Parent/Family Advisory Committee Meeting

May 27, 2025

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Lunchtime Activities at Valley View Middle School

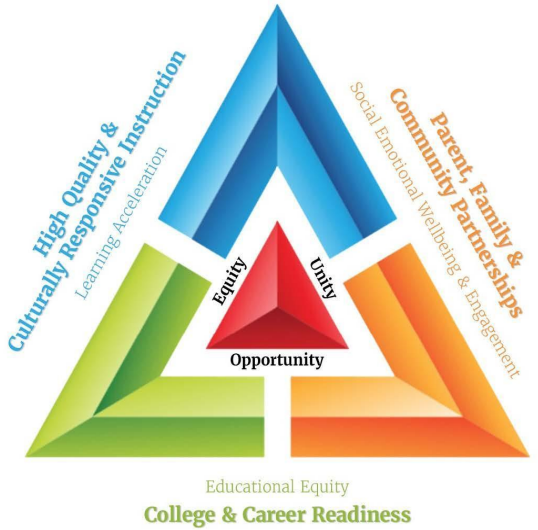
- Welcome & Introductions
- Goals for PAC
- Presentation- LCAP Review & Activity
  - Christina Filios: filiosc@mdusd.org
  - Samantha Allen: allens@mdusd.org

District News and Events



Meadow Homes 3-5th graders attend a performance by the Chinese Lion Dancers.

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Around the District: 6 School Days Left

- Promotions at all of our Middle Schools on the last day of school
- Many of our sites will be having field days, carnivals and end of year celebrations. Safety is our number one priority.
- Last Day of School is June 3rd.
- Graduations: College Now tonight, YVHS on Wednesday, MDHS on Thursday, CHS on Friday, Olympic & Alternative Ed on Saturday, CPHS on Monday, and NHS on Tuesday of next week.
- Two more Board meetings in June on the 11th and 25th.

LCAP RECAP & FEEDBACK

Christina Filios
Assistant Director, Educational Services
Samantha Allen
Chief of Educational Services



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What we have learned this year...

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What is the Maintenance, Operations & Facilities Department

The Maintenance, Operations, and Facilities Department in a school district is responsible for ensuring that all district buildings, grounds, and facilities are safe, clean, and properly maintained to support a conducive learning environment.

Typical Responsibilities

- **Building Maintenance**: Repair and upkeep of school buildings, including electrical, plumbing, HVAC systems, and structural integrity.
- **Grounds Maintenance**: Care and upkeep of landscaping, athletic fields, playgrounds, and parking lots.
- **Custodial Services**: Daily cleaning and sanitation of school buildings, classrooms, restrooms, cafeterias, and common areas.
- **Facility Improvements**: Managing renovation, modernization, and construction projects to ensure facilities meet current safety and educational standards.
- **Health and Safety Compliance**: Ensuring schools comply with health, safety, and building codes, such as fire safety, asbestos management, and environmental regulations.
- **Energy Management**: Monitoring and managing energy consumption, promoting energy efficiency, and overseeing utility services.
- **Pest Control**: Ensuring schools are free from pests and that pest control measures comply with health and safety regulations.
- **Security Systems Maintenance**: Overseeing the maintenance and functionality of security systems, including surveillance cameras, alarms, and access controls.

Expanded Learning Programs: Overview

Academics
- Focusing on implementation of a “homework Zone” that provides academic support
- One hour of academic support Monday-Thursday
  - Homework Help/Study Hall/Credit Recovery
  - Content Standards aligned activities
  - Intervention Support
- Upcoming additions (later slide)



Recreation
- 30 minutes of structured play
- Organized sports
- Upcoming additions (later slide)



Enrichment
- Visual Performing Arts
- Career Technical Education
- Social Emotional Learning
- Youth Voice and Leadership

