

2024-25 FEEDBACK TO THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)		
Group	Feedback/Comments/Questions	Response
Family/Community Member	It bothers me the fact that the base of the goals is based on 2018-2023 when the pandemic struck the kids, violence arose in the community, and the cases of insolation and mental health affected all children in general as well as the parents. It is something most of the community, in general, didn't know it was unprepared to face. I believe these have to be considered facts. As a community member and fighter mother in the district during this special situation, with life experience, I hope the staff includes more experienced than credentialed, money-makers staff. Working with kids and families experiencing trauma, and homelessness ext, requires compassion, and not being taken personally but exercising the duty of guaranteeing the safe of the children as an institution is a mandatory duty. I know many of the staff members are also parents navigating very similar issues, with no experience on how to help themselves or, can't help others, I'll ask everyone to start by helping your selves then from what you all learn then teach us, or lets all learn together. Reading a PowerPoint is one thing, traduced it is another thing, but only folks with life experience will be able to fulfill this duty or it will be a challenge if most of the staff are blind or looking for themselves. This is not just parents' commitment, we need to team up with the community, parents, and other organizations, to be able to see and hear the whole situation our families are struggling with.	This feedback will be shared with staff.
Family/Community Member	Please add a 'deadline' to this so that the all partners wishing to be involved in this process can understand when to respond to this by. Copied below is what is stated on the website. Please add a date and time of when this survey is expected to be closed. "After reading the draft of the Local Control Accountability Plan for Mt. Diablo Unified School District, please share any recommendations or questions you have through this survey:"	Thank you for your feedback. A deadline for feedback of June 20, 2024 at 12:00 pm has been added on the website.
Family/Community Member	1. The LCAP does not address the opportunity gap between low income students and not low income students.	The district is focusing professional development and instructional protocol on Learning Acceleration and access to grade level content and standards with scaffolds vs. lower grade level remediation
	2. The reading literacy lacks baseline data of current 2022-2023 CAASPP reading test scores for each student group and all students for grades 3-8 and 11. Metric/goal could focus on lowest level and improving it as a metric. Currently low income students range 40% to 50% below grade level and look to be a 21% gap between low income students	The baseline data is available for these measures in Goal 1.1 and 1.2
	3. There is no goal or metric to increase the number of teachers or instructional	Goal 2.5 addresses percentage of teachers teaching with a clear credential--
	4. There is no goal or metric to ensure "all elementary" schools have free after	This feedback will be shared with staff and continued efforts will be made to
	5. The carryovers of \$17 million is not acceptable and indicates education partners	This feedback will be shared with staff and continued efforts will be made to
Family/Community Member - Board Comments at 6/12/24 Meeting	As other districts are putting 10-25 hours spread over 4-8 months into development of their LCAPS we are still being presented a draft LCAP in June instead of March or April of each year. A special board meeting LCAP workshop was not held making June the first time educational partners will see this plan.	This feedback will be shared with staff.
	It is problematic that the ACLU has recommended in March 2023 all school districts to show 100% of their budget in the place but we are only able to see 10%-13% of how money is being spent. Furthermore the ACLU recommends showing how much LCFF supplemental money each unduplicated pupil so we can see how the extra money is being spent. .	This feedback will be shared with staff.

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I would like the district and the board to look at this report and see what is different then the previous LCAP or even the last 10 years. Does this report answer the what, when, where, why and how student outcomes will improve? Our the 3 year outcomes realistic based on the shortfalls of the previous LCAP. The slide presentation mentions modifications and modify plans but where are those words in this report?	Feedback with be given to the Superintendent and School Board
The meaning of the LCAP is also to improve student outcomes and to narrow the opportunity gap of our how needs students among other items mentioned in the instructions at the end of the LCAP. .	This feedback will be shared with staff.
There is nothing in the plan to address the double digit opportunity gap between low-income and not low income students	The district is focusing professional development and instructional protocol on Learning Acceleration and access to grade level content and standards with scaffolds vs. lower grade level remediation
LCAP does not address any type of program nor measurable outcomes to bullying nor cyberbullying.	A focus on developing a Multi-Tiered System of Supports (MTSS) focused on academic, behavior, and social emotional instruction, support, and interventions help to build student, staff, and family relationships and connection in school creating a positive and safe school environment.
