

LCAP Goals/Whole Child/Strat Directions Crosswalk

New LCAP Goal #1 <i>EQUITY+Bias</i>		
Healthy & Collaborative Relationships	<p>Over a <i>three-year</i> period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high-level and stay engaged.</p> <p>*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status</p>	
	Identified Need	As referenced in the CA Dashboard , MPCSD underrepresented students have a higher suspension percentage when compared to their peers.
	Strategic Direction #14	Develop strategic outreach to and support of our traditionally underrepresented students--low SES, ELL, first generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.
Engagement, Thriving	Metrics	<ul style="list-style-type: none"> ● Percentage of district staff participation in Equity and Bias training and development. ● Individual staff reflection and self-rating, using a to-be-developed WCLDF rubric on progress towards their development of Equity mindsets and practice.

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		<ul style="list-style-type: none"> ● Percentage of underrepresented students reporting feeling “engaged” or “very engaged” in their learning on the annual Panorama (grades 3-8) “Engagement Scale.” ● Percentage of underrepresented students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of Belonging Scale.” ● Percentage of behavior referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status. ● Overall/under representation of referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status. <p>NOTE: Data to show trend over time, comparison of subgroups to overall student group.</p>
	<p>Actions & Services Broken Down</p>	<ul style="list-style-type: none"> ● CASO Day training module on unconscious bias ● New teacher orientation training overview of equity and mindsets ● <i>Learning for Justice</i> from the Southern Poverty Law Center ● Equity based professional development ● Sites engage in ongoing professional learning opportunities that include, but not limited to staff meetings, book studies, equity walks ● Examine systems and reflective practices on referrals (SWD and Behavior) with an equity lens.

New LCAP Goal #2 *ACADEMIC*

<p>Learner Centered, Competency</p>	<p>Over a <i>three-year</i> period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the</p>
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& Evidence Based	<p>three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.</p> <p>* - SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status</p>	
	Identified Need	As referenced in the CA Dashboard , our students with disabilities and SES are two or more performance levels below the ALL students' performance in ELA and Math.
	Strategic Direction	
	#1	Provide the highest quality professional development, support and coaching around high-leverage, student-centered instructional strategies in order for teachers and staff to develop their individual and collective approach to how all students will learn what is being taught
#2	Expand district-wide understanding of Multi-Tiered Systems of Support while strengthening and aligning systems of diagnostic assessment, progress monitoring, and program implementation throughout the district, ensuring that every child has the support they need to access grade level content and beyond.	
#3	Develop district-wide understanding and effective use of learning data to inform instruction, prioritizing formative assessment and eliminating unnecessary assessment.	
#4	Build a greater understanding of mastery or competency-based models of instruction and provide the conditions for teachers, grade levels, departments and schools to implement these learning models.	
#5	Design holistic and evidenced-based progress and summative reporting tools (e.g. "report cards") that better reflect what students know and can do and that emphasize learning and growth.	

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<p>Achievement</p>	<p>Metrics</p>	<ul style="list-style-type: none"> ● Percentage of students achieving “standard met” and “standard exceeded” on the ELA and Math portions of the CAASPP. <ul style="list-style-type: none"> a. Underrepresented student data b. Overall student data ● Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST <ul style="list-style-type: none"> a. Underrepresented student data b. Overall student data ● Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments <ul style="list-style-type: none"> a. K-2: F&P, TCRWP Writing & Math benchmarks b. 3-5: SRI, TCRWP Writing, Literacy & Math benchmarks, MDTP c. 6-8: Writing, Literacy & Math benchmarks, MDTP <p>NOTE: Data to show trend over time, comparison of subgroups to overall student group.</p>
	<p>Actions & Services Broken Down</p>	<ul style="list-style-type: none"> ● Collaboration Around Student Outcome days to analyze and review student data as a way of progress monitoring and informing instruction. ● Finalize MTSS structure ● Form district level MTSS committee to monitor academic progress ● Utilize K-8 learning management system(s) that support differentiation, formative assessment, and evidence-based grading ● Provide professional development for teachers in designing learning experiences and classroom structures that support individualized and differentiated learning ● Articulate priority standards and success criteria in reading, writing and math in grades K-5; revise K-5 progress reports to align with priority standards ● Provide professional development to all 6-8 teachers to support the transition to competency based assessment and evidence based grading ● Support 6-8 teachers in developing reporting tools, such as standards-based progress reports, to indicate mastery of content-area competencies ● Provide periodic release time to K-8 teachers, to collaborate with site-based instructional coaches on integrating learner-centered strategies into instruction ● Develop a grading policy that reflects the districts’ Whole Child Framework