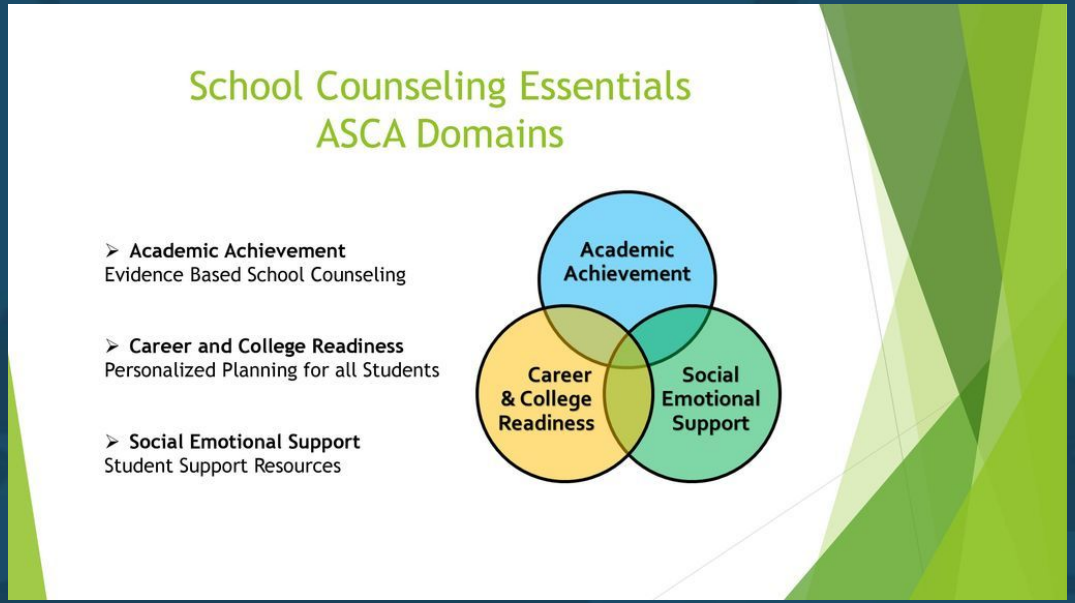


Garden Education
- Students spend one hour a week in their site garden
- Hands on garden activities and nutrition education

School Counseling Program



School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.



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College & Career Readiness: What Does That Mean

Students are able to go directly into work and/or enroll and succeed in post secondary institution

State Dashboard *College & Career Readiness Indicator*

- Measures how well MDUSD is doing in preparing students success after graduation

College Readiness

- *SBAC Test Scores*
- *AP Tests (2)*
- *IB Tests (2)*
- ***College Credit (2)***
- *State Seal of Biliteracy (SBAC)*
- ***A-G completion** (pathway completion, college course, SBAC, AP test)*

Career Readiness

- *Military Science*
- ***Pathway Completion** (need SBAC score and/or college credit)*
- *Registered Pre-apprenticeship*
- *State & Federal Job Programs*
- *Transition Classroom & Work Based Learning*

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A-G Completion – Eligibility for College

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Graduation Requirements

(A-G) SUBJECTS	MDUSD	CAL STATE (Chico State, SF State, East Bay, etc)	UC (UCLA, Berkeley, Davis, Irvine, etc)	PRIVATE	COMMUNITY
A Social Science	3 years • World History • US History • Gov/Econ 30 Credits	2 years required	2 years required	Admission requirements will vary at each private college or university. Check college catalogs in the counseling office or go online for more information.	No subject requirements. 18 years old or high school graduation or high school proficiency test certificate.
B English Language Arts	4 years 40 Credits	4 years	4 years		
C Math	3 years required 30 Credits	3 years required (4 years recommended)	3 years required (4 years recommended)		
D Science	2 years • 1 year - Life • 1 year - Physical 20 Credits	2 years Lab Science required (3 years recommended)	2 years Lab Science required (3 years recommended)		
E Foreign Language	Foreign Language OR Performing/Fine Arts OR CTE 20 Credits	2 years of same Foreign Language	2 years of same Foreign Language		
F Performing/Fine Arts		1 year of Art	1 year of Art		
G Elective Credits/CTE	Elective Courses 60 Credits	1 year	1 year	For schools like: Saint Mary's, Stanford, UoP, USC, Harvard, Xavier, Duke, etc.	For schools like: DVC, LMC, CCC, Laney College, City College of SF, San Jose City College, Butte College, etc.
Physical Education (Graduation Req. ONLY)	2 years 20 Credits	NONE	NONE		
TOTAL CREDITS	**220 Credits**	**Minimum 15 A-G Courses**	**Minimum 15 A-G Courses**		

*Algebra 1 REQUIRED for Graduation

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Data systems

ELA

TK- ESGI (Diagnostic - letter recognition).
K-2 mClass (Diagnostic - reading)
3-12 STAR (Screener)
Classroom Data (Formative)
3-12 CAASPP (Summative)

MATH

TK- ESGI (Diagnostic: counting/numbers)
K-2 iReady (Diagnostic - reading)
3-12 STAR (Screener)
Classroom Data (Formative)
3-12 CAASPP (Summative)

SCIENCE

5th, 8th, and Once in 9-12 - CAST

SEL Survey

K-12
California Healthy Kids Survey

California Physical Fitness Test (PFT).

