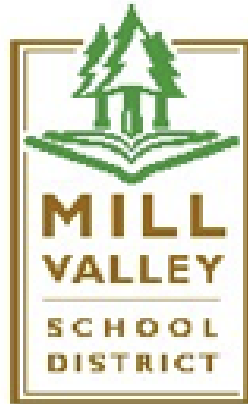


# MVSD LCAP Parent Advisory Committee

**Initial Meeting  
November 14, 2018**



# Welcome & Introductions



# Our Committee's Work

## Purpose of Committee



## Your Role



# Our Committee's Work

## Education Code 52063

(a) (1) The governing board of a school district shall **establish** a parent advisory committee to **provide advice** to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.



# Our Committee's Work



## Your Role...

To **consult, review and comment** on the district's Local Control Accountability Plan development -- from your perspective

# Our Working Agreements & Meeting Roles

## Working Agreements

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

## Meeting Roles

- Facilitators
- Note Taker
- Time Keeper
- Norms Observer (All)



# Purpose of Strategic Plan & LCAP

## MVSD Strategic Plan

Determines our vision for the future as well as identify our goals and objectives for the district



Strategic Plan  
Initiatives for the future

Action Plans for the  
2018-19 School Year



## LCAP

Tool for our district to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes

LCAP  
2018-2019

# Commonalities of Plans

- Focused on teaching and learning
- Support key academic initiatives
- Two goals in common
  - Balanced Learners
  - Supported Staff
- Both plans strive to further our district's mission
  - Provide students with excellent education enabling students to achieve academic success and reach their full potential






# 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



MILL VALLEY  
SCHOOL DISTRICT

# Plans Guided by Three Core Principles

## Locally Driven

- Aligns with our locally developed annual spending plan

## Transparent

- High levels of stakeholder involvement

## Student Focused

- Improves student outcomes
- Helps close achievement gap
- Increases service to neediest students



# Plans Determined by Key Priorities



## Strategic Plan Vision

Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in the world.

## LCAP - Eight State Priorities

- 1) Basic Services
- 2) Implementation of Standards
- 3) Parental Involvement
- 4) Pupil Academic Achievement
- 5) Pupil Engagement
- 6) School Climate
- 7) Course Access
- 8) Other Pupil Outcomes

# LCAP Background Information

- Local Control Funding Formula (LCFF) established in 2014
- Mandatory for districts to develop an LCAP annually
- Offers districts local oversight of budgeting and decision-making
- Serves as an accountability measure
- Requirement to use State template
- Submitted to MCOE for approval



# Where does the development of the LCAP fit in?



# Stakeholder Engagement Goals

- Engage community in ongoing and thorough process
- Gather different viewpoints and a broad spectrum of ideas
- Hear different ideas to enhance practices at our schools
- Strategic Plan - 24 focus group input sessions in 2018-2019
- LCAP - Requires engaging specific groups



# LCAP Staff Engagement Opportunities

## Staff Member Meetings & Input

- District Administrative Team
- Teachers (MVTA)
- Classified Staff (CSEA)
- Students (MVMS Group)
- Staff Survey



# LCAP Parent Engagement Opportunities

## Parent Meetings & Input

- MVSD Board meetings
- District English Language Advisory Committee
- PTA Council (monthly) & school site PTA (fall)
- LCAP Parent Advisory Committee
- Parent Survey
- Feedback button on district website
- LCAP Parent Forum





2018-2019

# Strategic Plan Objectives & LCAP Goals



# Strategic Plan Objective & LCAP 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.



- 1) Social-Emotional Wellness
- 2) Academic Achievement
- 3) Differentiation
- 4) Technology
- 5) Global Studies
- 6) Parent & Family Engagement
- 7) English Language Development

# Strategic Plan Objective & LCAP Goal 2

**Supported Staff** - Attract, develop, and retain excellent staff in a quality work environment

## 1) Extensive Support for Staff



# Strategic Plan Objectives 3 & 4

## Communications

Maintain positive student, staff, parent/guardian, and broader community support for our district and schools

