

Report to the Board of Trustees

December 14, 2020

OVERVIEW
Process & Results

CHALLENGES
&
CELEBRATIONS

CONTINUOUS
IMPROVEMENT

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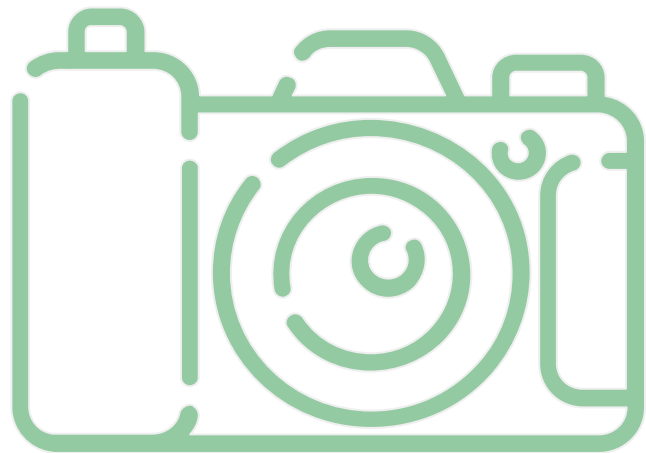
Indicator:
Algebra II Completion

9

Indicator:
a-g Completion

1

Snapshot of District Accountability



Snapshot of District Accountability

2020



89%

Target: >95%
Latino Target: 75%

No "F" End of 9th
Grade

95%

Target: 95%
Latino Target: 88%

Freshmen w GPA
2.0 or Better

XX%

Target: >75%
Latino Target: X%

Freshmen w GPA
3.0 or Better

75%

Target: 85%
Latino Target: 50%

Average GPA 3.0 or
Better

43%

Target: 50%
Latino Target: 30%

Stu w 1 or more
Honors Class

53%

Target: 50%
Latino Target: 40%

Stu w 1 or more AP
Class

86%

Target: 85%
Latino Target: 75%

AP Scores of 3 or
Better

XX%

Target: 85%
Latino Target: xx%

Exceed/Met SBAC
ELA

XX%

Target: 75%
Latino Target: xx%

Exceed/Met SBAC
Math

89%

Target: 95%
Latino Target: 70%

Complete Alg II/H
w C or Better

77%

Target: 85%
Latino Target: 50%

Complete a-g

96%

Target: 98%
Latino Target: 90%

Graduation Rate
(Dashboard Reports XX%)

XX%

Target: 75%
Latino Target: xx%

CCI
(% Rounded from
Dashboard XX%)

86%

Target: 95%
Latino Target: XX%

Accepted to College
(Self Reported)

"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
- Fiscal Solvency, Now & for the Future

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**Significant
Disproportionality CCEIS/
APR-PIR**





Significant Disproportionality/APR-PIR

Significant Disproportionality

Disparate treatment in identification of students for SPED and Discipline

General Ed

Failure to Address Certain APR Elements

Grad Rates
Math/English Achievement
Discipline and Suspensions

Drop Outs
Participation in State Assessments
LRE
Parent Involvement
Post High School Outcomes

Special Ed Issue



CCEIS vs SEP

CCEIS PLAN

Due December 15, 2020
Hire External Facilitator Group

SEP PLAN

Due December 10, 2020
SpEd/PIR - Program Improvement Review

GEN ED

GOAL: Prevent Gen Ed Students from being
Identified for Special Ed

SPED

GOAL: Improve Academic Performance for
Students in Special Ed



CCEIS Process Designed to Reducing Students Referred to SPED



GATHER INPUT
FROM
STAKEHOLDERS

STUDY THE
DATA

DISCOVER
ROOT CAUSES

IDENTIFY
COHORTS

CREATE
ACTION PLAN

MONITOR
STUDENTS
PROGRESS



Stakeholder Input & Involvement in CCEIS

Leadership Team

Oversees Program Improvement Process

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 (51:49)
- Oversee Implementation of Action Plan and Measure Outcomes
- Prepare Quarterly Progress Reports for CDE for 2.5 Years

