



MARK WEST UNION SCHOOL DISTRICT

Strategic Plan - Local Control Accountability Plan

2022-2025

Mark West Union School District— Strategic Plan/LCAP Steering Committee

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Letter to the Community from the Mark West Union School District

The Mark West Union School District is recognized for the exceptional education it provides to families of the Mark West community. We are committed to ensuring a high quality teaching and learning environment for every student — schools where all students receive the very best education that will prepare them for the world that they will inherit.

This past year, the Mark West Union School District devoted time and resources to developing a three-year strategic plan to support our commitment to educational excellence. The LCAP/Strategic Plan includes the District’s Vision, Mission, core values and guiding principles, and details about the District’s five strategic priorities. The Strategic Plan is fully aligned with the District’s goals, actions and services detailed in the required Local Control Accountability Plan (LCAP).

Created with the input of our staff, students and community members, the LCAP/Strategic Plan was approved by our Board of Trustees on June 9, 2022.

Five strategic priorities will drive improvement

1. **Student Achievement, Programs and Opportunities:** Create a positive, focused, and safe learning environment for all students that fosters equity and inclusion.
2. **Student Well Being:** Ensure physical and social emotional well-being that addresses the needs of a diverse student body and expand resources and services for all students.
3. **Professional Growth and Positive Staff Culture:** Promote professional growth and a collaborative culture and work environment that supports academic, physical, and social emotional well-being with a targeted lens on diversity, equity and inclusion.
4. **Parent and Community Involvement:** Expand and build relationships and partnerships with parents and the community.
5. **Financial Sustainability:** Ensure the long-term fiscal health and stability of the District through effective stewardship

This LCAP/Strategic Plan, with clear initiatives, goals, and objectives, outlines our priorities and provides a roadmap as we move forward together. These goals are highly integrated and we cannot be successful in one of these areas without being successful at all of them. Regular review and monitoring of progress will be part of our ongoing work to achieve educational excellence through continuous improvement.

The Board wishes to acknowledge the hard work and dedication of the 30-member MWUSD Steering Committee and to all of the community stakeholders who engaged with the planning process. It is with pleasure and pride that we present the Mark West Union School District LCAP/Strategic Plan.

Sincerely: Brian Burke, Board President

Priscilla Jaworski-Quintanilla, Board Member

Victor McKnight, Board Clerk

Brad Sherwood, Board Member

Sara Azat, Board Member

Ron Calloway, Superintendent

Rachel Valenzuela, Superintendent-Elect

I. INTRODUCTION

Mark West Union School District

Mark West Union School District is located in the Mark West/Larkfield area of Santa Rosa and encompasses the geographic areas of Fulton, Larkfield, Mark West and Wikiup. This unincorporated area lies between the city boundaries of Santa Rosa and Windsor. Close to the Pacific Ocean, the Russian River, the city of San Francisco, and Sonoma and Napa Counties' famous vineyards, the area provides a varied lifestyle with many opportunities for recreation and the arts. The surrounding hills and quiet neighborhoods create a wonderful environment for children to live and learn. Sonoma State University and Santa Rosa Junior College are nearby.

Mark West Union School District serves students from transitional kindergarten through 6th grade in its three elementary schools, Mark West, John B. Riebli, and San Miguel. Our District also offers a middle school experience at the Mark West Charter School for grades 7 and 8 and Mark West Home Study Program for grades TK-8.

The 2021-2022 Mark West Union School District annual budget is \$17.6M. The primary revenue source (80%) is the Local Control Funding Formula (LCFF). The remaining funding sources are Federal (4%), State (10%) and local funding (6%).

MWUSD Students and Staff

MWUSD has approximately 1172 students in three K-6 elementary schools, plus an additional 102 students in the 7-8 grades Charter School. Districtwide, sixty percent (77%) of students are White, 16% Hispanic, 2.3% Asian/Pacific Islander, 3% African American, 2% Native American, and 2% multiple ethnicities. Additionally, 515 (44%) qualify for Free/Reduced Price Lunch and 107 (9%) are English Language Learners.

A total of 664 students, which does not include Mark West Charter Middle School, currently reside outside district boundaries, which is approximately 52% of the K- 6 students. All 7th/8th grade charter school students and those in the Independent Home Study Program are considered to reside outside of district boundaries.