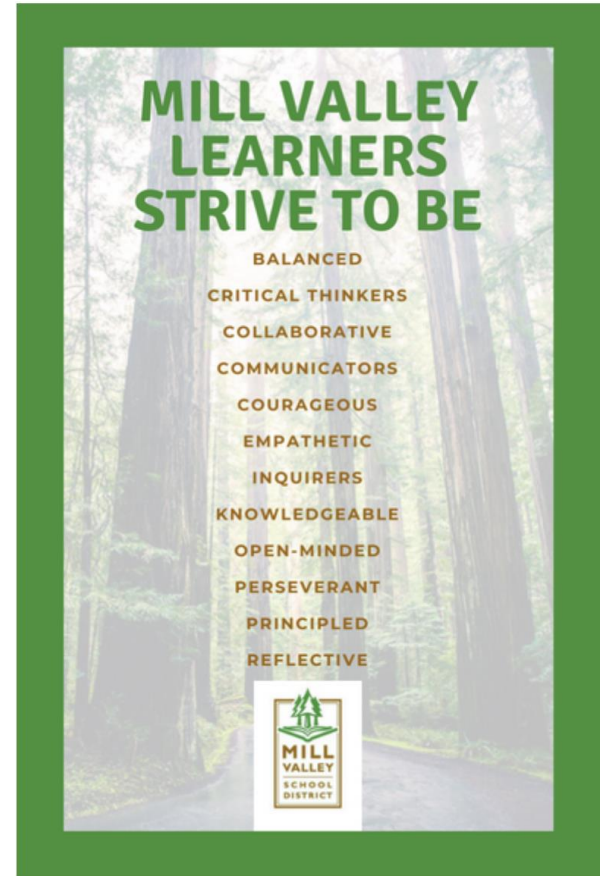
## Sound Finance & Infrastructure

Procure sustainable sources of operating and capital funding to achieve and support the district's strategic goals



# Roadmap to Success

## Four Strategic Plan Objectives & Two LCAP Goals



# Take a Closer Look at LCAP Actions

## 2018-2019 LCAP Actions

### 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.

#### Actions

##### 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.

**Action 1.1)** We will integrate social-emotional learning, such as Kimochi, Zones of Regulation, and mindfulness, into classrooms, as evidenced by implementation of programs across grade levels.

**Action 1.2)** We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels. Learner Profile grade level expectations will be developed.

**Action 1.3)** Appropriate levels of counseling support for students across the district will be determined and provided, as measured by counselor-student contacts and number of behavioral incidents across all student groups.

**Action 1.4)** The middle school will continue to use restorative practices to address student disciplinary issues, as measured by suspension rates across student groups.

##### Action 2 – Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

# Let's Look at Student Performance Data

Student Wellness

Academic Performance



# CA Healthy Kids Survey

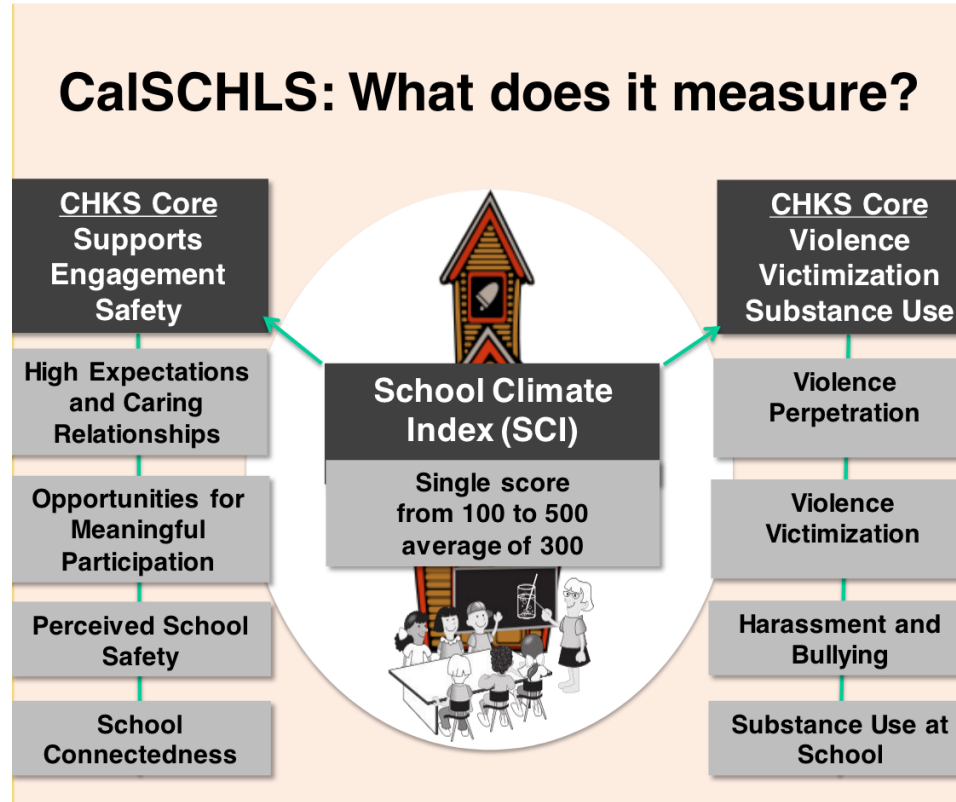
## Middle Valley Middle School - 2018 Results

