



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Menlo Park City Elementary School District	Kristen Gracia Superintendent	kgracia@mpcsd.org (650) 321-7140

Goal 1

Goal Description

Broad Goal: Over a three-year 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 as measured by a staff self-reflective Panorama survey.

***- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of district staff participation in Equity and Bias training and development.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 (Baseline Data) Total number of staff 278 50%	2022-23 Total number of staff 278 67%	2023-24 This Data is Not Yet Available	2023-24 100%
Percentage of underrepresented students reporting feeling “engage” or “very engaged” in their learning on the annual Panorama (grades 3-8) “Engagement Scale.”	2020-21 72%	2021-22 Total number of unduplicated students in MPCSD 330 63%	2022-23 Total number of unduplicated students in MPCSD 349 59%	2023-24 This Data is Not Yet Available	2023-24 100%
Percentage of underrepresented students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belong Scale.”	2020-21 79%	2021-22 Total number of unduplicated students in MPCSD 330 61%	2022-23 Total number of unduplicated students in MPCSD 349 67%	2023-24 This Data is Not Yet Available	2023-24 100%
Percentage of behavior referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total number of students with behavior referrals: 12 SWD 20.99% SED 19.75% ELL 9.88% First-Gen College Students 16.05% H/AA/PI 39.51% Male 80.25% Female 19.75%	2022-23 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***	2023-24 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***	2023-24 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***
Overall under representation of referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status.	2020-21 0% (Baseline Data will be available at the end of 2021-22) ***We will be removing this metric as it is a duplicate of the one above***	2021-22 ***We will be removing this metric as it is a duplicate of the one above***	2022-2023 ***This metric has been removed due to the fact that it's a duplicate***	***We will be removing this metric as it is a duplicate of the one above***	2023-24 ***We will be removing this metric as it is a duplicate of the one above***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
We will be removing this metric as it is a duplicate of the one above					
Percentage of district staff participation in the annual Panorama focusing on Equity and Bias.	2020-21 61%	2021-22 Total # of district staff: 385 53.5% district staff participation	2022-23 Total # of district staff: 436 62.3% district staff participation	2023-24 This Data is Not Yet Available	2023-24 100%
Individual staff reflection and self-rating, using a WCLDF rubric on progress towards their development of Equity mindsets and practice.	2020-21 MPCSD Leadership Team	2021-22 Total # of district administrator: 13 Total # of district teachers: 168 Leadership Team: 100% Teachers: Still in progress	2022-23 ***This metric has been removed due to a change in how the WCLDF rubric will be used***	2023-24 This Data is Not Yet Available	2023-24 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	1.1 Healthy and Collaborative Relationships MPCSD will continue with the Anti-racism Advisory Team that will focus on Parent & Community Education, Teacher/Staff Development, Curriculum, and Recruitment, Hiring & Retention Practices. Through an evolution of input and feedback, for the 2023-24 school year, this team will now be known as the Diversity, Equity, Inclusion, and Belonging Advisory Team, fading out the old title.	No	Partially Implemented	We are dedicated to promoting equity through a thorough examination of our operational procedures. We actively seek advisory input and feedback from our staff regarding their efforts in support of our students this year. Additionally, we aim to emphasize the key priorities of our district, reinforcing our commitment to educational excellence and inclusivity. This year, we have held one meeting to provide the Anti-Racism Advisory	---	\$155,000.00	\$72,616

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Team, which the team is now renamed as the Diversity, Belonging, Equity, Inclusion (DBEI) Advisory Team.			
1.2	1.2 Integrated Well-Being Increasing staff knowledge and understanding for the experiences of a diverse student body and support teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist through ongoing professional development and the district's antiracist committee work. As measured by individual staff reflection and self-rating through a Panorama Survey MPCDS will determine progress made towards the goal.	No	Partially Implemented	DBEI coordinator has provided the 2 of a 4 part series training on Unconscious bias. The two sessions had leaders examining internally. In our pursuit of growth and progress, we prioritize deepening our understanding of bias, recognizing its potential manifestations within our specific context. This self-reflection is crucial as we analyze how bias can permeate our decision-making processes and interactions. By doing so, we actively engage in building our leadership capacity to challenge and disrupt bias, fostering an environment of inclusivity, diversity, and fairness in our organization. Now our leaders will be taking this back to their school sites to work with teachers on DBEI.	---	\$10,000.00	\$0
1.3	1.3 Family and Community Engagement Provide three MPCSD opportunities that provide strategies for promoting authentic family relationships that focus on their	No	Partially Implemented	Our schools have been working hard towards creating opportunities to engage our families that focus on their strengths and celebrate their	---	\$10,000.00	\$4,002

