

Mill Valley School District LCAP Parent Advisory Committee

November 20, 2019



It's great to see you again!



Today's Agenda

What we have planned

- Reminder of committee's role & working agreements
- Take a look at student achievement data
- Reflect on and discuss information
- Give feedback on Goal 1 Actions 1-5
- Gallery walk & take-aways
- Wrap up & closing



Our Committee's Work



Purpose of Committee

- Provide advice for updating LCAP goals and actions
- Offer feedback for improving practices at our schools
- Bring diverse ideas and points of view for addressing needs of our students and families

Your Role

- Bring your perspective, knowledge, and experiences as a parent in MVSD to our discussions and work

Our Working Agreements & Meeting Roles

Working Agreements

- Time
- Listening
- Speaking
- Confidentiality
- Participation & Expectations of each other

Meeting Roles

- Facilitators
- Time Keeper
- Norms Observer (All)



Roadmap to Success in MVSD

Two LCAP Goals

- Balanced Learners
- Supported Staff

Four Strategic Plan Objectives

- Balanced Learners
- Supported Staff
- Communications
- Sound Finance & Infrastructure



Strategic Plan
Initiatives for the Future

*Action Plans for the
2019-20 School Year*



Keeping Our Focus on Students

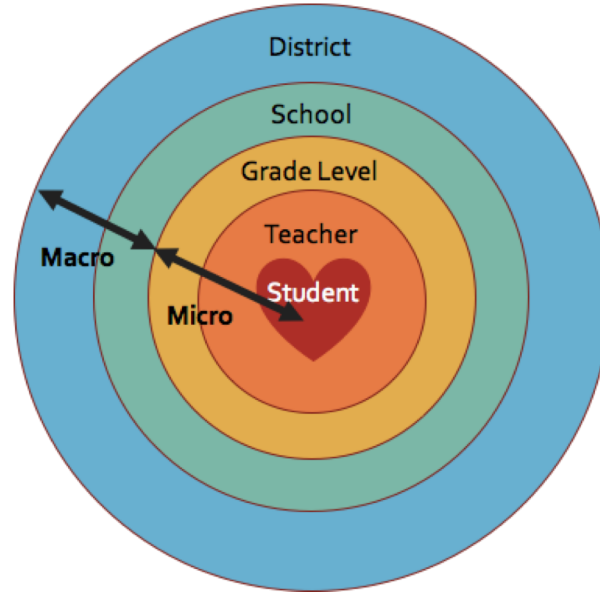


MILL VALLEY LEARNERS STRIVE TO BE

BALANCED
CRITICAL THINKERS
COLLABORATIVE
COMMUNICATORS
COURAGEOUS
EMPATHETIC
INQUIRERS
KNOWLEDGEABLE
OPEN-MINDED
PERSEVERANT
PRINCIPLED
REFLECTIVE



Taking a Look at Student Data



CAASPP Results – Spring 2019

CAASPP Components

- Smarter Balanced Assessment
- CA Science Assessment
- California Alternative Assessment



Smarter Balanced Assessment

- 3rd-8th grade
- English Language Arts & Math

Four Achievement Levels

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Data from Districts Across Marin

Smarter Balanced Assessment Results

	Mill Valley 1,952	Miller Creek 1,322	Kentfield 820	Larkspur Corte Madera 1,005	Novato 3,677	Reed 989	Ross 281	Ross Valley 1,395	San Rafael City Elem 2,879	Marin County 2,879	CA 3,165,580
ELA	84%	76%	75%	79%	55%	84%	85%	78%	44%	65%	51%
Math	80%	67%	72%	74%	49%	79%	81%	69%	38%	58%	40%

- Includes the number of students tested in Spring 2019
- Results indicate % of students who met or exceeded standards

District-Wide Results – Spring 2019



	ELA		Math	
Standard Exceeded	48%	84%	50%	80%
Standard Met	36%		30%	
Standard Nearly Met	11%	16%	14%	20%
Standard Not Met	5%		6%	

District-Wide Results



Growth Over Time			
	2017	2018	2019
ELA	81%	85%	84%
Math	76%	79%	80%

(% of students who met or exceeded standards)

What the Data Tells Us

English Language Arts

- 84% of students met or exceeded ELA standards district-wide
- At least 80% of students met or exceeded standards across all schools
- 2% average growth over past 2 years across elementary schools
- 3% growth over past 2 years at MS

Math

- 80% of students met or exceeded math standards district-wide
- At least 77% of students met or exceeded math standards across all schools
- 3% average growth over past 2 years across elementary schools
- 4% growth over past 2 years at MS