- Overview & History
- How to Interpret Data
- General Results
- Supportive Systems
- Next Steps





# Overview and History

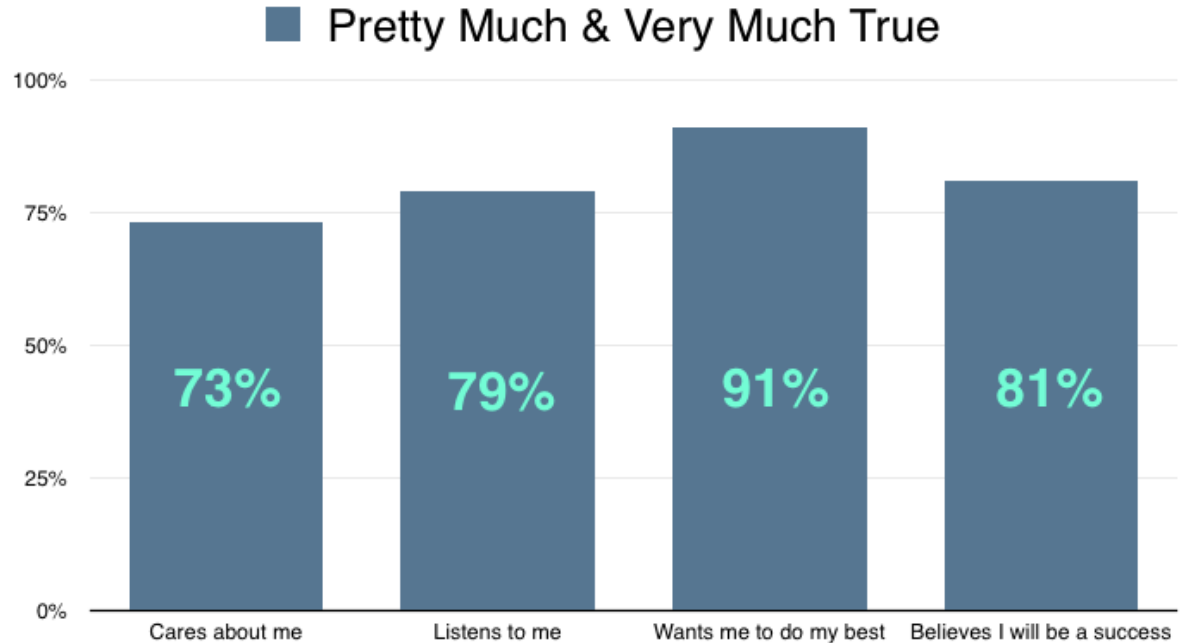


# Interpreting the Data

- Data focuses systems rather than individuals
- School climate has improved across the state (CHKS range from 100-500, MVMS 312)
- Survey is “norm-referenced” - Our scores are compared to other similar schools
- Out of 325 7th graders, 295 took the survey (91%)
- School Connectedness, Alcohol and Drug Use, School Safety, Suicide
- Students performing as expected - SCI 299

