

Annual Review

Excellence • Equity • Engagement

**Mountain View-Los Altos
Union HSD**

November 17, 2022

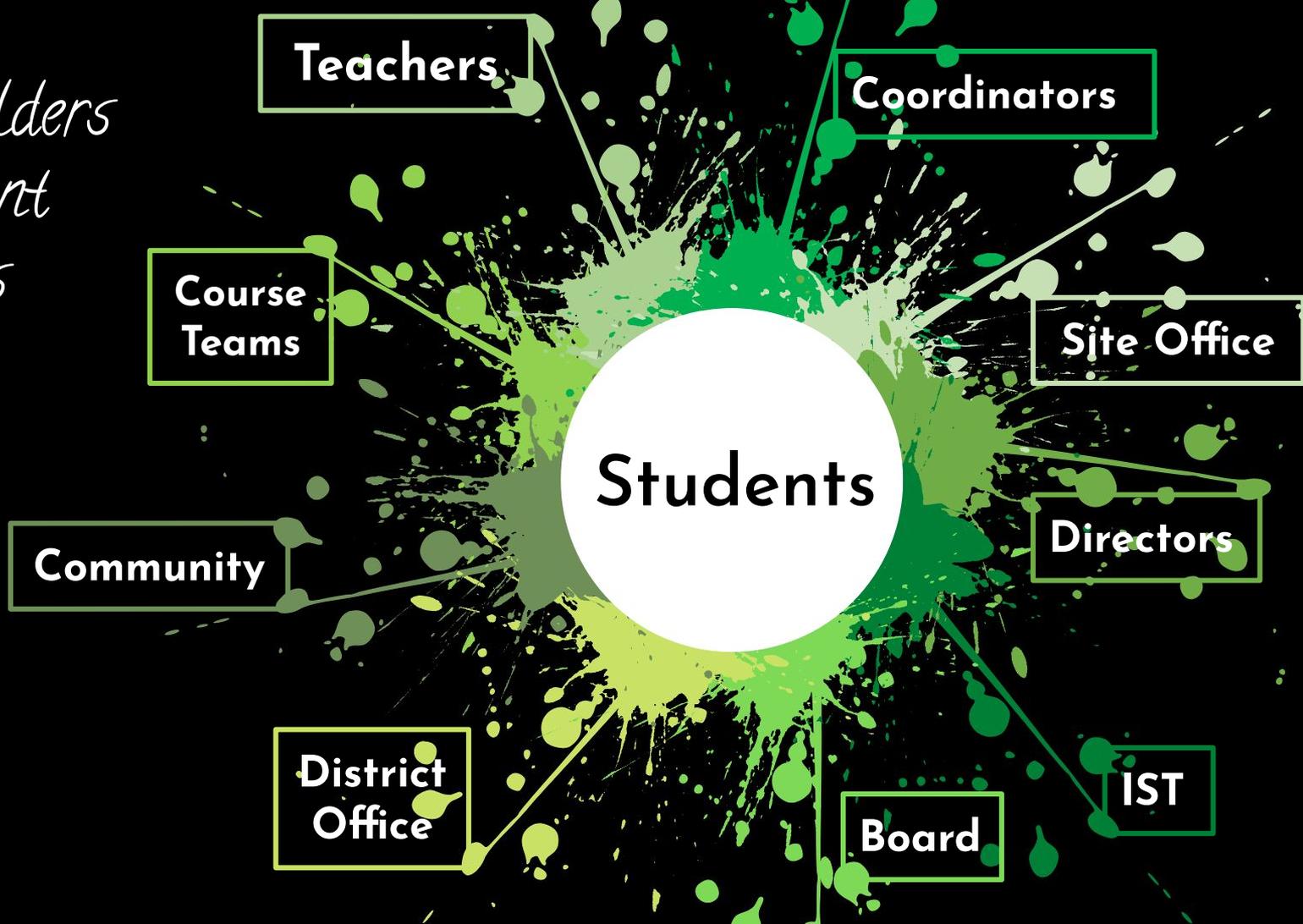
2022

Agenda

- Welcome and Overview
- MVLA Mission, Framework and Focus
- MVLA Committee to support our Mission and Focus
- Discussion on our data
 - Board Indicators
 - Attendance
 - Wellness
- Professional Learning / Development
- Conclusion



*Brush Holders
of Student
Success*



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

2021-2024

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.

