

2020-2024 Local Control and Accountability Plan Forum II

April 12, 2021
12:00-1:00 PM
5:00-6:00 PM



Objectives

1. Update stakeholders on 2021-2024 LCAP development
2. Share Board approved goals
3. Share California Healthy Kids Survey data points
4. Introduce and discuss possible actions, and plans for MCSD for the next three years



About the 2021-2024 LCAP

1

**Engage
Stakeholders and
Review data to
Determine Student
Needs**



2

**Establish
Goals**



3

**Implement
Budget**

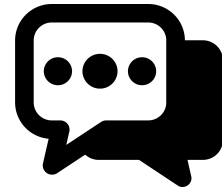
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4

**Take Actions
to Achieve
Goals**



LCAP Timeline



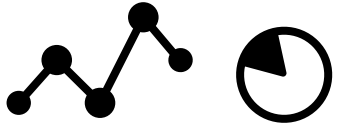
Superintendent's Report: Entry Plan Results and Strategic Recommendations

Surveys

LCAP Forums

May 28
Draft LCAP available to Public

Stakeholder Engagement



June 8
Public Hearing

Data Points

Grades, attendance, behaviors, MS readiness, student achievement, student safety, student connectedness

June 22
LCAP Adoption

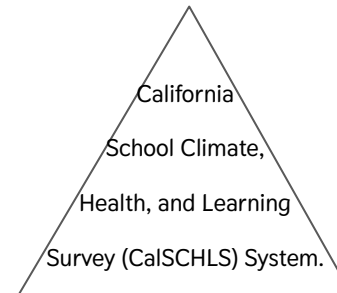


Distance Learning due to COVID-19

About the CalSCHLS Survey

California Healthy Kids Survey (CHKS) MCSD Students in Grades 3, 5, & 7 1,447

**California
School Parent
Survey (CSPS)
MCSD Parents
1,107**



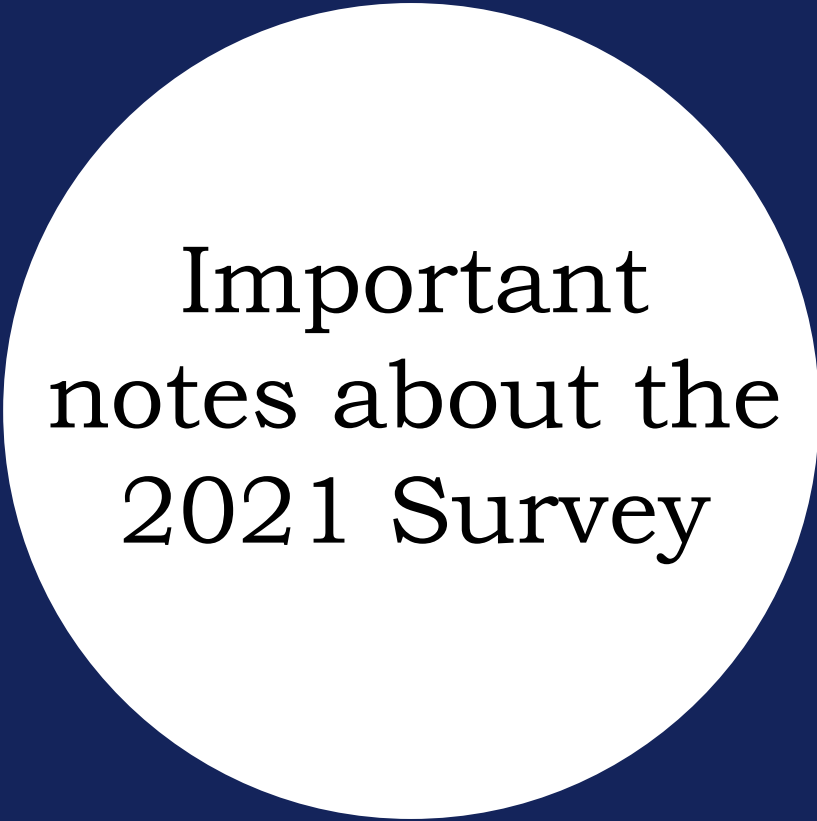
**California
School Staff
Survey (CSSS)
MCSD Staff
450**

CalSCHLS is the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis, and recommended as a metric by the California Department of Education.