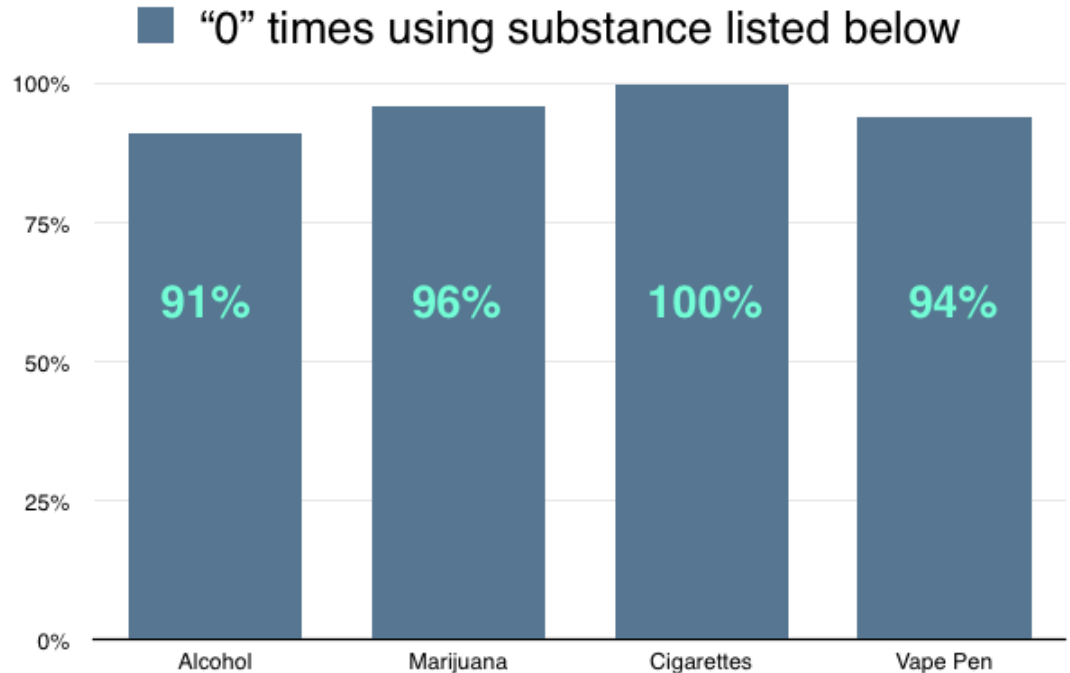
# School Connectedness

**At school, there is a teacher or some other adult who cares about me, listens to me, wants me to do my best, and believes I will be a success.**



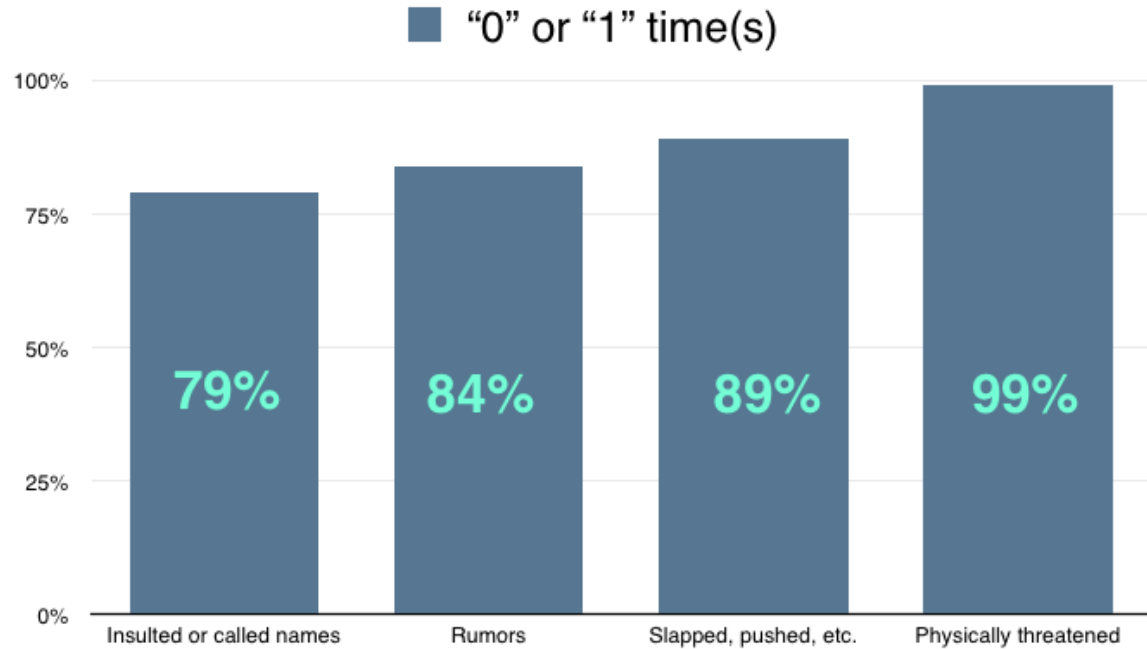
# Alcohol and Other Drug Use

During your lifetime, how many times have used (or tried) alcohol, marijuana, cigarettes, or a vape pen (juuling)?