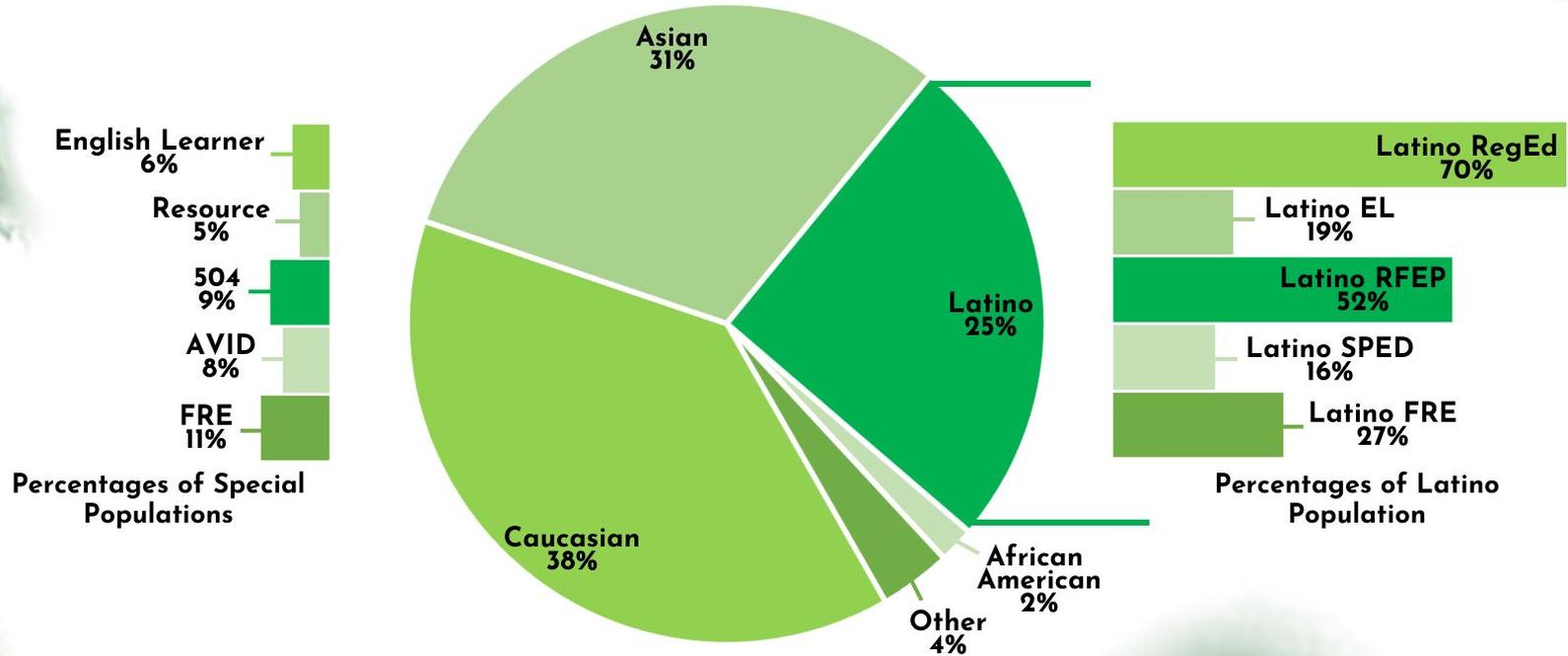
Educational Partner Communication & Engagement

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.

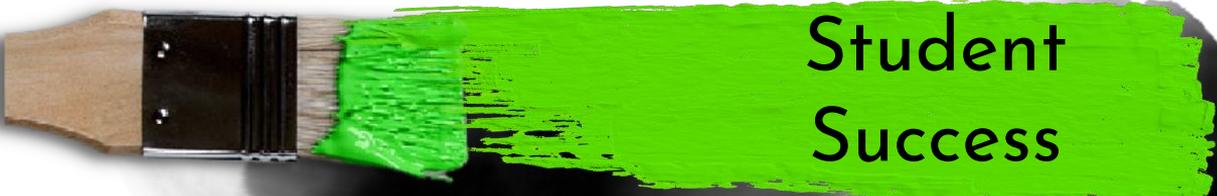
Who Are Our Students



2021-22

CBEDS Day Enrollment

MVLA Framework for Student Success



Student Success

School Site Goals

WASC, LCAP, CCEIS, AVID, MTSS, SEL, ELD,
SPED

- District
Goals:
- Academic Excellence
 - Professional Learning
 - Parent/Community Engagement
 - Wellness

MVLA Board of Education Goals

EQUITY



Committees
**Support Our
Goals, Mission,
& Focus**

**Wellness:
Advisory Committee/Collaborative**

**Equity Alliance Steering
Committee**

**Climate Action Advisory
Committee**

PL Planning Committee

Family Partnership Council

Admin Council

Site Leadership Teams



What is our data telling us?

