

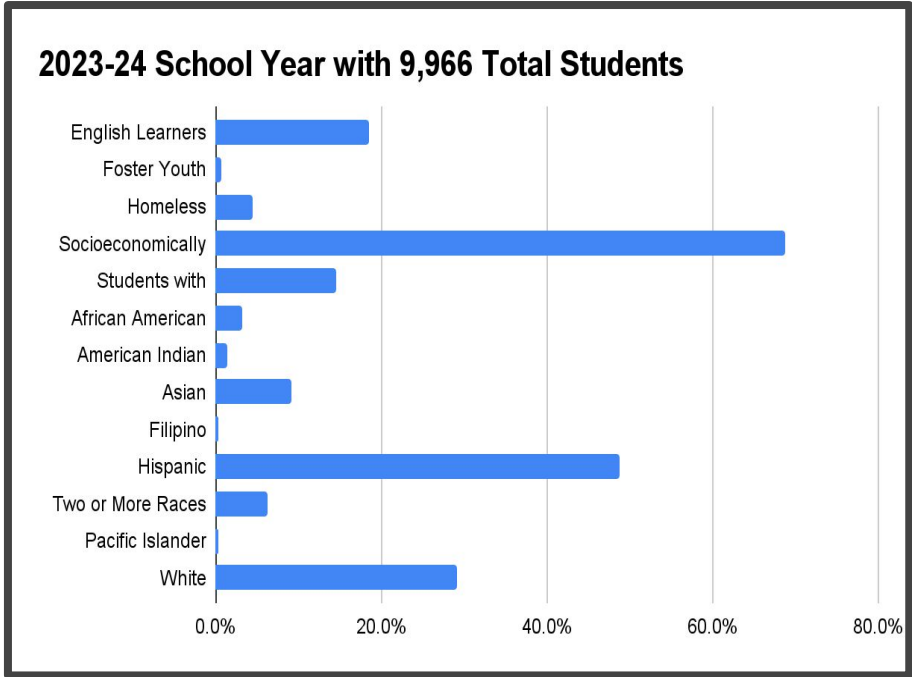
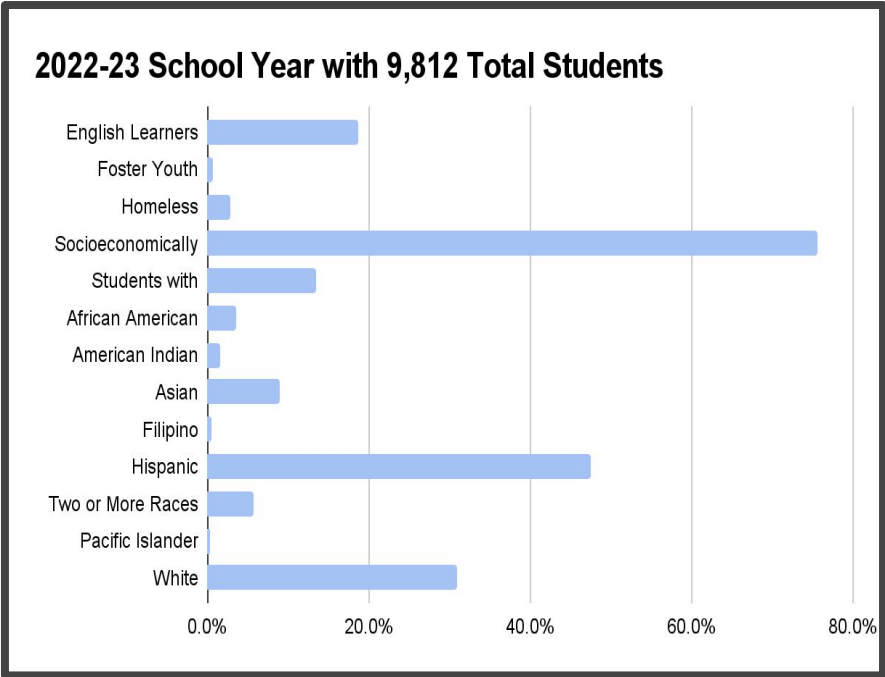


# California State Dashboard & LCAP Mid-Year Review

Marysville Joint Unified School District  
2022-23 Dashboard Results & Budget Overview



# District Demographics - Data from CA Dashboard



2023-24 is preliminary data

# Three Performance Indicators in the School Dashboard

## Academic Performance

- ❖ English Language Arts
- ❖ Mathematics
- ❖ English Learner Progress
- ❖ College/Career
- ❖ Implementation of Academic Standards (local indicator)

## Academic Engagement

- ❖ Chronic Absenteeism
- ❖ Graduation rate
- ❖ Access to Broad Course of Study (local indicator)

## Academic Conditions & Climate

- ❖ Suspension Rates
- ❖ Teacher Assignments (local indicator)
- ❖ Instructional Materials (local indicator)
- ❖ Facilities (local indicator)
- ❖ Parent/Family Engagement and Local Climate Survey (local indicator)