# School Safety

During the past year, how many times have you been called names, had rumors spread, been hit/slapped/kicked, or had rumors/lies spread about you?



# Questions Into Actions

## Questions

- How do we build relationships to increase staff engagement?
- How do we increase student engagement and connectivity?

## Actions

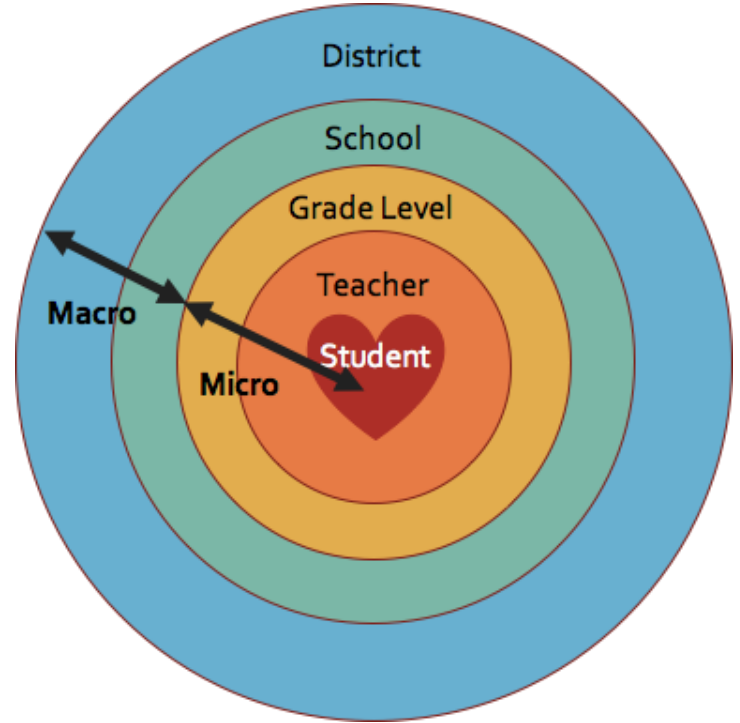
- Reviewed with staff, discussed data and next steps
- Restorative Practices & Social/Emotional Learning
- Community building activities  
Clubs, Athletics, Music, Homework Club, WEB, Panther Time, All School Read
- Freedom Chemical Dependency (FCD)
- MV Aware (Healthy Living Coalition)
- Parent Education

# Next Steps

- Results available to public on December 1st ([calschls.org](https://calschls.org))
- Data workshops available for parents and Board members
- Survey current 7th graders, parents, and staff
- Evaluate systems of support; provide interventions as needed



# CAASPP Components



Smarter Balanced Assessments

CA Science Assessments (CAST)

California Alternative Assessment (CAA)



# Results from Districts Across Marin

	<b>Mill Valley</b> 2,065	<b>Dixie</b> 1,331	<b>Kentfield</b> 832	<b>Larkspur Corte Madera</b> 1,020	<b>Novato</b> 3,867	<b>Reed</b> 1,051	<b>Ross</b> 265	<b>Ross Valley</b> 1,430	<b>Sausalito Marin City</b> 71	<b>San Rafael City Elem</b> 2,962	<b>CA</b> 3,187,375
<b>ELA</b>	85%	76%	77%	78%	55%	81%	81%	78%	20%	43%	50%
<b>Math</b>	79%	68%	72%	73%	46%	79%	81%	70%	27%	37%	39%

# What the Data Tells Us

## English Language Arts

- 85% of students met/exceeded ELA standards district-wide
- 80% of students met/exceeded standards across all schools



## Math

- 79% of students met/exceeded math standards district-wide
- At least 80% of students met math standards across all elementary schools
- 76% of students met/exceeded math standards at Middle School
  - 3% growth from 2017