- Comparable to pre-pandemic data
 - 2019-20 and 2020-21 data should be used with circumstantial understanding
- Our SBAC scores are generally consistent with student performance on other indicators
- We are at, over or close to meeting our Target Goals.
- In comparison with State & County, MVLA is significantly stronger.
- We continue to see a gap with certain demographics.
- Data is a flashlight, not a hammer.

Key Questions to Ponder

- How did we achieve this?
- What are the practices that led to these outcomes?
- What can we learn from one another?
- How do we turn data into insights into actions?



Snapshot of District Accountability: 2021 - 2022

92%

Target: >95%

No "F" End of 9th
Grade

78%

Target: >75%

Average GPA
3.0 or Better

41%

Target: >50%

Stu w 1 or more
Honors Class

51%

Target: >50%

Stu w 1 or more
AP Class

84%

Target: >85%

AP Scores of 3
or Better

95%

Target: >95%

Freshmen w
GPA 2.0 or
Better

90%

Target: >95%

Complete Alg
II/H w C or
Better

77%

Target: 85%

Complete a-g

98%

Target: 98%

Graduation
Rate



Graduation Rate

Grad Rate Changes

2018-19 v 2021-22

| | |
|-------------------------|------------|
| All | +2% |
| Caucasian | +2% |
| Asian | +1% |
| Latino | +1% |
| African American | +8% |
| Other | +3% |
| English Learners | +5% |
| Resource | -2% |
| 504 | +2% |
| AVID | = |
| FRE | +1% |
| Latino RegEd | +3% |
| Latino EL | +6% |
| Latino RFEP | = |
| Latino SPED (R/S) | -5% |
| Latino FRE | +1% |

Source: Indicator 10

All Students

2018-19 96%

2019-20 96%

2020-21 95%

2021-22 98%

Source: Indicator 10

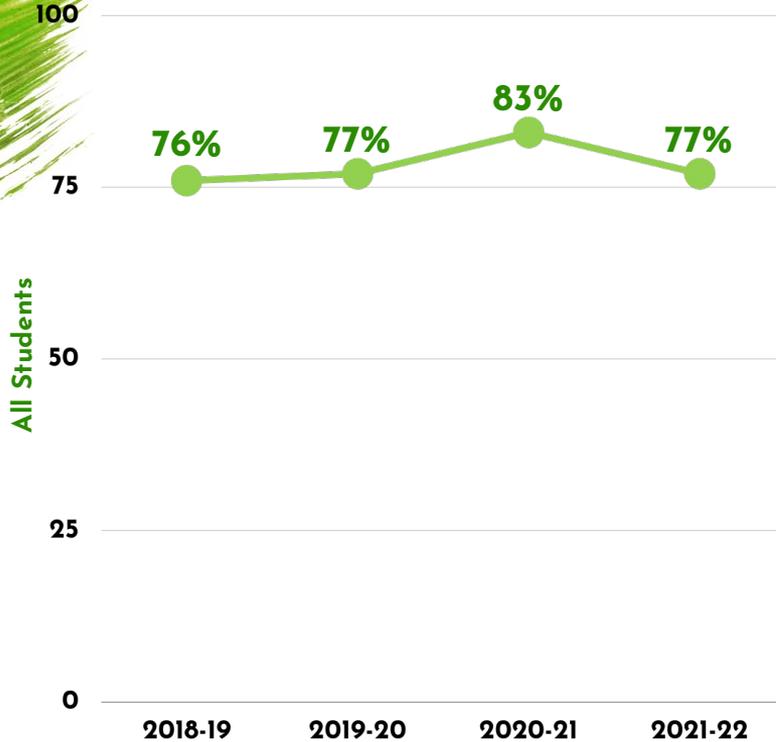
Higher than State & County Average

Most Non-Grads Offered 5th Year:
-Adult Transition Program
-EL Newcomers (given 5th year)

Increase in Graduation Rate
across ALL Demographics

AB2121 (1/1/2019) extended California Education Code (CE) section 51225 to cover migratory and newly arrived students, exempting qualified students from locally adopted coursework and requirements that are supplemental to statewide coursework requirements. The same EC sections also cover military families, foster students, homeless students, and students formally enrolled in juvenile schools.

