

*Reflecting and looking back so the view looking forward becomes clearer.*

# Annual Review Board Study Session

11/8/2021

## Objectives

- **MVLA Mission and Values**
- **Committees**
- **Coordinated Comprehensive Early Intervention Services**
- **Data Review and Discussion**



# A Shared Mission Statement

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

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# Core Values

- ★ Quality
- ★ Empowerment
- ★ Teamwork
- ★ Personalized, Caring Environment
- ★ Continuous Improvement



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## Board Six-Year Goals (2017-2022)

**Improve academic achievement of all students at all performance levels by:**

- **Aligning curriculum, grading systems and practices**
- **Promoting achievement of students in Science, Technology, Engineering and Math**
- **Supporting the well-being of students and staff**
- **Providing facilities that optimally enhance learning**
- **Maintaining fiscal stability**

## LCAP Goals (2021-2024)

### **Academic Excellence for all**

All students have access and success to equitable, high quality learning while disproportionalities are decreased.

### **Stakeholder Communication & Engagement**

Increase student, parent and partner schools engagement to create equitable culture to support all students.

### **Safety & Wellness**

Provide a healthy, safe and respectful learning and working environment that supports engagement, wellness, health & school connectedness for students & staff.

### **Life long learners**

Staff supported in collaboration and professional learning to continue to provide students with equitable, high quality learning & inclusive instructional environments.

**The whole is greater than the sum of its parts.**



# Committees Supporting our Values and Goals

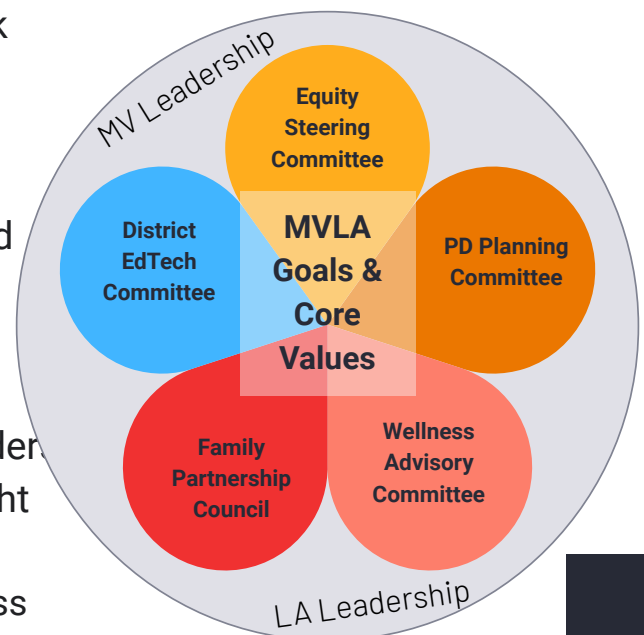
The smartest person in the room... is the room

## Honoring Our Work

Committees can be among the **most important working forces of an organization.**

## Our Committees

- Serve as work units of the organization, taking work and breaking it into meaningful and manageable chunks.
- Efficiently carry out the work of the organization.
- Monitor ongoing operations, identify challenges and needs gather and evaluate information, and recommend courses of action/proposals
- Represent, involve, and serve members
- Provide an important training ground for future leaders
- New or inexperienced members gain valuable insight into an organization
- Provides a feedback loop for ongoing work and success



# Discussion On Our Committees

- What can we do to support the work of our committees
- What can committees do to further their effectiveness and efficiency?
- How might support our committees to support the needs illustrated by the data?



Committees can be among the **most important working forces of an organization.**

Comprehensive Coordinated  
Early Intervening Services

Significant Disproportionality



# Why we are here and where we are in the process:

- MVLA is Identified as Significantly Disproportionate with LatinX students in Special Education.

## IMPORTANT

- While this plan discusses Special Education , it is a GENERAL EDUCATION intervention plan.
- ▷ The focus is on early intervention services: pre-referral and addressing the ROOT Causes

## Stakeholder Input & Involvement in CCEIS



### Leadership Team

*Oversees Program Improvement Process*

### Stakeholder Groups

*Heterogeneous Groups made of Parents, Community Members & Staff*

- Review Data
- Provide Input
- Support the District during the 27 Month Implementation Phase
- Confirm that Progress is made and Objectives are Accomplished

### Core Implementation Team

*Worker Bees*

- Gather and Analyze Data
- Share Findings and Advise Leadership Team
- Identify Root Causes
- Recommend Strategies and Measurable Outcomes
- Identify Target Group of students to be monitored for 27 months
- Oversee Implementation of Action Plan and Measure Outcomes
- Prepare Quarterly Progress Reports for CDE for 2.5 Years



# CCEIS Process Designed to Reducing Students Referred to SPED



## Plan 2 Student Data

AVHS	2017-18	2018-19	2019-20	2020-21
LatinX	72%	68.0%	73.0%	85.0%
White	20%	17.0%	18.0%	6.0%
Asian	4.0%	7%	5.0%	3.0%
SLD	2017-18	2018-19	2019-20	2021-22
LatinX	72.0%	66.2%	54.5%	65%
White	28.0%	28.3%	21.9%	26%
Asian	NA	6%	2%	4%

# Plan 2 Student Data

504	2017-18	2018-19	2019-20	2020-21
LatinX	15.0%	17.1%	14.5.0%	14.7%
White	62.7%	57.6%	58.7%	60.0%
Asian	18.3%	21.4%	22.4%	22.4%
a-g	2017-18	2018-19	2019-20	2020-21
LatinX	51.5%	48.7%	49.7%	56.4%
White	83.0%	82.3%	74.3%	89.7%
Asian	91.1%	91%	88.9%	94.5%

## Special Education Referrals

In 2020-21

- 111 students referred to special education.
- 38 were Latin X, 23 were Asian, 45 were White.
- 53 students were assessed.
  - 32 qualified for special education.
    - 11 Latin X,
    - 10 White, 2 Asian
- 98 freshmen entered the district with an I.E.P
- 40 Latin X



# English Language Learners with an I.E.P.

In 2020-21, there were 241 English Language Learners.

- 169 were at MVHS
- 65 were at LAHS and
- 7 were at Alta Vista.

