

MVLA
HIGH SCHOOL DISTRICT

ANNUAL REVIEW

2023

**PREPARED BY
EDUCATIONAL SERVICES
DECEMBER 2023**

AGENDA

Overview

**Committees
&
Students**

**Intro to
Data**

**College
Preparedness**

**Advanced
Placement**

CAASPP

Conclusion

**Please hold questions
& comments until
Discussion slides**



OVERVIEW

MVLA 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**.

Core Values:

Quality, Empowerment,
Teamwork, Personalized, Caring
Environment, **Continuous
Improvement**

LCAP GOALS 2021-24

Academic Excellence for All

All students have access and success to equitable, high quality, 21st century learning while disproportionalities are decreased.

Life Long Learners

All staff will be supported in collaboration and professional learning to continue to provide our students with an equitable, high-quality learning and inclusive instructional environments.

Educational Partner

Communication & Engagement

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

Safety & Wellness

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



**COMMITTEES
& STUDENTS**

MVLA SUPER HEROES



Teachers

Site Office

District Office

Coordinators

Directors

Board

Course Teams

IST

Community





***COMMITTEES
SUPPORT OUR
GOALS, MISSION,
& FOCUS***



Admin Council

**Climate Action Advisory
Committee**

**District-Wide
Counseling Collaborative**

Family Partnership Council

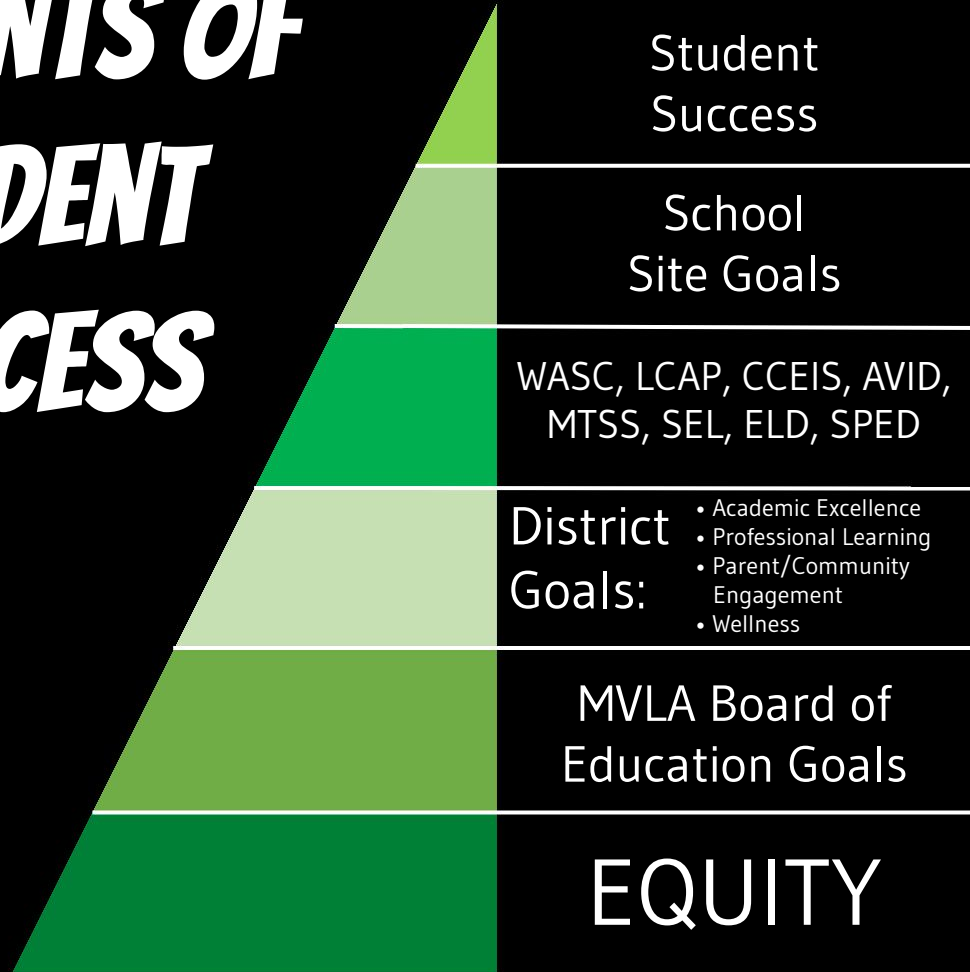
PL Planning Committee

Site Leadership Teams

Superintendent's Student Advisory

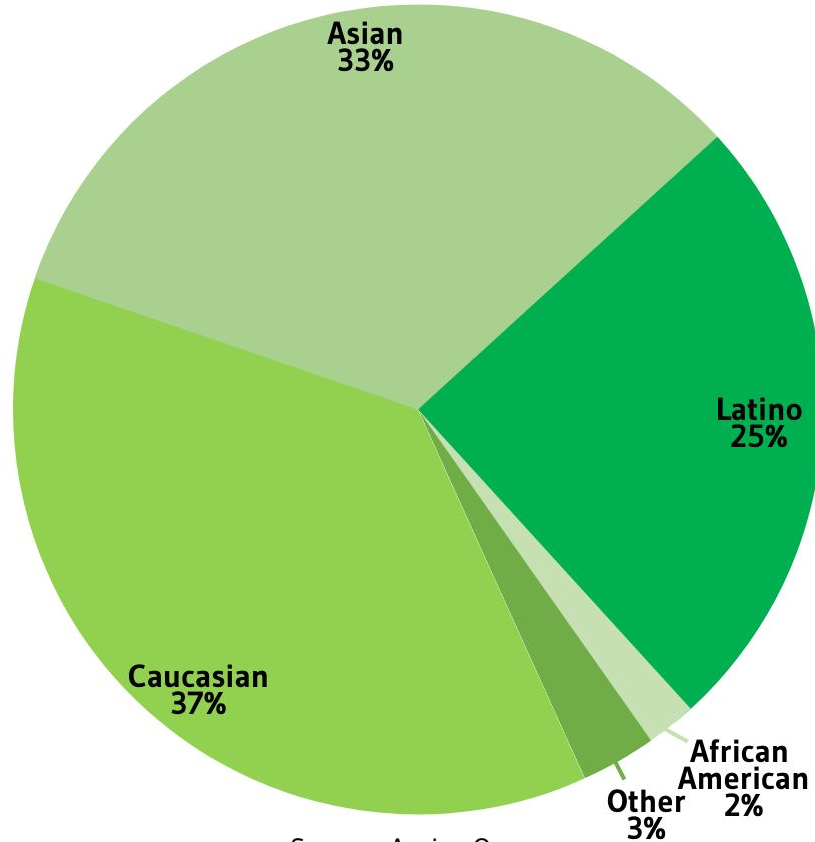
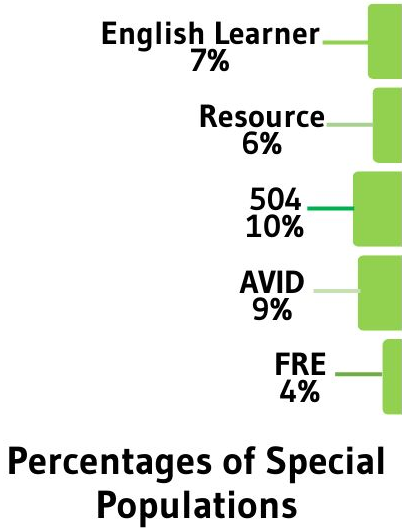
Wellness Collaborative