The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being to guide school improvement efforts.



- California was on a stay-at-home order for most of 2020 and the beginning of 2021.
- The Pandemic affected schools, businesses, and other organizations.
- Students, staff, and families have all been affected by the Pandemic in different ways - socially, academically, professionally, and emotionally.
- The 2021 survey questions addressed the Pandemic and distance learning.
- MCSD has re-introduced this survey this academic year.
- The results should be considered in this context and not applied to the previous “normal” school year.



Important notes about the 2021 Survey

Groups Surveyed



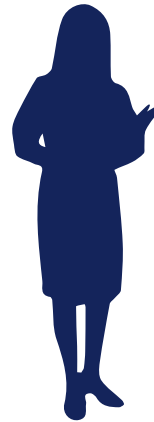
**3rd
Graders**



**5th
Graders**



**7th
Graders**



Staff



Parents





Highlighted Areas from the Surveys

- Academic Motivation
- Learning Supports During Distance Learning
- Parent Involvement
- Safety
- Student Connectedness to School
- Student Well-Being



Academic Expectations

Nearly all staff and the large majority of students and parents believe that staff have **HIGH EXPECTATIONS** for students to do well.



86%



85%



82%



98%



86%



3rd and 5th grade: Adults at this school believe that you can do a good job "All of the time" & "Most of the time"
7th: There is an adult who always wants me to do my best; "Strongly Agree" & "Agree"
Staff: Adults who work at this school want every student to do their best; "Strongly Agree" & "Agree"
Parents: This school has high expectations for all students; "Strongly Agree" & "Agree"



Learning Supports During Distance Learning

Nearly all adults and most students believe that teachers are motivating and support students to do well in school.



64%



60%



74%



87%



85%



3rd and 5th grade: Teachers checking on student progress; “All of the time” & “Most of the time”
7th: There is an adult who helps me when I am having a hard time; “Strongly Agree” & “Agree”
Staff: Teachers from this school are motivating students using the school’s instructional model; “Strongly Agree” & “Agree”
Parents: This school has teachers who go out of their way to help students; “Strongly Agree” & “Agree”



Parent Involvement

Teachers and parents are more likely than students to believe parents are welcome to participate at school.



68%



74%



52%



95%



81%



3rd and 5th grade: A parent or some other grown-up at home asks you about school “All of the time” & “Most of the time”
7th: Parents feel welcome to participate at this school; “Strongly Agree” & “Agree”
Staff: Parents feel welcome to participate at this school; “Strongly Agree” & “Agree”
Parents: Parents feel welcome to participate at this school; “Strongly Agree” & “Agree”



Student Safety at School

The majority of students, staff, and parents believe that our schools are safe.



80%



76%



72%



93%



98%



3rd and 5th grade: I feel safe at school "All of the time" & "Most of the time"
7th: I feel safe in my school; "Strongly Agree" & "Agree"
Staff: This school is a safe place for students; "Strongly Agree" & "Agree"
Parents: This school is a safe place for my child; "Strongly Agree" & "Agree"



Student Connectedness to School

Distance learning and remote learning seems to have reduced the opportunities for students to feel connected to school



59%



59%



68%



97%



65%



3rd and 5th grade: I feel like I am part of this school “All of the time” & “Most of the time”

7th: I feel like I am part of this school; “Strongly Agree” & “Agree”

Staff: Students get along well with one another; “Strongly Agree” & “Agree”

Parents: My child has opportunities to connect and interact with classmates during remote learning; “Strongly Agree” & “Agree”



Student Well-Being & Mental Health

1 in 3 middle school students felt sad or hopeless sometime in the past 12 months; 1 in 10 middle school students reported considering suicide in the past 12 months.