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New LCAP Goal #3 <i>EL</i>		
Learner Centered, Healthy & Collaborative Relationships	Over a <i>three-year</i> period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years.	
	...Reclassify all English Language Learners by their 6th concurrent year in MPCSD.	
	Identified Need	We have a significant number of LTELs at the middle school level.
Strategic Direction	#1	Provide the highest quality professional development, support and coaching around high-leverage, student-centered instructional strategies in order for teachers and staff to develop their individual and collective approach to how all students will learn what is being taught
	#2	Expand district-wide understanding of Multi-Tiered Systems of Support while strengthening and aligning systems of diagnostic assessment, progress monitoring, and program implementation throughout the district, ensuring that every child has the support they need to access grade level content and beyond.
	#14	Develop strategic outreach and support of our traditionally underrepresented students--low SES, ELL, first generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.
Achievement, Engagement	Metrics	<ul style="list-style-type: none"> ● Number of students reclassified as English Proficient before the end of fourth grade who have been in MPCSD since kindergarten and do not have intensive IEP services. <ul style="list-style-type: none"> a. Progress monitor cohorts overtime b. Progress monitor student tenure over time

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		<p>i. Spanish Immersion vs English only</p> <ul style="list-style-type: none"> ● Individual student ELPAC / ELPI growth year over year. ● Percentage of EL students reporting feeling “connected” to their school/class/experience on the annual Panorama survey. ● Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey
	<p>Actions & Services Broken Down</p>	<ul style="list-style-type: none"> ● Review all ELs ELD placement and services (including students with disabilities) K-8 ● EL progress monitoring: ELPAC chats, ELPI data chats, goals, progress monitoring tools, one-pager ● Professional learning: <ul style="list-style-type: none"> a. Classroom teachers - Diving deeper into ELD standards, practices, and coaching support from EL specialists. b. Reading specialists -- ELD standards and literacy practices c. EL Specialists - Diving deeper into ELD standards, practices, coaching, data analysis and planning/goal setting, evidence-based learning and reporting d. Student services educators--ELD standards, understanding EL proficiency and process for reclassifying students with disabilities ● Allocate resources appropriately to address student learning needs ● Provide responsive content for DELAC ● Empathy interviews to better understand the successes and barriers to meeting the academic goals for reclassification ● Form district level MTSS committee to monitor academic progress ● EL Student Chats (social-emotional check-in/needs, academic language, ELPAC) ● Identify College Bound students in ELC and provide transition supports and follow-up to them and their families, aimed at success in K-8

<p>New LCAP Goal #4 Low <i>SED</i></p>	
<p>Healthy &</p>	<p>Over a <i>three-year</i> period of time, MPCSD will increase students’ sense of belonging and engagement in learning for our students of Low SED families.</p>

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Collaborative Relationships	Identified Need	As referenced in the CA Dashboard , our students of Low SED families are two or more performance levels below the ALL students performance in ELA and Math.
	Strategic Direction #14	Develop strategic outreach and support of our traditionally underrepresented students--low SES, ELL, first generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.
Engagement, Thriving	Metrics	<ul style="list-style-type: none"> ● Percentage of Low SED students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard. ● Percentage of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belong Scale.” ● Percentage of Low SED students reporting feeling “sad” or “very sad” on the annual Panorama (grades 3-8) “Sadness Scale.” ● Percentage of Low SED students reporting feeling of “School safety” on the annual Panorama (grades 3-8) “School safety Scale.” ● Percentage of suspension rate by Low SED students, including suspension rate.
	Actions & Services Broken Down	<ul style="list-style-type: none"> ● Analyze transportation routes to better understand how it impacts student wellness. ● District and ELC Family Engagement Coordinators will provide outreach to Low SED families in order increase connection between home and school ● Host Parent Cafes in collaboration with parents to identify/address relevant topics on how to support students with their learning ● Empathy interviews to better understand the successes and barriers in feeling connected with school