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	strengths and that celebrate the culture of the Hispanic students will be provided. (Examples: Family BBQ, Días De Los Muertos).			cultures. We have held the follow events across our district: District Family BBQ, District Parent Cafe, Tinsley Family, Welcome Meeting.Dias De Los Muertos at Encinal and Laurel, Multicultural Day at Oak Knoll, Bilingual Bingo Night at Hillview.			

Goal 2

Goal Description

Broad Goal: Over a three-year 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, and 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 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.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students achieving "standard met" and "standard exceeded" on the ELA portions of the CAASPP. All Underrepresented student data <ul style="list-style-type: none"> Overall student data 	2018-2019 CAASP All ELA 84% AA /HI/PI ELA 53% SED ELA 46% SWD ELA 57% EL ELA 21% Ever EL ELA 63%	2020-2021 *CAASPP was not administered in 2020-2021 In the absence of CAASPP we utilized the SRI, please see below: All ELA (N=1648) 83% AA /HI/PI ELA (N=301) 63% SED ELA (N=185) 55% SWD ELA (N=124) 45%	2022-2023 CAASPP All ELA (N=1753) 81% AA /HI/PI ELA (N=362) 59% SED ELA (N=235) 51% SWD ELA (N=130) 34% EL ELA (N=70) 26% RFEP ELA (N=173) 75% Ever EL ELA (N=229) 61%	2023-24 This Data is Not Yet Available	2023-2024 All ELA 93% AA /HI/PI ELA 62% SED ELA 55% SWD ELA 66% RFEP EL ELA 30% Ever EL ELA 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		EL ELA (N=55) 24% RFEP (N=151) 77.5% Ever EL ELA (N=206) 61%			
Percentage of students achieving “standard met” and “standard exceeded” on the Math portions of the CAASPP. Overall student data Underrepresented student data	2018-2019 CAASP All Math 83% AA /HI/PI Math 42% SED Math 35% SWD Math 38% EL Math 33% Ever EL Math 62%	2020-2021 *CAASPP was not administered in 2020-2021 In the absence of CAASPP we utilized benchmarks, please see below: All Math (N=1648) 69% AA /HI/PI (N=301) Math 47% SED (N=185) Math 40% SWD (N=124) Math 46% EL (N=55) Math 44% RFEP (N=151) 59% Ever EL (N=206) Math 56%	2022-2023 CAASPP All Math (N=1741) 77% AA /HI/PI Math (N=361) 49% SED Math (N=233) 39% SWD Math (N=128) 31% EL Math (N=70) 23% RFEP Math (N=173) 68% Ever EL Math (N=229) 56%	2023-24 This Data is Not Yet Available	2023-2024 All Math 93% AA /HI/PI Math 51% SED Math 44% SWD Math 47% RFEP Math 42% Ever EL Math 71%
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: K-2: F&P, TCRWP Writing & Math benchmarks	2020-2021 (K-2) F&P 85% TCRWP Writing 86% Math 79%	2021-2022 (K-2) Total # of K-2 Students: 922 F&P 86% TCRWP Writing 82% Math 85%	2022-2023 (K-2) Total # of K-2 Students: 984 F&P 81% TCRWP Writing 91% Math 78%	2023-2024 (K-2) Total # of K-2 Students: 888 F&P 82% TCRWP Writing 81% Math 77%	2023-2024 (K-2) F&P 94% TCRWP Writing 95% Math 88%
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: 3-5: SRI, TCRWP Writing, Literacy & Math benchmarks, 5th grade MDTP	2020-2021 (3-5) SRI 87% TCRWP Writing 88% Math 62% 5th Gr. MDTP (Assessment is given in June, will update data)	2021-2022 (3-5) Total # of 3-5 Students: 963 SRI 84% TCRWP Writing 77% Math 74% 5th Gr. MDTP 64%	2022-2023 (3-5) Total # of 3-5 Students: 965 SRI 85% TCRWP Writing 87% Math 81% 5th Gr. MDTP - not administered	2023-2024 (3-5) Total # of 3-5 Students: 948 SRI 86% TCRWP Writing 88% Math 90% 5th Gr. Mini-MIRA 76%	2023-2024 (3-5) SRI 96% TCRWP Writing 97% Math 71% 5th Gr. MDTP (Assessment is given in June, will update data)
Percentage of students achieving “standard met”	2020-2021 (6-8) Writing 41%	2021-2022 (6-8)	2022-2023 (6-8)	2023-2024 (6-8)	2023-2024 (6-8) Writing 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: 6-8: Writing, Literacy & Math benchmarks, MDTP	Literacy 83% Math benchmarks 55% MDTP (Assessment is given in June, will update data)	Total # of 6-8 Students: 895 Writing 62% Literacy 78% Math benchmarks 65% MDTP 54%	Total # of 6-8 Students: 912 Writing 46% Literacy 82% Math benchmarks 79% MDTP - will not be administered moving forward. District is piloting Mini-MIRA.	Total # of 6-8 Students: 913 Writing 16% Literacy 81% Math benchmarks 80% Mini-MIRA 74%	Literacy 92% Math benchmarks 64% MDTP (Assessment is given in June, will update data)