a-g Completion



| Subject | | Requirement |
|----------|------------------------|---|
| <i>A</i> | History | 3 Years: <ul style="list-style-type: none"> •World History (1 Year) •U.S. History (1 Year) •Economics (1 Sem) •Civics (1 Sem) |
| <i>B</i> | English | 4 Years: •English |
| <i>C</i> | Math | 3 Years: <ul style="list-style-type: none"> •Algebra I (1 Year) •Geometry (1 Year) •Algebra II or Higher (1 Year) |
| <i>D</i> | Lab Science | 2 Years: <ul style="list-style-type: none"> •Biology •Chemistry •Physics |
| <i>E</i> | World Language | 2 Years: <ul style="list-style-type: none"> •Same non-English Language |
| <i>F</i> | Visual/Performing Arts | 1 Year: <ul style="list-style-type: none"> •Dance •Music •Drama •Visual Art |
| <i>G</i> | Elective | 1 Year: <ul style="list-style-type: none"> •"a-f" approved course* (*beyond the minimum required for that subject area) |

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

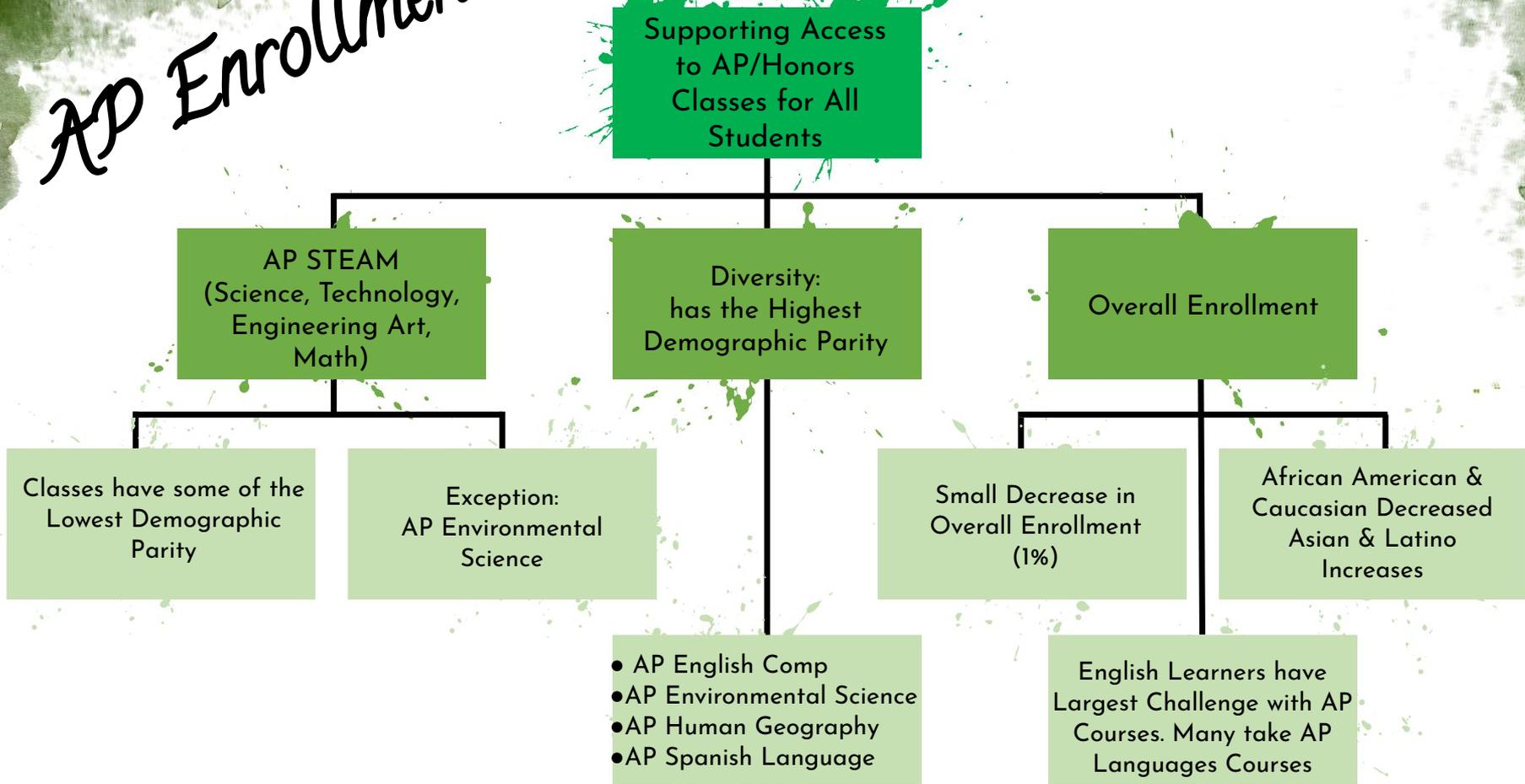
MVLA a-g Completion

- Relative consistency over the years (small oscillation)
- 20-21 Pass/Fail option (due to AB104)
- AVID & student with 504 competitive
- Latino reg. ed strong at 70% completion.
- EL, RFEP, SPED (S) are in multiple support classes that are not A-G