The 165 staff members at MWUSD include administrators, certificated teachers and classified staff. Additionally, Mark West USD staff include a psychologist, two speech language pathologists, a nurse, two counselors, counseling interns at all sites, an adaptive physical education specialist, a music teacher, computer techs, health techs, and other specialists to support student needs.

Local Control Accountability Plan

California state law establishes the system for funding public schools. State leaders determine money available to schools each year as part of the state budget process. In 2013, California adopted a new formula, the Local Control Funding Formula (LCFF), which allows funds to be spend for any educational purpose and requires districts to develop a Local Control Accountability Plan (LCAP). The LCAP is designed to provide school districts and their communities more local control and to be responsive to the needs of their students. It is based on a continuous improvement model, examining what is working and where adjustments and corrections are needed to reflect community aspirations for local public education. The MWUSD LCAP helps ensure that the Mark West Union School District can direct funding and resources in a way that aligns with the diverse needs of its student population.

The District LCAP covers a three-year period with requirements to update it annually. Each district's LCAP is measured according to eight priorities. Under this system, school districts must gather input from their local communities throughout the planning process.

II. CREATING THE LCAP/STRATEGIC PLAN - METHODOLOGY

Multi-year planning is a process well known to the Mark West School District. Since 2005, the District has engaged in strategic planning to confirm the direction for the District, to align all resources to the strategic direction, and to guide the development of the annual site plans. With the current State Funding Formula, the District is also required to develop a Local Control Accountability Plan (LCAP). The LCAP is a critical part of the Local Control Funding Formula (LCFF). There are three overarching goal areas that school districts must address in their LCAP's. These are 1.) Conditions of Learning; 2.) Pupil Outcomes; and 3.) Engagement. The plans must also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

In 2021, continuing its commitment to align all planning efforts, the MWUSD Board and Administrative Leadership Team designed an inclusive and comprehensive process to prepare for their next three-year planning cycle. The MWUSD Steering Committee representing the Mark West School Board, Administration, Certificated and Classified Staff, School Site Councils and Parent Teacher Association (PTA), the Mark West Charter School, and the business community was charged with overseeing the planning process and providing insight and feedback at key milestones along the process.

The Strategic Plan/LCAP process consisted of three distinct, sequential phases:

1. Fact finding and community engagement
2. Analysis, synthesis and drafting of the strategic direction
3. Finalization and Board Approval

	Date	Purpose	Accomplished
PHASE I	Oct 14	SP/LCAP Steering Committee Meeting	<ul style="list-style-type: none"> • Dreamed about possibilities • Reviewed prior SP/LCAP progress & results • Prepared for educational partner engagement
	Dec 10,16, 29 Jan 5	Planning for Engagement of Educational Partners	<ul style="list-style-type: none"> • Timeline adjustments • Developed electronic survey: content differentiation, format, outreach
	Jan 10 - 28	Data Collection	<ul style="list-style-type: none"> • In-person, virtual, social media, email outreach to educational partners • Survey completed by parents/community, staff, students
	Feb 8	Superintendent Update to the Board	Provided an update of progress towards completion of Strategic Plan
	Feb 2022	Summarize Findings	Prepared data and conducted preliminary identification of themes for subcommittee work (By consultant)
	Feb 22, 25	Subcommittee Work	Identified themes and provided direction in the development of district priorities in areas of Wellness, Academic, and Engagement
PHASE II	Mar 8	Superintendent Update to the Board	Provided an update of progress towards completion of Strategic Plan
	Mar 16	SP/LCAP Steering Committee Meeting	Reviewed data and provided input toward Strategic Plan draft goals and priority initiatives
PHASE III	May 10	Superintendent update to the Board	Presented a final draft of the Strategic Plan
	June 7	Public Hearing	Held community meeting to gather input on SP/LCAP. Incorporate feedback.
	June 9	Consideration of Approval	The Board conducted a final review and subsequently approved the SP/LCAP

The Strategic Plan/LCAP resulting from this process is rooted in the strengths and assets of the District; it addresses challenges, and it builds on community dreams for its future citizens. It is a dynamic document which will evolve to take advantage of strategic opportunities as local and state policy changes present themselves.