# English Language Arts

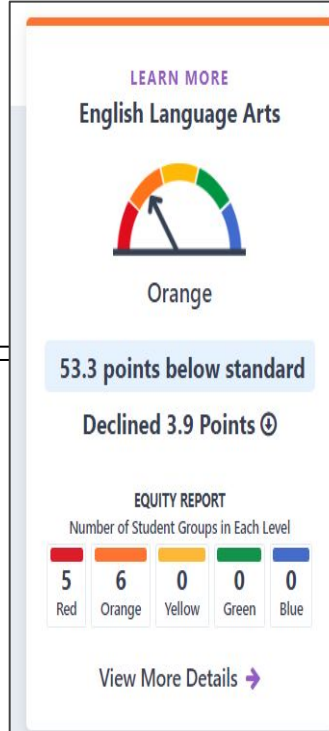
Smarter Balanced Summative or California Alternate Assessment for grades 3-8 & 11

## Red:

- ❖ African American (+)
- ❖ English Learners (-)
- ❖ Foster Youth (-)
- ❖ Homeless (-)
- ❖ Students with Disabilities (+)

## Orange:

- ❖ American Indian (+)
- ❖ Asian (+)
- ❖ Hispanic (-)
- ❖ Two or more races (-)
- ❖ Socio-Economically Disadvantaged (-)
- ❖ White (-)



# Mathematics

Smarter Balanced Summative or California Alternate Assessment for grades 3-8 & 11

## Red:

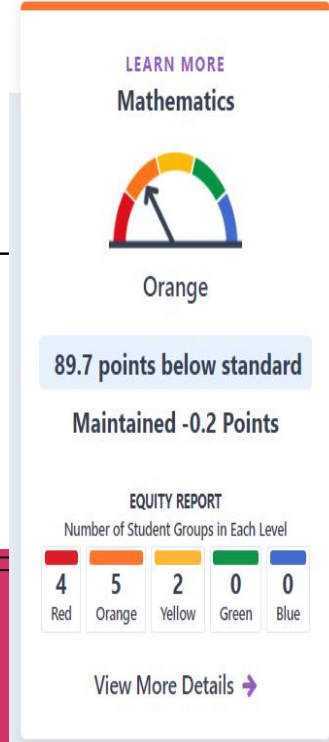
- ❖ English Learners (-)
- ❖ Foster Youth (-)
- ❖ Hispanic (-)
- ❖ Socioeconomically Disadvantaged (+)

## Orange:

- ❖ African American (+)
- ❖ American Indian (+)
- ❖ Homeless (+)
- ❖ White (+)
- ❖ Students with Disabilities (+)

## Yellow:

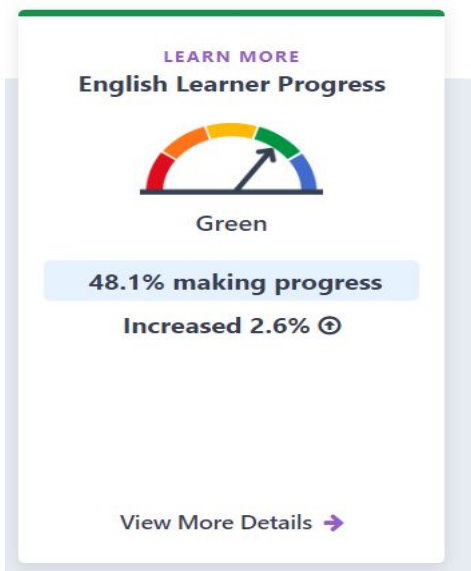
- ❖ Asian (+)
- ❖ Two or More Races (+)



# English Learner Progress

## Student progress on the ELPAC exam

- ❖ 48.1% of students progressed at least one ELPI level (+)
- ❖ 34.6% of students maintained ELPI level
- ❖ 17.2% of students decreased at least one ELPI level



# College & Career Readiness

## Number of students Prepared level

### Very Low

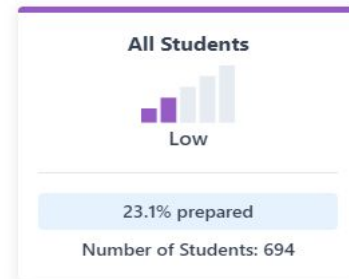
- ❖ Students with Disabilities

### Low

- ❖ African American
- ❖ English Learner
- ❖ Hispanic
- ❖ Homeless
- ❖ Two or More Races
- ❖ Socioeconomically Disadvantaged
- ❖ White

### Medium

- ❖ Asian



# Chronic Absenteeism

Students who have missed 10% or more of the instructional days they were enrolled.

## Orange:

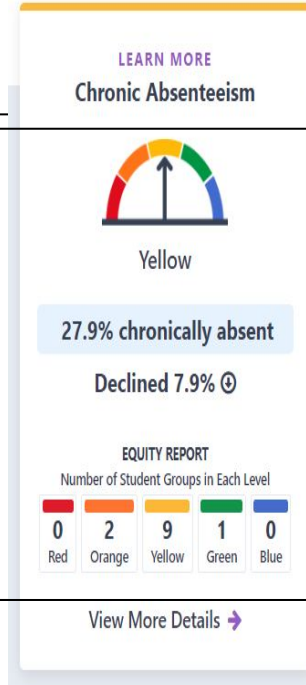
- ❖ American Indian (-)
- ❖ Foster Youth (-)