Aeries Analytics
illuminate
eduCLIMBER
CDE Dashboard
DataQuest
EdData
LCAP
SPSA

District Wide Professional Development

- *Unlocking Language and Literacy: The Science of Reading and Wonders* training grades K-5
- Early Literacy Training for TK
- Course Specific Training and Collaboration for Grades 6-12
- ELA Instructional Leadership Team (ILT) Training for TK-8
- Math Instructional Leadership Team (ILT) Training for TK-12
- Multi-Tiered Systems of Support Training TK-12
- Data and Assessment Training
  - mCLASS K-2
  - Star 3-12
  - eduCLIMBER K-12

Supports and Resources for Students and Families

Academic Support
- Reteach the skills, concepts
- Student Success Team (SST)
- Tutoring program
- Change class

Mental Health Support
- Referral to on-site mental health provider
- Conflict mediation
- Restorative Justice Circle
- Referral to community partner for service
- Referral to school counselor (SEL)
- Referral to Wellness Center
- Referral to counseling center, Wrap Around Program

Parent Outreach
- Parent Conferences
- School/Home communications (ParentSquare, Homelink)
- Parent volunteers
- Parent Organizations

Behavior
- Restorative Justice
- PBIS
- Behavior contract
- Behavior Intervention (BIP)
- Student safety plan
- Community service
- Projects on campus
- Detention
- Class suspension
- Social Media- Common Sense
- Referral to Brief Intervention Class(TUPE)

Referral to Community Partners
- Fred Finch Youth Center – Medi-cal provider
- Gender Spectrum (AB 1266, Transgender Youth)
- Jewish Family Children's Services – Recent immigrant support
- La Clinica de La Raza – Health / Dental Care in Elementary Schools
- National Alliance on Mental Illness (NAMI)
- Rainbow Community Center – LGBTQ + Youth, Safe and Supportive Schools Coalition

Wellness Centers are a safe space that seek to support the academic, emotional and social well-being of students and their families.

Our Wellness Centers strive to achieve this by providing access to short-term school based counseling services, community linkages, student and family advocacy, and much more!



Locations
Middle Schools- Oak Grove and Riverview
High Schools- College Park, Concord, Mt. Diablo, Northgate, Ygnacio Valley, Olympic

Services: Crisis Prevention/intervention, Supporting special populations, Commercial Sexual Exploitation of Children (CSEC), Internships

25,000 +

Meals Served Daily







4,500,000+

Meals Served Annually

180+

Food Service Employees



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FOOD & NUTRITION SERVICES

FNS Core Values

➔ ***Our non-negotiables that must be honored in pursuit of our Vision***

★ **Great Food**
- Scratch cooking
- Local, sustainable procurement

★ **World Class Student Experience**
- Excellent food presentation
- Modernized, dignified facilities

★ **Fiscal Responsibility and Sustainability**
  - Waste reduction

★ **Positive Team Culture**
- Professional, collaborative, and supportive teams
- Robust staff training
- Growth mindset

★ **Diversity, Equity, and Inclusion**
- Universal meals
- Cultural responsiveness and relevance

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LCAP Development & Adoption Timeline



Consultation begins
Fall- Spring

Complete LCAP draft- end of May

Board Meetings:
- Public comment period
- June 11, 2025 Public Hearing
- June 25, 2025 Plan Approved

1 2 3 4 5 6

Involve Ed Partners in plan development

Advisory groups and community have opportunity to respond to draft

LCAP and budget must be approved by June 30th

Measuring Progress towards meeting our Goals

Goal 1: *All Students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career.*

Goal 2: *Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate.*

Goal 3: *Families and community will be informed and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.*

Goal 4: *Focus scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and emerging bilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families and staff.*

Goal 5: *All students at Crossroads High School and Olympic High School will demonstrate a 6% increase in attendance rate and a 6% increase in on-pace graduation rate by June 2026, leading to an increase of 6% in graduation rates.*

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LCAP 101–Acronyms/Terms

- **LCAP**–Local Control Accountability Plan
- **LCFF**–Local Control Funding Formula
- **LEA**–Local Education Agency
- **Unduplicated Students**–Students who are English Learners, Low Income or Foster Youth (only counted once)
- **State Priorities**–Priority Areas with defined accountability measures that must be addressed in the LCAP

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What is the LCAP?