III. THE MWUSD STRATEGIC PLAN MISSION AND VISION

The Strategic Plan for Mark West Union School District (MWUSD) provides a multi-year framework for leading and managing change, analyzing resources, and planning for an uncertain future. The bedrock of this plan is structured as follows:

- The Mission Statement is a written declaration of the core purpose and focus of MWUSD.
- The Vision Statement reflects a description of what the ideal school district can be and what MWUSD strives to achieve.
- The Core Messages/Values define the guiding principles for the District. These principles include excellence and quality, responsibility and accountability, intellectual development, creativity and innovation, collaboration, civility and respect, and community involvement. Decisions regarding allocation of resources for personnel, programs, staff development, administrative structures, and facilities should reflect alignment with these Core Messages.
- The Goal Statements are broad, general targets to be achieved, each listing specific objectives and actions that will be taken to accomplish these goals.
- Recommended objectives and key activities for each goal area were developed to provide specific guidance toward the achievement of the goals.

Mark West Union School District Mission

The Mark West Union School District, supported by an involved community, will personalize, engage, and challenge students to develop the whole child to their highest potential. We are committed to providing a rigorous, inspiring, and inclusive educational program supplemented with social emotional wellness, enhanced with enrichment opportunities, and undergirded with a lens of equity.

Mark West Union School District Vision

Our students will receive an empowering education that will enable them to achieve their personal best, be prepared in skill and mindset for the challenges of the future, and become compassionate, socially responsible, and productive members of our diverse community.

Core Values/Guiding Principles

<i>Alignment</i>	All areas of instruction and support must be related to student success and must all be coordinated and consistent for maximum impact on student achievement.
<i>All Students</i>	All students means the full range of learners with equal emphasis on the learning needs of second language learners, special education students, those with learning differences, students of diverse ethnic, social, and economic backgrounds, advanced learners and every student in between.
<i>Assessment</i>	Assessment will be readily accessible, ongoing, varied, and provide useful information to students, staff, and parents regarding progress towards standards. A goal of independent learners is to be able to assess their own progress.
<i>Collaboration</i>	Professional collaboration will include time to analyze data, study student work, share professional expertise, and examine instructional strategies in relation to student progress/achievement towards standards.
<i>Curriculum</i>	Curriculum will be comprehensive, research based, district adopted, systematic, standards based, engaging, sequential, and consistent from school to school.
<i>Diversity</i>	Diversity is a reality of our schools and is embraced as a core value. It is expressed in myriad forms, including race and ethnicity, gender, identity, language, culture, disability, economic level, and more.
<i>Equity</i>	Equity is achieved when all students have the resources and supports they need to be successful, recognizing that some students require more support than others to get there.
<i>Fiscal</i>	Actively pursue the funding and resources necessary to fulfill our mission to maintain the fiscal integrity of the district.
<i>Inclusion</i>	Deliberate efforts will be made to ensure that our schools are safe places where differences are welcomed, varying perspectives are respectfully heard and where every student feels a sense of belonging and inclusion.
<i>Instruction</i>	Instruction will be differentiated, with appropriate grouping, and with appropriate materials.
<i>Monitoring</i>	Monitoring of student progress will occur at frequent intervals and the data should be used to differentiate instruction, inform parents, and design student support.
<i>Organization</i>	Students will be grouped, schedules of all staff including specialists should be developed, lessons planned, and curriculum mapped so as to maximize all services.
<i>Professional</i>	Professional educators engage in reflection for self-improvement, while empowering themselves and others around them as educators to improve student learning, work toward bettering their chosen field, and take responsibility for the outcome of their efforts. The Standards for the Teaching Profession are a vital part of this definition.

<i>Social Emotional Learning</i>	Social emotional learning is the process through which students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
<i>Standards Based</i>	The focus of instruction will be on what students need to know and accomplish at each grade, in alignment with the Common Core State Standards.
<i>Success</i>	Success is students seeing themselves as confident learners and good citizens. It is also all students meeting and exceeding state and district benchmarks.
<i>Support</i>	Students will first receive differentiated instruction in their classroom with further support available at both the school and district level.