a-g Completion Grant

- Scheduled counseling services for relationship building, postsecondary planning, and social-emotional support
- Development of comprehensive 4-year student academic plans
- Expanded options for credit recovery
- Need-based resource support for college & career planning
- Tutor.com
- Summer school
- Professional development for teachers
- Professional development for counselors
- After School Academic Program (ASAP)
- Targeted college application workshops for students and families

AP Enrollment



AP Score of 3 or Higher

2021-22 84%

2020-21 81%

2019-20 86%

2018-19 85%

All Students

Multiple research studies confirm that
**Students who Earn a 3
or Higher on AP Exams...**

Perform Well in subsequent
College Courses in the
discipline.

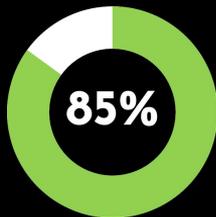
Are more likely to **Major in**
their **AP Subject** or a related
discipline, particularly in **STEM**
subjects.

Take More—not less—
College Coursework in the
discipline.

Are more likely to
Graduate within 4 Years.

College Board states that scores of 1 or 2 are “not viewed as poor performance, either on the part of the student or school.” Scores of 1 or 2 can be viewed as indicators that school is making AP courses available to a range of students.

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

How well do students understand stories and information that they read?

Writing

How well do students communicate in writing?

Listening

How well do students understand spoken information?

Research/ Inquiry

How well can students find and present information about a topic?

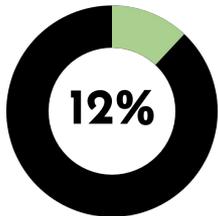
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SBAC: Math

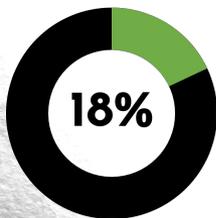


Of students are **Meeting &/or Exceeding** standards

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

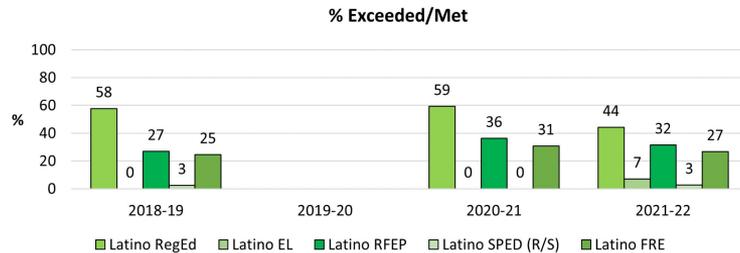
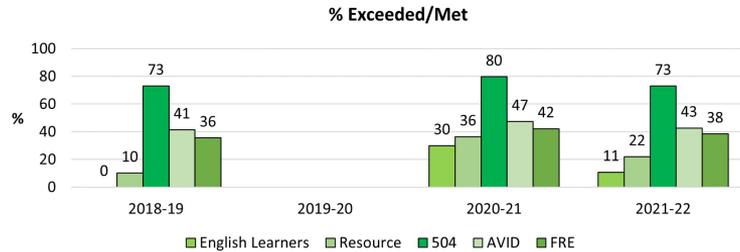
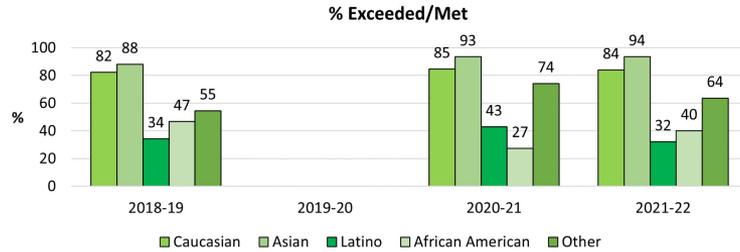
How well can students show and apply their problem solving skills?