LCAP stands for Local Control Accountability Plan.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (county office of education [COE], **school districts** and charter schools) to share their stories of *how*, *what*, and *why* programs and services are selected **to *meet their local needs***.

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Source: https://www.cde.ca.gov/re/lc/

What is the LCAP?

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the LCFF (Local Control Funding Formula). Under the LCFF, all **LEAs including school districts, COEs, and charter schools are required to prepare an LCAP**.

Source: https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP

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Cycle of Continuous Improvement

Continuous improvement is a process of:

- Identifying what is working and what needs to change - What we are doing today!
- Developing a sound plan (e.g., LCAP) including more effective, or evidence-based practices in the plan
- Implementing the plan
- Using data to monitor outcomes and make timely adjustments to improve those outcomes

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Goal 1 Example

- **Equitable Education for All Students -** *All students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career. All students will demonstrate growth meeting standards in English, English language development, and mathematics.*

- **Sample of Metrics**
  - ELA and Math Performance on CAASPP
  - Reclassification Rate
  - Graduation Rate
  - Access to standards-aligned instructional materials

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LCAP Goal 1 - Metrics

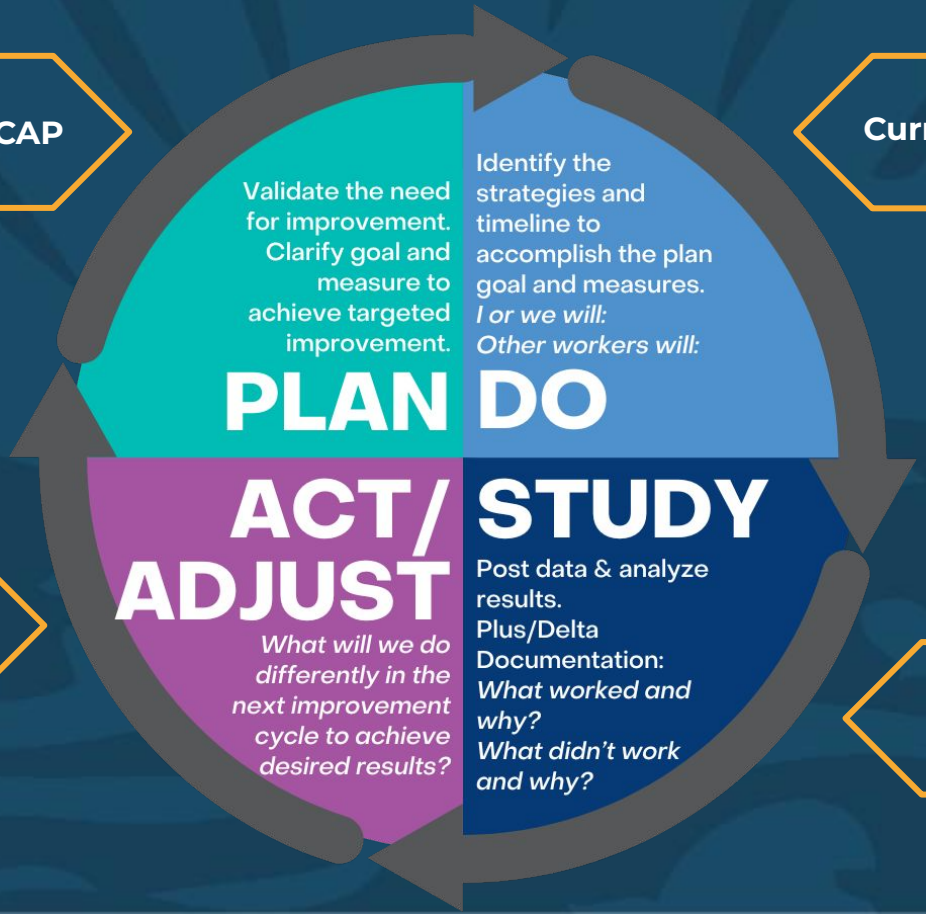
Metric	Baseline	Target	2024-25 Mid-Year Update
CAASPP 3rd-8th grade (Met or Exceeded)	2023 CAASPP 3rd-8th grade (Points above/below level 3) - ELA: 22 pts below - Math: 45 pts below	3rd-8th grade (Points above/below level 3) - ELA: 30 pts above - Math: 0 pts above/below	2024 CAASPP 3rd-8th grade (Points above/below level 3) - ELA: 22 pts below - Math: 43 pts below
CAASPP 11th grade (EAP) (Met or Exceeded)	2023 CAASPP 11th grade (Points above/below level 3) - ELA: 0 pts above - Math: 88 pts below	11th grade (Points above/below level 3) - ELA 45 pts above level 3 - Math 0 pts above/below level 3	2024 CAASPP 11th grade (Points above/below level 3) - ELA: 4 pts below - Math: 82 pts below
CAST 5th, 8th, and High School (Met or Exceeded)	2023 CAST - 5th 36% - 8th 27% - High school 34%	- 5th 45% - 8th 36% - High school 43%	2024 CAST - 5th 35% - 8th 30% - High school 28%
Local Literacy Measure–mClass Dibels (Met or Exceeded)	Winter 2025 K: 35%	Winter 2027 K: 44%	*Change in local measure from ESGI to mClass DIBELS
Reading-Star Assessments (Met or Exceeded)	Winter 2025 1st grade 47% 2nd grade 56% 3rd grade 45%	Winter 2027 1st grade 56% 2nd grade 65% 3rd grade 54%	*Change in local measure from iReady to STAR Assessments