66 English Language Learners had an I.E.P.

- 37 were at MVHS
- 20 were at LAHS and
- 1 was at Alta Vista

## Root Causes

### Root Cause #1:

Lack of targeted interventions to support academic and behavioral development

### Root Cause #2:

Lack of equitable educational experiences due to cultural dissonance and implicit bias

### Root Cause #3:

Lack of engagement and relationships with Hispanic/Latinx students and families and our partner districts

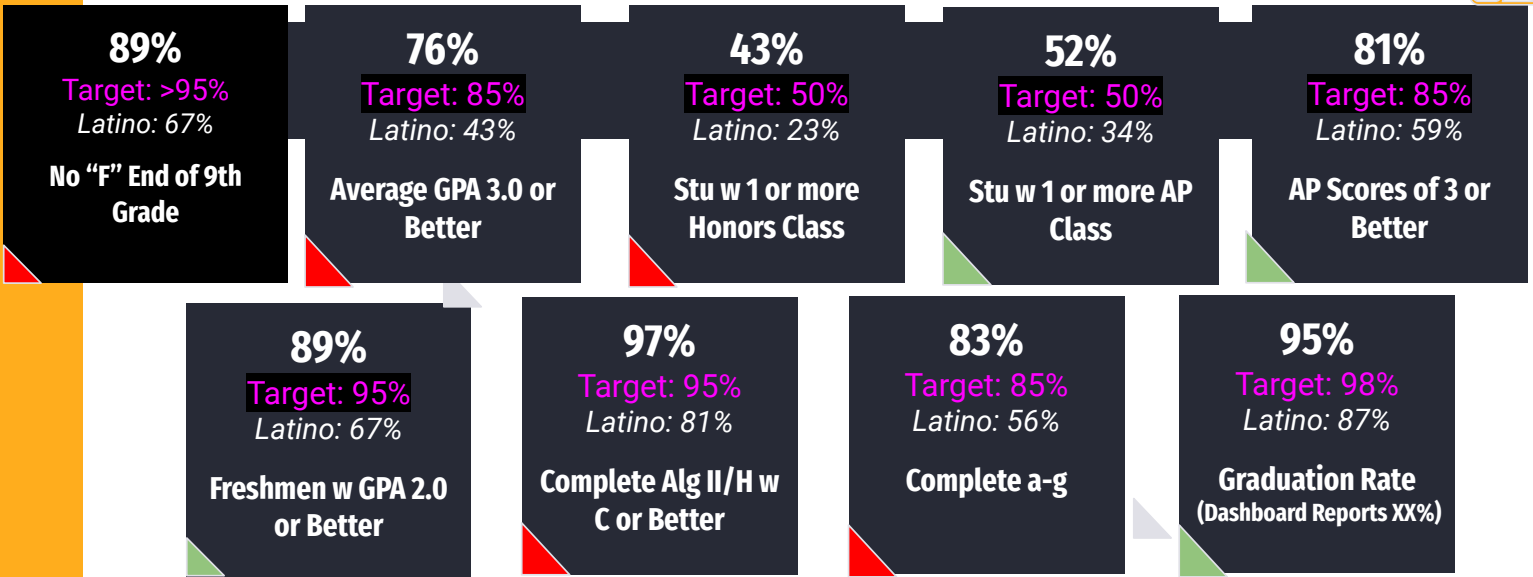
# Questions to consider

1. What stood out to you/ describe data patterns that you observe.
2. How do our current policies, practices, and/or practices contribute to the observed successes and deficits in performance?
3. How do our resources (fiscal and staff) align with the needs exhibited by student performance?
4. What other questions do we need to pursue?

## Data

Learn from Yesterday, live for today,  
hope for tomorrow.  
The important this is not to stop  
questioning. Albert Einstein

# Snapshot of District Accountability - 2021



## “How”

- Data Review
- Set Performance Goals
- Data-Driven Decision Making
- Collaboration
- Best Practices
- Differentiated Academic Support

## “What”

- Excellence for ALL Students
- Equitable & Inclusive Learning Environment
- 21st Century Digital Citizenship Attention to Wellness: Identity Safety, Growth Mindset
- A Respectful, Collaborative Culture, Embracing Diversity
- Functional, Dependable Infrastructure, Facilities & Technology
- Hiring, Retaining & Supporting the Best Staff

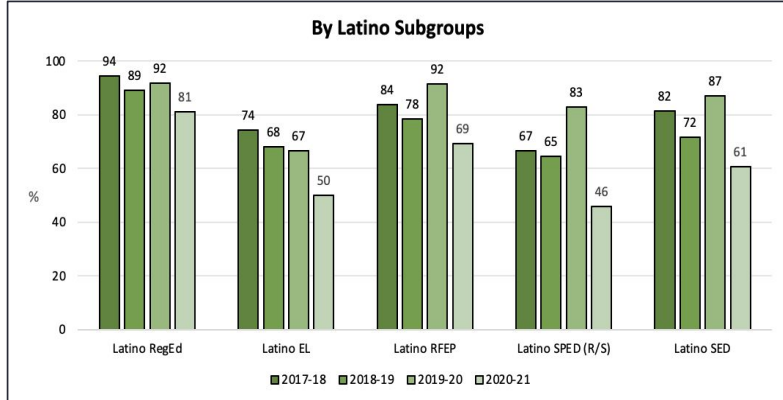
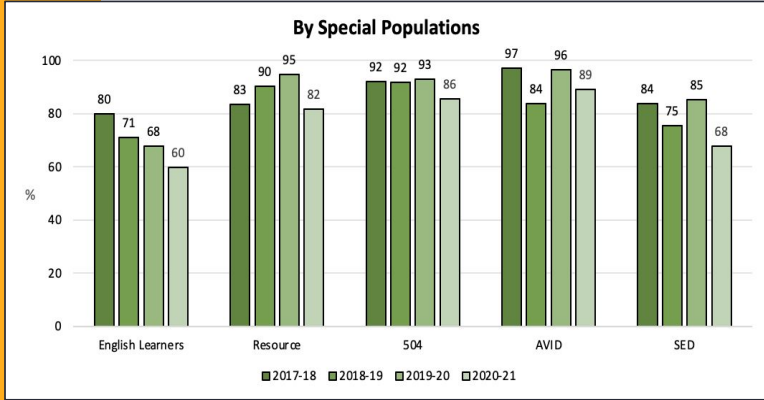
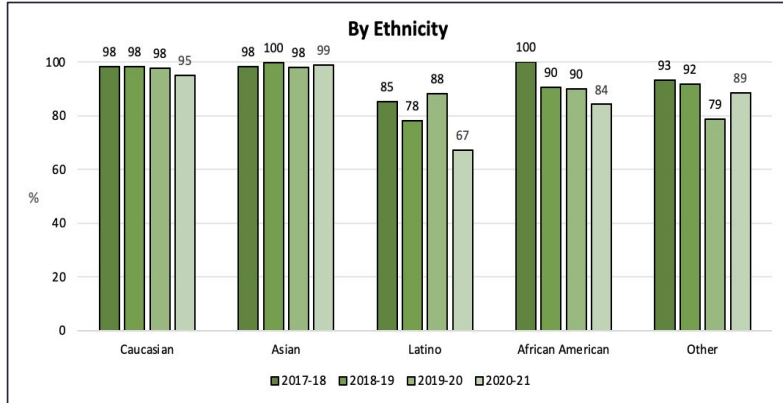
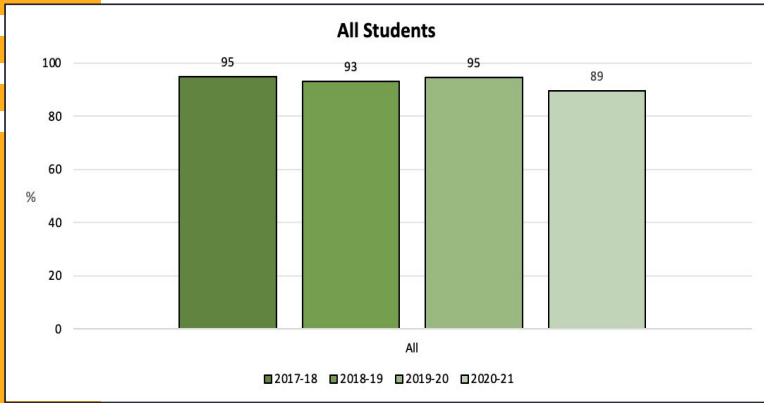