## Yellow:

- ❖ African American (-)
- ❖ Asian (-)
- ❖ English Learners (-)
- ❖ Hispanic (-)
- ❖ Homeless (-)
- ❖ Two or more Races (-)
- ❖ Socioeconomically Disadvantaged (-)
- ❖ Students with Disabilities (-)
- ❖ White (-)

## Green:

- ❖ Filipino (-)



# Suspension Rate

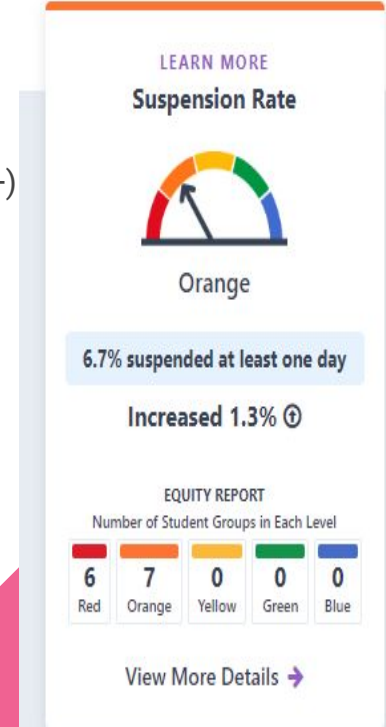
Students who have been suspended at least once in a given school year

## Red:

- ❖ African American (+)
- ❖ American Indian (+)
- ❖ Foster Youth (+)
- ❖ Homeless (+)
- ❖ Students with Disabilities (+)
- ❖ White (+)

## Orange:

- ❖ Asian (+)
- ❖ English Learners (+)
- ❖ Filipino (+)
- ❖ Hispanic (+)
- ❖ Two or More Races (+)
- ❖ Pacific Islander (+)
- ❖ Socioeconomically Disadvantaged (+)



# Graduation Rate

Cohort graduation rate for students who received a standard high school diploma.

## Red:

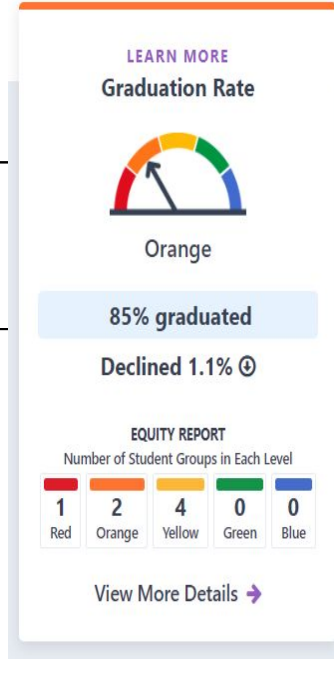
- ❖ Students with Disabilities (+)

## Orange:

- ❖ Asian (-)
- ❖ English Learners (-)

## Yellow:

- ❖ Hispanic (+)
- ❖ Homeless (+)
- ❖ Socioeconomically (-)
- ❖ White (+)



In 2020-21, *new* Accountability Rules went into effect, impacting the 2022-23 Dashboard Data.

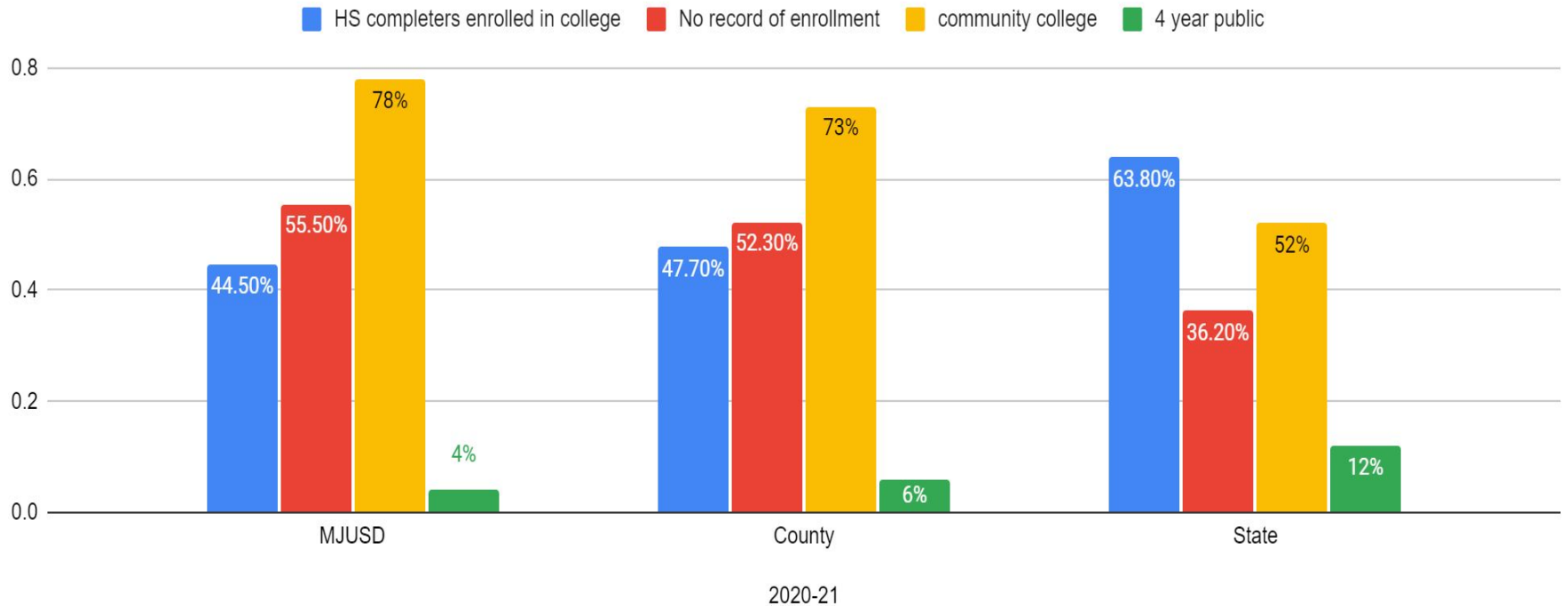
- All state indicators for Special Education students served by another district or county office **will be included** in the district of resident's data.