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
1.1 Standards-based Instruction and Materials	$8,798,253	$ 3,507,873	New adoptions for grades 6-12 in ELA and ELD; grades K-8 math adoption in progress for 2025-26. K-5 ELA priority standards identified and articulated through PD for teachers and principals. Implementation of STAR assessment to collect and analyze local data multiple times a year to inform instruction and provide support to students. Subject-area teacher collaboration and PD.
1.2 Foundational Literacy	$422,239	$ 243,019	Wonders/Science of Reading Language and Literacy PD for all K-2 teachers in the fall; all 3-5 teachers to be trained in the Spring. Implementation of mClass reading diagnostic in grades K-2. Principal training and collection of walk-through data by site leaders and district team. ELA ILTs trained in the use of complex text and cross-curricular ties. Heggerty pilot in TK. Loma Vista Adult Center provides full term Family Literacy classes at LVAC, Cambridge, and Meadow Homes four days a week. LVAC has also begun providing daytime and evening childcare for ESL students while they attend class.
1.3 Class Size Reduction	$6,000,000	$ 6,000,000	Funded additional FTE for sites to support smaller class size averages across the district.
1.4 Social Emotional Learning Initiatives	$6,167,138	$ 3,394,188	Counselors provided at all sites and at all levels to support students' social, emotional, academic, and college and career needs. Wellness Centers at all high schools/continuation schools and two middle schools; managed by 8 Social Work Specialists. Hired Social Work Specialist Interns to support students in the Wellness Centers. Hired one Social Work Specialist dedicated to our EL and Newcomer students and community. SWSs have provided trauma-informed training to staff.