Communicating Reasoning

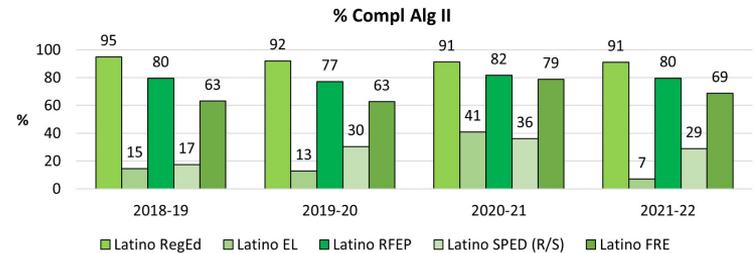
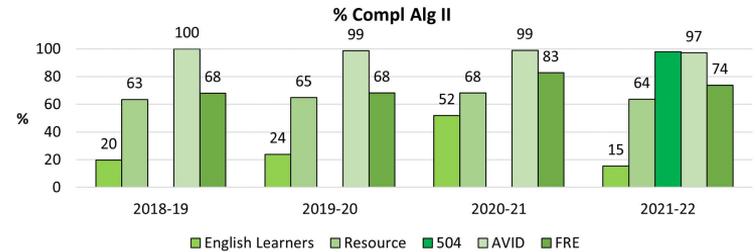
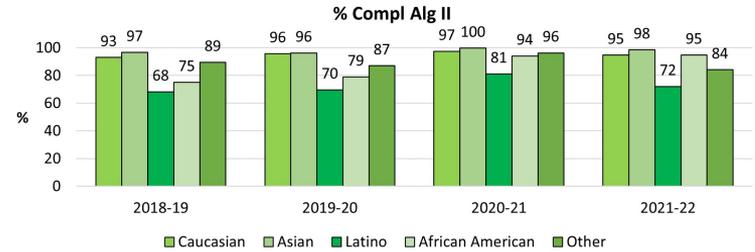
How well can students think logically and express their thoughts in order to solve a problem?



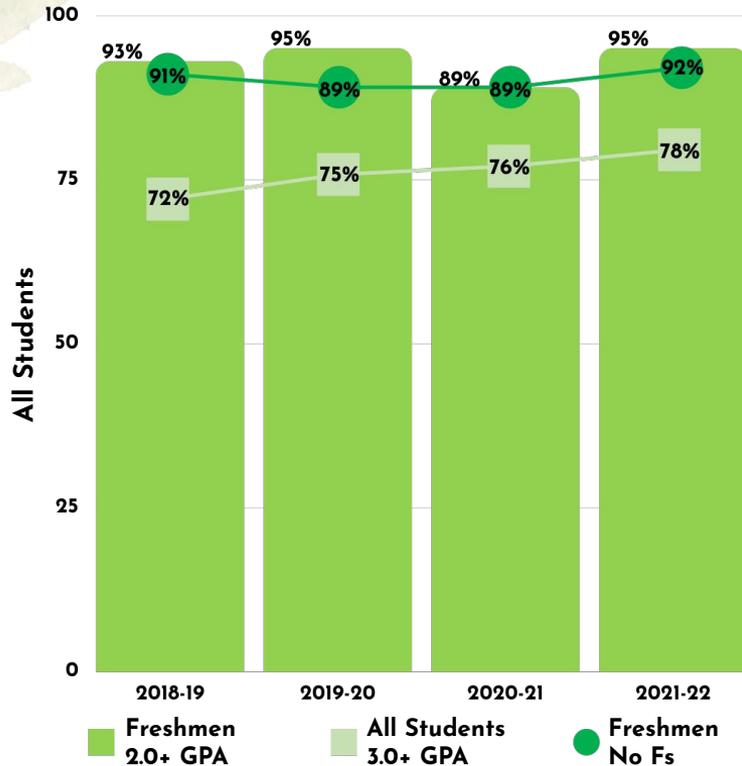
SBAC: Math



Algebra II Completion C/+



Grade Analysis: GPA & Freshmen No Fs



Overall Trends

2020-21 v 2021-22

Freshman 2.0+ GPA
Increased 6%

All Students 3.0+ GPA
Increased 2%

Freshmen Earning No Fs
Increased 3%

Biggest Gains for
Freshmen 2.0+ GPA, 3.0+ GPA, &
IN PARTICULAR = Freshmen No Fs
seen in our **Latino & EL Populations...**

Latino ELs

Increased 22%

Latino SPED(R/S)

Increased 17%

English Learners

Increased 16%

Attendance

Districtwide,
3.5% DECREASE in Attendance
between 2020-21 & 2021-22

| | 2020-21 | 2021-22 | Difference |
|------------------|---------|---------|---------------|
| Asian | 98.9% | 94.8% | 4.1% Decrease |
| African American | 98.7% | 94.7% | 4.0% Decrease |
| Caucasian | 95.1% | 89.6% | 5.5% Decrease |
| Latino | 95.5% | 91.5% | 4.0% Decrease |
| SED | 95.8% | 91.2% | 4.6% Decrease |
| Non-SED | 98.7% | 95.4% | 3.3% Decrease |