## What does this mean for MJUSD?

- All students in the County Program or programs outside MJUSD are included in our Special Education data.

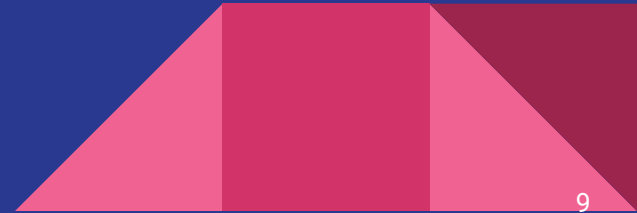
# College Enrollment Data

2020-21 MJUSD, County and State Data





# MJUSD Actions: Addressing Gaps in Student Performance



# LEA Accountability for Student Performance



	<i>No Child Left Behind Act Program Improvement</i> 2002 to 2017-18	<i>ESSA Differentiated Assistance</i> 2018 to 2021	<i>ESSA Differentiated Assistance</i> 2021 to Present
MJUSD Status under state monitoring	✓	✓	✓

# Ways to address Differentiated Assistance: Best Practices

1. Implement districtwide Common Formative Assessments to monitor mastery of Standards (Y2)
2. Conduct districtwide universal screening to support Tiered intervention (Y2)
3. Develop a well-articulated professional development plan (Y3)
4. Explore additional funding sources, including grants, to expand programs and support for campus culture (Y2)
5. Expand college and career readiness programs and options (Y3)
6. Increase and expand community engagement and feedback (Y3)
7. Improve attendance and discipline practices (Y1)
8. Institute a plan of support for new teachers (Y1)
9. Monitor student progress with a common data protocol and review process (Y2)

# Data For Tier 1 & 2 Supports:

The District focuses on targeted measurement instruments listed below:

- State Data (CAASPP, ELPAC, & CAST)
- Universal Screener (STAR Renaissance)
- Common Formative Assessments (teacher developed)
- Lexia district wide reading intervention
- Attendance, discipline data (Aeries)
- Credit recovery statistics updates quarterly and after intersessions (Edmentum)
- Acceleration & College Readiness (AP Board and Dual Enrollment)

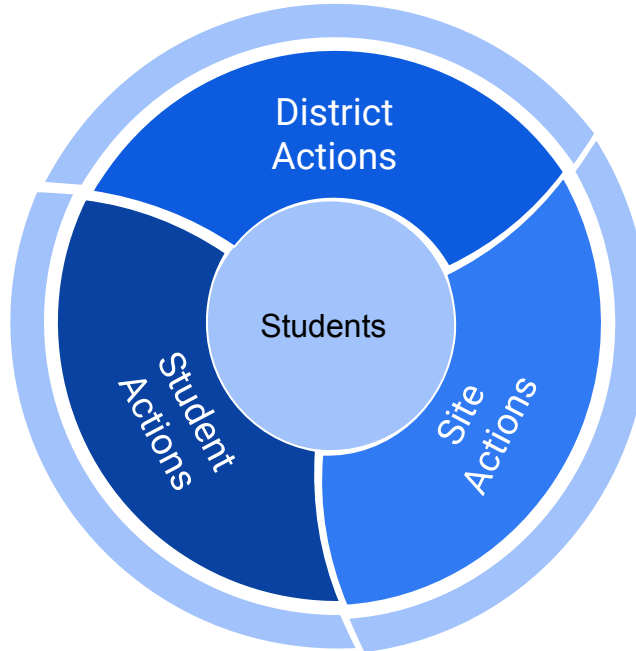
Sites use other measures to monitor student progress

## Curriculum and Instruction

- Alignment of Preschool and TK curriculum
- Literacy Plan implementation
- Committee meetings
- Curriculum Mapping

## Student Supports

- Focus interventions
- Acceleration & AVID
- After-school tutoring
- Saturday classes for Immigrant English Learner students
- Credit recovery
- Intersession & summer school
- Before and after school programs



## Staff Supports

- Data meetings
- Professional Development
- Instructional Coaching
- Teacher Mentors/new teacher pathways
- Partnerships with higher education
- Literacy Plan sub-committees