Goal 1.1 Page 11 -The ELA% for Low Income is closer to 25% per CAASPP scores 2022-2023	The goal states students in grades 3-8 meeting or exceeding standard in ELA which is 23%
Goal 1.1 Page 11 -The Math % for Low Income is closer to 19% per CAASPP scores 2022-2023	The goal states students in grades 3-8 meeting or exceeding standard in Math which is 17%
Goal 1.2 Page 13-The CAASPP 2022-2023 for Math % shows 10%	The goal states students in grade 11 meeting or exceeding standard in Math which is 10%
How does this address safety for LGBTQP students and Black/African American students	Goal Action # 1.4 Social Emotional Learning Initiatives. It takes a village to address the whole student and their needs, which is connected to their sense of safety. District staff will support site teams in evaluating student process and identifying and monitoring interventions through the CARE and SST processes. The MTSS team will provide professional development focused on minimizing the barriers to student attendance and school connectedness and strengthening relationships with students and families. Professional learning on SEL practices, trauma informed instruction, restorative practices, self-regulation, PBIS, and CARE teams will be provided to staff. Aligned to the percentage of students identified as foster youth, low income, and multilingual students, social workers will be hired to provide support for students and families. Wellness Centers will be created at all high schools. Contracts with community based organizations will supplement support at school sites.
Goal 1.3 does not show scores for high needs students.	Scores for student groups will be added
Goal 1.4 -1.6 Reading Literacy lacks scores for high needs students. Assessment by IReady is not strong or promising evidence based. Unclear of the unnamed literacy program is a strong evidence based program. as this would allow for restricted funds to be used. The literacy program fails to identify how the program will be culturally relevant across our student groups.	Scores for student groups will be added. iReady is a researched based literacy program and was used as a early literacy measure. The district will be using a different local assessment in the upcoming year to measure early literacy and screen for dyslexia. All teachers and admin trained in the use of complex, grade level texts. New standards based curriculum and training for all secondary ELA teachers (Curriculum is in both digital and print formats).
1.9 High School Dropout Rate-This appears to not show in the public version of Dataquest.	The data for High School Dropout Rate is found on the Dataquest California Department of Education website in the Four-Year Adjusted Cohort Outcome. See following link: https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?agglevel=district&year=2022-23&cds=0761754
1.16 Williams Reports and SARC's reports do not align. If the district wants to measure Williams Reports than inspections of schools should be independent outside of district control. Most parents don't know of this program nor how to report a problem.. Finally goal is all 52 schools each year all 52 schools need to reported each year not just 10 schools.	The Contra Costa County Office of Education (CCCOE) determines which sites will have Williams visits and staff from the CCCOE perform the visits. There is a recurring list that includes specific sites that are notified and there are also some unannounced visits as well.

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	<p>3.5 Parents to my knowledge were not given an actual "Healthy Kids Survey for 2022-2023. There is no data to be found at the district nor WestEd website that MDUSD participated in this survey.</p>	<p>The California Healthy Kids Survey (CAHKS) 2023/24 School Year Data results have been added to the district website under Student Services and will be shared and reviewed with school leaders and teams to help inform instruction, support, intervention, and professional development for students, staff, and community. CAHKS data can be found at this link: https://www.mdusd.org/families/student-services/california-school-climate-health-and-learning-survey</p>
	<p>3.5 Students to my knowledge were not given an actual "Healthy Kids Survey for 2022-2023. There is no data to be found at the district nor WestEd website that MDUSD participated in this survey.</p>	<p>The California Healthy Kids Survey (CAHKS) 2023/24 School Year Data results have been added to the district website under Student Services and will be shared and reviewed with school leaders and teams to help inform instruction, support, intervention, and professional development for students, staff, and community. CAHKS data can be found at this link: https://www.mdusd.org/families/student-services/california-school-climate-health-and-learning-survey</p>
	<p>Goal 3 Family Engagement Requirements Items 16</p>	
	<p>No plan to offer virtual or hybrid options to attend meetings for committees or school district board meetings.</p>	<p>Feedback will be given to the Superintendent and School Board</p>
	<p>PAC meetings have not grown to include participants of high needs parents</p>	<p>LCAP goal #3 - 3.2 district will continue to use a variety of tools, including social media posts, Board Updates, ParentSquare, Friday Letters, etc to connect with families and MDUSD community. Staff will work in partnership with site administrators and leadership teams to engage and develop parent voice and participate on leadership teams, committees, and advisory groups.</p>