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

Focus Groups - Multiple Teams

Homogeneous Groups of Teachers, Para Professionals, Administrators, Parents, Psychologists, and more

- Provide Input
- Comment on current conditions
- Engage in review of Data & Exploration of Root Causes



Quantitative Data Analysis & Takeaways

2016-2020

- Latino students make up 26% of population, and 40-50% of students identified for SPED
- Latino students make up between 54-72% of students identified for SLD
- Latino students make up 60+% of students who are suspended
- Latino students make up the largest percentage of students qualifying for SPED
- a-g completion rates are 75-91% for White & Asians, but only between 40-52% for Latinos
- Close to 60% of White students are on a 504 Plan, but only 14 -17% of Latinos
- Latino students make up 60-75% of students at AVHS
- Latino students make up the largest number of students who are NOT ready for 9th Grade Geometry or success in ELA
- Referrals for SPED appear to be disproportionate between LAHS and MVHS (still under review)
- Latinos with multiple identifiers, e.g Latino/El; Latino/SED are the most vulnerable



Qualitative Data Analysis

Very Preliminary and Tentative Root Causes

Questions/Speculations that emerge from Stakeholder and Focus Groups, Analysis of District Initiatives, Review of Policies, Practices and Procedures, Summary from Facilitator Interviews

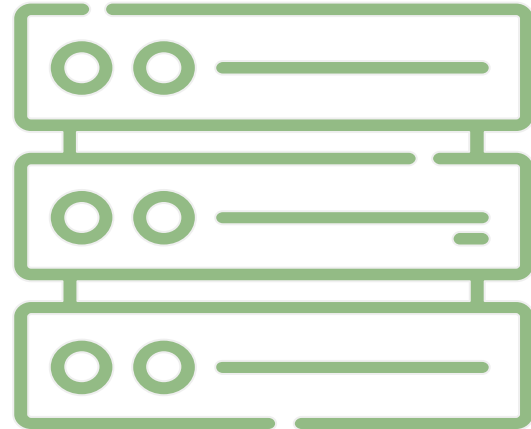
- Literacy, Numeracy and Academic Language *
- Collaboration/Articulation with Partner Schools
- Assessing students in their primary language to determine gap in academic preparation
- Coherent MTSS (Multi-Tiered Intervention System) *
- Parents understanding and awareness of available services and resources
- Implicit Bias/ Cultural Dissonance? *
- Consistent and fair implementation of policies and procedures
- Family Engagement *

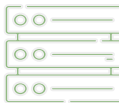


Questions?

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New Courses





New Course Proposal Vetting Process



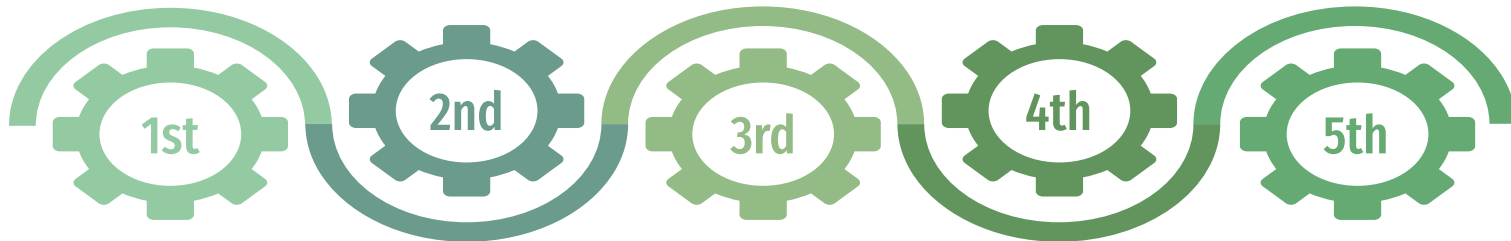
***Deadline:
October
31**

PRINCIPAL REVIEW

- Reviews Proposal
- Seeks input from other Stakeholder Groups & Leadership Team
- Principal Signs off & submits to DO