ELEMENTS OF STUDENT SUCCESS

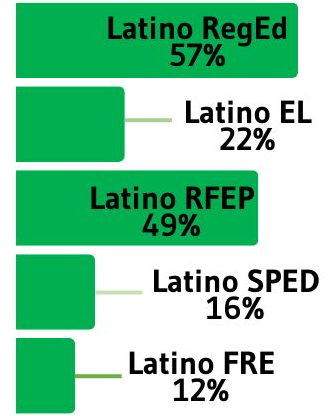


CBEDS DAY ENROLLMENT

2022-23



Source: Aeries Query





***INTRO TO
DATA***

DISTRICT ACCOUNTABILITY SNAPSHOT

2022-23

95%

Target: >95%

No "F" End of 9th
Grade

80%

Target: >75%

Average GPA 3.0 or
Better

43%

Target: >50%

Stu w 1 or more
Honors Class

53%

Target: >50%

Stu w 1 or more AP
Class

85%

Target: >85%

AP Scores of 3 or
Better

96%

Target: >95%

Freshmen w GPA 2.0
or Better

91%

Target: >95%

Complete
Alg II/H w C or Better

80%

Target: >85%

Complete a-g

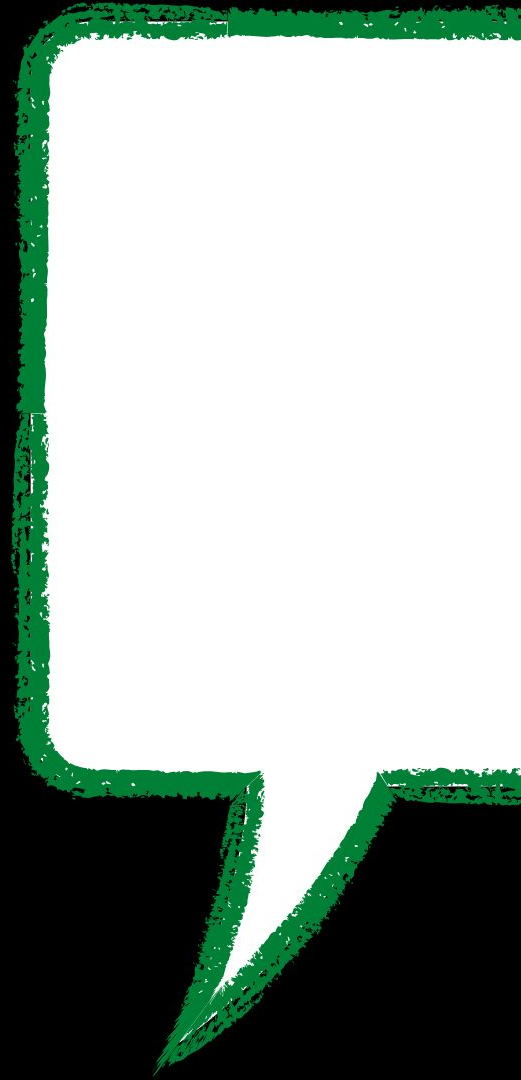
96%

Target: >98%

Graduation Rate

WHAT IS OUR DATA TELLING US?

- MVLA is support our students in special education with increasing Gen.Ed options
- Small decrease in enrollment, Asian population has a slight increase, Caucasian slight decrease Latino and Other staying consistent
- SBAC scores are generally consistent with student performance on other indicators
- Improved 8 out of 9 Board indicators
- Small increase in SED population in multiple indicators
- We continue to see a gap with certain demographics
- Data is a flashlight, not a hammer



KEY QUESTIONS TO PONDER

1. Understanding Student Impact

- What specific trends or patterns can we identify in the data that shed light on the overall impact on our students?
- How do non-academic factors, such as socio-emotional well-being, attendance, and engagement, correlate with the data, and what implications does this have for student success?

2. Evaluating the Influence of Class Instruction

- In what ways does the data illuminate the effectiveness of various instructional methods employed in our classrooms?
- Are there notable correlations between instructional strategies, student engagement, and academic performance?

3. Assessing the Effectiveness of the MVLA System

- What evidence does the data provide regarding the impact of systemic initiatives or changes within MVLA on student outcomes?
- Are there areas where the MVLA system has demonstrated notable success, and conversely, are there aspects that require targeted improvement?



***COLLEGE
PREPAREDNESS***



MILESTONES THAT CONTRIBUTE TO COLLEGE PREPAREDNESS

9th Gr

- On Track (Credits)
- GPA 2.0+
- Grades of C or Better
- a-g Course Placement
- Attendance
- Affiliation

10th Gr

- On Track (Credits)
- GPA 2.0+
- Grades of C or Better
- a-g Course Placement
- Attendance
- Affiliation

11th Gr

- On Track (Credits)
- Grades of C or Better
- a-g Course Placement

12th Gr

- Grades of C or Better
- a-g Course Placement
- FASFA App Completion
- College App Completion