# EXAMPLE of a GRADE LEVEL CURRICULUM MAP

MJUSD ELA Curriculum Map - 3rd Grade						
Achieve the Core Standard	CAASPP Claim(s)	CAASPP Target(s)	CFA By December	CFA By May	Aligned Wonders Content	Notes
RF4	Read with sufficient accuracy and fluency to support comprehension.				Every Unit Every week- Your Turn fluency, Teacher's Resource Book, Fluency assessments: Fluency Assessment book (page 4 directions)	This standard is not on the CFA- this should be a timed, 1 minute reading fluency assessment.
L4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	1	3/10	X	X	Every Unit Weeks 1-5 (via vocabulary and texts)
L4a	Use sentence-level context as a clue to the meaning of a word or phrase	1	3/10	x	x	VOCAB STRATEGY: U1W1, U1W2, U1W5, U2W1, U3W1, U3W4, U5W2, U5W3, U5W5, U6W4
L4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	1	3/10		X	U2W4, U3W2, U3W3, U3W4, U3W5, U4W2, U5W2, U5W4, U5W5, U6W1, U6W2, U6W4, U6W5
L4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	1	3/10			U3W4, U4W1, U4W3, U5W1, U5W3, U6W1, U6W3
L5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	1	7/14			U1W4, U1W5, U2W2, U2W5, U3W2, U3W3, U3W4, U3W5, U6W1, U6W2, U6W3, U6W4, U6W5
L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	1	3/10			U1W1, U1W2, U1W3, U1W4, U2W1, U2W2, U3W1, U3W2, U4W1, U4W2, U5W2, U5W3, U6W1
RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1		X	X	U1W3, U1W4, U1W5, U2W3, U2W4, U4W1, U4W3, U4W4, U3W1, U3W2, U5W1, U5W3, U5W4

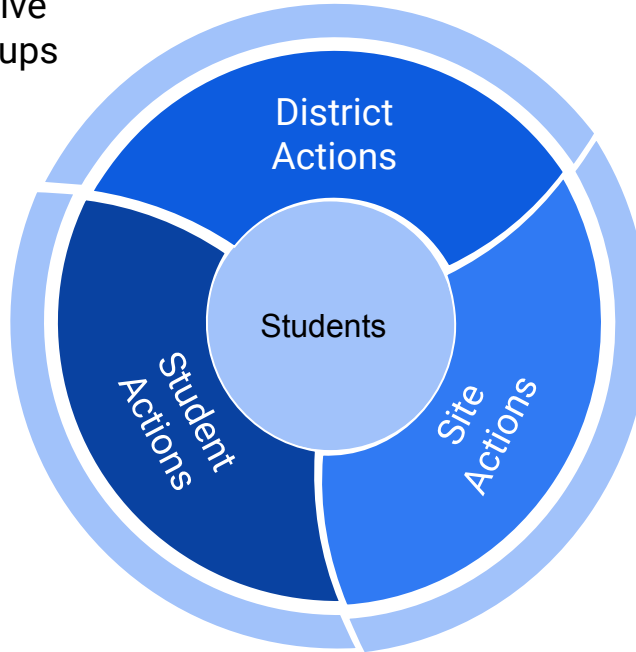
## Sample Curriculum Mapping 3rd Grade ELA

## Curriculum and Instruction

- Committee meetings
- California College Guidance Initiative
- CTE Pathways & CTE Advisory Groups

## Student Supports

- Acceleration & AVID
- Internships/externships
- Credit recovery
- Middle College, Early College, DE
- College/Career Department
- College/Career events/field trips
- Registers & College Counselors
- After School Tutoring
- Alternative school options
- Dobbins Satellite campus for ABL



## Staff Supports

- Data meetings
- Professional Development
- Teacher Mentors/new teacher pathways
- Partnerships with higher education
- Edmentum Protocols

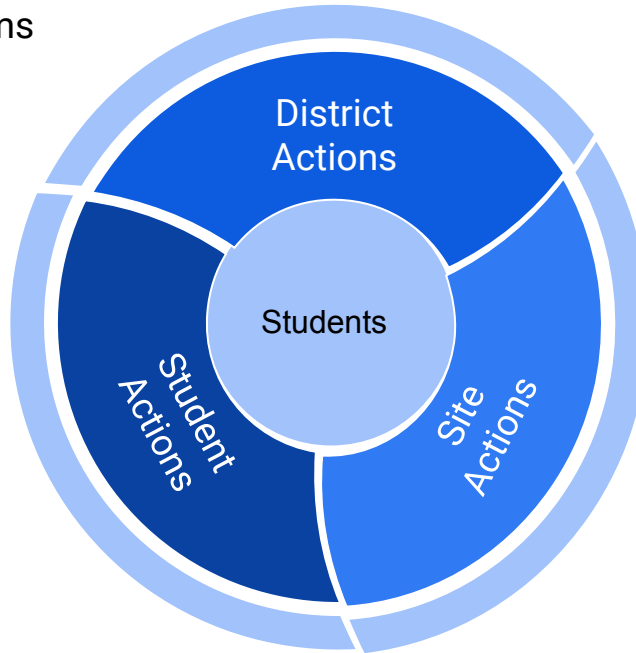
Actions to Support College and Career & Graduation Rates

## Curriculum and Instruction

- Wellness Programs
- Attendance meetings
- Before and After School Programs
- Parent Education Programs