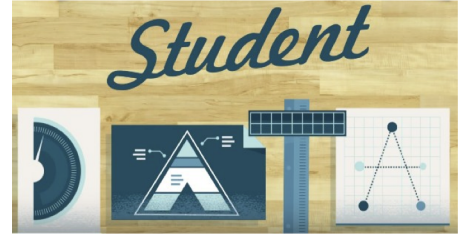


Cohort-Growth Data (2018-2019)

Grade Level	ELA		Math	
	2018	2019	2018	2019
3 rd to 4 th grade	81%	86%	83%	83%
4 th to 5 th grade	83%	83%	82%	80%
5 th to 6 th grade	90%	84%	82%	74%
6 th to 7 th grade	86%	82%	70%	78%
7 th to 8 th grade	89%	86%	80%	80%



Grade Level Data (2018-2019)



Grade Level	ELA		Math	
	2018	2019	2018	2019
3 rd grade	81%	81%	83%	84%
4 th grade	83%	86%	82%	83%
5 th grade	90%	83%	82%	80%
6 th grade	86%	84%	70%	74%
7 th grade	89%	82%	80%	78%
8 th grade	80%	86%	77%	80%

Results by Student Groups

	# Students (3 rd -8 th)	ELA		Math	
Student Groups	2019	2018	2019	2018	2019
White students	1,487	87%	86%	82%	81%
Students with Two or More Races	200	89%	87%	83%	85%
Hispanic/Latino students	161	74%	69%	65%	65%
Asian students	82	76%	66%	70%	71%
African American students	11	53%	82%	47%	45%

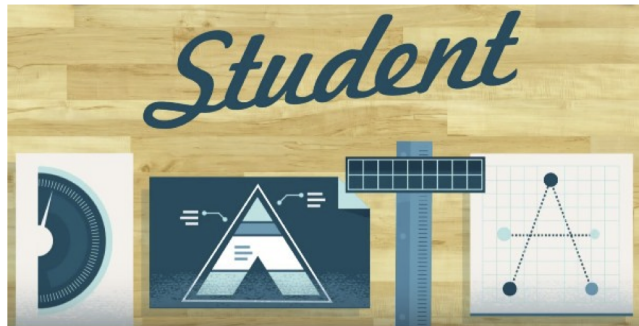
Results by Student Groups

	# Students (3 rd -8 th)	ELA		Math	
Student Group	2019	2018	2019	2018	2019
All students	1,952	85%	84%	79%	80%
Students with Disabilities	242	58%	61%	53%	59%
Economically Disadvantaged	123	63%	57%	52%	54%
English Learners	26	9%	31%	32%	41%
Reclassified ELs	87	75%	62%	68%	64%

Reflecting on the Data

Take a look at data documents

Engage in a conversation with your table group about the CAASPP results from last spring



