Combined School Site Council/English Learners Committee
Regular Meeting
November 21, 2019: 4:30 pm – 5:30 pm
Location: Marin's Community School
1111 Las Gallinas Ave., San Rafael, 94103
Room D

Agenda

1. Welcome

2. Review of Progress on Goals

3. LCAP Planning

4. Next meeting December 19, 2019

BUILDING THE FUTURE. . . ONE STUDENT AT A TIME

Marin's COMMUNITY SCHOOL
Challenge. Connect. Create.

Comité Combinado de Consejería Escolar/
Comité Para Estudiantes Aprendiendo Ingles
Regular Meeting
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Agenda

1. Bienvenida

2. Revisión de Progreso de Metas

3. Planeación de LCAP

4. Próxima Reunión, el 19 de Diciembre, del 2019

BUILDING THE FUTURE. . . ONE STUDENT AT A TIME

Marin's Community School
2019-2020 Quarter 1: Data Summary

Priorities	Q1 Relevant Metrics and Data
Academics Students develop positive identities as community members as they learn academic, social and emotional skills.	**Credit Data** ● % of all students who earned 12.5 credits or more: 70.9% (Last year this was 61%) ● English: % of students who earned 2.5 or more: 77% (Average number of credits 3.1) ● History: % of students who earned 2.5 or more: 44% (Average number of credits 1.9) ● Math % of students who earned 2.5 or more: 42% (Average number of credits 2.4) ● Science: % of students who earned 2.5 or more: 56% (Average number of credits 1.5) **Measures of Academic Progress Growth Tests** ● More students this year are average or above average on ELA and Mathematics Tests ● 54% of students have valid Fall MAP Growth tests (27/50)
Social and Emotional Learning Students develop positive identities as community members as they learn academic, social and emotional skills	**Transforming Education** **Student Culture and Climate:** Students report from fall 2018 to fall 2019 ↑ Increase in Cultural and Linguistic Competence ↑ Increase in Engagement ↑ Increase in Learning Strategies ↑ Increase in Rigorous Expectations ↑ Increase in School Safety *Note: All grades reported levels higher than the New Schools cohort ↑ Increase in Sense of Belonging ↑ Increase in Teacher-Student Relationships

Social and Emotional Learning Continued Students develop positive identities as community members as they learn academic, social and emotional skills	**Student SEL Data:** Students report from fall 2018 to fall 2019: ↑ Increase in Curiosity ↑ Increase in Growth Mindset ↑ Increase in Self Regulation → Minimal change in Perseverance → Minimal change in Self Awareness ↓ Decrease in Self Efficacy ↓ Decrease in Social Awareness **Teacher Culture and Climate:** Teachers report from fall 2018 to fall 2019: ↑ Students are helping each other much more frequently* ↑ More students are supportive of one another in their interactions ↑ Students are much more enthusiastic about being at school* ↑ Students are much more respectful to teachers* ↑ Teachers are much more trusted to teach in the way they think is best* ↑ Teachers respond positively to new initiatives to improve teaching and learning * → The working environment about the same as last year* ↓ Teachers are less optimistic that the school will improve in the future ↓ Teachers' perceptions of the attitudes of their colleagues are lower *=Overall data is higher than New Schools' cohort

Future Belonging Students are exposed to a wide variety of experiences and each student develops a post-secondary goal	● % of 10-12 Graders that have a purpose identified: 28% ● % of 10-12 Graders who know their next steps to serve their purpose: 21% ● % of 7-9th graders that can name 3 potential purposes they would consider: 50% ● % of all students that can describe how the academic and SEL skills they are learning in class will prepare them for their post-secondary goal: 28% ● Number of students participating in internships: 1
Resources and Opportunities Students and families access resources and opportunities to support them in achieving their goals	Number of Parents Participating in Family Events ● 9/12/2019: 20 Parents and 15 family members ● 10/19/2019: 7 Parents and 0 family members Parent Survey ● % of Parents that say students have at least one positive relationship with an adult: 60% ● % of Parents that say they are familiar with resources available to them at the school: 80% Participation in Counseling Services ● % of MCS/PA students receiving counseling services through partner organizations: 22%
Attendance, Enrollment and Suspension Rates	Attendance Rate MCS: 77.4% PA: Approximately 73.3% (Last year Q1 Combined attendance rate: 67%) MCS Enrollment: 26 PA Enrollment: 24 (Last year Q1 Combined enrollment: 51) MCS/PA Suspension Rate: 11% (Last year Q1 Suspension Rate: 23%) Spring to Fall retention rate of eligible students: MCS 88% (15/17) PA 80% (21/26) Oracle 73% (33/45)

1920 LCAP Development Worksheet - Marin's Community School
DRAFT Goal 1

All students, including all subgroups, have access to a broad and rigorous course of study that is student-centered and prepares them to enter the post-graduate pathway of their choosing, without remediation (rigorous, relevant, engaging)

State priorities
1. Basic (conditions of learning)
2. State Standards (conditions of learning)
4. Pupil Achievement (pupil outcomes)
7. Course Access (conditions of learning)
8. Other Pupil Outcome (Pupil outcomes)

WASC Critical Areas for Follow up
3. Courses of study should be updated to reflect the new standards and academic program.
4. The school should continue to develop systemic linguistic supports throughout the academic program to support English Language learners
5. The school should continue developing stronger orientation systems to support students as they transition into the school
6. There should be a focus on participation rates on many assessments including CAASPP, ELPAC, CHKS and MAP tests
7. Data measures...need to be more clearly and consistently analyzed and interpreted to better understand student performance

Local Priorities
CRT, PBL, Competency System, Courses of study, EL, Learning Coaches, Student Voice and Leadership

DRAFT Goal 2

All students have access to learning experiences inside the school and in the community that build on their interests and connect them with community networks to help them develop a future orientation including post-secondary goals.

State priorities
5. Pupil engagement (engagement)
6. School Climate (engagement)

WASC Critical Areas for Follow up
7. Data measures...need to be more clearly and consistently analyzed and interpreted to better understand student performance

Local Priorities

Internships, etc., communications and growth plans, mentoring, community connections for PBL (student driven)

DRAFT Goal 3

Students and families are engaged and have access to resources in school and in the community to support them in achieving their goals.

State priorities
> 3. Parent Involvement (engagement)
> 6. School Climate (engagement)

WASC Critical Areas for Follow up
> 1. MCS needs to develop and implement a strategic plan to communicate with feeder districts and the community at large about who they serve and encourage earlier referrals.
> 7. The school needs to continue to increase their capacity to address students' mental, physical, and personal needs

Local Priorities

Family engagement and outreach, SSC, mental health groups, MCM mentors, SEL??

Goal 4

Maintain and/or improve school facilities to provide a clean, safe environment for students, staff and families.

State priorities
> 1. Basic (conditions of learning)
> 6. School Climate (engagement)

WASC Critical Areas for Follow up
> 7. Data measures...need to be more clearly and consistently analyzed and interpreted to better understand student performance

Local Priorities

Questions:

Where do State priorities 8 and 9 live?

Where and how do we explicitly name student leadership and voice??