Youth in foster care and homeless housing status progress monitoring audits	2020-2021 0 (Current Metric is new)	2021-2022 2 progress monitoring meetings held, September 2021, December 2021	2022-2023 3 progress monitoring meetings were held, September 2022, December 2022, February 2023	2023-24 1 progress monitoring meetings was held, December 19, 23. We will have two more, February 13 & April 18, 24	By the end of 2024 School Year, MPCSD will have conducted an average of 3 per year, progress monitoring audit
Implementation of Learning Management System District Wide	2020-2021 K-1 Seesaw-Laurel 2-5 Altitude-Learning Encinal, Laurel 6-8 Schoology, pilot group	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make progress. This is intended to be developed out and will continue next year.	2022-2023 K-1 Seesaw-Full implementation 2-5 Altitude-Learning-3rd-5th grade implementation 6-8 Schoology-Full implementation	2023-2024 K-3 Seesaw-Full implementation 4-5 Altitude-Learning-3rd-5th grade implementation 6-8 Schoology-Full implementation	By the end of 2024 School Year, MPCSD will have full Implementation District Wide of all LMS
Evidence & Competency Based Reporting Tools K-8	2020-2021 K-5 Plan for a Pilot of Evidence & Competency Based Report Card 6-8 Developed Evidence & Competency Based Report Card	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make progress. This is intended to be developed out and will continue next year.	2022-2023 K-5 Implemented Pilot Evidence & Competency Based Report Card 6-8 Continued with developing an Evidence & Competency Based Report Card	2023-2024 K-5 Implemented Pilot Evidence & Competency Based Report Card: This project has been put on hold based on changes in curriculum. 6-8 Developed and launched an Evidence & Competency Based Report Card	By the end of 2024 School Year, MPCSD will have fully adopted and implemented Evidence & Competency Based Reporting Tools across K-8
Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST	2019 CAST Data 5th Gr. 69% SWD 36% SED 25% Hispanic 43% Ever EL 38%	2021-2022 *CAST was not administered in 2020-2021 due to Covid. MPCSD did not have an alternative	2022 CAST Data 5th Gr. 63% SWD 19% SED 21% Hispanic 38% Ever EL 37%	2023-24 This Data is Not Yet Available	2024 CAST Data 5th Gr. 78% SWD 45% SED 34% Hispanic 52% Ever EL 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Overall student data Underrepresented student data	8th Gr. 68% SWD 26% SED 30% Hispanic 48% Ever EL 50%	local assessment to administer.	8th Gr. 76% SWD 24% SED 50% Hispanic 55% Ever EL 45%		8th Gr. 77% SWD 35% SED 39% Hispanic 57% Ever EL 59%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	2.1 Homeless and Foster Youth Support Services Establish practices to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and counseling for youth in foster care and homeless housing status.	Yes	Fully Implemented	Ed Services and Student Services leaders met to discuss the plans for the district's unhoused students. The team discussed current living situation and transportation needs of certain students. Currently our students have access to transportation to and from school.	---	\$3,000.00	\$9,583
2.2	2.2 Professional Development on Multi-Tiered Systems of Support Offer Professional Development opportunities and training on MPCSD MTSS Framework and General Education interventions and supports.	No	Partially Implemented	Teachers have been provided professional development in several settings on first best instruction on Foundational Literacy Skills K-2, TWIG Science with ELD integration K-5, Standards-Based Grading Practices 6-8. Academic precision and intentional teaching continues to be a focus.	---	\$90,000.00	\$47,529
2.3	2.3 Collaboration on Multi-Tiered Systems of Support	No	Partially Implemented	District MTSS (Multi-Tiered Systems of Support) Governance	---	\$10,000.00	\$2,185