Chronic Absenteeism
Increased **8.4%**

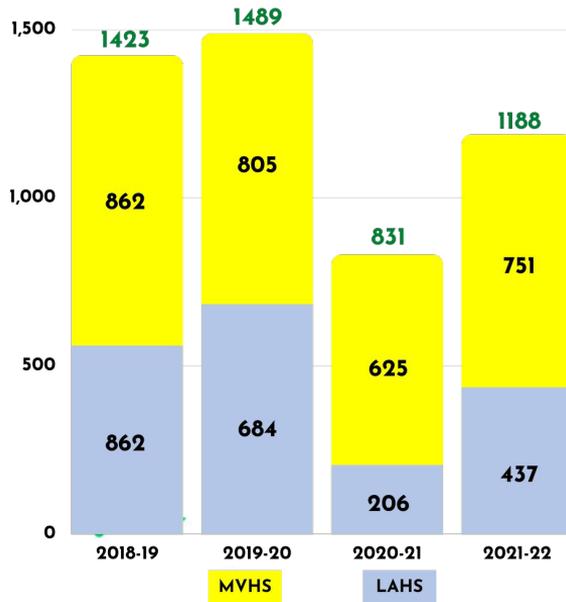
Largest Increases...

11th & 12th Graders at **MVHS**

10th & 12th Graders at **LAHS**

Wellness

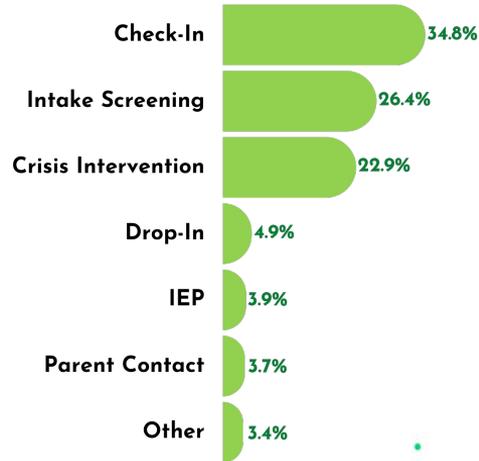
Total Number of Referrals



Notes: Includes duplicates
AVHS, MC, & other are not included

Types of Contacts

2021-22



Small Decrease
from prior
'In-Person' School Years

Increase in
Acuity/High Risk Cases

California Healthy Kids Survey

Feeling Safe
(Increased)

Bullying
(Decreased)