A-G COMPLETION & ITS IMPORTANCE

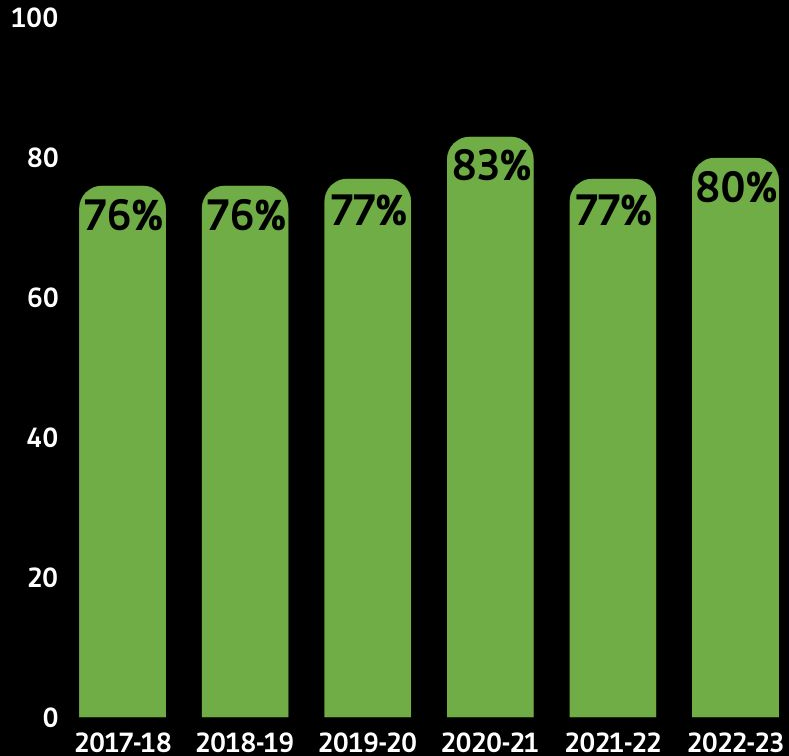
Subject		Requirement
A	History	3 Years: •World History (1 Year) •U.S. History (1 Year) •Economics (1 Sem) •Civics (1 Sem)
B	English	4 Years: •English
C	Math	3 Years: •Algebra I (1 Year) •Geometry (1 Year) •Algebra II or Higher (1 Year)
D	Lab Science	2 Years: •Biology •Chemistry •Physics
E	World Language	2 Years: •Same non-English Language
F	Visual/ Performing Arts	1 Year: •Dance •Drama •Music •Visual Art
G	Elective	1 Year: •"a-f" approved course* <small>(*beyond the minimum required for that subject area)</small>

- College and Career Readiness
- Access to Higher Education
- Equity and Opportunity
- Alignment with District Goals
- College and Career Pathways
- Fulfilling Parental Expectations
- Data-Driven Decision Making

a-g Eligibility: Students must pass all 15 of the a-g courses with a grade of C or better and maintain a grade point average of at least a C



A-G COMPLETION



All Students

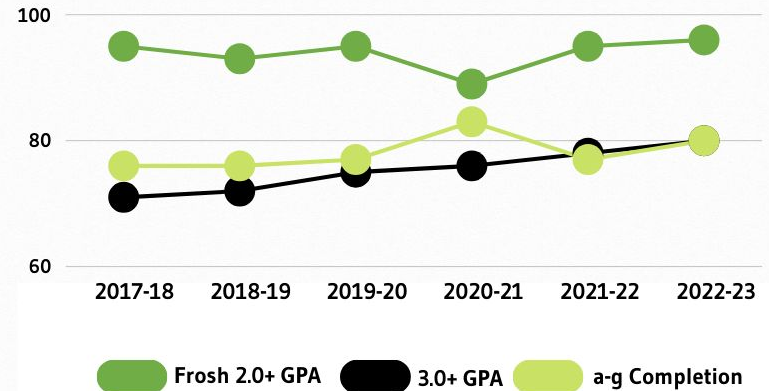
- 80% achievement overall
- Increased in 12 of our 14 group/demographics
- Biggest increase is in Special Education
 - Co-teaching
- Increased a-g certifications in 3 elective classes.

Next Steps...

- Continue to examine non A-G paths and determine alternative options.
- Apply to make ELD and SAI courses a-g, that will support students who are in the ELD have opportunity to become a-g eligible.
- Continue working with counselors, supporting their coaching students

GPAS

- Increase Frosh GPA in almost all groups
- Increased GPA 3.0+ in all groups
- Correlation between increased grades and increase A-G, AP scores, Alg. II scores
- Disconnect between GPAs and CAASPP scores



ATTENDANCE

	Chronic Absenteeism Rate			Average Days Absent		
	2021-22	2022-23	Difference	2021-22	2022-23	Difference
African American	16.1%	9.8%	-6.3%	12.3	13.2	+0.9
Asian	5.1%	6.2%	+1.4%	7.5	8.1	+0.6
Caucasian	10.0%	10.3%	+0.3%	9.8	9.9	+0.1
Latino	24.8%	24.9%	+0.1%	17.8	17.9	+0.1
Stu with Disabilities	31.7%	34.5%	+2.8%	20.7	24.0	+3.3
Socio-Econ Disadvantaged	29.8%	28.4%	-1.4%	20.3	20.3	-

Unexcused Absences (All Students)

- MVLA Decreased 1.5%
- SCCOE Increased 3.9%
- California Increased 0.9%

Average Days Absent (All Students)

- MVLA Increased 0.2 days
- SCCOE Increased 0.3 days
- California Decreased 2.2 days



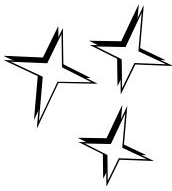
MVLA ATTENDANCE INTERVENTION PROTOCOL



# of Unexcused Period Absences	LAHS	MVHS	Intervention	
15	Attendance Letter #1	Attendance Letter #1	<ul style="list-style-type: none"> • Support Offered • Reminder of Protocols 	
	Attendance Clerk (Eileen)	Attendance Clerk (Josie)		
20	Phone Call to Guardian			
	Guadalupe - Gen Ed/SPED (SPED Case managers/IAs will also contact home) Maria - EL/CCEIS			
25	Student Check-in	Student Check-in (Groups)	<ul style="list-style-type: none"> • Support Offered • Reminder of Protocols 	
	School Counselors	School Counselors		
		Phone Call to Guardian		
		Bilingual Community Liaison (Reaches to families of non-EL students) Coordinator		
30	Attendance Letter #2	Attendance Letter #2	<ul style="list-style-type: none"> • Support Offered • Reminder of Protocols • Warning 	
	Attendance Clerk (Eileen)	Attendance Clerk (Josie)		
35	Phone Call to Guardian	Phone Call to Guardian	<ul style="list-style-type: none"> • Support Offered • Reminder of Protocols • ASAP Notification 	
	Grade-level Admin Assistant	Grade-level Admin Assistant		
	Student Conference	Student Conference		
	Attendance Coordinator (Kristin)	Grade-level Administrator		
40	Attendance Letter #3	Attendance Letter #3	<ul style="list-style-type: none"> • Support Offered • Reminder of Protocols • Warning 	
	Attendance Clerk (Eileen)	Attendance Clerk (Josie)		
45	Parent and Student Meeting	Parent and Student Meeting	<ul style="list-style-type: none"> • Academic Success Contract • 4 days ASAP • MVHS only: "No Go" List for Senior Events and Extracurriculars 	
	Grade-level Administrator	Grade-level Administrator		
50	Tier 3 Intervention	Tier 3 Intervention	<ul style="list-style-type: none"> • DART (District Attendance Review Team) • Home visits with MVPD SRO/LAPD • Transfer to AVHS or other alternative program 	
	Grade-level Administrator	Grade-level Administrator		

DRAFT

GRADUATION RATE



CLASS OF 2023

All	96%
Caucasian	98%
Asian	98%
Latino	89%
African American	95%
Other	96%
English Learners	60%
Resource	99%
504	96%
AVID	99%
FRE	87%
Latino RegEd	99%
Latino EL	55%
Latino RFEP	99%
Latino SPED (R/S)	88%
Latino FRE	84%

ALL STUDENTS

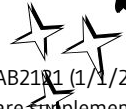
2017-18	96%
2018-19	96%
2019-20	96%
2020-21	95%
2021-22	98%
2022-23	96%

Higher than State & County Average

Most Non-Grads Offered 5th Year...