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Quarterly Collaboration and Partnership Meetings with Educational Services, Student Services, and EL Services to align best practices, MTSS Framework and student supports.			Team have meet in December to support and plan for academic alignment on MTSS expectations.			
2.4	2.4 Implementation of Learning Management System Utilize K-8 learning management system(s) that support differentiation, formative assessment, and evidence-based grading.	No	Fully Implemented	Currently our teachers are using a learning management system to support students and families. This action has been completed. K-3 Seesaw 4-5 Altitude Learning Platform 6-8 Schoology ***This action item as been completed***	---	\$30,000.00	\$31,811
2.5	2.5 Competency and Evidence Based Grading Practices Streamline competency and evidence-based grading practices. In K-5 grades, articulate priority standards and success criteria in reading, writing, and math; revise K-5 progress reports to align with priority standards. In 6-8 grades, provide summer professional development to support the transition to competency-based assessment and evidence-based grading.	No	Partially Implemented	In K-5 grades, articulating priority standards and success criteria in reading, writing, and math; revise K-5 progress reports to align with priority standards has been postponed due to the fact that new curriculum is now being adopted. This will be an action that will need to carried into the new LCAP. In 6-8 grades, received summer professional development to support the transition to competency-based	---	\$30,000.00	\$2,825

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				assessment and evidence-based grading during the 2023 summer.			
2.6	<p>2.6 Targeted Academic Intervention Additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs.</p> <p>*Additional English Language Arts and Math support and intervention resources for sites to address unfinished learning from the school year. The extra support will allow schools to provide targeted academic interventions to accelerate learning and address student needs.</p> <p>***Item removed: *Strategically decrease class sizes to address and provide greater attention to student needs.***</p>	No	Fully Implemented	Additional intervention support resources/staff to are currently allocated to all our schools through the Learning Recovery Block Grant/Art, Music, and Instructional Materials Block Grant to support all four our our schools in order to provide target academic interventions in English Language Development supports and Math support.		\$580,000.00	\$307,392
2.7	<p>2.7 Competency and Evidence Grading MPCSD will design an Evaluation/Grading Policy that reflects our Whole Child Learning</p>	No	Fully Implemented	***This action item as been completed***	---	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and Development Framework and that grades are a promoter of learning. ***This action item as been completed***						

Goal 3

Goal Description

Broad Goal: Over a three-year 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 as measured by annual ELPAC data and formative assessments in order to qualify for reclassification.

Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of students reclassified as English Proficient before the end of fifth and before the end of eighth grade who have been in MPCSD since kindergarten and do not have intensive IEP services.	2020-21 # of students reclassified before the end of fifth grade: 20 students # of students reclassified before the end of eighth grade: 4 students	2021-22 Total # of EL K-5 students at prior to reclassification: 80 # of students reclassified before the end of fifth grade: 28 students Total # of EL 6-8students: 8 # of students reclassified before the end of eighth grade: 3 students	2022-23 Total # of EL TK-5 students prior to reclassification: 124 # of students reclassified before the end of fifth grade: 24 students Total # of EL 6-8 students prior to reclassification: 6 # of students reclassified before the end of eighth grade: 1 student	2023-24 Total # of EL K-5 students prior to reclassification: 166 # of students reclassified before the end of fifth grade: 21 students Total # of EL 6-8 students prior to reclassification: 38 # of students reclassified before the end of eighth grade: 3 students	2023-24 # of students reclassified before the end of fifth grade: 40 students # of students reclassified before the end of eighth grade: 20 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of EL students reporting feeling “connected” to their school/class/experience on the annual Panorama survey.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of EL students (N=55) 3-5: 75% 6-8: 47% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.	2022-23 Total # of EL students (N=82) 3-5: 66% 6-8: 40% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.	2023-24 This Data is Not Yet Available	2023-24 100%
Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of parents who completed the survey: 29 91.7% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey	2022-23 Total # of parents who completed the survey: 60 90% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey	2023-24 This Data is Not Yet Available	2023-24 100%
English Language Student Qualification Number to Special Education	2020-21 4 Students qualified	2021-22 1 Student qualified	2022-23 2 Students qualified	2023-24 1 Student qualified	2023-24 By the end of 2024, MCPSD will have drastically reduced the number of EL students referred to Special Education by 100% ***Revising desired outcome statement*** By the end of 2024, MCPSD will reduce the of in district new initial EL evaluations for special education.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>3.1 Addressing Significant Disproportionality Offer Professional Development and Training on General Education Interventions and supports for English Learners.</p>	Yes	Partially Implemented	<p>MPCSD prioritizes professional development on integrating ELD standards in all aspects of the district. At our first two district-wide professional development day, Elementary General Education teachers spend the day focusing on our TWIG Science program with our professional development. Our instructional coaches developed pd that integrates ELD, focusing on voice, listening, and speaking. At the same time, our district ELD Coordinator provided professional development to district elementary enrichment specialists on integrating ELD into their classrooms, and how to ensure students have a voice, actively listening, and speaking with confidence.</p>		\$34,000.00	\$9,765
3.2	<p>3.2 Addressing Significant Disproportionality Continue to provide a portion of English Learner and Hispanic/Latino services in the General Education classroom setting through the supports of an interventionist. Modeling strategies and supports for General Educators</p>	Yes	Partially Implemented	<p>Through professional development and deliberate focus, teachers received professional development on utilizing math data to inform instruction with the framing of how to provide</p>		\$34,000.00	\$9,765

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and Enhancing Collaboration/Communication.			English Language Learners voice in math instruction. Key Strategies Training for Hillview Middle School teachers to place to support the understanding ELPAC and analyzing EL student data.			
3.3	3.3 Implementation of Multi-Tiered Systems of Support Increase General Education Tier 1 and Tier 2 interventions related to student academic achievement. Create opportunities and support services for general education students with the goal to reduce the number of students referred to Special Education. For funding see Goal 2, Action 2.	No	Partially Implemented	As a part of the district's work in reducing the number of students referred to special education, Special Education Program Specialist Stacey Shirer provided training to the middle school staff on best practice in general education functions		\$0.00	\$0
3.4	3.4 Targeted Academic Intervention MPCSD will provide additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs. *EL Support for sites with more than the lowest number of students being served, this would include two of our elementary schools, Encinal and Laurel School. This	Yes	Fully Implemented	MPCSD provided resources for our EL purchased a standards-aligned curriculum Hillview newcomers to help them learn the basics of English and American culture in their first year in the country. After exploring two different programs and speaking with their representatives, I believe that Language Tree Online offers a program that would best meet the		\$536,000.00	\$273,464

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	additional support will allow these schools to provide targeted academic interventions to accelerate learning and address student needs.			needs of our newcomers. While the program is mostly online, there are also downloadable materials in pdf format. This is a one-year program for middle and high school newcomers which is both adaptive and sensitive to the particular needs of older students. Many newcomer programs target a much younger student, which feels “babyish” to middle schoolers. The program focuses not only on English language acquisition, but also on acculturation.			
3.5	<p>3.5 Extended Learning Time ONE TIME OFFERING IN 2021-22: COMPLETED-A four-week Extended School Year Project-Based Learning plus targeted intervention for underrepresented (EL, SPED) students based on teacher recommendation. This project-based approach will ensure meaningful integration of content areas, such as reading, writing, technology, and an emphasis on science. Along with a project-based approach to summer learning, through our programs, we will address the social and emotional needs of our students.</p> <p>***This action has been updated to reflect current practice, see below***</p>	No	Fully Implemented	ONE TIME OFFERING IN 2021-22: COMPLETED-A four-week Extended School Year Project-Based Learning plus targeted intervention for underrepresented (EL, SPED) students based on teacher recommendation. This project-based approach will ensure meaningful integration of content areas, such as reading, writing, technology, and an emphasis on science. Along with a project-based approach to summer learning, through our programs, we will address the social		\$300,000.00	\$328,341