**Mental Health:
Sadness/Hopelessness**
(Increased)

**Academic
Engagement/Motivation**
(Decreased)

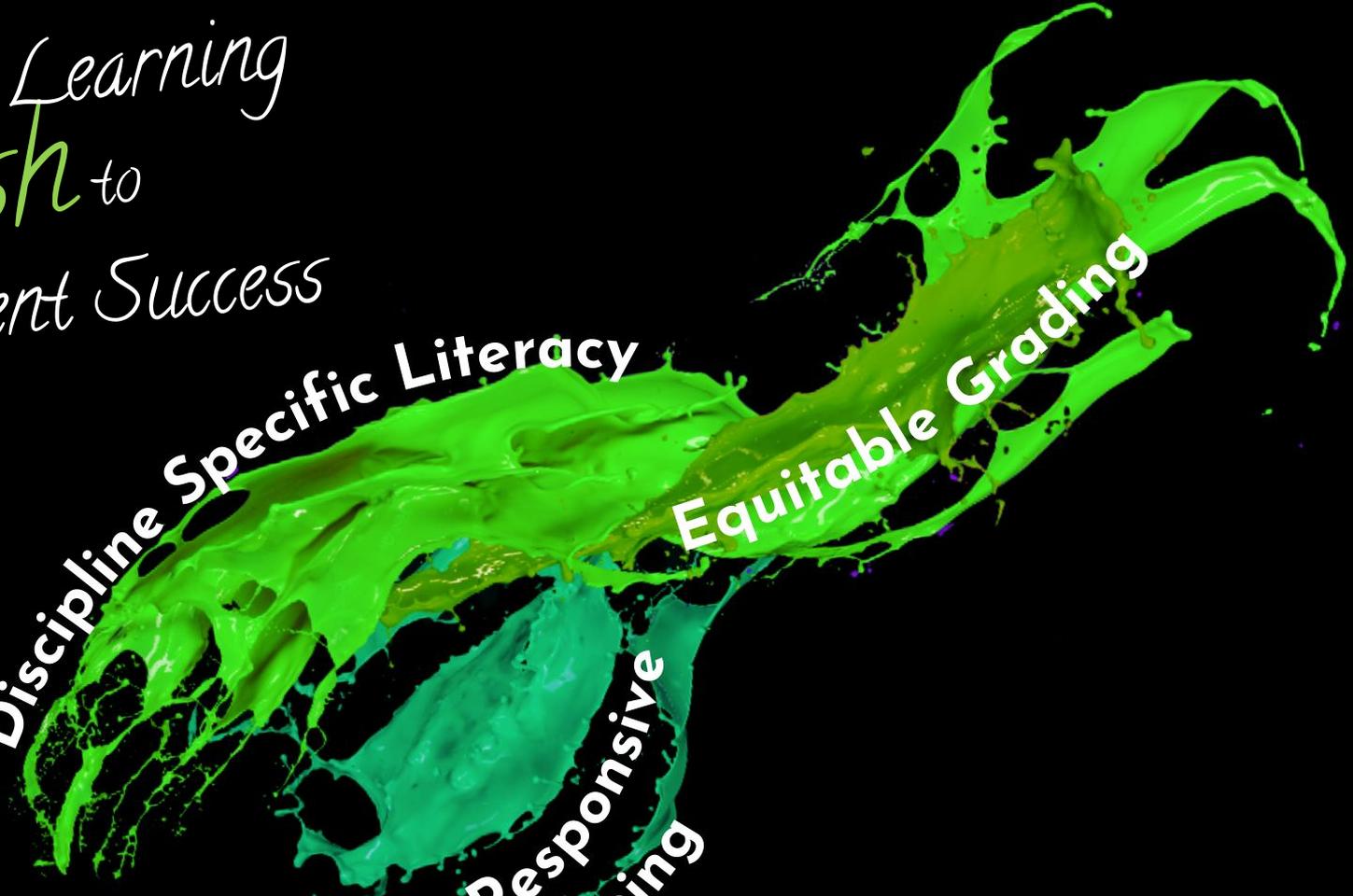
**School
Connectedness**
(Decreased)

Professional Learning
Splash to
Support Student Success

Discipline Specific Literacy

Equitable Grading

Culturally Responsive
Learning



Data-Driven Professional Learning

- Data from Board indicators
- Initiative Inventory
- Local Control Accountability Plan (LCAP);
- Special Education Local Plan Area (SELPA)
 - Enrollment of students with disabilities (SWD) by race/ethnicity and site
 - Enrollment of SWD by grade and disabilities
- Students with Section 504 by school site and ethnicity
- ELPAC data
- EL Reclassification data
- Suspension data
- Qualitative data (organized into themes that emerged from discussions and interviews)

Overall, Our Challenges & Areas of Growth

- Attendance is a challenge nation-wide, MVLA is seeing an overall 4.3% decrease in attendance with the
 - MVLA is working to implement and improved attendance plan
- Continue to see an a-g completion gap with our underrepresented students
 - Expanding credit recovery opportunities
- Improve our opportunities are there to work more closely with our partner districts
- Overall, we continue to see a gap with our Latino students compared to their Asian and Caucasian counterparts.
 - Part of the data that determined our PL for staff
- Occasionally we see a difference in performance of certain student groups between our two schools. What can we learn from each other through dialogue and exploration?
 - What attention and resources could lead to new interventions and/or new/more appropriate programs and services

Much to Celebrate!

- Graduation Rates Continue to Improve!
- Freshmen 2.0+ GPA & No F's is Increasing! Great trajectories for the future.
 - Including our RFEP & SED population, strong Supervised Study programs working
- Increase in 3.0+ GPA for all students
 - Again, including our RFEP & SED population, strong Supervised Study programs working
- UC/CSU a-g completion rates in general are strong
- SBAC scores continue to overall improve
- AP Test scores have recovered from the pandemic.
- Students feel safe on our campuses and bullying has decreased
- Data-driven professional learning for differentiated for all staff

MVLA...

Top
Schools

Far Above
State & County
Data Lines

High Quality
Educators

Highly Ranked
By Colleges &
Universities

Student-Centered

The image features a watercolor-style background with various shades of green. A prominent, dark green, circular splash with irregular, torn edges is centered on the page. Overlaid on this splash is the text "Thank You!" in a white, elegant cursive font. The text has a subtle drop shadow, making it stand out against the dark background. The overall composition is soft and artistic, typical of a thank-you card or a gentle reminder.

Thank You!