BOARD REVIEW

- Board reviews CORE courses, and those that impact Grad Requirements only
- Board receives administrative approved proposals for Elective Courses through Weekly communication



IDEA

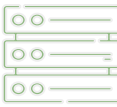
- Teacher(s) come up with an idea (Stakeholders may also propose a course)
- Discuss with Dept Team
- Sign Off by Dept Chair
- Submit Proposal to Principal*

DO/CABINET REVIEW

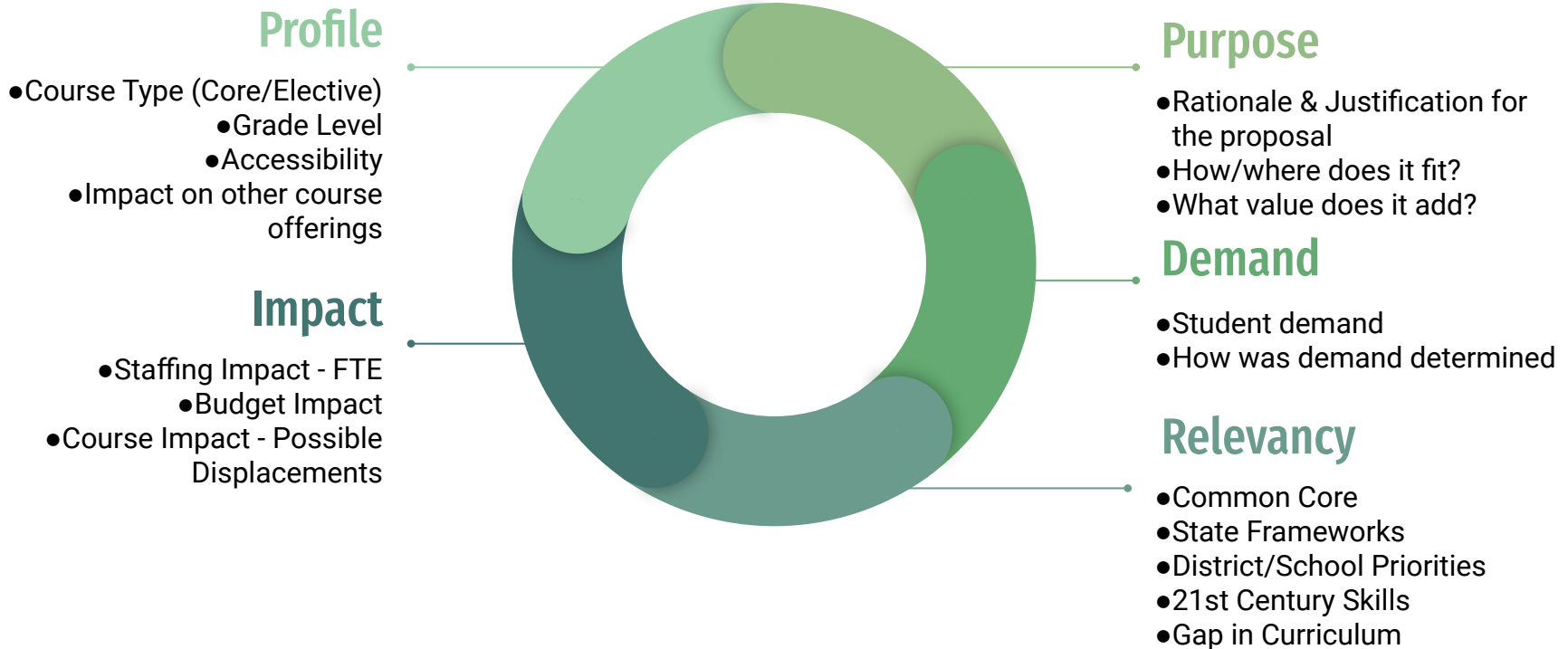
- Assoc Sup takes proposal to Cabinet to discuss impact and relevancy and alignment with District values and priorities
- Depending on type of course, proposal is either rejected, approved or scheduled for Board action