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	MPCSD Offers a variety of summer programs that will provide 4 weeks of strategic intervention to support skill development for target students. Programs will provide learning experiences that address identified academic needs and also provide positive experiences to support engagement, connections to school, and a love of learning.			and emotional needs of our students.			
3.6	3.6 Targeted Academic Intervention Continue to provide high-quality English Language support by ensuring a baseline number of English Language Development (ELD) specialists and ELD instructional aides.	Yes	Fully Implemented	ELD specialists supports have increased at two of our school sites, Encial & Laurel, due to the large case loads. Under the leadership of our District's English Language Services Coordinator, ELD specialists meet meet regularly in a professional learning community to progress monitor all EL students' progress and partner with general education teachers to ensure that academic needs are met.		\$459,646.00	\$228,642

Goal 4

Goal Description

Over a three-year period of time, MPCSD will increase students' sense of belonging and engagement in learning for our students of Low Social-Economically Disadvantaged (SED) families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of Low SED students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	2018-19 2019 California Dashboard Performance Level Green: 9.4% “chronically absent” (Total # of Low SED Students 287)	2021-2022 Pending CA Data Dashboard Results Based on Data Quest: Low SED students (N=340) considered “chronically absent” 12.9%	2022-2023 CA Data Dashboard Results Based on Data Quest: Low SED students (N=290) considered “chronically absent” 22.1%	2023-24 This Data is Not Yet Available	2024 California Dashboard Performance Level Green: 0% “chronically absent” (Total # of Low SED Students 287)
Percentage of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belonging” Scale.”	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 71% Total # of SED students (N=116) 6-8: 43% *Panorama scoring changed from Mean Score to Percent Favorable	2022-2023 Total # of SED students (N=99) 3-5: 68% Total # of SED students (N=103) 6-8: 41% *Panorama scoring changed from Mean Score to Percent Favorable	2023-24 This Data is Not Yet Available	5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) Sense of Belonging” Scale.
Percentage of Low SED students reporting feeling of “School safety” on the annual Panorama (grades 3-8) “School safety Scale.”	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 70% Total # of SED students (N=116) 6-8: 70% *Panorama scoring changed from Mean Score to Percent Favorable	2022-2023 Total # of SED students (N=199) 3-5: 62% Total # of SED students (N=103) 6-8: 62% *Panorama scoring changed from Mean Score to Percent Favorable	2023-24 This Data is Not Yet Available	5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of “School safety” on the annual Panorama (grades 3-8) “School safety Scale.”
Percentage of Low SED students suspended at least once.	2018-19 California Dashboard Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)	2021-2022 In Data Quest, not numerically significant to report in year one.	2022-2023 0.1%	2023-24 This Data is Not Yet Available	2024 California Dashboard Performance Level Green: 0% suspended at least once (Total # of Low SED Students 287)
Percentage of students from low income families achieving “standard met”	2018-19 CAASPP ELA: Met/Exceed 46%	2021 CAASPP	2021-2022 CAASPP Total # of SED 3-8 students (N=235)	2023-24 This Data is Not Yet Available	2024 CAASPP ELA: Met/Exceed 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and "standard exceeded" on the ELA and Math portions of the CAASPP.	Math: Met/Exceed 35%	*CAASPP was not administered in 2020-2021. In the absence of CAASPP we utilized SRI/Math benchmarks, please see below: Total # of SED 3-8 students (N=224) ELA (SRI): Met/Exceed 55% Math (Benchmark): Met/Exceed 40%	ELA: Met/Exceed 51% Total # of SED 3-8 students (N=233) Math: Met/Exceed 39%		Math: Met/Exceed 60%
Percentage of under represented parents reporting being meaningfully engaged in their children's school on the annual Panorama.	2020-21 Panorama Survey 32.9% of parents reported being meaningfully engaged in their children's school.	2021-2022 Panorama Survey Total # of SED Parents (N=825) 46% of parents reported being meaningfully engaged in their children's school.	2022-2023 Panorama Survey Total # of SED Parents (N=1,010) 54% of parents reported being meaningfully engaged in their children's school.	2023-24 This Data is Not Yet Available	2024 Panorama Survey 60% of parents reported being meaningfully engaged in their children's school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	4.1 Integrated Well-Being Implement the Tobacco-Use Prevention Education Program to provide parent education, classroom curriculum, assemblies, and partnerships with community agencies on topics such as vaping and drug use.	No	Partially Implemented	The district's Wellness Coordinator		\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	<p>4.2 Family Engagement District and ELC Family Engagement Coordinators will provide outreach to Low SED families in order to increase the connection between home and school. Outreach can include individual needs assessment, parent events, and parent education.</p>	Yes	Partially Implemented	District Family Engagement Coordinator has held one parent cafe. A coach and a district staff ran a parent education course on how to understand grade level core content standards and how to interpret a report card.		\$128,000.00	\$69,479
4.3	<p>4.3 Transportation Service To ensure that students are ready for learning, district staff will analyze transportation routes to better understand how having to take the bus impacts our underrepresented students' wellness, particularly, our students from low income families. ***This action has been updated to reflect a change in approach due to feedback from staff*** Classified staff will provide supervision on the bus during the first two months of school for the 2023-24 school year.</p>	Yes	Partially Implemented	The long commute continues to be an area of concern. At the start of the school year, classified staff provided support on the school bus to help students get adjusted for the first month of school. A few of our school administrators took the bus with the students to better understand the conditions.		\$5,000.00	\$6,046

