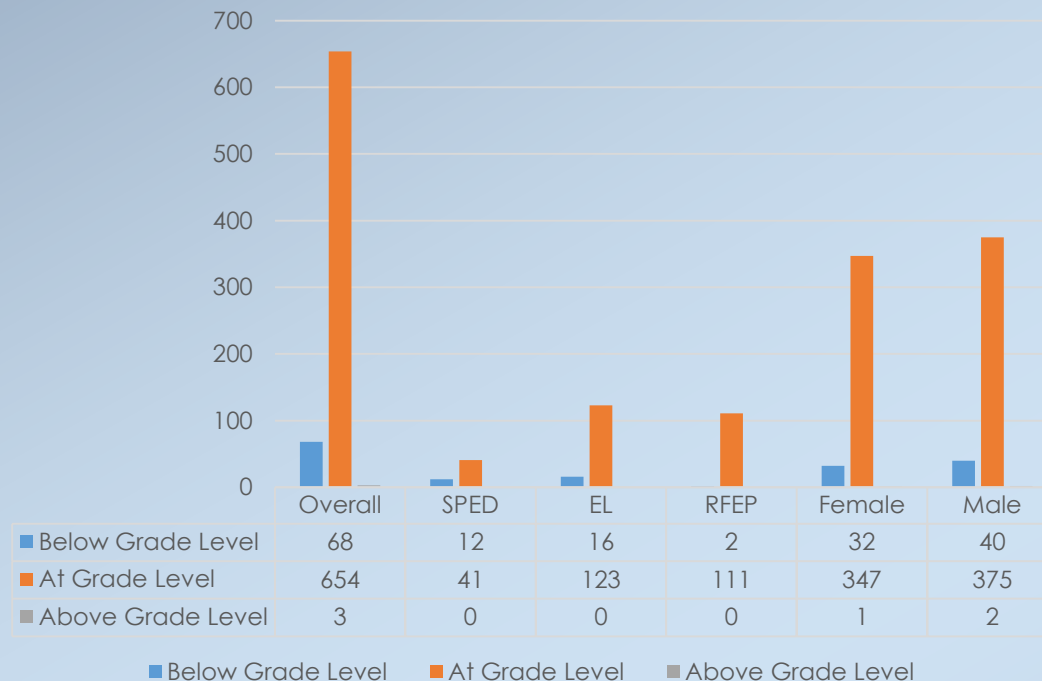
	Curriculum Aligned Instructional Materials	K-5 Physical Education Instruction	K-5 Access to Music Instruction
Arboga Elementary	100%	100%	100%
Browns Valley Elementary			
Cedar Lane Elementary			
Cordua Elementary			
Mary Covillaud Elementary			
Dobbins Elementary			
Edgewater Elementary			
Ella Elementary			
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

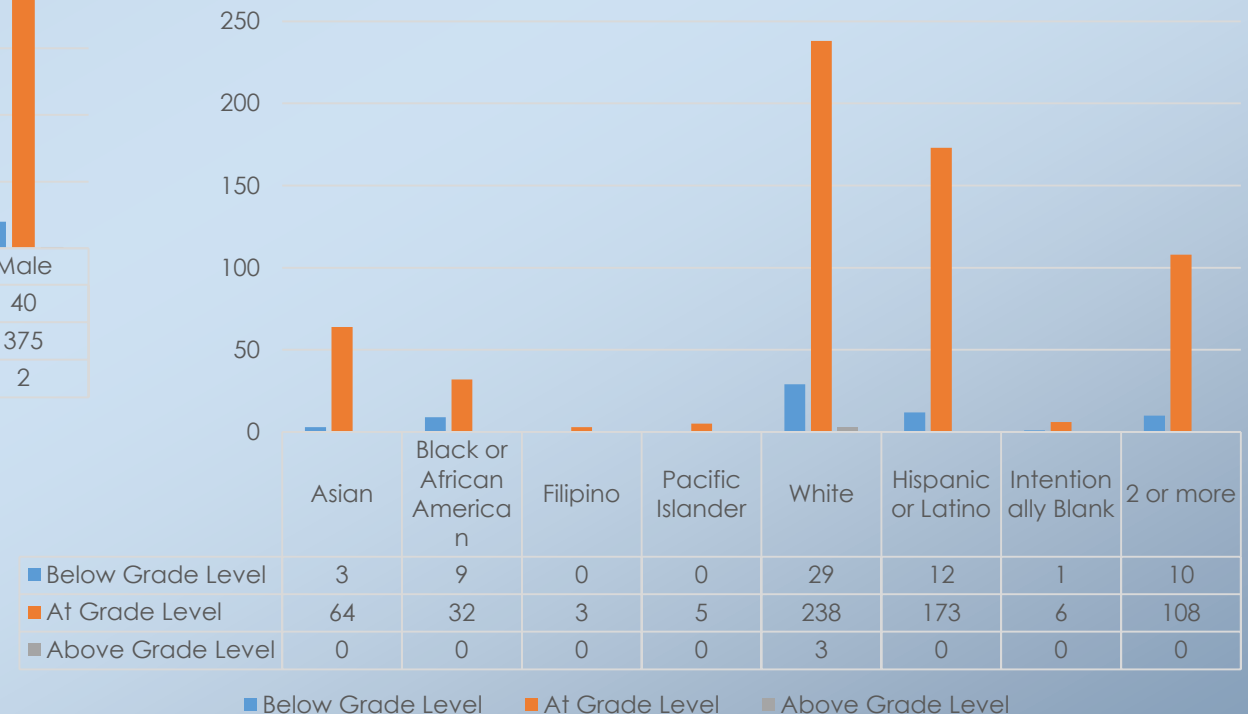
Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic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

Number of MJUSD ninth grade students that are placed in below, at or above grade level by instructional programs.



**99% of MJUSD students are enrolled in a math course at or above grade level**

Number of MJUSD ninth grade students that are placed in below, at or above grade level by ethnicity.



# Questions?

Please contact:  
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