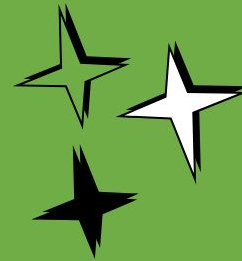
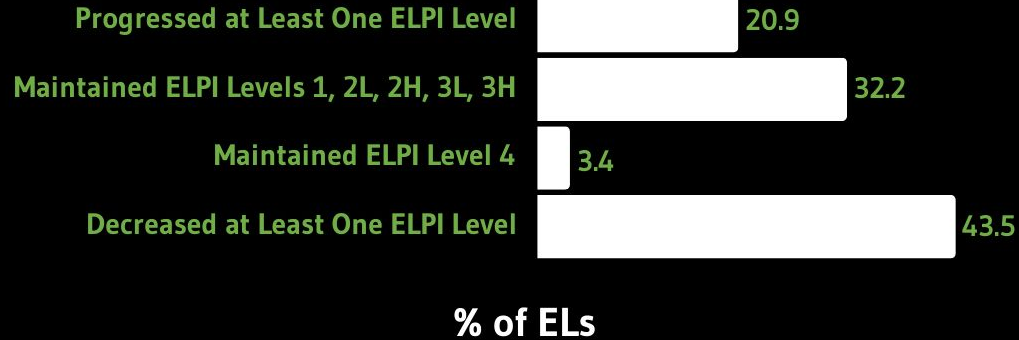
- Adult Transition Program
- Special Education
- EL Newcomers (given 5th year)

Source: Indicators



Goals:

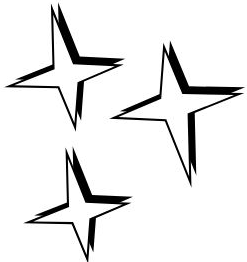
- Decreased at least one level under 20%
- Progressed at least one level 40% or higher



CA

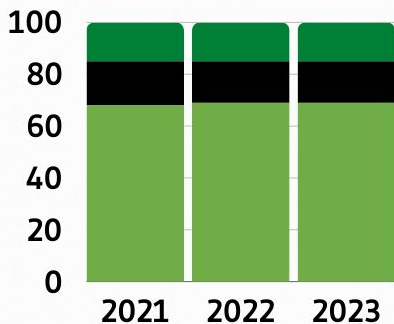
DASHBOARD: EL PROGRESS



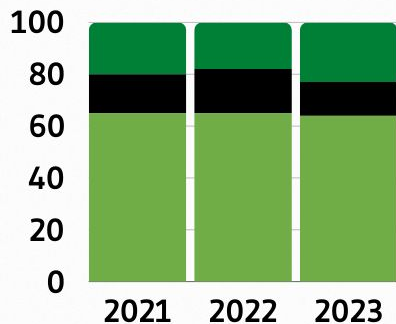


PSAT & SAT PROGRESS

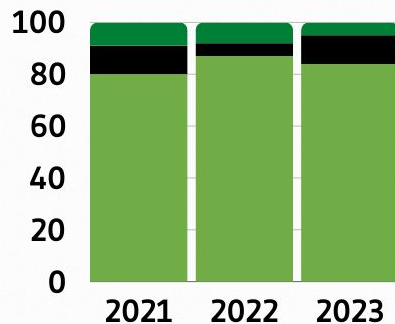
10th Grade PSAT



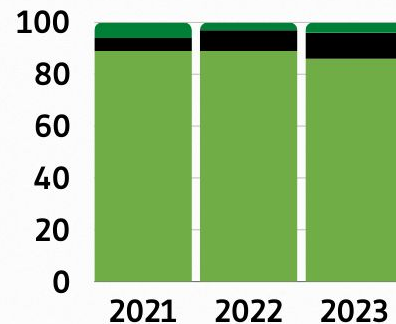
11th Grade PSAT



11th Grade SAT



12th Grade SAT



 Met Both Benchmarks  Met One Benchmark  Met No Benchmark



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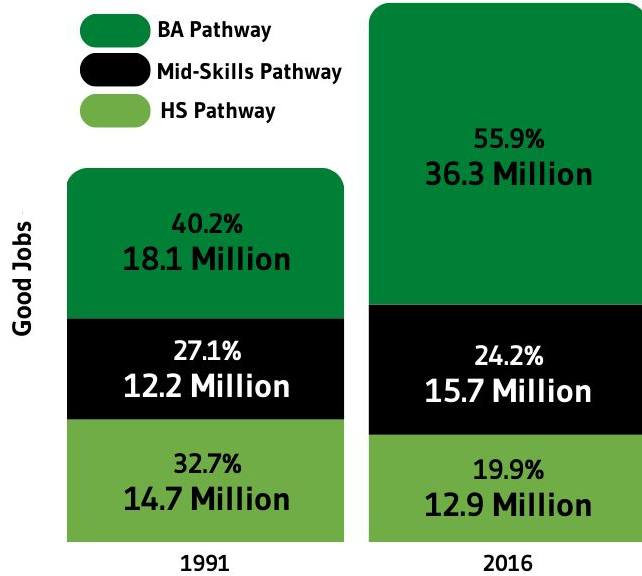
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12th Gr

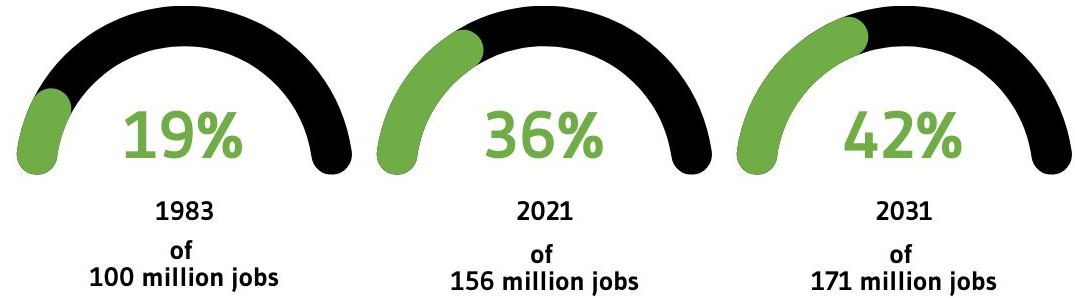
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FUTURE JOBS & WORKFORCE