Cycle of Continuous Improvement

PDSA Cycle

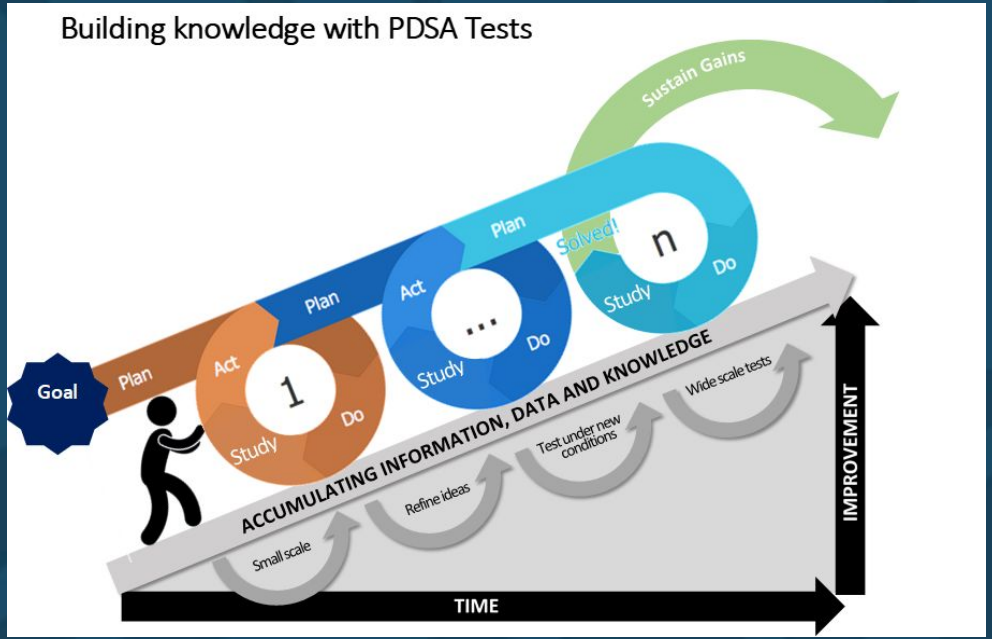


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Cycle of Continuous Improvement

LCAP is a 3 year plan. Each cycle impacts the next cycle

PDSA Cycle



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Required Components of the 2024-25 LCAP

- LCFF Budget Overview for Parents
- 2023–24 LCAP Annual Update
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

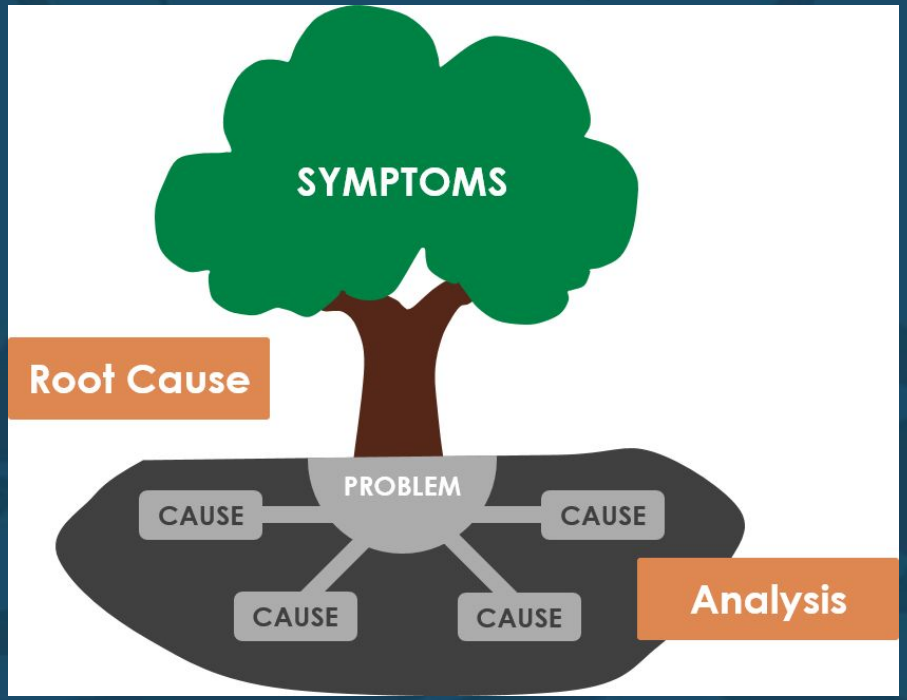
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State Priorities

- **LCAPs must address the following 8 state priorities:**
  - Basic Services
  - Implementation of Standards
  - Family Engagement
  - Student Achievement
  - Student Engagement
  - School Climate
  - Access to Courses
  - Pupil Outcomes

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Activity: An example of a recommendation made from this group is Limited Library Access