Goal 5

Goal Description

Broad Goal: Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, 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.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of underrepresented students reporting on “Emotional Regulation” on the annual Panorama (grades 3-8) “Emotional Regulation Scale.”	2020-2021 3.4 out of 5 Revised baseline 3-5: 68% 6-8: 70%	2021-2022 Total # of Under represented students (N=176) 3-5: 52% Total # of Under represented students (N=154) 6-8: 68% *Panorama scoring changed from Mean Score to Percent Favorable. Will be sunsetting mean score.	2022-2023 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.	2023-2024 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.	2023-24 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.
Percentage of underrepresented students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	2018-19 California Dashboard: SED Students Performance Level Green: 9.4% “chronically absent” (Total # of Low SED Students 287) Hispanic Students Performance Level Green: 4.8% “chronically absent” (Total # of Low Hispanic Students 482) EL Students	2021-22 Results Based on Data Quest: SED Students “chronically absent”: 12.9% (Total # of Low SED Students 255) Hispanic Students “chronically absent”: 6.9% (Total # of Hispanic Students 479) EL Students “chronically absent”: 1.7% (Total # of EL Students 160)	2022-23 Results Based on Data Quest: SED Students “chronically absent”: 1.9% (Total # of Low SED Students 305) Hispanic Students “chronically absent”: 3.6% (Total # of Hispanic Students 530) EL Students “chronically absent”: 1.4% (Total # of EL Students 171)	2023-24 This Data is Not Yet Available	2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% “chronically absent” (Total # of Low SED Students 287) Hispanic Students Performance Level Green: 0% “chronically absent” (Total # of Low Hispanic Students 482)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Performance Level Yellow: 5.1% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 2.7% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities Performance Level Orange: 8.7% “chronically absent” (Total # of SWD Students 252)</p>	<p>Pacific Islander Students “chronically absent”: 21.9% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 51)</p>	<p>Pacific Islander Students “chronically absent”: 0.3% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 227)</p>		<p>EL Students Performance Level Yellow: 0% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 0% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities Performance Level Orange: 0% “chronically absent” (Total # of SWD Students 252)</p>
Percentage of under represented students suspended at least once.	<p>2018-19 California Dashboard: SED Students Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0.8% suspended at least once (Total # of Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 1.6% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 2.0% suspended at least once (Total # of Low Students with Disability 253)</p>	<p>2021-22 Results Based on Data Quest: SED Students “suspended at least once”: 0% (Total # of Low SED Students 255)</p> <p>Hispanic Students “suspended at least once”: 0% (Total # of Hispanic Students 479)</p> <p>EL Students “suspended at least once”: 0% (Total # of EL Students 160)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “suspended at least once”: 0% (Total # of SWD Students 51)</p>	<p>2022-23 Results Based on Data Quest: SED Students “suspended at least once”: 0.1% (Total # of Low SED Students 305)</p> <p>Hispanic Students “suspended at least once”: 0.3% (Total # of Hispanic Students 530)</p> <p>EL Students “suspended at least once”: 0% (Total # of EL Students 171)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “suspended at least once”: 0.2% (Total # of SWD Students 227)</p>	2023-24 This Data is Not Yet Available	<p>2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0% suspended at least once (Total # of Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 0% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 0% suspended at least once (Total # of Low</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Pacific Islander Students Performance Level Orange: 2.6% suspended at least once (Total # of Pacific Islander Students 38)				Students with Disability 253) Pacific Islander Students Performance Level Orange: 0% suspended at least once (Total # of Pacific Islander Students 38)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	5.1 Integrated Well Being and Healthy Collaborative Relationships Provide, develop, and implement vertically-aligned, developmentally appropriate curriculum and professional development for teachers and staff regarding *Social-emotional learning *Character Education *Citizenship Education *Bully Response/Prevention *Consent, and *Implicit Bias, including the history of Race and Inequity *Site administrator and school counselor training on RULER curriculum *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-	No	Fully Implemented	Districtwide, our school counselors have been an important part of implementing character education and supporting student's social-emotional wellbeing. At all of our schools, The RULER program is implemented along with each schools character education program. Our schools are also utilizing Restorative Justice Practices, K-8.		\$15,000.00	\$3,525