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		<ul style="list-style-type: none"> ● Provide professional development to support the implementation of inquiry-based learning (project-based learning, design thinking, problem-based learning) district wide <ul style="list-style-type: none"> a. These types of learning experiences build engagement, give students a shared sense of purpose and belonging, build collaboration skills, involve the parent community, and connect learning to real-world, relevant experiences.... b. Not a stretch to say district-wide...each site is already working on this in one way or another.
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New LCAP Goal #5 <i>INTEGRATED-WELLBEING</i>		
Integrated Well Being, Healthy & Collaborative Relationships	Over a <i>three-year</i> period of time, MPCSD staff will support the social-emotional development of each child, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey’s “Emotional Regulation” composite score.	
	Identified Need	As referenced in the CA Dashboard , MPCSD underrepresented students have a higher suspension percentage when compared to their peers. Also noted, our students with disabilities have a higher rate of Chronic Absenteeism than all other groups.
	Strategic Direction #9	Ensure safe, supportive and equitable school environments through policies and practices that reinforce the values of empathy, inclusiveness, peaceful conflict resolution, and restorative discipline.
	#10	Provide, develop, and implement vertically-aligned, developmentally appropriate curriculum and professional development for teachers and staff regarding: ● Social

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		emotional learning • Character Education • Citizenship Education • Bully Response/Prevention • Consent, and • Implicit Bias, including the history of Race and Inequity.
Engagement	Metrics	<ul style="list-style-type: none"> • Percentage of underrepresented students reporting on “Emotional Regulation” on the annual Panorama (grades 3-8) “Emotional Regulation Scale.” • Percentage of underrepresented students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard. • Percentage of suspension rate by underrepresented students. <p>NOTE: Data to show trend over time, comparison of subgroups to overall student group.</p>
	Actions & Services Broken Down	<ul style="list-style-type: none"> • Site administrator and school counselor training on RULER curriculum (may as well include this, since we will be doing this in the fall?) • Staff development on best practices for integrating social emotional learning in the classroom, including naming and regulating emotions • Implement Restorative Practices at all sites • SEL Group will serve as an advisory for the district on social emotional initiatives and best practices.

New LCAP Goal #6 *PARENT ENGAGEMENT*

Healthy & Collaborative Relationships	<p>Over a <i>three-year</i> period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs).</p> <p>Parent connections, sense of belonging</p>
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	Identified Need	As referenced in the CA Dashboard , certain MPCSD’s underrepresented students tend to perform two or more performance levels below the ALL students performance in ELA, Math, chronic absenteeism, and suspension rates.
	Strategic Direction #14	Develop strategic outreach and support of our traditionally underrepresented students--low SES, ELL, first generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.
Engagement	Metrics	<ul style="list-style-type: none"> ● Percentage of underrepresented families reporting feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.” ● Increase the number of College Bound parents on governance committees (SSC, LCAP+Equity, ELAC, DELAC). ● Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey. <p>NOTE: Data to show trend over time, comparison of subgroups to overall student group.</p>
	Actions & Services Broken Down	<ul style="list-style-type: none"> ● Host Parent Speaker Series to provide our parents to a variety of relevant parenting and school related topics ● Host four DELAC meetings per year in order to provide English Learner parents with information about how to best support their child’s success in school, provide feedback about EL program, as well as opportunities to provide input on governance. ● Host Parent Cafes in collaboration with parents to identify/address relevant topics on how to support students with their learning ● Use of parent communication tools (ParentSquare, Seesaw) to ensure all parents

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		<p>receive school communication and stay connected to child's classroom</p> <ul style="list-style-type: none">● Counselors will provide outreach to College Bound families in order increase connection between home and school● Conduct home visits to provide convenience and outreach to families that require resources on how to support their children's mental health, wellness, and academics
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