All Students

Year	ELA	Math	Students
2019	84%	80%	1,952
2018	85%	79%	2,065
2017	81%	76%	2,105

Language Proficiency
English Only

Year	ELA	Math	Students
2019	86%	81%	1,769
2018	86%	81%	1,879
2017	82%	79%	1,905

English Learners

Year	ELA	Math	Students
2019	31%	41%	26
2018	9%	32%	32
2017	51%	45%	33

Reclassified Fluent English Proficient

Year	ELA	Math	Students
2019	62%	64%	87
2018	75%	68%	87
2017	60%	63%	89

Ethnicity
White

Year	ELA	Math	Students
2019	86%	81%	1,487
2018	87%	82%	1,569
2017	82%	77%	1,629

Asian

Year	ELA	Math	Students
2019	66%	71%	82
2018	76%	70%	93
2017	75%	72%	93

Hispanic/Latino

Year	ELA	Math	Students
2019	69%	65%	161
2018	74%	65%	172
2017	70%	64%	153

African American

Year	ELA	Math	Students
2019	82%	45%	11
2018	53%	47%	15
2017	44%	40%	15

Two or More Races

Year	ELA	Math	Students
2019	87%	85%	200
2018	89%	83%	204

Socio-Economic Status
Not-Economically Disadvantaged

Year	ELA	Math	Students
2019	85%	81%	1,830
2018	86%	81%	1,934
2017	82%	77%	2,001

Economically Disadvantaged

Year	ELA	Math	Students
2019	57%	54%	123
2018	63%	52%	131
2017	57%	46%	92

Ethnicity for Economically Disadvantaged
White

Year	ELA	Math	Students
2019	77%	77%	56%
2018	75%	63%	57
2017	56%	48%	31

Asian

Year	ELA	Math	Students
2019	44%	44%	19
2018	67%	68%	22
2017	72%	63%	18

Hispanic/Latino

Year	ELA	Math	Students
2019	38%	31%	32
2018	50%	29%	35
2017	44%	35%	26

African American

Year	ELA	Math	Students
2019	*	*	<11
2018	*	*	<11
2017	*	*	<11

Two or More Races

Year	ELA	Math	Students
2019	36%	63%	11
2018	*	*	<11
2017	*	*	<11

Disability Status
No Reported Disability

Year	ELA	Math	Students
2019	87%	83%	1,711
2018	88%	82%	1,850
2017	85%	80%	1,880

With Disability

Year	ELA	Math	Students
2019	61%	59%	242
2018	58%	53%	215
2017	48%	45%	212

Gender
Girls

Year	ELA	Math	Students
2019	88%	79%	914
2018	89%	78%	989
2017	85%	74%	998

Boys

Year	ELA	Math	Students
2019	80%	80%	1,039
2018	89%	81%	1,076
2017	77%	78%	1,096

Parent Education Level
High School Grad

Year	ELA	Math	Students
2019	19%	32%	21
2018	29%	35%	17
2017	25%	25%	16

Some College

Year	ELA	Math	Students
2019	56%	47%	62
2018	57%	58%	56
2017	48%	47%	53

College Grad

Year	ELA	Math	Students
2019	82%	76%	662
2018	84%	77%	712
2017	78%	70%	705

Graduate School/Post Grad

Year	ELA	Math	Students
2019	88%	85%	1,201
2018	88%	84%	1,268
2017	85%	81%	1,305

*10 or fewer students tested

Reflecting on the Data



Jot down notes on the recording sheet

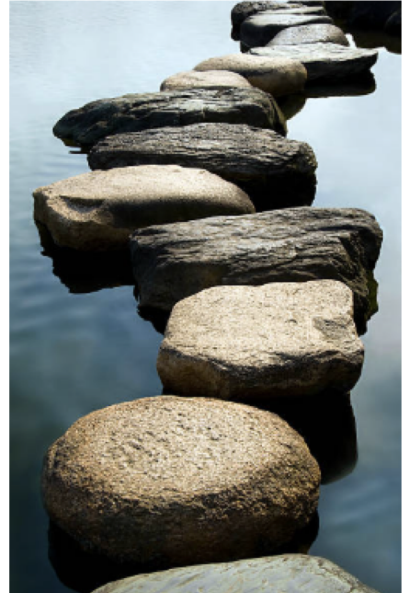
- What are your overall impressions?
- What surprises you?
- What are the areas of strength? Challenge?
- What questions do you have?
- What are some possible next steps?

Have a discussion with a partner about the data

Brief group share → Overall impressions of results

Next Steps

- Examine our core and intervention practices
- Analyze and monitor data for students
- Build on areas of success
- Determine and act upon areas of weakness
- Explore opportunities of curricular alignment
- Increase instructional capacity through professional development, collaboration, and data driven reflection on practices
- Examine our culturally responsive practices



LCAP Goal 1

- 2018-2019 LCAP - 8 actions
- June 4 - MCOE direction to add 2 actions focused on students of greatest need
 - Action 2 - Targeted Mental Health
 - Action 5 – Targeted Academic Intervention
- Other actions shifted in order in LCAP; content remained untouched
- 2019-2020 LCAP - 10 actions
- Communications:
 - June 7 LCAP PAC Meeting
 - June 12 LCAP Public Hearing
 - June 20 LCAP Board Approval