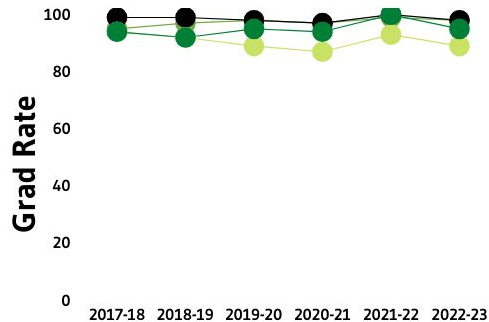
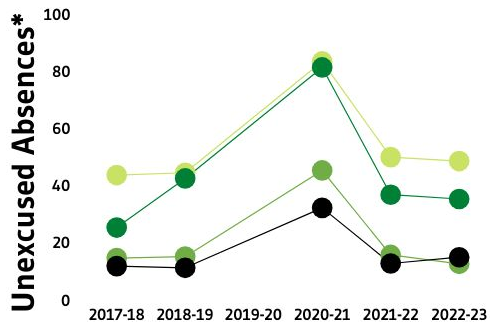
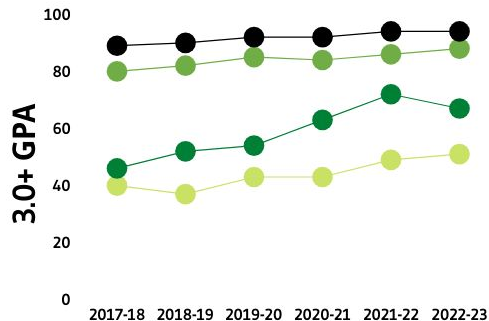
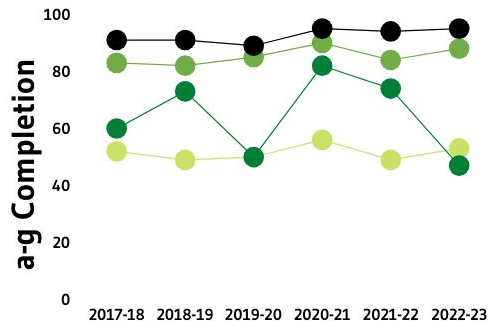


Jobs Requiring Bachelor's Degree or Higher





ON TRACK INDICATORS



Legend: Caucasian (light green), Asian (black), Latino (yellow-green), African American (dark green)

- Overall performance for 70% of students very strong
- Strengthening our EL program, progressing monitoring and increase opportunities for ELs to a-g created will raise their college readiness.
- Continue with Constructing Meaning training for all staff for inclusive accessible curriculum for all students

NEXT STEPS

- Applying to make ELD courses a-g
- Increase co-teaching courses
- Constructing Meaning training and follow-up support, implementation, and coaching for all
- Working to support all students in grade-level core classes, plus supports within the school day, plus aligned expanded day
- Ongoing attendance support
- Continue Summer Academy for incoming 9th-grades (emphasis in math and literacy, we heavily recruits underserved students.
- Child find with 504s

DISCUSSION

1. Understanding Student Impact

- What specific trends or patterns can we identify in the data that shed light on the overall impact on our students?
- How do non-academic factors, such as socio-emotional well-being, attendance, and engagement, correlate with the data, and what implications does this have for student success?

2. Evaluating the Influence of Class Instruction

- In what ways does the data illuminate the effectiveness of various instructional methods employed in our classrooms?

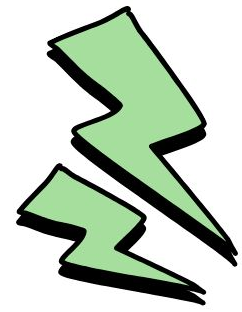
3. Assessing the Effectiveness of the MVLA System

- What evidence does the data provide regarding the impact of systemic initiatives or changes within MVLA on student outcomes?



***ADVANCED
PLACEMENT***

	MVHS			LAHS		
	2018 #	2023 #	Difference	2018 #	2023 #	Difference
Total School Enrollment*	1969	2220	+13%	2234	2141	-4%
# of AP Testers	807	1076	+33%	940	1012	+8%
# of AP Exams	1655	2463	+49%	1932	2359	+22%
# of AP Exams 3 or Higher	1412	2069	+47%	1674	2024	+21%



AP COMPARISON BETWEEN 2018 AND 2023



Source: Longitudinal AP Test Results Table; *CBEDS Enrollment from DataQuest

SUPPORTING ACCESS TO AP/HONORS

FOR ALL STUDENTS

2018 - 2023

- Caucasian 6% increase in students accessing AP classes
- Asian 6% increase ...
- Latino 4% decrease ...
- African American 4% increase ...
- Other 9% increase ...

AP Courses that have 10%+ Latino Population*

English

- AP Engl Lit - 13%
- AP Engl Lang - 13%

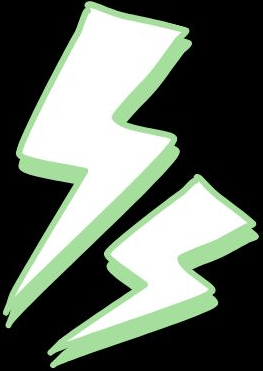

Social Studies

- AP GovPol US - 11%
- AP Human Geo - 17%
- AP Psychology - 11%

Other

- AP Span - 44%
- AP Env Sci - 14%

AP SCORES



AP score of 3+ reflects commendable level of mastery in rigorous academic coursework.

- An overall 1% increase in our AP passing scores.
 - With a small decrease in our Latino, African American and Other populations
- Increases in our programs of EL, SPED, AVID
 - While a decrease in Latino EL and Latino SPED
- 24 of 25 of our AP classes has over 73% passing rate
 - 21% has over 80%
 - 11% has over 90%



AP SCHOLARS

- Represent a select group of students
- Demonstrated exceptional dedication and achievement to academic excellence in AP courses and exams.
 - Distinguished Recognition
 - Commitment to Rigorous Academics
 - College-Level Proficiency
 - Enhanced College Applications
 - Cultivation of Critical Skills

- An overall increase with our AP Scholar awards
- Biggest increase with AP Scholar w/ Distinction

Claim	2018	2019	2020	2021	2022	2023
All Awards	834	916	984	886	937	999
AP Scholar	216	247	258	266	254	280
AP Scholar w Honors	142	175	175	187	201	172
AP Scholar w Distinction	377	388	448	427	478	526
National AP Scholar	97	102	101	-	-	-

Note: MVHS & LAHS provided totals combined

HIGH SCHOOL AP COMPARISON



Of our neighboring high schools...