## Frosh GPA

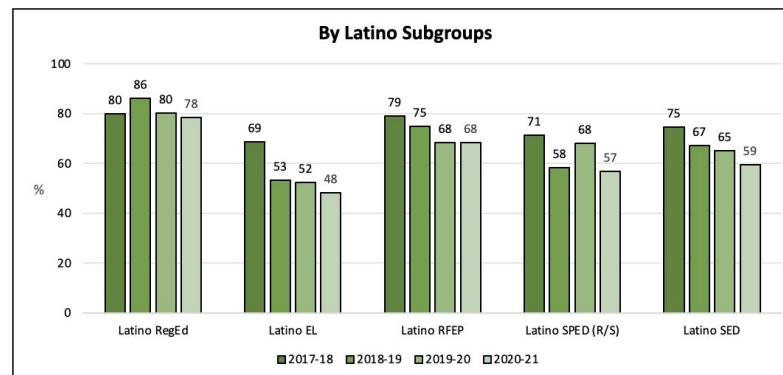
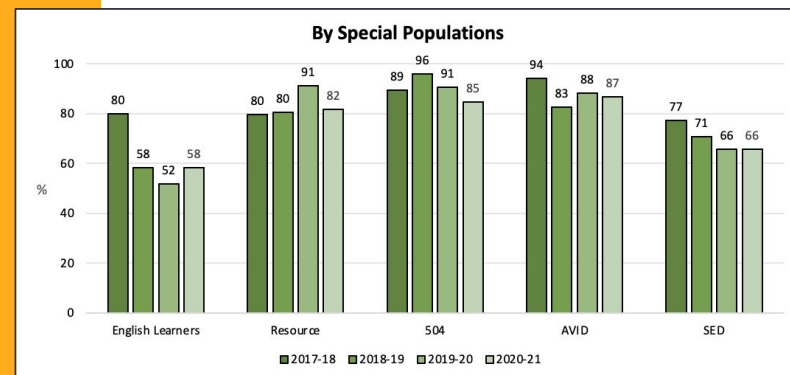
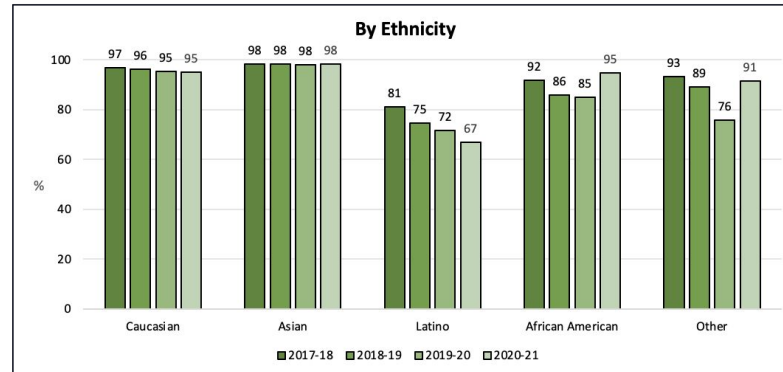
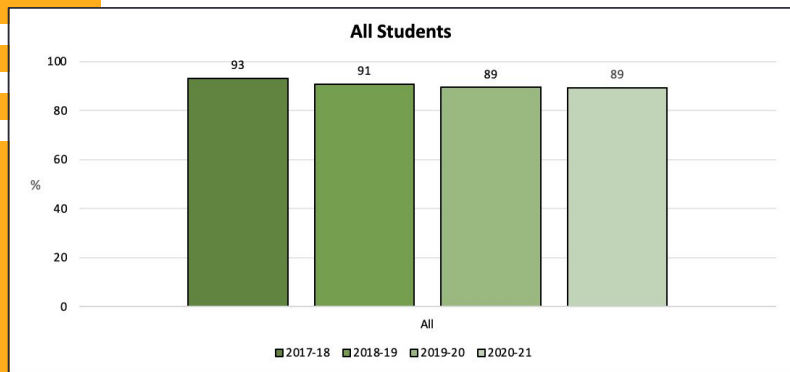
- Freshman year experiences are pivotal and success is highly dependent on factors like attendance and academic success.
- Students’ grades are a primary indicator of on track graduation status
- Freshman GPA of a 2.0 or higher increases the trajectory of graduation in 4 years and a-g completion.