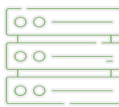
FINAL DETERMINATION

- If approved, course will be added to Course Selection Sheet
- Course is offered based on Student Demand



Proposal Questions & Criteria





2020-21 Proposals

LAHS

Introduction to Journalism

- ▷ New to LAHS
- ▷ Course Exists in District

Exploring Music

- ▷ New to LAHS
- ▷ Course exists and has previously been offered in the district

Agricultural Ecology

- ▷ Elective ONLY
- ▷ Board approval required to get Science credit

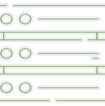
Holistic PE

Elective ONLY

Ethnnic Study

- ▷ Request for a 9th grade pilot for 120 students.
- ▷ Tentatively approved as Elective ONLY (10-12) (mirroring Social Justice at MVHS)
- ▷ Both schools are working on developing a joint proposal for a required course for 2021-22 which will come to the Board for approval next fall

**REQUEST WITHDRAWN BY
LAHS**



Questions?

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Grades





Grade Analysis - District Wide Cohort

1st Q 2019 vs 1st Q 2020

2019 Cohort Enrollment	Condition	2020 Result
3011 Students	No Fs	304 earned 1 or More Fs (143/1 F; 161/>1 F)
2774 Students	No Ds	346 earned 1 or More Ds (231/1 D; 115/>1 D)
2676 Students	No D/Fs	370 earned 1 or More D/Fs (176/1 D/F; 194/>1 D/F)



Grade Analysis - General

2019 vs 2020

2019 vs 2020	MVHS	LAHS	
Classes with D/F Rate Above 25% have...	Grown from	11 to 30	14 to 34
Number of Students with No Fs have...	Decreased by	13 Students	129 Students
Number of Students with Multiple Fs has...	Increased by	117 Students	149 Students
Number of Students with Multiple D/Fs has...	Increased by	138 Students	159 Students



Students Earning 1 or More Fs vs NC

2nd Sem 2019 vs 2nd Sem 2020

By Ethnicity

	MVHS		LAHS	
	2019 Fs	2020 NC	2019 Fs	2020 NC
ALL STUDENTS	5.87%	8.27%	8.05%	11.33%
CAUCASIAN	2.96%	4.02%	4.20%	6.68%
LATINO	17.42%	22.49%	20.25%	27.10%
AFRICAN AM	4.76%	13.33%	13.64%	7.41%
ASIAN	.73%	2.85%	2.11%	2.84%
OTHER	4.82%	8.70%	14.29%	21.05%



Students Earning 1 or More Fs vs NC

2nd Sem 2019 vs 2nd Sem 2020

By Population

	MVHS		LAHS	
	2019 Fs	2020 NC	2019 Fs	2020 NC
ALL STUDENTS	5.87%	8.27%	8.05%	11.33%
ENGL LEARNERS	27.33%	35.26%	40.82%	41.30%
SPED	11.71%	12.00%	21.08%	26.92%
504 PLAN	5.12%	15.17%	5.21%	9.69%
SED	17.79%	24.86%	20.89%	30.94%
AVID	9.62%	15.92%	6.25%	12.44%



Students Earning 1 or More Fs vs NC

2nd Sem 2019 vs 2nd Sem 2020

By Subject - (subject area % of total Fs and NCs)

	MVHS		LAHS	
	2019 Fs	2020 NC	2019 Fs	2020 NC
ALL SUBJECTS	5.87%	8.27%	8.05%	11.33%
ENGLISH	8.20%	9.12%	11.62%	12.76%
MATHEMATICS	38.80%	25.08%	27.11%	14.45%
SCIENCE	10.38%	13.03%	13.38%	12.01%
SOCIAL SCIENCE	6.01%	10.42%	9.15%	7.13%



Questions?