	<p>No food options including local restaurants or food trucks nor childcare options for evening committee nor board meetings</p>	<p>Feedback will be given to staff. At this time DELAC meetings provide childcare and food.</p>
	<p>Lack of outside partnerships to assist the district and educational partners improve learning beyond the school boundaries.</p>	<p>MDUSD continued to collaborate and develop partnerships to expand and enrich services for students and families. A sampling of existing educational partners include; Marine Mammal Center (Ocean Ambassador program for MS Science), Central San partnership for science support and presentations, Marine Science Institute for the Delta Discovery voyages for 5th grade students, Garden Educator Program, Ballet Folklorico, Diablo Ballet, Young Audiences, California Symphony, DVC Ensemble, Assistance League, City of Concord, Expanded Learning Partners, and 25 business partners with our Career Technical Educational programs (Annual Spring Best Day Ever fair).</p>
	<p>Lack of transportation to off-site after school programs and tutoring services.</p>	<p>A variety of onsite after school programs and tutoring services are available to MDUSD students in an effort to reduce the need for transportation services as they are limited. Increased partnerships with expanded learning program partners has also increased services and access https://www.mdusd.org/departments/educational-services/expanded-learning-program. In addition, each schools works in partnership with their community to develops onsite support programs and services to meet the needs of their students and families.</p>
	<p>In conclusion I would like to thank the staff for trying their best with limited resources. My hope is that educational partners in the future will be given a chance to offer their knowledge and resources to help not only the district but all of our students. The CDE has the toolkits to create and grow family engagement but the district appears to not be ready to expand educational partners influences.</p>	<p>This feedback will be shared with staff. Ongoing and continued efforts will be made to collaborate with educational partners to support students and families. One example of family engagement efforts is with Monument Crisis Center partnership with schools to provide resources for our students of need and mentor community services programs, such as Oak Grove Middle School's IB 8th Grade Community Projects.</p>
Family/Community Member	<p>After a quick scan the first few goals I see the following issues.</p>	
	<p>The meaning of the LCAP is also to improve student outcomes and to narrow the opportunity gap of our how needs students among other items mentioned in the instructions at the end of the LCAP. .</p>	<p>This feedback will be shared with staff.</p>
	<p>There is nothing in the plan to address the double digit opportunity gap between low-income and not low income students</p>	<p>The district is focusing professional development and instructional protocol on Learning Acceleration and access to grade level content and standards with scaffolds vs. lower grade level remediation</p>

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Family/Community Member	<p>3 of 4 Pleasant Hill Elementary schools appear to be unaware of ELOP and the program is unable to provide after school programs nor tutoring. 3rd party partners are being used but have waiting lists so many students are unable to attend ASP for multiple years. There is no goal in LCAP to achieve ELOP at "all" elementary schools district wide. 3rd party CYC has room to take 1,000 students but district is unable to bus them to off site location in Concord since 2021. CYC offers tutoring and could be free to any student who qualifies for free lunch income eligibility. At this time Diane Adair Pleasant Hill another 3rd party APP has waiting list of at least 45 families for summer and next year.</p> <p>No goal or metric for increasing # of teachers or instructional aides</p> <p>No goal or metric for bullying and cyberbullying</p> <p>No goal or metric for hate speech or hate activity.</p> <p>No goal or metric for reducing class sizes</p> <p>No goal or metric for teachers and instructional aides to be educated in data analysis or computer technologies such as google classroom and CAASPP/Interim testing.</p>	<p>This feedback will be shared with staff and continued efforts will be made to increase expanded learning opportunities for students. The district annually reviews and monitors data by school of TK-6 "unduplicated students" (English Learners, Foster Youth, students experiencing homelessness, and students eligible for free/reduced price meals), surveys families of "unduplicated TK-6 students to determine interest and need, as well as partners with other expanded learning programs on campus and in the community to determine expansion and access to expanded learning opportunity programs on MDUSD school campus. MDUSD has increased from 17 MDUSD CARES Expanded Learning Program in 2022/23 to 23 CARES programs in 2023/24.</p> <p>feedback will be given to staff</p> <p>feedback will be given to staff</p> <p>feedback will be given to staff</p> <p>Feedback will be given to staff</p> <p>This falls under goal #2. 2.1 addresses training. Technology training can be offered in support of Standards-based instruction. Teachers are offered opportunities utilities district approved technology systems and software.</p>
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