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Press Release

Local Control and Accountability LCAP Update

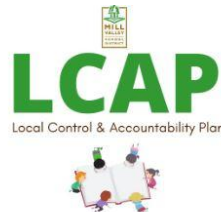
Yesterday, district administrators presented to the Mill Valley School District (MVSD) Board of Trustees an update on:

- Initiatives within the district that are being funded by the Educator Effectiveness Fund (EEF). The EEF provides school districts funding for professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils.
- Testing data from the state assessment. The California Assessment of Student Performance and Progress (CAASPP) is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career.
- Action steps being taken in MVSD to increase and improve student achievement. The Local Control and Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Work in the school district is driven by the District's Local Control and Accountability Plan (LCAP) goals:

GOAL 1 - Balanced Learners:

- Action 1 – High Levels of learning for all
- Action 2 – Social Emotional Wellness
- Action 3 – Targeted Academic Support



GOAL 2 - Supported Staff

- Action 1 – Anti-Racism, Equity and Inclusion
- Action 2 – Using data metrics to inform needs and set goals for substantial student outcomes

GOAL 3 - Communications & Parent/Family Engagement

- Action 3 – Formation of Diversity, Equity, and Inclusion groups and provide training

The goals being addressed with EEF funds are aligned to the LCAP and span a four year period, with 2022-23 being year two. The District's commitment to consistency and follow through is providing students and staff with a growing and deeper understanding of the areas addressed with each passing year.

Diversity, Equity and Inclusion

This year MVSD staff and stakeholders will be working with Critical Friends who will help to build upon the DEI education received from Courageous Conversations and Facing History Facing Ourselves over the past few years. Critical Friends will meet with groups of staff, PTA, the District wide DEI committee,

teacher librarians, and site administrators, to provide guidance and help in embing coordinated equity decision making in all areas when working toward MVSD’s LCAP goals.

Social Emotional Learning

SEL is another goal high on the District’s list of priorities and addresses the need for improved and increased social and emotional support, and wellness. The EEF allows for a variety of approaches, including the use of outside consultants and conference attendance by staff. The District has contracted with Doc Martha who is providing staff with trauma informed schools training, and with SWELL who are providing guidance on the implementation of a new, highly anticipated Wellness Center.

Math Committee

The math committee continues to forge forward with careful program implementation, and a strong professional development plan. Math consultant,, Leo Kostelnik, is training staff in a new assessment, Listening to Learn, and is working with the elementary math team in an effort to bring excitement, joy and confidence into the math classroom while raising achievement. Additionally, MVSD is partnering with Glean to learn how best to use assessments to improve student learning.

CAASPP

Our data highlights the areas of great achievement, and allows us to address the learning needs of our students and ensure continued growth.

MVSD CAASPP by Grade Level - ELA*

ELA 2022	3rd Grade					4th Grade					5th Grade					6th	7th	8th
	EM	OM	PK	SP	TV	EM	OM	PK	SP	TV	EM	OM	PK	SP	TV			
Total Met/Exceeded	80%					80%					77%					74%	77%	76%
	74%	87%	82%	80%	81%	73%	88%	89%	77%	78%	66%	92%	79%	74%	78%			
Standard Exceeded	50%					51%					44%					27%	34%	35%
Standard Met	30%					29%					33%					47%	43%	41%
Standard Nearly Met	12%					11%					15%					17%	17%	16%
Standard Not Met	6%					7%					6%					8%	4%	6%

*ELA = English/Language Arts

MVSD CAASPP by Grade Level - Math

Math 2022	3rd Grade					4th Grade					5th Grade					6th	7th	8th
	EM	OM	PK	SP	TV	EM	OM	PK	SP	TV	EM	OM	PK	SP	TV			
Total Met/Exceeded	84%					79%					72%					60%	73%	66%
	77%	92%	83%	80%	88%	74%	88%	80%	75%	79%	65%	73%	84%	61%	79%			
Standard Exceeded	47%					44%					46%					32%	49%	43%
Standard Met	37%					35%					26%					28%	24%	23%
Standard Nearly Met	11%					16%					19%					25%	18%	22%
Standard Not Met	3%					4%					7%					13%	7%	10%

MVSD CAASPP by Grade Level - Science

Science 2022	5th Grade					8th
	EM	OM	PK	SP	TV	
Total Met/Exceeded	68%					62%
	63%	78%	68%	51%	74%	
Standard Exceeded	27%					28%
Standard Met	41%					34%
Standard Nearly Met	30%					34%
Standard Not Met	1%					3%

Subgroup Data - Race/Ethnicity

ELA 1615 Total Students Tested	Subgroup	Percent of Total Students Tested	Percent of Subgroup Not Met & Nearly Met	Percent of Subgroup Met & Exceeded
	White	74.7%	20%	80%
	Two or More Races	10.7%	22.5%	77.5%
	Hispanic /Latino	8.9%	32.9%	67.1%
	Asian	4.5%	20.8%	79.2%
	Combined AI/AN, BI/AA, NH/PI, F	1.1%	38.9%	61.1%

Math 1594 Total Students Tested	Subgroup	Percent of Total Students Tested	Percent of Subgroup Not Met & Nearly Met	Percent of Subgroup Met & Exceeded
	White	74.8%	24.3%	75.7%
	Two or More Races	10.7%	29.2%	70.8%
	Hispanic /Latino	9%	43.7%	56.3%
	Asian	4.3%	24.6%	75.4%
	Combined AI/AN, BI/AA, NH/PI, F	1.1%	41.2%	58.8%

The "Combined" Subgroup includes data for American Indian or Alaska Native, Black or African American, Native Hawaiian or Pacific Islander, and Filipino subgroup data, in order to preserve student confidentiality in subgroups representing fewer than ten students.

Subgroup Data - English Language Acquisition Status

ELA 1615 Total Students Tested	Subgroup	Percent of Total Students Tested	Percent of Subgroup Not Met & Nearly Met	Percent of Subgroup Met & Exceeded
	English Only	88.9%	20.3%	79.7%
	Reclassified Fluent English Proficient	4.6%	31.1%	68.9%
	Initial Fluent English Proficient	4.5%	18.1%	81.9%
	English Learner	2.1%	70.6%	29.4%

Math 1596 Total Students Tested	Subgroup	Percent of Total Students Tested	Percent of Subgroup Not Met & Nearly Met	Percent of Subgroup Met & Exceeded
	English Only	88.9%	25.6%	74.4%
	Reclassified Fluent English Proficient	4.5%	29.2%	70.8%
	Initial Fluent English Proficient	4.3%	26.1%	73.9%
	English Learner	2.3%	69.4%	30.6%

The District's LCAP goals extend through 2024 and staff will continue to use detailed data to track progress, reframe goals if needed, and ensure that our students receive the most robust education we can provide.