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**Advanced
Placement:
Performance**





Advanced Placement Performance

Districtwide, **62%** of Soph-Sen Students took 1 or More AP Tests in 2020



Exams, Test Takers & # 3+

MVHS
927 Stu took 1998 Exams
84% Score of 3 or Higher

LAHS
1052 Stu took 2249 Exams
88% Score of 3 or Higher

Over Last 4 Years

MVHS - All Students

Enrollment: **+10%**

Exams: **+21%**

Candidates: **18%**

MVHS - Latino Students

Latino Test Takers: **+24%**

Latino # Exams: **+10%**

LAHS - All Students

Enrollment: **-0.3%**

Exams: **+24%**

Candidates: **30%**

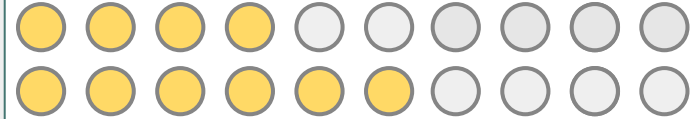
LAHS - Latino Students

Latino Test Takers: **+18%**

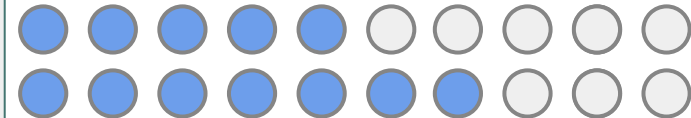
Latino # Exams: **+16%**

Increase in Exams Scoring 4 or 5 Since 2005

MVHS
38.9%
to 60.8%



LAHS
49.2%
to 68.3%



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**Advanced
Placement:
Access**





Gender Equity

MALE Students are Significantly UNDERREPRESENTED in the Following Courses

AP Env Sci
AP English Lang
AP English Lit
AP Psych
AP Bio
AP Spanish Lit

MVHS

AP Env Sci
AP Engl Lang
AP Engl Lit
AP Psych
AP Bio
AP Chem
AP French
AP Spanish Lang
AP Spanish Lit
AP Latin
AP Calc AB

LAHS

FEMALE Students are Significantly UNDERREPRESENTED in the Following Courses

AP Calc BC
AP Statistics
AP Comp Sci
AP Physics C:E&M
Ap Physics I
AP US Hist
AP European Hist
AP World Hist

MVHS

AP Calc BC
AP Statistics
AP Comp Sci
AP Physics C:E&M
AP Physics I

LAHS



Access by Ethnicity

Student Group Ethnicity	White		Asian	
School	MVHS	LAHS	MVHS	LAHS
School Population	41%	38%	29%	32%
Courses w OVER- REPRESENTATION	AP Env Sci AP USH AP European Hist AP Macro Econ AP Gov/Pol AP French	AP Calc AB AP Physics I AP Env Sci AP USH AP Psych AP Human Geog AP French	AP Calc AB AP Calc BC AP Statistics AP Comp Sci AP Physics C AP Physics I AP Bio AP Chem AP Engl Lang AP Eng Lit AP World Hist AP USH AP Chinese AP Japanese AP French	AP Calc AB AP Calc BC AP Statistics AP Comp Sci AP Physics C AP Physics I AP Bio AP Chem AP Engl Lang AP Eng Lit AP Euro Hist AP USH AP Psych AP Micro Econ AP Gov/Pol AP Chinese AP French