## Student Supports

- Outreach Consultants
- SRO & PASS officers
- Home visits/Homeless Liaison
- District attendance team
- Anonymous tip websites
- Conflict Resolution with peers



## Staff Supports

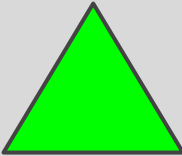
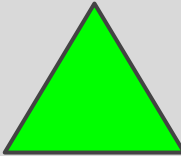
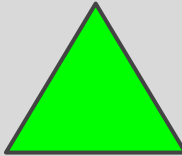
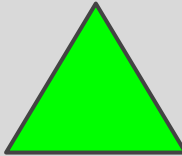
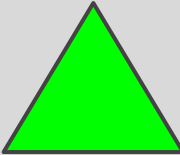
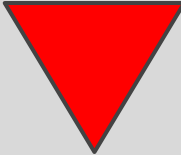
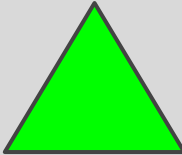
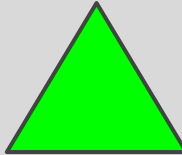
- Commit 180!
- PBIS
- Awards Ceremony
- Data collection & Analysis
- Training in conflict mediation
- Conscious Discipline training (summer 2024)
- Discipline committee
- PBIS training through PCOE
- Monthly PBIS team meetings
- Expansion of Wellness Centers at each school with Wellness paras

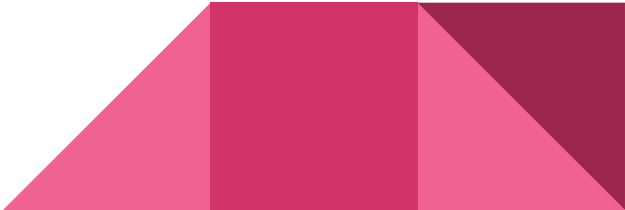
CCSPP Grant- 13.5 million for 10 schools

**Actions to Reduce Chronic Absenteeism & Suspension Rates**

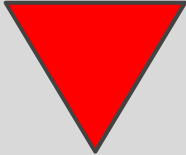
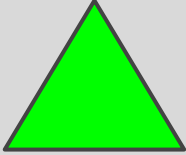
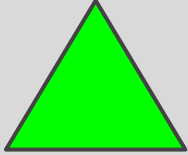
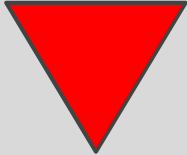
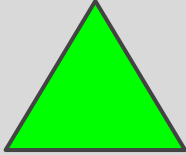
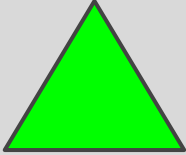
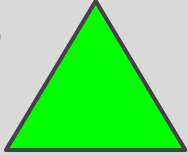
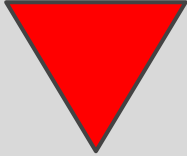


# Current Data Progress - Academics

<p>Ren Star Reading BOY to EOY 22-23</p> <p>22%</p> 	<p>Ren Star Math BOY to EOY 22-23</p> <p>16%</p> 	<p>Lexia K-5 Students on Grade Level</p> <p>81%</p> 	<p>Lexia K-5 Students Above Grade Level</p> <p>133%</p> 
<p>CFA Standards Met - ELA</p> <p>23%</p> 	<p>CFA Standards Met - Math</p> <p>15%</p> 	<p>CFA Standards Met - Science</p> <p>80%</p> 	<p>CFA Standards Met - HSS</p> <p>58%</p> 

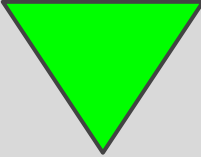
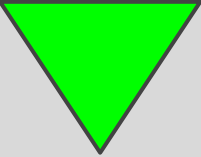
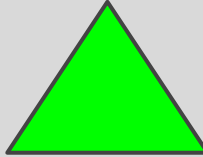
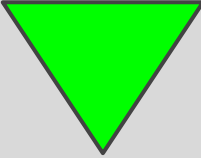
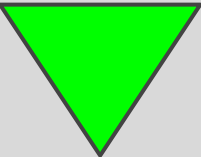
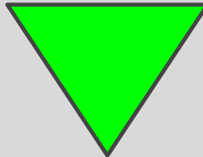


# Current Data Progress - College and Career Readiness 2022-23 vs 2023-24

<p>High School Honors Enrollment</p> <p>4%</p> 	<p>Middle School Honors Enrollment</p> <p>462%</p> 	<p>AP Enrollment</p> <p>27%</p> 	<p>AP Honors Test - Score 3 or Higher</p> <p>13%</p> 
<p>CTE Enrollment</p> <p>25%</p> 	<p>AVID Enrollment</p> <p>75%</p> 	<p>Seal of Biliteracy Awarded</p> <p>325%</p> 	<p>A-G Requirements Completion</p> <p>20%</p> 



## Current Data Progress - School Climate January 2023 vs January 2024

<b>Chronic Absenteeism</b> 7.8% 	<b>Number of Students Chronically Absent</b> 22% 	<b>Average Daily Attendance</b> 1.6% 
<b>Suspension Rate</b> .6% 	<b>Number of Students Suspended</b> 15% 	<b>Total Number of Suspensions</b> 18% 