- MVLA has a similar AP Exam pass rate as LGSUSD
- One of the greater enrollment %
- Both MVHS and LAHS rated within the top 5 high schools of the highest percent of students enrolled in 1+ AP course
- MVLA offers the most AP courses, second to PAUSD

NEXT STEPS

- Strong achievement and increasing #s for our Asian and Caucasian populations
- Seeing programs such as AVID increase in passing rate
- Disparities in AP performance and access with various Latino demographics

Here are some next steps for our district to consider:

- Equity-Focused Professional Development: Constructing Meaning
- Expand Outreach and Awareness:
- Mentorship and Support Programs:
- Dual Enrollment Opportunities:
- Language Support Services:
- Diversify Course Offerings:
- Data Monitoring and Accountability:
- Family Engagement Events:
- Culturally Inclusive Curriculum:

DISCUSSION

1. Understanding Student Impact:

- How do non-academic factors, such as socio-emotional well-being, attendance, and engagement, correlate with the data, and what implications does this have for student success?

2. Evaluating the Influence of Class Instruction:

- Are there notable correlations between instructional strategies, student engagement, and academic performance?

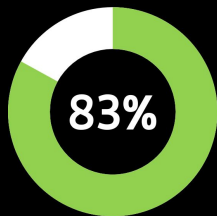
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- Are there areas where the MVLA system has demonstrated notable success, and conversely, are there aspects that require targeted improvement?



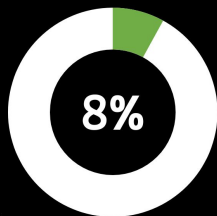
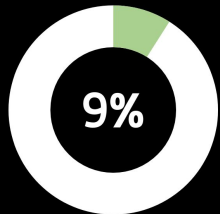
CAASPP

SBAC: ELA



Of students are **Meeting &/or Exceeding** standards

Of students are **Nearly Meeting** standards



Of students are **Not Meeting** standards

Above Standard

Near Standard

Below Standard

	Reading	Writing	Listening	Research/ Inquiry
How well do students understand stories and information that they read?	55%	59%	34%	48%
How well do students communicate in writing?	39%	32%	60%	47%
How well do students understand spoken information?	7%	9%	6%	5%
How well can students find and present information about a topic?				



AVERAGE QUESTIONS:

SBAC: ELA

Types of Questions	Average # on Test
Reading Informational Text	8
Language	4
Reading-Literature	6
Speaking Listening	6
Writing	6

Types of Questions	Average # on Test
DOK 1	8
DOK 2	12
DOK 3	8
DOK 4	2

Types of Questions	Average # on Test
Claim 1: Reading	15
Claim 2: Writing	6
Claim 3: Listening	6
Claim 4: Research/ Inquiry	6



SBAC: ELA

2023 Exceed/Met

All	86%
Caucasian	92%
Asian	96%
Latino	59%
African American	73% +6% Increase
Other	93% +12% Increase
English Learners	11%
Resource	38% +7% Increase
504	94% +5% Increase
AVID	81% +4% Increase
FRE	65%
Latino RegEd	81% +4% Increase
Latino EL	9%
Latino RFEP	64%
Latino SPED (R/S)	12%
Latino FRE	59%


- Increased scores for six of our populations
- Very small decrease or maintaining in rest of demographics
- Above average that county and many neighboring counties.



MIDDLE & HIGH SCHOOL SCORE COMPARISON: SBAC: ELA

Testing Year Grade Level District	2021-22 11th Gr MVLA	2018-19 8th Gr MVWSD & LASD*
# Testers	862	1056
% Exceeded/Met	83.70	76.99
% Nearly Met	10.36	14.39
% Not Met	5.94	8.62

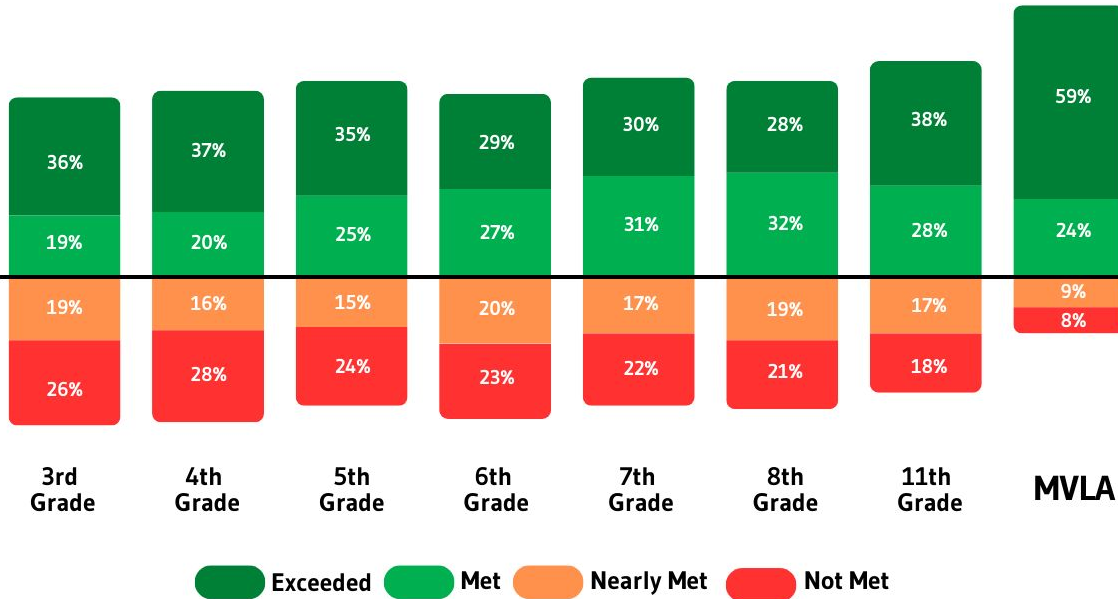
Source: CAASPP; *Calculated to get actual percents

- CAASPP only provides % of student within each level
 - The two partner-districts counts are averaged.
 - Student cohort between 8th - 11th grade not 100% consistent.
- 



SCC SBAC SCORE COMPARISON: ELA

2023 SCC SBAC ELA by Grade Level

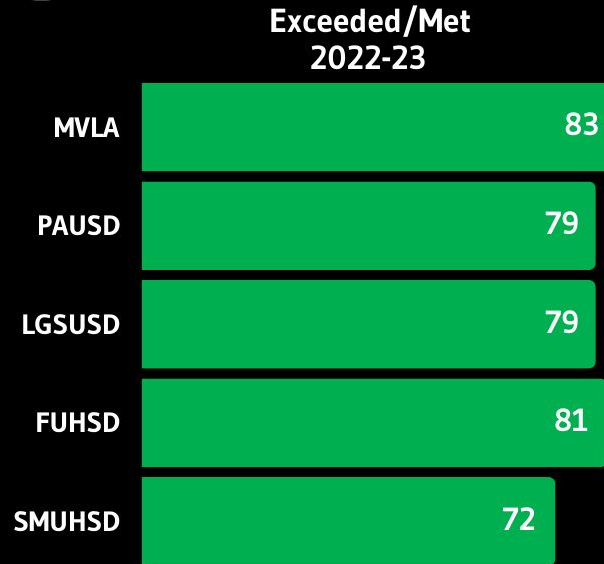


- Overall growth on ELA as a student progresses grade level
- Noted on slide before, our 8th - 11th grade cohort have progress on their score
- MVLA above county average

