

## 2023/2024 FEEDBACK TO THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

<b>GOAL 1</b>		
<b>GROUP</b>	<b>How can the District improve academic supports for students?</b>	<b>RESPONSE</b>
PFC/PTA	Purchase iredy lessons district wide or Lexia so students have a equitable learning path district wide.	The District is currently researching the possibility of purchasing iXL for sites. Lexia and iReady are programs currently purchased on a site by site basis using site based funds.
School Site Council (SSC)	Educational material/ equipment maintenance and upgrade	The District continues to purchase new standards aligned instructional materials and technology upgrades, including Chromebooks, laptops, and Promethean Boards.
Parent	Increase access to courses that better prepare students for college or career. Imbed more of those state standards into electives that reflect the interest of students and release the pressure on the core subjects that tend to define a students ability. Perhaps making the content relatable to students in their areas of interest will relieve the pressure of it being ELA and Math.	Project based learning and integrating core content standards into elective courses are topics that are discussed by teachers as courses of study are revised and new courses are adopted by the Board of Education.
<b>What can schools do to help students feel more connected?</b>		
PFC/PTA	Reduce class size so kids don't just feel like a number. It's impossible for teachers to connect with every students with the large class size.	Additional teacher positions have been budgeted into the revised LCAP Goal 1 to help reduce class size.
School Site Council (SSC)	Build support community, or big bro/sis program to mentor younger students.	This suggestion will be shared with staff.
Parent	Connected to who? Each other? To the school? Perhaps track transfers. It's a challenge to be connected when you have to drive many miles each way and have no one nearby attending the same school. Bring more cultural experiences to sites that reflect the enrollment. Don't always rely on parents to do this work for you. We can help, but a parent run cultural appreciation night that doesn't include staff tells us that the district doesn't care as much as we do. Staff might show up if they're paid. This has to be the responsibility of everyone, if we care about helping students to feel more connected.	Sites will continue to work on building relationships with families from across cultures and ethnicities. LCAP Goals 3 and 4 focus on expanding parent/guardian engagements, specifically for marginalized families. The District will support school sites in planning more cultural experiences that reflect the enrollment of their community.
<b>How can the District improve student attendance?</b>		
PFC/PTA	Start visiting homes of chronic tardiness and absence.	Even though School Attendance Staff often participate in home visits, expanding this support will be shared with staff.
School Site Council (SSC)	Do not take into account of excused absence/tardy. There are important things in life that people need to deal with, other than going to school every day.	Due to changes in Educational Code, all absences are tracked and addressed with families regardless of the reason for the absence.
Parent	Develop a distance education program designed for students who are absent for mental health days or are sick, but well enough to attend from home. Reopen Diablo Day as a buffer school/program that a site or parent can generate a referral for. Have a referral program for night/weekend school for students who need to work to help support their families. Adult Ed isn't appropriate for everyone. If you can run home and hospital for 1 hour per day then you should be able to provide 1:1 support for students who have other needs than a 6 hour school day, 180 days a year.	Alternative attendance options will continue to be explored and expanded, including but not limited to College Now, newcomer programs, and programs to engage out of school youth. Several of these programs are included in the LCAP, including the new Student with Limited or Interrupted Formal Education (SLIFE) program to be housed at Olympic High.
<b>GOAL 2</b>		
<b>GROUP</b>	<b>What additional training or professional development should the District provide certificated staff (teachers, administrators, counselors, etc.) or classified staff (office staff, noon supervisors, assistants, etc.) ?</b>	<b>RESPONSE</b>
PFC/PTA	None, the trainings in this district are terrible and a waste of money. Instead invest in more counselors, nurses, and assistants to allow for students to have access to express to these staff members about their needs.	This feedback will be shared with staff.

School Site Council (SSC)	Training on handling students' mental health as well as violence in school. Often time the person who need help/victims are easier to access, but staff really should work from the root cause/predators/bullies. Do not take shortcut and make victim's life even more miserable.	This past year, the District has added training on handling students' mental health as well as violence in school. This will continue during the 2023/24 school year.
Parent	Collaborative and proactive solutions.	Strategies to promote collaborative and proactive solutions are regularly embedded within staff professional development and training.
<b>GOAL 3</b>		
<b>GROUP</b>	<b>How can the District help parents/guardians become more involved, participate in school activities, and feel more welcome and engaged with our schools?</b>	<b>RESPONSE</b>
PFC/PTA	Have more free events, every event is costly and parents tend to stay away, because the schools keep asking for donations and money, such as for gardening. Parents are getting tired of pouring their money into the schools, when they're not being up keep, and adding things like a garden, murals, and paying to move teachers because of unnecessary movement.	The District appreciates partnerships with parents/guardians and the community and appreciates donations of time and resources.
School Site Council (SSC)	Be proactive and translucent on everything happen in district and/or school. Act quick and no cover-up.	The District strives to communicates in a proactive and transparent way keeping the school community informed. A new website will be launched this summer to assist with this effort.
Parent	Under a different superintendent MDUSD used to engage more with the public. One such example is the speaker series that would be held across different sites with specific focus topics. Ultimately, if the district wanted to help parents and guardians become more involved there would be more effort made. Instead the district has increased contracts with 3rd parties who are far removed from our community, including public relations, to understand how to engage with us.	This feedback will be shared with staff.
<b>GOAL 4</b>		
<b>GROUP</b>	<b>How can the District better support African American students, emerging bilingual students, students with IEPs, foster youth, and students experiencing homelessness and their families?</b>	<b>RESPONSE</b>
PFC/PTA	Why are we constantly pointing at these sub groups segregate them from others. Let's deal with all issues in the district equally. There is so many other issues that the focus on these groups seems petty.	The targeting of metrics and supports for these specific student groups is due to the fact that they are not meeting expected benchmarks identified by the California Department of Education. The District is required by law to highlight the supports put into place to support these specific student groups ensuring that they show growth on CA Dashboard indicators.
School Site Council (SSC)	Hire more counselors to tackle special needs of students.	Additional counselor positions are included in LCAP Goal 1.
Parent	Getting rid of applied behavior analysis would be a good start.	This feedback will be shared with staff.
School Site Council (SSC)	Referral to service(s) that can be beneficial to those families	Additional services, including social workers and counselors, are included in LCAP Goal 1.
Parent	Ask the parents of those student groups what they believe their support needs are. Not everything can be addressed by the district, but you can certainly use your resources (or should I say OUR resources) to provide referrals to address those support needs that fall outside of the districts usual business.	Included in LCAP Goal 3 and 4 are activities the District will engage in building relationships and communication structures with the families of students who have been underserved. Advisory and community groups, including the African American Parent Advisory Committee, Community Advisory Committee, and the District English Learner Advisory Committee, will be utilized to learn more about what parents/guardians want for their student(s).
<b>ADDITIONAL COMMENTS REGARDING THE LOCAL CONTROL ACCOUNTABILITY PLAN</b>		
Parent	The first paragraph suggests there is a list of expenses not covered in the LCAP. But directly following it talks about things that appear to be present in the LCAP that would be budgeted expenses? It reads as though there was meant to be some type of example but the paragraph that follows doesn't appear to be areas that are not budgeted.	The budget information on page 3 has been revised to provide clarification.