IV. MAJOR PRIORITY AREAS TO ADDRESS IN THE MWUSD STRATEGIC PLAN/LCAP

The LCAP/Strategic Planning Committee identified five strategic areas of focus.

1. **Student Achievement, Programs and Opportunities:** Create a positive, focused, and safe learning environment for all students that addresses equity and inclusion.
2. **Student Well Being:** Ensure physical and social emotional well-being that is equitable and differentiates and expand resources and services for all students.
3. **Professional Growth and Positive Staff Culture:** Promote professional growth and a collaborative culture and work environment that supports academic, physical and social emotional well-being with a targeted lens on equity, diversity and inclusion.
4. **Parent and Community Involvement:** Expand and build relationships and partnerships with parents and the community.
5. **Financial Sustainability:** Ensure the long-term fiscal health and stability of the District through effective stewardship

V. STRATEGIC PRIORITIES, RATIONALE, GOALS AND OBJECTIVES

1. Student Achievement, Student Programs and Opportunities

Rationale

The focus on student learning and success is paramount. Allocated time, engagement rate, and success rate on school activities are all associated with student achievement. This priority emphasizes challenging and supporting students to succeed academically through rigorous, innovative and personalized programs and support.

Helping students succeed as global citizens who are independent, technology savvy, socially responsible, critical thinkers, who know how to communicate and access information, and who are respectful, inclusive, and kind requires differentiated instruction from trained, committed teachers who have adequate resources.

GOAL: Provide a dynamic academic and social foundation for all students that considers equity-driven student needs amidst a technologically evolving world.

OBJECTIVE 1: Ensure student access to relevant and rigorous instruction in math, language arts, and science to yield significant increases in student engagement and achievement across state and district-determined measures, while also providing opportunities for enrichment and support.

- Expand and evaluate district-wide programs and resources to support student learning and engagement in alignment with the implementation of the Common Core State Standards.
- Develop, implement, and monitor Universal Design for Learning strategies in order to refine first best teaching approaches, particularly in language arts, math, and science
- Develop, implement, and monitor a Multi-Tiered System of Support districtwide and organize resources for supporting students who need extra/remedial support and student enrichment opportunities
- Equitably address the needs of English Learners, Title 1 students, migrant students, students with housing insecurity, and students with disabilities
- Enrichment programs/clubs before, during, and after school
- Before and after school academic intervention and homework support programs
- Maintain updated curricular materials consistent with state requirements
- Cultivate data driven practices to help with identifying student needs for remediation supports and enrichment programs
- Educate students on climate adaptation and resource conservation
- Professional development for support staff

OBJECTIVE 2: Integrate technology into the instructional program to improve learning and responsible use of technology

- Maintain usability of technology devices for student and staff
- Cultivate use of online tools, platforms, and processes
- Incorporate digital citizenship training to equip students with the knowledge, skills, and resources to engage in a digital environment with responsibility and confidence
- Implement District technology standards in computer labs and classrooms.
- Improve student skills as proficient users of technology by engaging in technology enhanced and integrated learning activities across the curriculum.
- Foster effective student communication, research, and problem-solving through technology as appropriate
- Continue to optimize and improve the quality of educational technology services provided to each of the schools

2. Student Wellbeing

Rationale

Student wellbeing encompasses the overall health of a student, including their social, mental, physical, and emotional health. Enjoyment and satisfaction with life are inextricably tied to student well-being, for it is the way they perceive themselves and their life. The social emotional health of a student is essential because their wellbeing and academic excellence are intertwined. Schools are no longer only a place to learn but also a place where students' wellbeing are prioritized, while still delivering excellent instruction and learning activities.

This plan seeks to foster thriving and happy students better prepared for their future.

GOAL: Ensure physical and social-emotional student wellbeing with services that are equitable and expand resources and services for all students.

- Incorporate social-emotional learning into core curriculum as appropriate
- Expand the counselor and intern program.
- Professional development in social emotional learning, positive behavior intervention supports, restorative practices, diversity-equity-inclusion, and students with disabilities
- Continue and expand upon the programs and tools that empower students in conflict resolution, social skills, and social emotional/physical wellbeing, such as restorative practices
- Inclusion of SEL and behavior support tiers in the Multi-Tiered System of Support
- Promote a respectful learning environment where students feel safe and individual differences are appreciated.