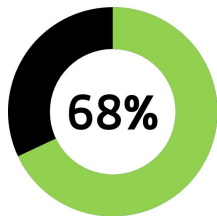


HIGH SCHOOL COMPARISON: SBAC ELA

- MVLA is on par or above with our neighbors:
- Roughly have 10-13% opt-out
- Roughly have 84% of MVLA juniors taking test

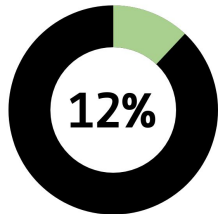


SBAC: MATH

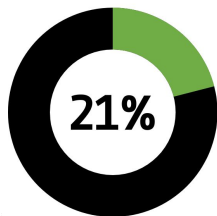


Of students are **Meeting &/or Exceeding** standards

Of students are **Nearly Meeting** standards



Of students are **Not Meeting** standards



Above Standard

Near Standard

Below Standard

Concepts & Procedures

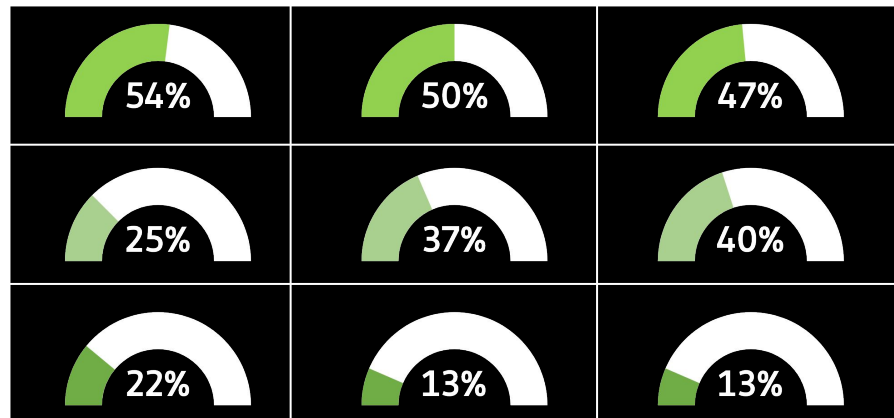
How well do students use mathematical rules and ideas?

Problem Solving & Modeling & Data Analysis

How well can students show and apply their problem solving skills?

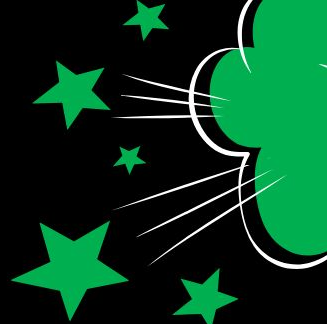
Communicating Reasoning

How well can students think logically and express their thoughts in order to solve a problem?




SBAC: MATH

- Increased scores for four of our populations
- Very small decrease or maintaining in rest of demographics
- Above average that county and many neighboring counties.



2023 Exceed/Met		
All	71%	
Caucasian	79%	
Asian	91%	
Latino	29%	
African American	60%	+20% Increase
Other	59%	
English Learners	0%	
Resource	24%	+2% Increase
504	73%	
AVID	44%	+1% Increase
FRE	31%	
Latino RegEd	45%	+1% Increase
Latino EL	0%	
Latino RFEP	32%	
Latino SPED (R/S)	0%	
Latino FRE	27%	



Testing Year Grade Level District	2021-22 11th Gr MVLA	2018-19 8th Gr MVWSD & LASD*
# Testers	839	1061
% Exceeded/Met	69.72	70.88
% Nearly Met	12.16	12.35
% Not Met	18.12	16.78

Source: CAASPP; *Calculated to get actual percents

- Comparing to ELA, our math scores decrease MS to HS
- Student cohort between 8th - 11th grade not 100% consistent.



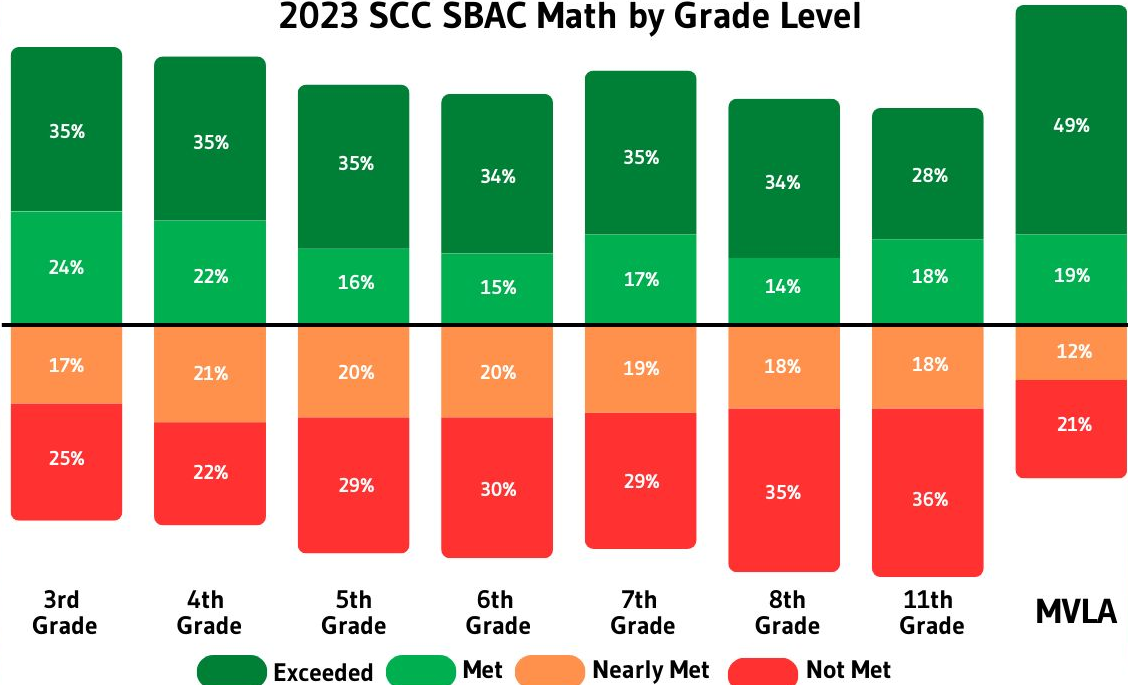
MIDDLE & HIGH SCHOOL SCORE COMPARISON: SBAC: MATH

SCC SBAC SCORE COMPARISON: MATH



- Overall oscillation of scores through grade levels
- Grade 11 decreases from middle school grades
- MVLA MS- HS cohort follows this trend
- MVLA above average from county score