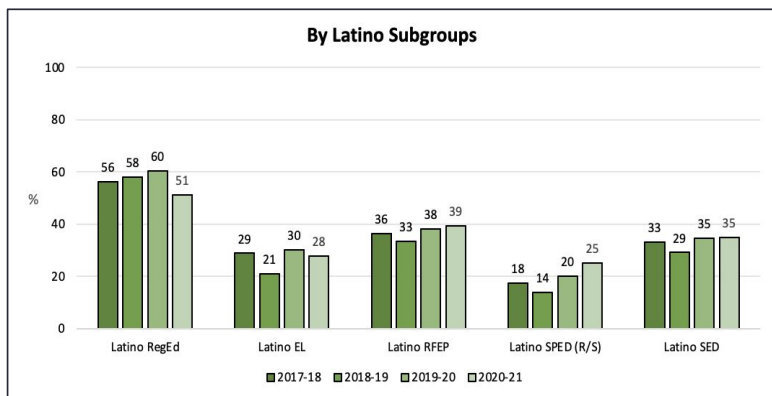
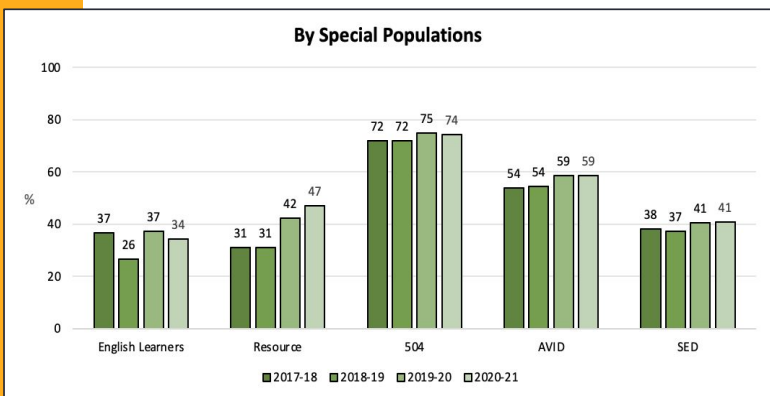
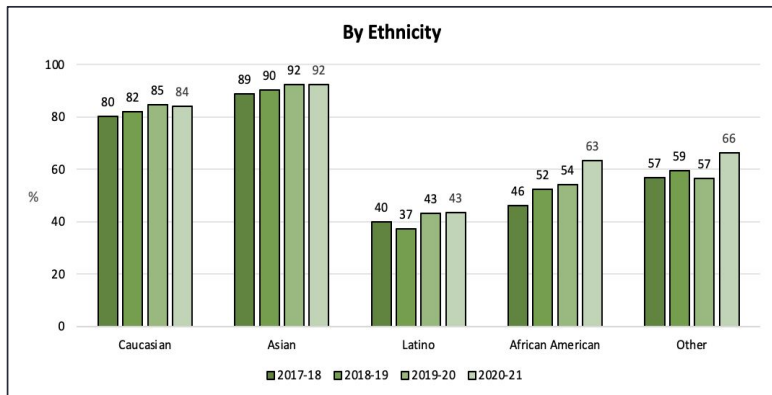
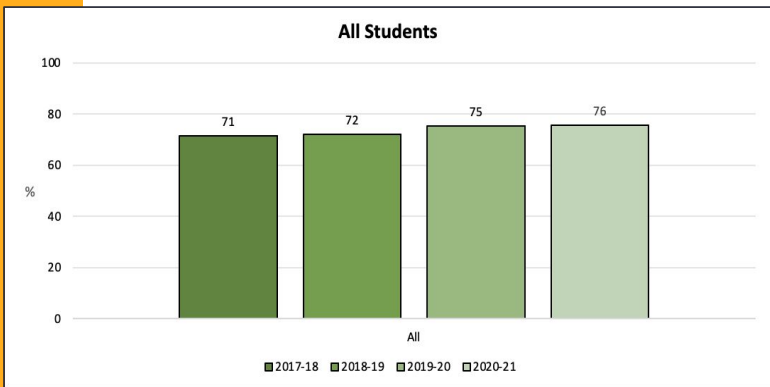
# Frosh 2.0+ GPA



# Frosh without any F's



# GPA 3.0 +



# a-g Completion





# What do we know about a-g?

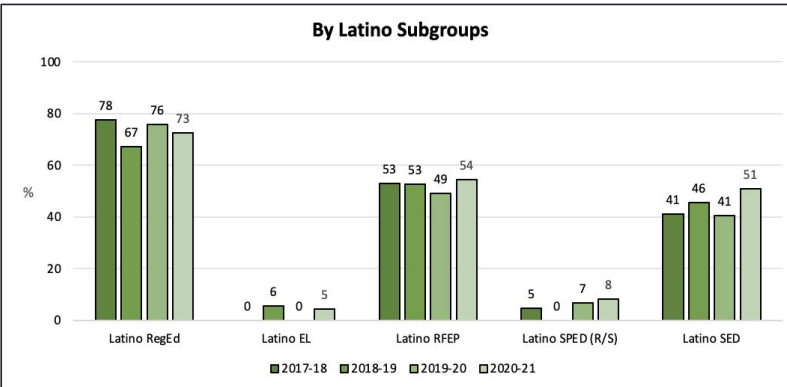
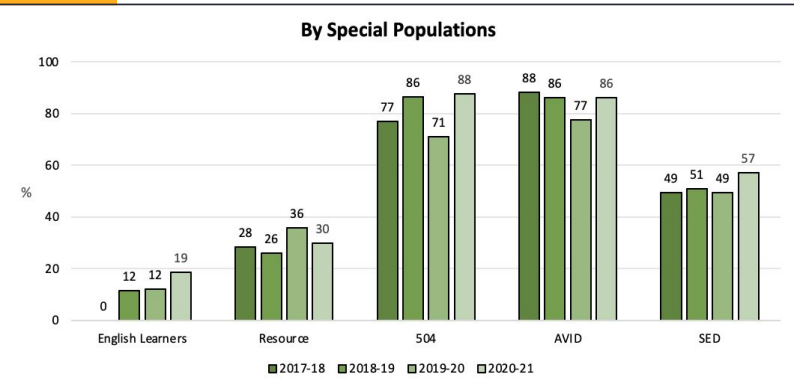
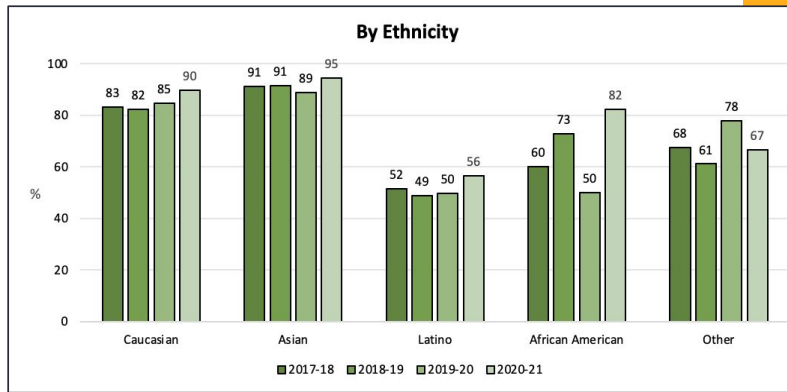
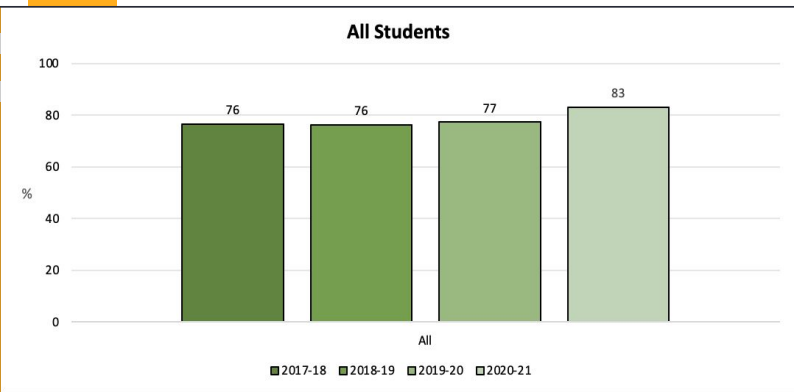
Promotes level or rigor and college/career readiness