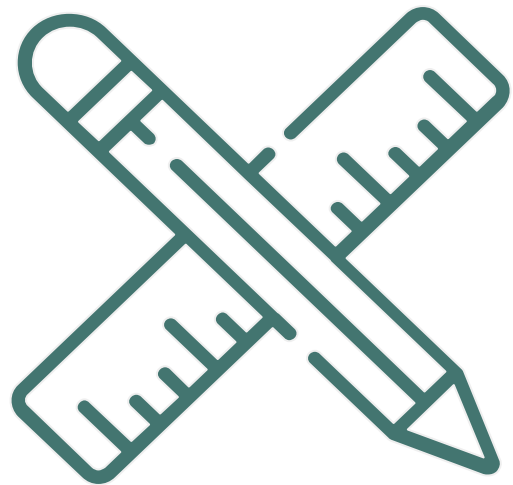


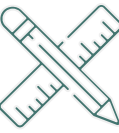
Access by Ethnicity

Student Group Ethnicity	Latino	
School	MVHS	LAHS
School Population	23%	27%
Representation in AP Courses	0-14%	0-17%
Courses w Latino %age Over Representation	AP Spanish Lang - 42% AP Spanish Lang - 30%	AP Engl - 19% AP Human Geo - 21% AP Spanish Lang - 39% AP Spanish Lit - 92%
Courses w Latino %age that Exceeds 10%	AP Physics - 11% AP Env Sci - 12% AP Engl Lang - 14% AP Engl Lit - 14% AP Psych = 14% AP Macro Econ - 14% AP Gov/Pol - 14%	AP Micro Econ - 13% AP Gov/Pol - 12% AP Engl Lang - 12%

7

SAT





SAT Performance

- Both schools far exceed State averages
- Combined ERW and Math scores have **declined** by 5 Points at MVHS and **increased** by 16 Points at LAHS
- Benchmark scores indicate likelihood of success in college:

Districtwide, **82%** of ALL students are meeting SAT Benchmarks

- 92% Asian
 - 91% White
 - 50% Latino
-
- MVHS shows a small drop in math Benchmark scores, while LAHS shows a gain
 - Latino students show a gap of 21 pts compared to White students in ERW and a gap of 33 points in Math at MVHS in Benchmark scores
 - At LAHS the gap between Latino and White students is 29 pts in ERW and 43 pts in math
 - Math IIC continues to be the most popular exam that students take for three years running, at both schools. In 2020 130 students took this test at MVHS, 183 at LAHS

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Indicators: Algebra II Completion





Algebra II Completion Rate w/C or Better

The One Indicator where the District has made the Greatest PROGRESS!

Target 95%	Class of 2014	Class of 2020													
	ALL	ALL	White	Asian	Latino	Resc	AVID	SED	RFEP	EL	LTEL	Latino Reg Ed	Latino EL	Latino RFEP	Latino SED
MVHS	75%	85%	95%	95%	63%	79%	100%	58%	85%	18%	20%	95%	14%	n/a	47%
LAHS	76%	91%	96%	96%	77%	40%	98%	79%	84%	57%	50%	89%	0%	n/a	77%

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?

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Indicators: a-g Completion





a-g Completion Rate

Target 85%	Class of 2014	Class of 2020												
	ALL	ALL	White	Asian	Latino	Resc	AVID	SED	RFEP	EL	LTEL	Latino Reg Ed	Latino EL	Latino SED
MVHS	75%	76%	85%	89%	45%	39%	72%	40%	59%	6%	0%	85%	0%	22%
LAHS	76%	78%	84%	89%	54%	30%	80%	57%	68%	29%	33%	67%	0%	53%

Key Questions:

- What are the practices that led to these outcomes?
- What can we learn from one another?
- With a curriculum of 95% of our classes being a-g approved, these metrics are counterintuitive



What do we know about a-g?

For two schools where 95% + of all courses are a-g approved, the results are **COUNTERINTUITIVE!!!**

High failure rates in Math, Science, & some World Language

Students from outside the US - difficult to get verification of rigor of courses

Students getting stuck in the handful of non-a-g approved courses

Students transferring to MVLA late in their high school career from schools that do not have a-g approved courses

Students not completing required number of courses



Questions?