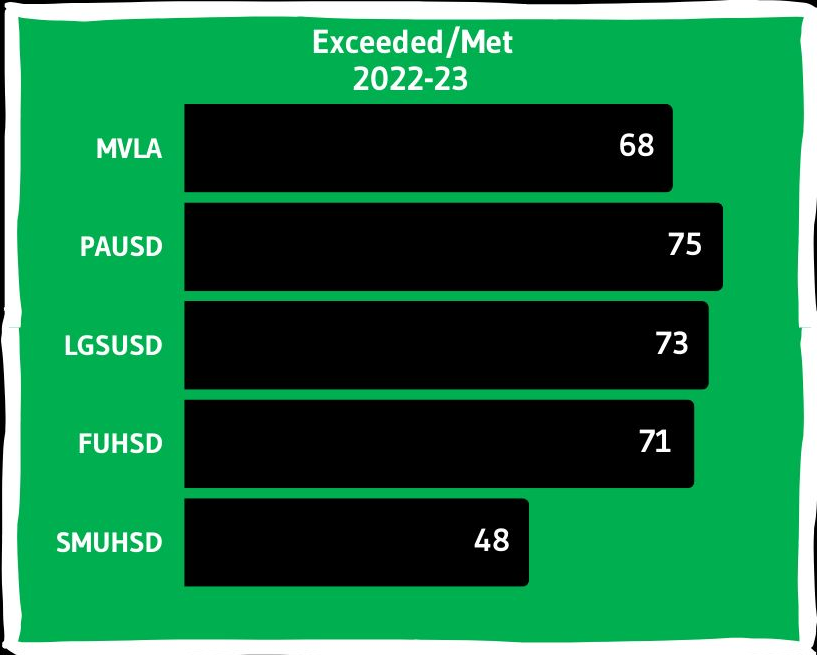
2023 SCC SBAC Math by Grade Level



Source: CAASPP



HIGH SCHOOL COMPARISON: SBAC MATH



- All districts dropped in math compared to ELA scores.
- MVLA a bit of a larger drop compared to three other districts
- Roughly have 10-13% opt-out
- Roughly have 84% of MVLA juniors taking test



AVERAGE QUESTIONS:

SBAC: MATH



Types of Questions	Average # on Test
Algebra I or II	20
Geometry	6
Statistics & Probability	2

Types of Questions	Average # on Test
DOK 1	6
DOK 2	16
DOK 3	6

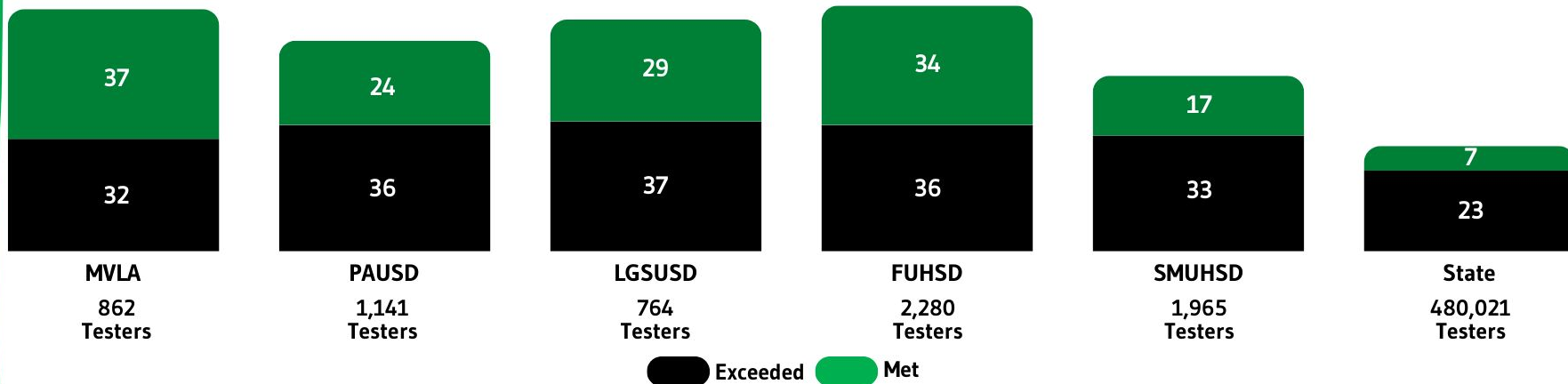
Types of Questions	Average # on Test
Claim 1: Concepts & Procedures	16
Claim 2: Problem Solving	3
Claim 3: Communicating Reasoning	6
Claim 4: Modeling & Data Analysis	3





HIGH SCHOOL COMPARISON: CAST

2023 CAST Results (High School Scores Only)



Source: CAASPP



NEXT STEPS

- Provide time for teachers look through tests and our scores.
 - This will also focus on effective strategies for SBAC preparation, differentiated instruction, and incorporating relevant technology the classrooms.
 - Focus on evaluating our curricula to ensure alignment with SBAC standards. I
- Implement regular formative assessments aligned with SBAC standards to gauge student progress throughout the academic year.
- Use interim assessments throughout the year for students to practice with the language for CAASPP. (similar to AP teachers use College Board created questions for practice).

DISCUSSION

1. Understanding Student Impact:

What specific trends or patterns can we identify in the data that shed light on the overall impact on our students?

2. Evaluating the Influence of Class Instruction:

In what ways does the data illuminate the effectiveness of various instructional methods employed in our classrooms?

3. Assessing the Effectiveness of the MVLA System:

What evidence does the data provide regarding the impact of systemic initiatives or changes within MVLA on student outcomes?



CONCLUSION

PROUD POINTS

Graduation Rates

MVLA continues to maintain high graduation rates, indicating a commitment to ensuring students successfully complete their secondary education.

Assessment Performance

The overall improvement in AP scores indicates enhanced mastery of advanced subject matter, showcasing the dedication of both students and educators.

Increased Participation

The rise in the number of students participating in Advanced Placement (AP) courses is a positive trend, reflecting a growing interest in challenging academic coursework.

NEXT STEPS

Opportunity Gaps

While we celebrate overall improvements, addressing and closing opportunity gaps remains a priority, ensuring equitable outcomes for all students.

Targeted Support

Continue to analyze and data to identify specific areas for targeted improvement, ensuring that interventions are tailored to meet the unique needs of all students.

a-g Eligibility

Continue to increase opportunities for participating a-g course and participate in grade recovery when needed.

Professional Learning & Collaboration

Tier 1 inclusive and discipline-specific literacy strategies for all educators and time to share best practices that contribute to sustained academic growth.

The image features a central text element 'THANK YOU!' in a bold, green, sans-serif font with a black outline and a slight drop shadow. The text is set against a white background. Surrounding the text are several large, black, radiating shapes that resemble stylized sound effects or comic book panels, each filled with fine black lines. To the left of the main text, there are three smaller, green, radiating shapes, also filled with fine black lines, positioned as if they are part of the overall graphic design.

THANK YOU!