19%



15%



33%



28%



25%



3rd and 5th grade: Do you ever feel sad; “All of the time” & “Most of the time”
7th: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities; During the past 12 months, did you ever seriously consider attempting suicide? “Yes”
Staff: Student depression or other mental health issues are a problem; “Severe problem” & “Moderate problem”
Parents: How concerned are you about your child’s mental well-being; “Extremely concerned” & “Quite concerned”

Trends

- Nearly everyone believes that our schools have high expectations for students to do well
- A majority of students feel like their teachers support and motivate them to do well
- 1 in 3 middle school students felt sad or hopeless sometime in the past 12 months
- Staff are more likely than parents to believe that parents are welcome to participate at school
- Parents and staff are more likely than students to think that our schools are safe



Proposed Actions Based on Feedback from Staff & Community

- Summer School expansion (8 weeks)
- Intervention Teachers
- AVID Elective Teachers
- EL Early Back/Step Up and Tutoring
- Professional Development SIPPS, CORE Learning, & West Ed
- Tutoring with transportation in community locations outside of the schools serving specialized groups as a priority
- Preschool (expansion)

Goal 1

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

Priorities 1, 2, 4, 5, and 7

Proposed Actions Based on Feedback from Staff & Community

- Diversity, Equity, and Inclusion training
- Conscious Discipline
- Positive Behavior Intervention Supports
- Restorative practices training
- Equity and Inclusion Coordinator
- Counselors for each site
- Additional psychologist
- Additional speech therapists
- Registered behavior technicians
- Mental Health Clinicians
- Board Certified Behavior Analysts
- Intramurals/Extended Day (Music, drama, dance, academics)
- Safe and clean schools (facilities)

Goal 2

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates and results of student, staff, and stakeholder surveys.

Priorities 5, and 6

Proposed Actions Based on Feedback from Staff & Community

- Parent Education (Local and CSU Fresno)
- Site-based Community Liaisons
- Additional translators to support site needs
- Community Outreach Specialists (Add staff to reflect our ethnicity demographic)
- Family Engagement Resource Center
- Customer Service Academy training
- Kindergarten Round-up

Goal 3

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys.

Priorities 3, and 6



Actions



Goal 1

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Shared Beliefs

1. Preventing learning gaps for the youngest learners by focusing on early literacy and foundational math skills is a priority.
2. Ongoing training is needed to ensure staff is culturally and linguistically competent, and able to differentiate instruction for diverse learners.
3. Long term plans based in research and informed by field experts to publicly articulate work in the areas of social-emotional learning and culturally relevant teaching for individual student groups increase transparency and stakeholder support.



Stakeholder Feedback 12:00-1:00 PM Forum



“Re-focus” on priorities

Call out Math as a part of the intervention

Breadth of PD

MTSS layers included

*Preschool expansion concerns about how to eliminate obstacles for families (AA) for students to attend - How to reach families?

Social workers 1 per quadrant w/ ability to share caseloads

*Site-based Liaison training on how to reach families - Not all sites have one

Intervention teacher-Site based

Counselor at each site

EL tutoring expansion (one-on-one to other groups that have need)

FERC plan

What do our teachers and staff need? How can the LCAP provide safe school for staff/students? Supports to accelerate learning (staff)?

Mental Health services to students after hours

Taking advantage of graduate level psychologists (clinician) - need staff for supervision

Hiring with an “eye” to reflect our student demographic

Stakeholder Feedback 5:00-6:00 PM Forum



Teacher Librarians can lead out many of the proposed actions (e.g. Professional development , equity and outreach efforts for all stakeholders)

Professional development for Social Emotional Learning

Primary teachers professional development in reading that is science/evidence-based to ensure a strong foundation in reading well before 3rd grade

A focus on literacy for ALL students: Starting with phonemic awareness, phonics, continuing with syllabication, word attack skills, vocabulary, leading to increased comprehension.

Focus on literacy and numeracy components to address learning loss-Math frameworks will change in summer 2021. What is the plan to train teachers?

How might Project Based or Themed Learning integrate/address/connect to reading and math essential standards, and increase student engagement?

What are we doing to help students “re-connect” to school now that we are back in-person? How do we keep them from wanting to hide?



Feedback

Written submissions about LCAP goals and actions can be submitted by visiting our website and submitting a Google form:



LCAP

Local Control Accountability Plan

[English Form](#)

[Spanish Form](#)

[Hmong Form](#)