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	emotional initiatives and best practices.						
5.2	<p>Integrated Well Being MPCSD will officially launch an SEL dog program, called PAWZitivity, at all 4 schools, supported by the Menlo Park-Atherton Education Foundation in the 2023-24 school year. This program is designed to support our students develop and maintain a variety of SEL skills: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Our Wellness Coordinator will oversee the PAWZitivity program.</p>	No	Fully Implemented	Our Wellness Coordinator oversees the PAWzitivity program which has now officially launched. It is a program that brings joy to our students. When it comes to the logistics of the program, we are learning and making adjustments. We continue to seek ways to improve upon our programming.		\$45,000.00	\$11,511

Goal 6

Goal Description

Broad Goal: Over a three-year 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) as measured by the parent participation.

Parent connections, sense of belonging

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of underrepresented families reporting feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”	2020-2021 36%	2021-22 Total # of Under represented parents: 825 58%	Updated language used for reporting data. 2022-23 72% Percent of underrepresented families reported feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”	2023-24 This Data is Not Yet Available	2023-24 100%
Increase the number of College Bound parents on governance committees (LCAP+Equity, DELAC).	2020-2021 DELAC average attendance (36 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker’s Series average attendance (83 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	2021-22 DELAC average attendance (21 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker’s Series average attendance (116 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	2022-23 DELAC average attendance (35 EL Parents) Parent Cafe average attendance (24 Low Socio-Economically Disadvantaged Parents) Parent Speaker’s Series average attendance (50 District Parents) LCAP+Equity average attendance (1 underrepresented parents)	2023-24 This Data is Not Yet Available	2023-24 Reflect an increase each year in the following DELAC average attendance (200 EL Parents) Parent Cafe average attendance (100 Low Socio-Economically Disadvantaged Parents) Parent Speaker’s Series average attendance (200 District Parents)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					LCAP+Equity average attendance (10 underrepresented parents) ***Change in desired outcome*** Reflect a 9% increase the number of College Bound parents on governance committees (LCAP+Equity, DELAC).
Percentage of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-2021 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of EL parents that completed the survey (N=29) 91.7% of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2022-23 Total # of EL parents that completed the survey (N=60) 90% of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2023-24 This Data is Not Yet Available	2023-24 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships 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	No	Fully Implemented	This action item has been in place for several years now. For our meetings and parent events, we have hosted at least one of each. We continue to utilize our communication tools with regularity. As for the home visits, that is on a need basis. So far, our Student Services team has conducted one home visit.		\$30,000.00	\$27,706

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>leads to behaviors, habits, values, and practices that allow inequities to exist.</p> <ul style="list-style-type: none"> * Host Parent Speaker Series to provide our parents with 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 the English Language Learner 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 receive school communication and stay connected to the child's classroom * Counselors will provide outreach to College Bound families in order to increase the 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 						