<p>Goal 1 – Balanced Learners All students will learn in an environment that fosters social emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.</p>
<p>Action 1 – Social-Emotional Wellness Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character.</p> <ul style="list-style-type: none"> • Social-emotional learning • Attributes of the Mill Valley School District Learner Profile • Counseling support • Restorative practices
<p>Action 2 – Targeted Mental Health Support Additional mental health staffing at the middle school will be available to provide support to unduplicated students (i.e. English Learners, foster youth, and socio-economically disadvantaged students), as needed.</p>
<p>Action 3 – Academic Achievement All students will reach high levels of achievement in all content areas.</p> <ul style="list-style-type: none"> • High-quality instruction in all content areas • Teachers use of effective teaching practices and standards-based materials • Differentiated learning to address academic needs all students, including high achievers/accelerated learners • Common assessments for reading, writing, and math
<p>Action 4 – Differentiation To increase proficiency for all students, ensure all students make progress toward standards, and close the achievement gap between student groups, we will differentiate instruction to reach all learners.</p> <ul style="list-style-type: none"> • Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students • After-school homework program at the middle school and targeted elementary sites
<p>Action 5 – Targeted Academic Intervention Academic intervention programs will be provided for unduplicated student groups (i.e. English Learners, foster youth, and socio-economically disadvantaged students) at all schools who would benefit from additional academic support.</p> <ul style="list-style-type: none"> • RAMP at elementary sites • Math and reading intervention classes at the middle school
<p>Action 6 – Technology Technology is used to enhance instruction through thoughtful and appropriate integration across classrooms.</p> <ul style="list-style-type: none"> • Students offered innovative blended learning experiences • Teachers provided professional development in technology to enhance instruction • Student development of 21st century technology skills (i.e. creativity, collaboration, communication and critical thinking)
<p>Action 7 – Global Studies Students will participate in learning that fosters global mindedness and turning knowledge into action.</p> <ul style="list-style-type: none"> • Trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects • World language classes at middle school, and Spanish pilot program at kindergarten at first grade • Inquiry-based and project-based learning
<p>Action 8 – Parent & Family Engagement We will maintain high levels of parent/family engagement in our school communities, where all parents are welcomed and have opportunities to be engaged in their child's education.</p> <ul style="list-style-type: none"> • Regular, two-way communication • Engage parents/families representative of all student groups in school activities • Form District Equity Committee to engage a broader spectrum of parents and support our equity work
<p>Action 9 – English Language Development We will continue to build our English Language Development (ELD) program, which provides Integrated ELD instruction, augmented by Designated ELD services, to our English Learners.</p> <ul style="list-style-type: none"> • High-quality ELD curricular materials and professional development

Giving Feedback on Goal 1 Actions 1-5

Visit all five charts, each highlighting a different action

- Review the components of the action
- Have a reflective conversation about how we're doing in this area
- Write on the chart or on sticky notes:
 - What's going well *from your perspective*?
 - How could we improve *based on your experience*?
- For next four charts you visit, read other's comments and add your own thoughts

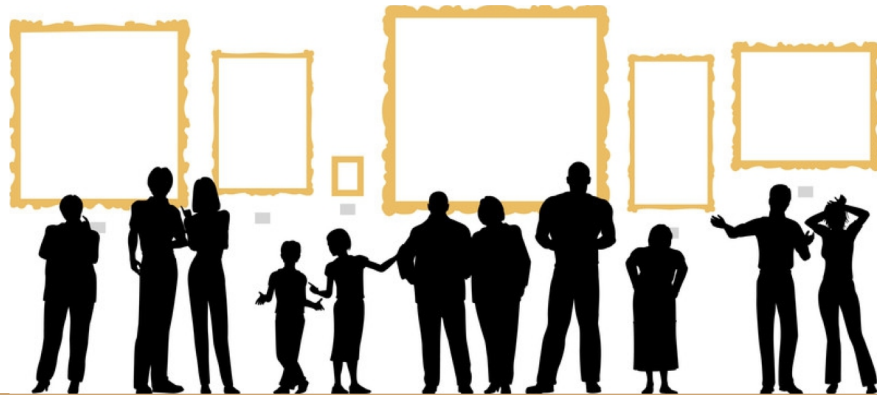
→ **Plan for a 5-minute reflection at each chart**



Gallery Walk & Take-Aways

Revisit the first four charts

- As you review each chart, write a check next to the ideas that resonate for you
- Note themes and key take-aways that arose on each chart



Wrap Up & Closing

Quick share of themes & key take-aways

Action 1 – Social-Emotional Wellness

Action 2 – Targeted Mental Health Support

Action 3 – Academic Achievement

Action 4 – Differentiation

Action 5 – Targeted Academic Intervention

Thanks for your contribution of ideas



Preparing for Next Meeting

Reflect on how we're doing

Goal 1 Actions 5-9

- Technology
- Global Studies
- Parent & Family Engagement
- English Language Development

Goal 2 - Action 1

- Extensive Support for Staff



Future Meetings & Important Dates

LCAP PAC Meetings

- January 15 (9-10:30 am)
- March 4 (1-2:30 pm)
- May 20 (9-10:30 am)

Board Meetings

- LCAP Study Session - May 27
- LCAP Public Hearing - June 10
- LCAP Approval - June 17



Thanks for your participation on our
LCAP Parent Advisory Committee!