- Provide opportunities to contribute to a positive and safe school community that fosters personal responsibility, ownership and accountability in students.
 - Provide a strong nutrition and fitness culture to support the development of healthy life-long habits.
 - Parent education on SEL and behavior tools used in school for continuity and reinforcement across settings
-

3. Professional Growth and Positive Staff Culture

Rationale

The District's staff is its greatest asset. Our staff must be supported and valued for their vital importance in achieving success for our students and excellence in our educational program. Teaching is about relationships, relationships between teachers and their principals, relationships and collaboration among teachers, and most importantly between teachers and their students. The students participating in the LCAP/strategic planning focus groups said they were motivated to perform their best with teachers who developed personal relations with them, who helped them to learn through their mistakes and who go step by step through difficult processes.

The District staff is responsible for tailoring and implementing the curriculum effectively, which is so important to attaining the District goals. They create the foundation and the scaffolding upon which to build the bridges within the curriculum. Maintaining the quality of education that the district teachers provide the students is critical to the District's continued success.

The District must continue to support staff in providing professional development that supports student learning, along with opportunities to collaborate and reflect.

GOAL: Promote professional growth and a collaborative culture and work environment that supports academic, physical, and social emotional well-being with a targeted lens on diversity, equity and inclusion.

OBJECTIVE 1: Formalize a staff development plan that aligns with student success of the whole child

- Build capacity to deepen the delivery of the Common Core State Standards.
- Continue professional development in evidence-based instructional practices to increase student engagement during instruction
- Build staff capacity around Multi-Tiered Systems of Support, Universal Design for Learning, social emotional learning & tools, diversity-equity-inclusion, and positive behavior intervention supports.

OBJECTIVE 2: Promote a positive, collaborative staff culture.

- Provide opportunities for horizontal and vertical teacher collaboration, as well as collaboration between teachers and support staff
- Foster shared/collaborative leadership at school sites
- Continue staff development in support of a positive school culture, for example, BEST, Toolbox, Restorative Practices, Second Step, etc.
- Onboarding/Literacy Bootcamp for new staff and those who have changed positions or grade levels.
- Include staff input for professional development (PD) topics and methods, and incorporate staff expertise to support PD as appropriate
- Professional growth opportunities that balance between needs of current position and the ability to develop new skills for advancement
- Support the ability for staff to use technology for record keeping, grading, and to assist in data driven decision making to support the curriculum and meet students' academic needs.

4. Parent and Community Involvement

Rationale:

The support of the community is a core part of the Mark West Union School District success story. Schools that actively involve parents and the community tend to establish better reputations in the community and yield better outcomes for students. The extensive parent and community involvement and support are vivid reminders of what can be accomplished when a community focuses on its children and honors and supports local public education.

Moreover, the access to District facilities by community groups provides for a school-community partnership that embodies mutual support for health, education and recreation. The MW Learning Center is utilized for parent educational opportunities with MW District staff and classes open to the community where they have access to state-of-the-art technology. It is vital to maintain the communicate with the region about the ongoing strength and positive impact of the relationship between the parents, community businesses, local services, and the MW schools.

GOAL: Expand and build relationships and partnerships with parents and the community.

OBJECTIVE 1: Build relationships with parents through regular communication, resources, and tools to increase parent involvement in schools leading to improved student outcomes.

- Develop, monitor, and evaluate a District-to-Parent and School-to-Parent communication plan which includes the methods and frequency of communications.

- Provide parents workshops, via in-person and through Zoom, on meaningful topics that support parents with tools for helping their children at home, curriculum continuum from TK to 8th grade, SEL, digital citizenship, and additional topics, including those suggested by parent survey.
- Create parental education opportunities that support student learning (access to computer support).
- Provide resource information to parents to enable them to support their children's success in language arts, math, and science
- Assist parents with understanding the technology students are using.
- Develop strategic outreach, training, and opportunities for parent involvement of underrepresented groups to foster greater diversity in parent volunteerism.
- Staff training on communicating and working with diverse families
- Provide bilingual interpretation for parent meetings, parent workshops, and other activities as needed
- Develop parent on-boarding approaches for transition events (example: new to district, grade span change)

OBJECTIVE 2: Promote the District in the community through a systematic approach and monitoring process.