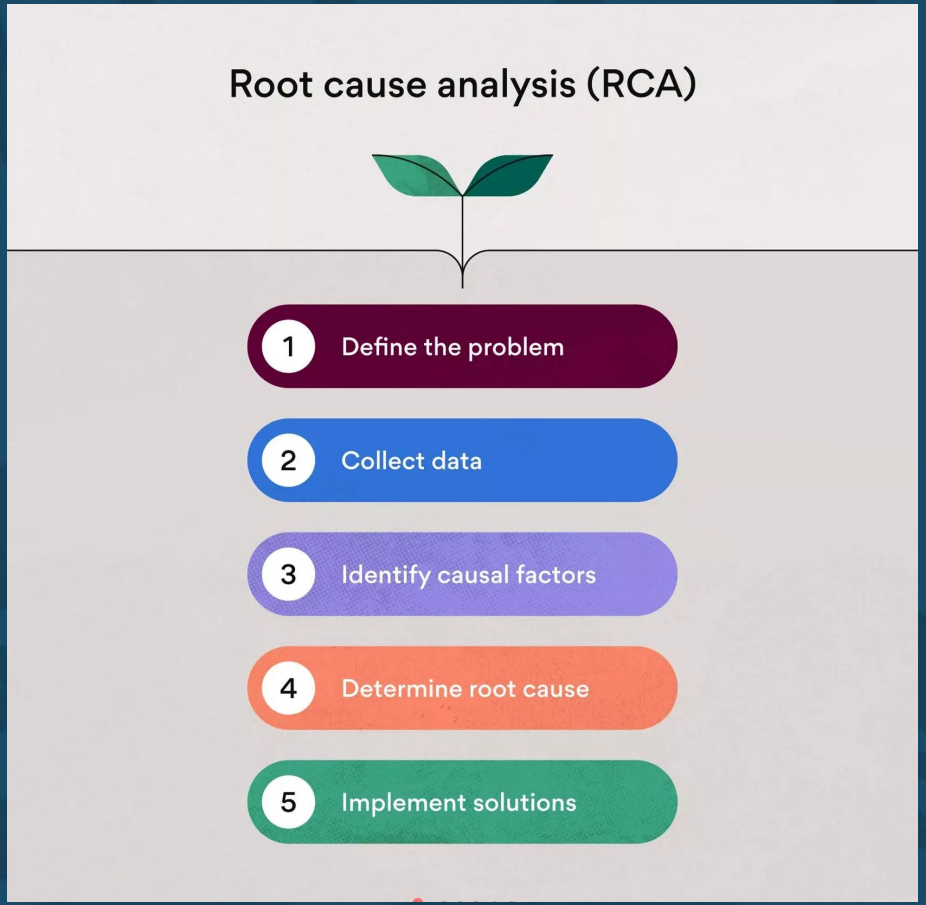


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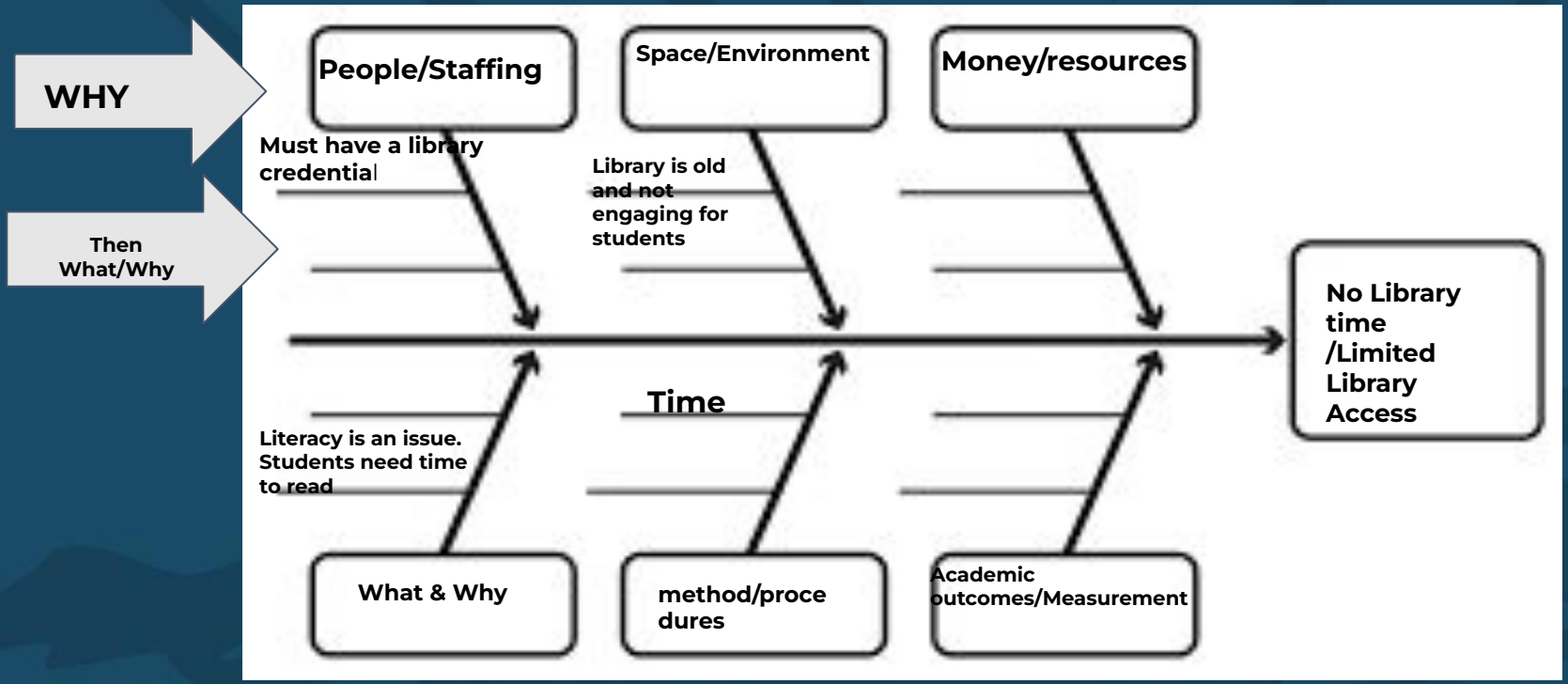
Root Cause Activity: Fishbone Example