# 2018 District-Wide Results

	ELA		Math	
Standard Exceeded	49%	85%	49%	79%
Standard Met	36%		30%	
Standard Nearly Met	10%	15%	15%	21%
Standard Not Met	5%		6%	

## Growth from 2017 to 2018

- ELA - 81% to 85%
- Math - 76% to 79%

# Cohort-Growth Data (2017-2018) - ELA

	<b>Grade Levels</b>	<b>2017</b>	<b>2018</b>	<b>Growth</b>
<b>ELA</b>	<b>3rd to 4th</b>	77%	83%	+6%
	<b>4th to 5th</b>	82%	90%	+8%
	<b>5th to 6th</b>	85%	86%	+1%
	<b>6th to 7th</b>	85%	89%	+4%
	<b>7th to 8th</b>	81%	80%	-1%

# Cohort-Growth Data (2017-2018) - Math

	<b>Grade Levels</b>	<b>2017</b>	<b>2018</b>	<b>Growth</b>
<b>Math</b>	<b>3rd to 4th</b>	80%	82%	+2%
	<b>4th to 5th</b>	81%	82%	+1%
	<b>5th to 6th</b>	75%	70%	-5%
	<b>6th to 7th</b>	81%	80%	-1%
	<b>7th to 8th</b>	69%	77%	+8%

# Results by Student Groups - Ethnicity

Student Groups	# Students	ELA		Math	
	2018	2017	2018	2017	2018
White students	1,569	82%	87%	77%	82%
Students with Two or More Races	204	86%	89%	81%	83%
Hispanic/Latino students	172	70%	74%	64%	65%
Asian students	93	75%	76%	72%	70%
African American students	15	44%	53%	40%	47%

# Results by Student Groups

	# Students	ELA		Math	
Student Group	2018	2017	2018	2017	2018
All students	2,065	81%	85%	76%	79%
Students with Disabilities	215	48%	58%	45%	53%
Economically Disadvantaged students	131	57%	63%	46%	52%
English Learners	32	51%	31%	45%	32%

# Next Steps

- Examine our core and intervention practices
- Analyze and monitor data for students
- Increase instructional capacity through professional development, collaboration, and instructional discourse
- Examine our culturally responsive practices
- Explore opportunities of alignment





# Preparing for Next Meeting

## Gather Your Thoughts

- Goal 1 Actions 1-3
- What's going well?
- How could we improve?

### Goal 1: Balanced Learners

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#### Actions

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**Action 1.4)** The middle school will continue to use restorative practices to address student disciplinary issues, as measured by suspension rates across student groups.

##### Action 2 – Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

**Action 2.1)** All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures.

**Action 2.2)** Teachers will continue to employ effective teaching practices and use standards-based materials, as determined by multiple measures, including progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures. Our target for CAASPP testing is for 80% of students to meet or exceed standards in English Language Arts and Mathematics.

**Action 2.3)** We will develop and use standards-aligned, common, formative assessments for reading and math. We will utilize a district-wide system for assessment data collection, along with common protocols for administering the assessments and interpreting the results.

##### Action 3 – Differentiation

In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction to reach all learners.

**Action 3.1)** Students will be provided with differentiated learning in which teachers use targeted instructional strategies and curricular materials to address students' individual academic needs, supporting both gifted learners and/or struggling learners, as evidenced by growth across all student groups, including a minimum of 10% annual increase on CAASPP language arts and math scores in these student groups: African American students, Latino students, English Learners, low-income students

**Action 3.3)** Reading And Math Program (RAMP) will be provided at all schools to students needing additional academic support. Students participating in RAMP will receive high-quality intervention from instructors who are provided with professional development opportunities and use research-based intervention materials in their programs, as measured by student growth towards benchmark assessments and grade level expectations.

**Action 3.4)** We will continue to offer an after-school homework program at the middle school to support students needing help with work, as measured by student attendance.

# Future Meetings & Important Dates

## LCAP PAC Meetings

- Friday, January 11
- Thursday, March 7
- Friday, April 5

Times TBD by group input

## Board Meetings

- LCAP Study Session - May 30
- LCAP Public Hearing - June 12
- LCAP Approval - June 20
- LCAP Parent Forum - Date TBD

Thanks for your contribution as a  
LCAP PAC Committee member!