- Develop, monitor, and evaluate a District marketing/promotion plan which includes the methods and frequency of verbal, written, and media outreach and communications to the local community.
- Continue development and improvement of the MWUSD web site, as well as school websites, as a dynamic and important home to school communication vehicle to highlight accomplishments and successes, i.e., video clips, virtual school tours, and posting student work.
- Develop Infomercials about the District and capitalize on using social media, as well as other avenues, to share with parents and the community.
- Identify opportunities to showcase the MWUSD schools, e.g., student artwork displayed in local businesses, school display marques and visible signage, newspaper articles, and advertisements that accentuate the positive information about the District/students/schools.
- Provide information on websites for parents about homework assignments, student academic progress, and grading, attendance and State test scores, as applicable.
- Include informative videos to our websites; training broadcasts on math lessons, writing or general information for parents.

OBJECTIVE 3: Create opportunities to support schools as centers of the community.

- Explore feasibility to increase community involvement on campuses outside school hours, e.g., explore possibilities of hosting events.

- Showcase what we offer and invite community members to our programs.
- Expand connections and relationships with outside agencies to offer school-based supports to students and families.

5. Facilities and Financial Sustainability

Rationale

The District believes that providing safe and accessible facilities promotes success in the educational development for all students. The District is committed to providing schools that are inviting, welcoming and portray excellence. In addition, safe areas for physical education and recreation are paramount to the health and wellness of all students.

In 2013 the state made significant changes to its school-finance system creating the Local Control Funding Formula (LCFF) to streamline local funding and increase support for disadvantaged students. The LCFF requires districts to set performance targets on a range of school and student success indicators as part of a district Local Control Accountability Plan (LCAP). The LCAP must also demonstrate how the district’s budget will help achieve the goals, and assess each year how well the strategies in the LCAP were able to improve outcomes for students.

The mission of the Mark West Union School District is to develop the whole child to their highest potential. The Mark West community expects an educational environment that is safe, academically progressive and sound. Sustained and stable finances are indispensable to these broader objectives.

This strategic priority area represents the commitment of the MWUSD Board, Administration and Staff to always keep student success at their center while being proactive in the stewardship of the District and community resources.

GOAL: Ensure the long-term fiscal health and stability of the District through effective stewardship.

OBJECTIVE 1: Promote and maintain fiscal stability in the District

- Align fiscal resources with LCAP/Strategic Plan goals, ensuring fiscal solvency, financial sustainability, and balancing it with LCAP requirements to fund services for specific student populations to ensure equity
- Make recommendations for expenditure reductions and cost containment when necessary.
- Continue efforts to reduce District encroachments (ex: special education).
- Continue to set aside One-time funds as allowed for future facility’s needs, non-major facilities maintenance, and site improvement needs.
- Continue to commit funds for the District’s Other Post-Employment Benefits (OPEB) for retired certificated staff members.

- Monitor changes in enrollment: determine reasons for gains or loss of enrollment; investigate demographic projections; analyze inter-district transfers (in/out) and design actions to address the findings.
- Collaborate with families to promote school attendance for student success and fiscal impacts.

OBJECTIVE 2: Investigate new sources of external revenue.

- Continue to explore funding opportunities with the Mark West Education Foundation, and grants, consistent with the LCAP/strategic plan and school site priorities.
- Continue to refine and develop agreements with groups around facilities use that ensure consistent implementation of the Mark West USD fee structure.
- Expand and deepen relations with local and regional businesses.

OBJECTIVE 3: Develop a financial communication strategy

- Continue implementing a communication strategy/fact sheet to ensure staff and community awareness of the financial condition of the District, e.g., understand federal, state, local funding sources and requirements as they relate to Mark West Union School District.
- Be cognizant of and inform stakeholders of increasing unfunded liabilities around pension plans.

GOAL: Provide facilities and learning environments that meet the needs of all students in the Mark West Union School District.

OBJECTIVE 1: The District will sensibly invest in MWUSD school facilities.