# Expanded Learning Opportunities Program (ELOP)

- Additional engaging learning time
- Help with homework and class assignments
- Targeted intervention provided in tutoring sessions
- Additional opportunities for building social skills
- Provides safety and supervision outside school hours
- Increases sense of connection/belonging at school
- Healthy nutrition and physical activity options
- STEAM enrichment



# ELOP FOCUS ON ACADEMIC SUPPORTS:

## Intersession (December, February, April)

### ELA 1.5 hours

- Enhanced Core Reading Instruction (K-2)
- Scholastic
  - Themed books
  - Journal Writing
  - Comprehension, Writing and Vocabulary
  - Family Literacy Connection
  - LitCamp Summer Program
- Renaissance targeted intervention lessons coming this summer
- Lexia (adaptive learning)
- Writing

### Mathematics 1.5 hours

- Freckle Math (adaptive learning)
- Levered Math 3rd-6th

## After-School Tutoring

### ELA

- Pre and Post Assessments STAR Reading and Fluency
- Phonics and Decoding Wonders Intervention
- Lexia and Lexia English (English Learners)

### Mathematics

- Pre and Post Assessments STAR Mathematics
- Freckle
- Ozobots, RoboBlocky, CodeMonkey

Additionally Enrichment classes are offered supporting Academic Conditions and Climate

Technical Support for Schools:  
Comprehensive Supports & Improvement (CSI)  
&  
Additional Targeted Supports & Improvement  
(ATSI)

# School Level Assistance Status

## Comprehensive Supports and Improvement:

All student groups meet the criteria for support

- Cedar Lane Elementary
- Linda Elementary
- Marysville High School

Browns Valley, Cordua,  
Covillaud, Dobbins, Ella,  
Edgewater, Johnson Park,  
Olivehurst, South  
Lindhurst, Ab. Lincoln

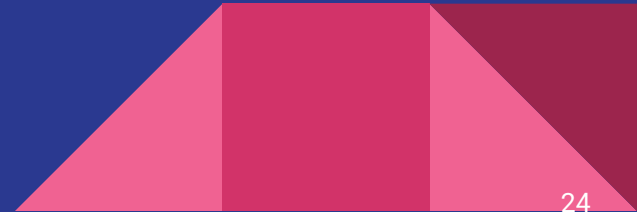
## Additional Targeted Supports and Improvement:

Subgroup(s) meet the criteria for support

- Arboga: Two or More Races
- Loma Rica: White
- Kynoch: African American, Two or More Races
- Yuba Feather: Students with Disabilities
- McKenney: Students with Disabilities
- Foothill: Hispanic, Students with Disabilities
- Yuba Gardens: Students with Disabilities, Two or more Races, White
- Lindhurst: African American, Students with Disabilities

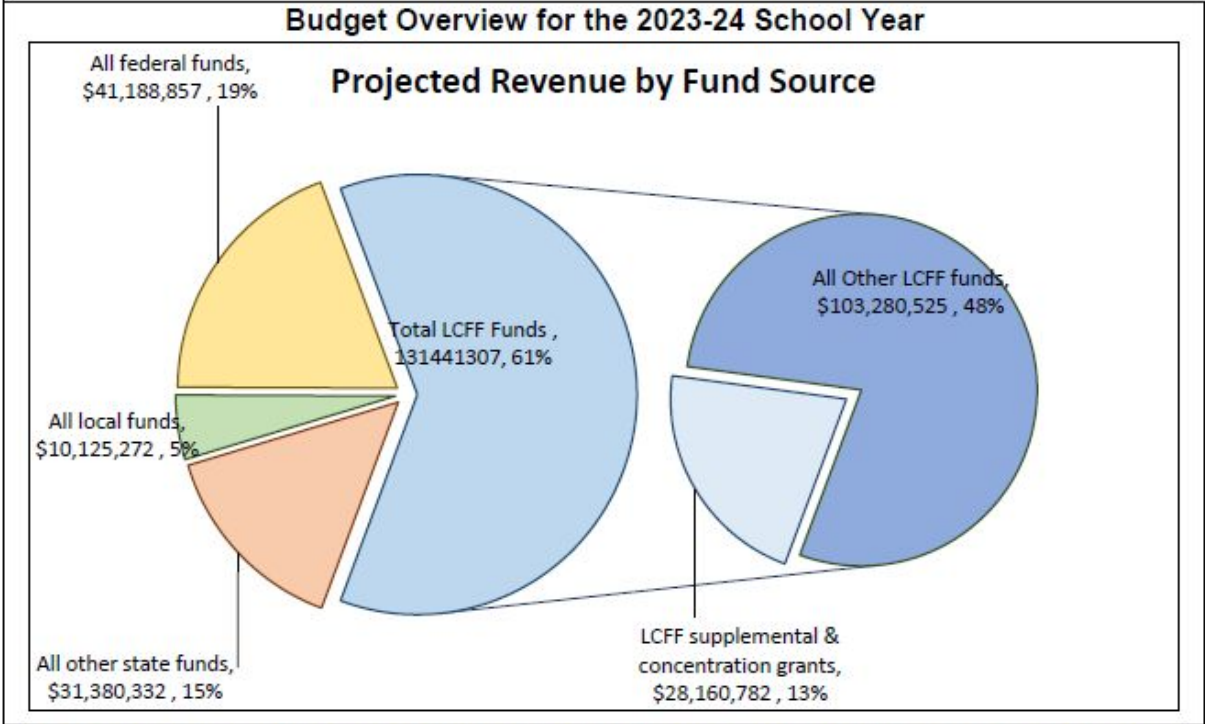
**Celebration: 10 sites have exited ATSI in 2023-24 school year.**

# Budget Overview for the 2023-24 school year





# Budget overview for Parents



This chart shows the total general purpose revenue Marysville Joint Unified School District expects to receive in the coming year from all sources.