All classes are a-g with the exception of some EL classes and SPED classes

A-g completion requires a C or better in the class

Certain demographics of students have extreme difficulty achieving a-g

## A-G Indicator (District)





# a-g Completion Rate

Target 85%	Class of 2014	Class of 2021												
	ALL	ALL	White	Asian	Latino	Resc	AVID	SED	RFEP	EL	LEL	Latino Reg Ed	Latino EL	Latino SED
MVHS	75%	84%	90%	94%	58%	42%	78%	53%	78%	21%	30%	78%	5%	45%
LAHS	76%	82%	90%	95%	56%	17%	95%	60%	69%	0%	0%	68%	0%	54%



## Questions to consider

1. What stood out to you/ describe data patterns that you observe.
2. How do our current policies, practices, and/or practices contribute to the observed successes and deficits in performance?
3. How do our resources (fiscal and staff) align with the needs exhibited by student performance?
4. What other questions do we need to pursue?

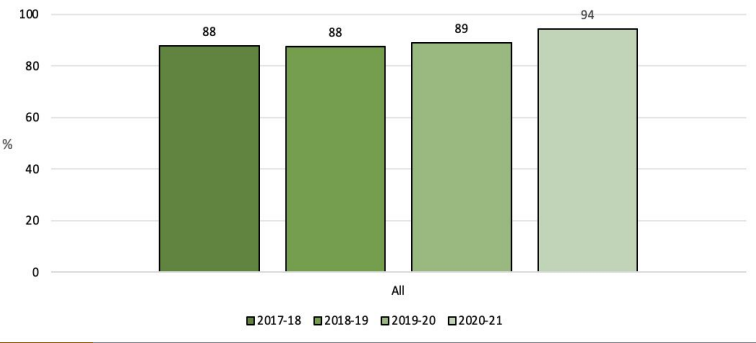
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# Algebra II

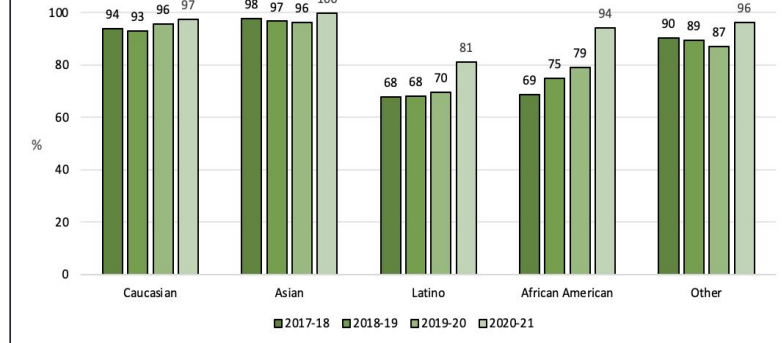
- Algebra II can be viewed as a key predictor of future college enrollment
- Stepping stone into classes like calculus.
- With support of the Foundation, we have lowered Algebra II class sizes to 25 students.