- Continue to implement, review, and revise the District’s Facility Master Plan annually, according to Board adopted priorities.
- Continue modernization where needed, and expansion where applicable.
- Identify, prioritize, fund and implement the District’s Deferred Maintenance Plan.
- Maintain emergency supplies at each site
- Develop and implement a plan to review playground equipment/structures for safety and function, and pursue equipment upgrades in accordance with findings

OBJECTIVE 2: Engage all in the care of the District facilities

- Mentor students to keep a clean campus in the classroom and outside
- Schools will annually organize a parent/student/staff/community work day
- Seek input from students about what they think of their facilities.

VI. APPENDIX

Appendix A. Educational Acronyms

Term	Acronym	Definition
Blended Learning Models		As class sizes throughout California continue to grow, innovative class management strategies offer an opportunity to increase student learning and support; alleviates added pressure on teachers and supports students without adding a substantial strain on the budget.
CAASPP	CAASPP	The California Assessment of Student Performance and Progress (CAASPP) is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career.
Common Core State Standards	CCSS	The Common Core State Standards (CCSS) is an educational initiative in the United States that details what K–12 students should know in English language arts and mathematics at the end of each grade. The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA) and are designed to prepare all students for success in college, career, and life.
Differentiated Instruction	DI	Differentiated Instruction (DI) is the way in which a teacher anticipates, modifies, and responds to a variety of individualized student needs in the classroom. Under DI, teachers create varying content (what is being taught), process (how it is taught) and product (how students demonstrate their learning) within the classroom.
District English Learner Advisory Committee	DELAC	Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC). DELAC is a school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. The DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).
Dynamic Indicators of Basic Early Literacy Skills	DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.
English Language Development Program	ELD	The California Department of Education (CDE, 2010) has defined English Language Development (ELD) as instruction that is “designed to help English Learners learn and acquire English to a level of proficiency (e.g., advanced) that maximizes their capacity to

Term	Acronym	Definition
		engage successfully in academic studies taught in English.”
English Language Proficiency Assessment for California	ELPAC	Students in K-12 whose home language is not English are required by law to be assessed in English language proficiency (ELP). In California, the ELP assessment is the ELPAC. The ELPAC allows schools to identify and serve students who need to improve their skills in listening, speaking, reading, and writing in English. Schools administer the test initially upon enrollment and then annually to students who are still learning English until they are redesignated.
English Learner Advisory Committee	ELAC	Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC). ELAC is a school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.
Local Control Accountability Plan	LCAP	<ul style="list-style-type: none"> The Local Control and Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. The MWUSD LCAP Steering committee meets regularly to provide guidance and recommendations on the ongoing efforts to improve the LCAP. The committee focuses on student, staff, and community engagement and student achievement. This committee is responsible for identifying multiple methods of outreach to gather input and voices regarding our continuous improvement efforts.
LCAP Priorities		<ul style="list-style-type: none"> Conditions of Learning: Basic Services; Course Access Engagement: Pupil Engagement; School Climate; Parent Engagement Pupil Outcomes: Pupil Achievement
Multi-Tiered Systems of Support	MTSS	<ul style="list-style-type: none"> Multi-Tiered Systems of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making for supporting students is practiced across all levels of the educational system.
Positive Behavior Intervention Supports	PBIS	<ul style="list-style-type: none"> Positive Behavioral Interventions Support (PBIS) is a proactive approach to improve student outcomes by supporting students with positive preventative behavior rather than punishment. For educators, it is not a curriculum to learn and teach but instead, a commitment to establishing behavioral and cultural supports needed for any student to achieve academic and emotional success.
Project Based Learning	PBL	Project Based Learning (PBL) is a teaching methodology that allows students to investigate, analyze and examine a problem or project for an extended period of time. Within PBL, educators often use hands-

Term	Acronym	Definition
		on experiments, outside classroom experiences, and more to help students acquire deeper knowledge of a specified learning objective.
Science Technology Engineering (Art) and Math	STEM STEAM	Refers to the academic disciplines of science, technology, engineering (Art) and Math.
Social Emotional Learning	SEL	Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Smarter Balance Assessment Consortium	SBAC	The Smarter Balanced Assessment Consortium utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and is part of the CAASPP.