The fishbone includes preset categories that work well for project support teams. The fishbone template typically includes categories for:

- **Measurements: Inputs related to observations or measurements**
- **Machines/Tools/Resources: Inputs related to equipment, tools, and facilities**
- **Man/Staffing: Inputs related to labor and skills**
- **Mother Nature/Environment: Inputs related to environmental factors, Safety, welcoming, belonging.**
- **Methods: Inputs related to processes & Policies**
- **Materials: Inputs related to things, text books, software, intervention support and other required components**



Fishbone Activity



Based on the information collected, what might we do to make an impact on literacy by providing students with access to books and time to read? **ACTION**

Root Cause Activity

As you are collecting this information, ask yourself what are you trying to impact? What experience do you want for the students?

- Library time with a credentialed Librarian?
- More exposure to grade level high interest literature?



Based on the information collected, what might we do to make an impact on literacy by providing students with access to books and time to read? **ACTION**

WHY Activity

As you are collecting this information, ask yourself why is this important for students? What else can we do to provide students with...

- More Library time
- More exposure to grade level, high interest literature.
- Opportunities to engage with culturally relevant text.

PHENOMENON	Little or no Access to Library time

WHY - WHY ANALYSIS

	Why - Why ? (Fact - Finding)	Answer
Why-1	Why do you think your site or other schools have less access to Library Time?	**Money? Cost of funding a position.**
Why-2	Why might the district or school limit their funding of this position?	**Hard to find teachers with the specialized credentials.**
Why-3		
Why-4		
Why-5		
	ROOT CAUSE →	

Based on the information collected, what might we do to make an impact on literacy by providing students with access to books and time to read? **ACTION**

Others Suggestions

- Arts: Choir, Drama/Improv, Music, Art, Band - more classes, classes that do not interrupt other classes.
- Language class
- Sports/After school sports
- Reading Support, Math Mentors
- Our PFC offered classes and training for parents but they did not show up.
- Garden & Science
- More Wellness Centers
- School Ambassador
- Student Council - More organized to support student government
- More school counseling services
- Better approach to outreach to families
- Provide extra support in the Wellness Centers. Interns and staff to check in students and assess level of need.
- More breaks during the day for students
- Student Focus groups.
- More after school options.

Activity

1. Table groups of 2-4 people
2. Take about 10 minutes to review all of the materials on the table.
3. As a group categorize the items(strips) under the LCAP goals. You may write down more items if you want to add to the list.
4. Pick one item to start with and begin the fishbone/why/Root cause activity.
    a. What is the problem or the need?
    b. Using the knowledge you have about your experience and your student's experience, identify what you think may be causal factors of this problem or need.
    c. Use the "whys" to identify the sub causes.
5. Create a suggestion based on your collaboration. You may find that you want to focus on something different than the original request.
6. The objective of this activity is to break down the problem and see if we can identify an action that directly aligns with our goals and one of the 8 state priorities. Think about what metrics we would use to measure our progress.

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Share Out:

1. Share what you think is something we can focus on in our LCAP and/or your SPSA for next year. What metric might we use to monitor our progress?

2. What did you learn by going through this process?

3. Anything else you would like to share regarding how we can better serve your scholar(s)?

Thank You & Have a Wonderful Summer Break!

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