## Algebra II with C or Better

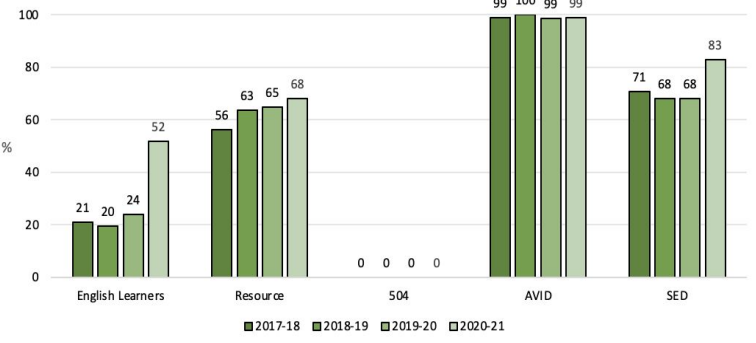
All Students



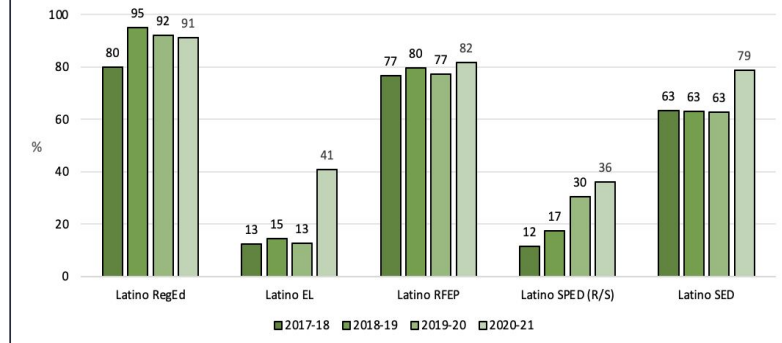
By Ethnicity



By Special Populations



By Latino Subgroups



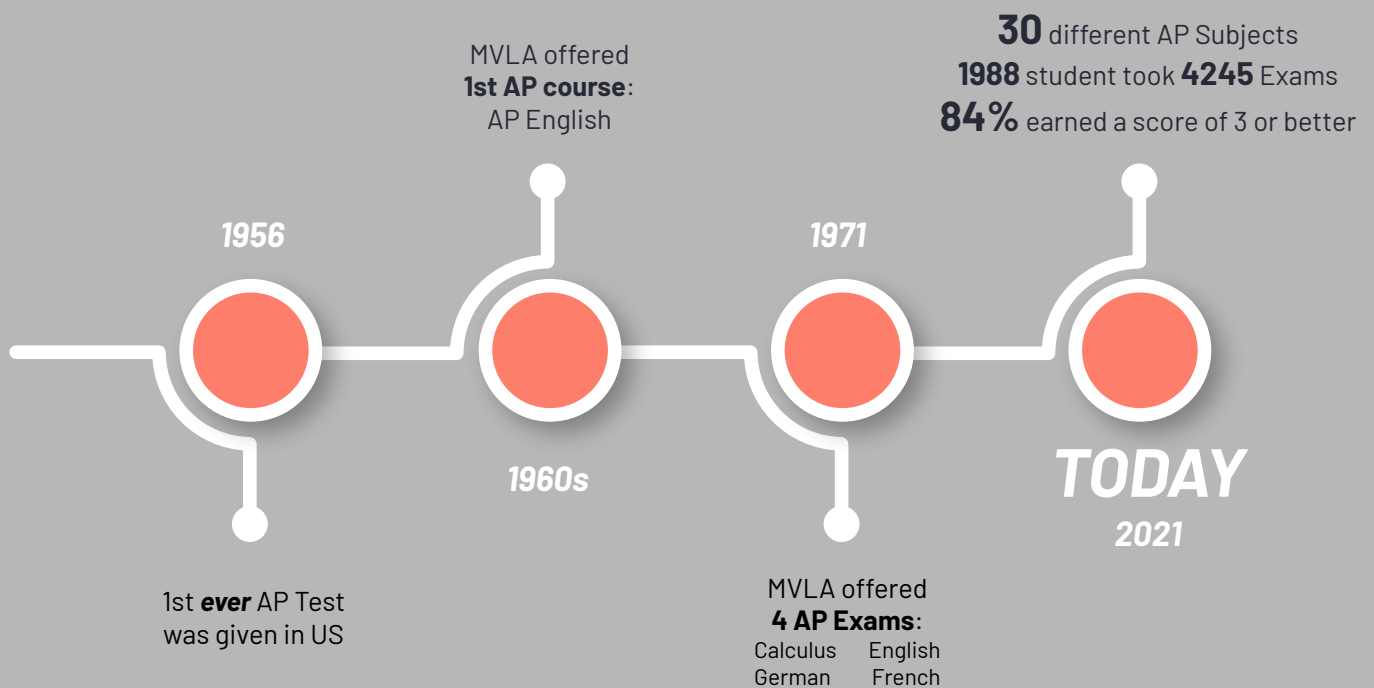


# Algebra II – Questions to consider

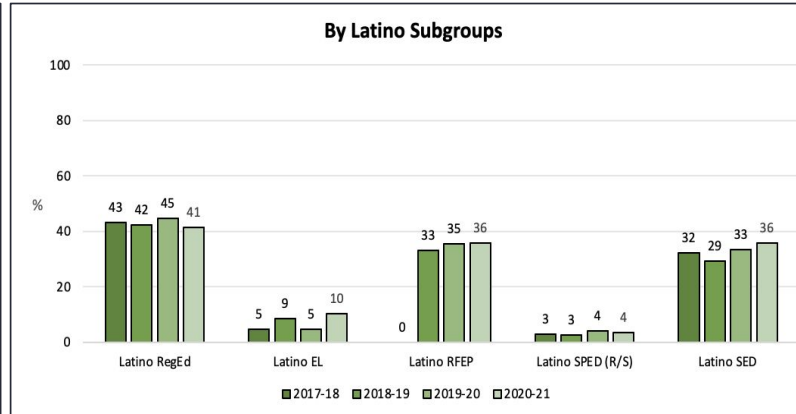
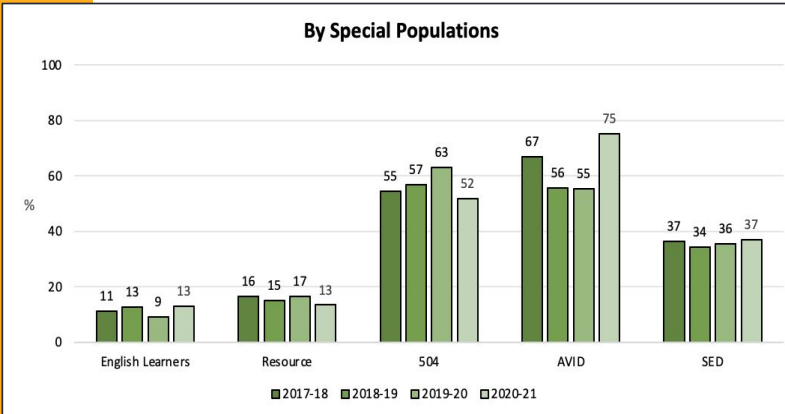
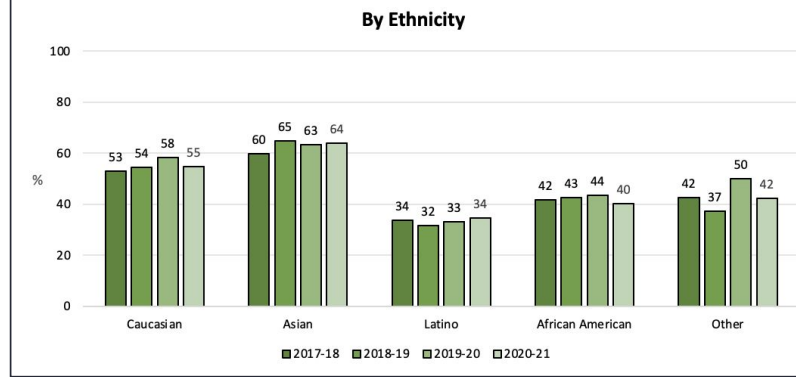
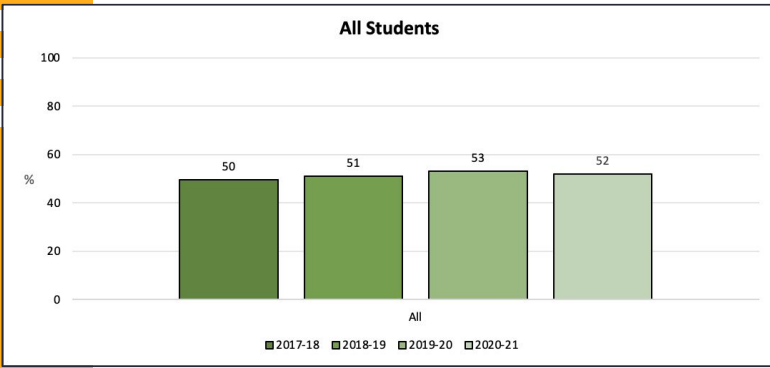
1. What stood out to you/ describe data patterns that you observe.
2. How do our current policies, practices, and/or practices contribute to the observed successes and deficits in performance?
3. Should we open alternate pathways? Statistics, Computer Science, Data Science?
4. How do our resources (fiscal and staff) align with the needs exhibited by student performance?
5. What other questions do we need to pursue?