# LCAP Goals:

Goal 1: Academic

Goal 2: Safety and Engagement

Goal 3: College and Career

Goal 4: Supports for English Learners

Goal 5: School to Home Communication

Goal 6: Supports for Special Education

# Current Budget based on Goals

## Budgeted:

Goal 1: \$12,806,015

Goal 2: \$17,756,250

Goal 3: \$ 4,090,000

Goal 4: \$ 1,575,000

Goal 5: \$ 2,346,000

Goal 6: \$ 3,277,000

## Current expenditures (July to January)

Goal 1: \$ 6,680,716

Goal 2: \$ 4,827,872

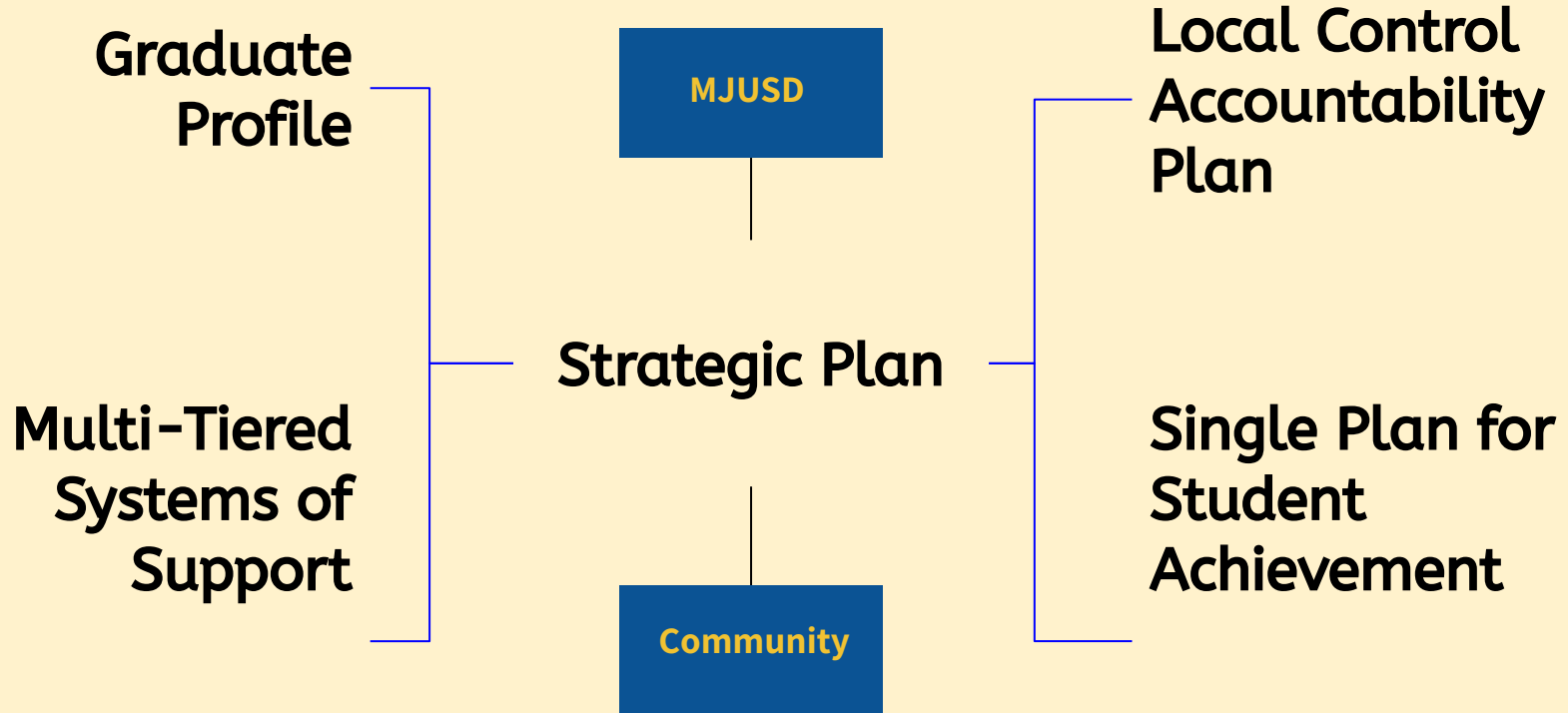
Goal 3: \$ 2,059,360

Goal 4: \$ 919,170

Goal 5: \$ 1,252,761

Goal 6: \$ 1,367,912

# THE POWER OF WE





# Thank You!

## Questions