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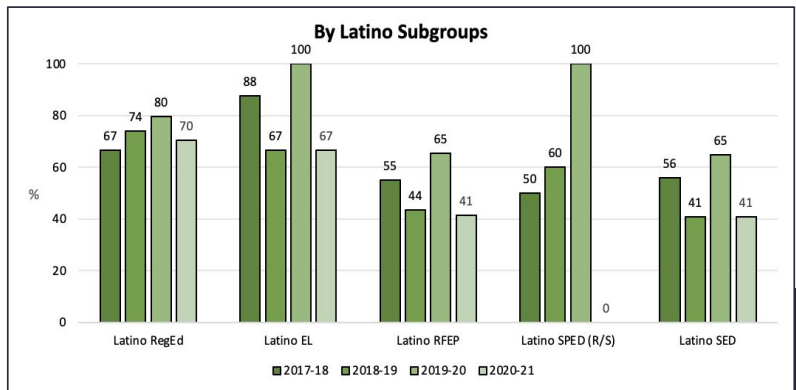
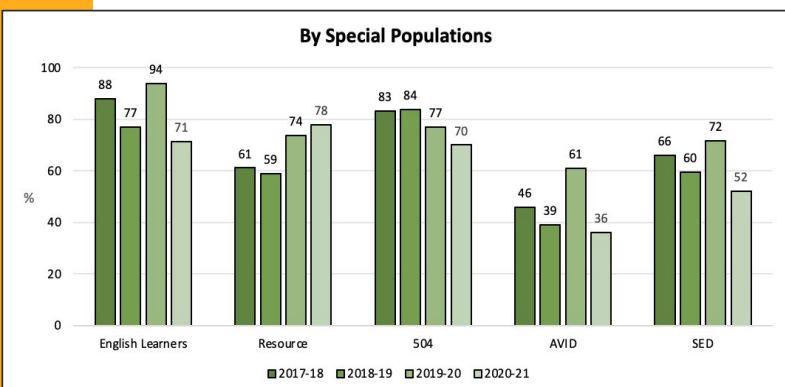
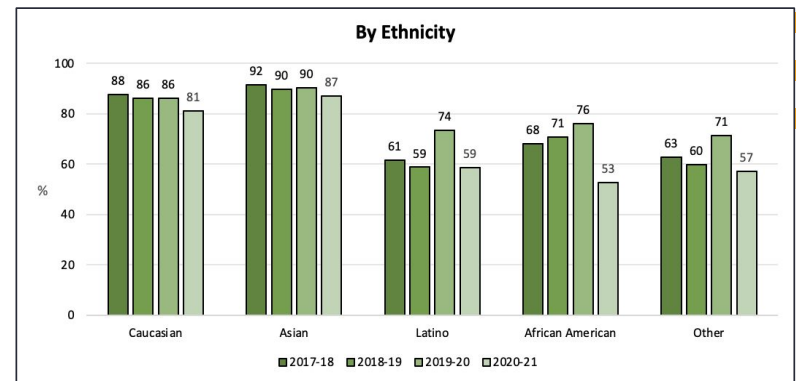
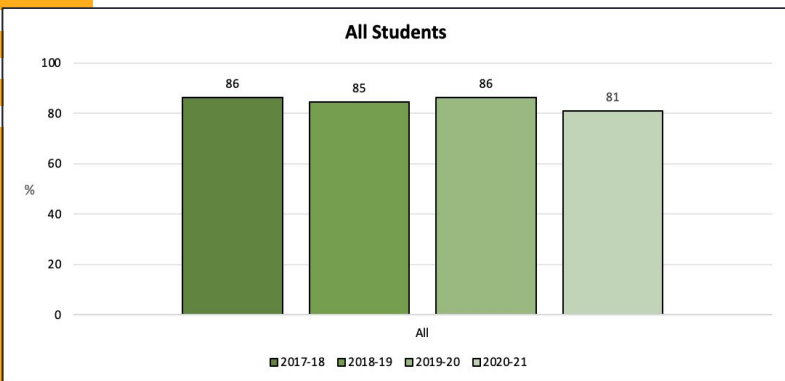
## History of the MVLA AP Program



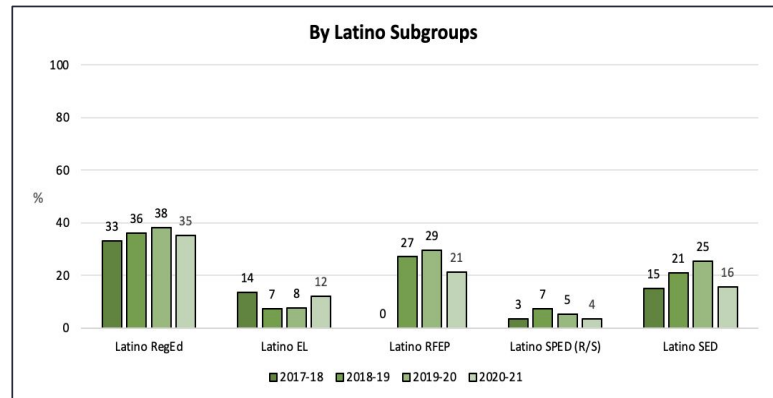
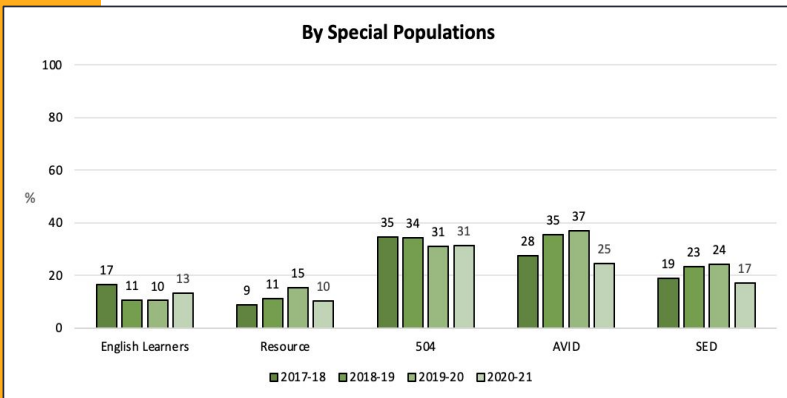
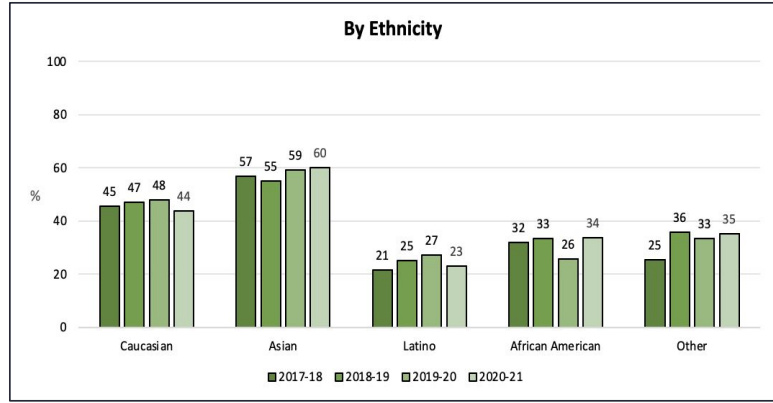
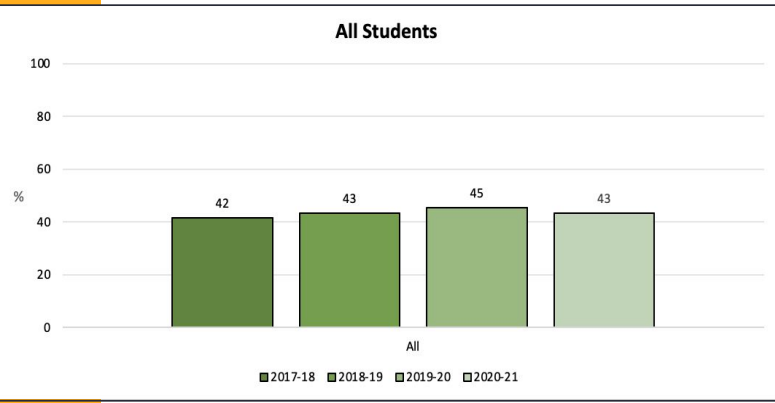
# Taking 1 or more AP Class



# Achieving an AP Score of 3 or Better



# Taking 1 or more Honors Class



## Achieving an AP Score of 3 or Better

Target 85%	Class of 2014	Class of 2021												
	ALL	ALL	White	Asian	Latino	Resc	AVID	SED	RFEP	EL	LTEL	Latino Reg Ed	Latino EL	Latino SED
MVHS	75%	79%	79%	86%	57%	69%	29%	46%	74%	57%	50%	69%	60%	38%
LAHS	76%	83%	83%	88%	60%	100%	41%	56%	74%	100%	100%	72%	100%	43%

### Key Questions:

- How did we achieve this?
- What are the practices that led to these outcomes?
- What can we learn from one another?
- Does anything we have learned transfer to other indicators as well?

## Advanced Placement - What Have We Learned?

- Assumed product of pandemic, there is a decrease in almost all demographics for the 20-21 school year
- Should we remove freshmen from the 1 or more AP class demographics?
- Asian and Caucasian trend with strong 3+ score rates.
- Greatest impact on scores are with our students of color
- Our LatinX RFEP and Latino SED are challenged the most with 3+ score achievement
- Similar trends between AP 1+ class and honors 1+ class



## Advanced Placement - Questions to consider

- **What stood out to you/ describe data patterns that you observe.**
- **How do our current policies, practices, and/or practices contribute to the observed successes and deficits in performance?**
- **There are conversations about capping the number of AP classes a student can take per year. What questions do you have on this?**
- **How do our resources (fiscal and staff) align with the needs exhibited by student performance?**
- **What other questions do we need to pursue?**

## Much to celebrate!

- Met or exceeded out targets on nearly all our indicators
- Graduation rate remain high for all ethnicities
- Algebra II completion is showing great success at 97%
- AP enrollment shows growth in diversity with enrollment
- a-g completion continue to be on the rise!



## QUESTIONS to ask and Time to FOCUS on Specific Opportunities for GROWTH

- What opportunities are there to work more closely with our partner districts
- How are we building stronger relationships with our LatinX students and families?
- Our SED and EL population show the greatest challenges, what supports and interventions have we not considered to support this important group of students?
- How can we leverage our community resources to support this critical work?

If I had an hour to solve a problem. I would spend the first 55 minutes determining the proper questions to ask, for once I know the proper question I could solve the problem in less than five minutes. Albert Einstein

**Thank you**



**Questions?**