Parent/Family Advisory Committee Meeting

December 16, 2025

MT. DIABLO
UNIFIED SCHOOL DISTRICT



- Welcome & Introductions
- Goals for PAC
- LCAP Goals
- Updates from Dr.Clark
- Multilingual Learner Department
- Assessment, Research & Evaluation

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Introductions



- Name
- School Site
- Student’s grade level
- New to PAC?

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PAC Goals for 2025 - 26

The purpose of the Committee is to support, encourage and improve the quality of education and the well-being of all students within Mt. Diablo Unified School District.

The Parent Advisory Committee's mission is to engage families to help shape education policy and represent diverse parent voices in the statewide decision-making process.

The PAC is committed to helping close gaps in achievement and to create authentic engagement opportunities that will result in transformative outcomes for California students.

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UNIFIED SCHOOL DISTRICT

The purpose of this committee shall be to review, recommend, and advise the district on matters pertaining to the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF).

- Advise administration and staff on parents/families' views on any matter related to schools programs, practices policies, plans, and activities
- Communicate with parents/guardians and to promote parent/guardian engagement between home and school in providing for the education of their children
- Assist parents/families in access the system and to facilitate advocacy support for individual children and their parents/ family
- Assist in the planning, development, implementation and evaluation of the LCAP, using data to inform discussions.
- Assist with efforts to make parents aware of the district's policy and procedures relating to the programs and actions within the LCAP and other critical district plans.

LCAP Goals

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.

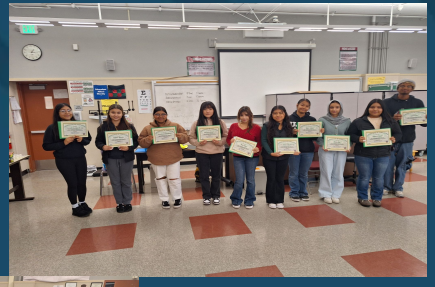
2. Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate.

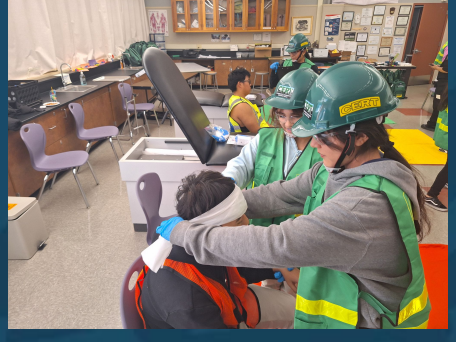
3. Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.

4. Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual 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.

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.

ccee
California Collaborative
for Educational Excellence





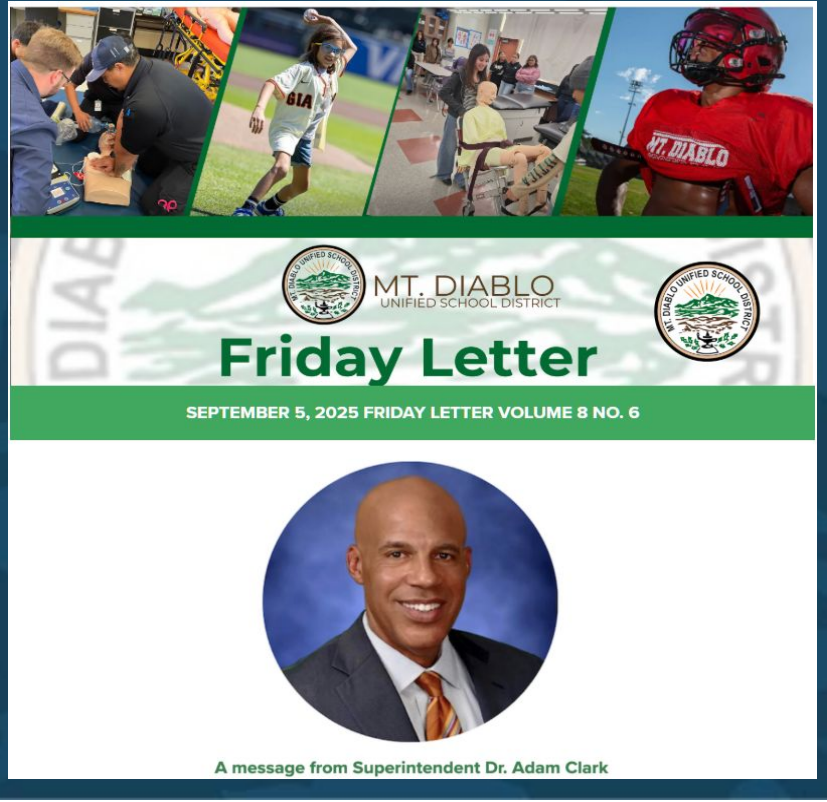
Mt. Diablo
Unified School District



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District Updates from Dr. Adam Clark





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Multilingual Education Department

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Presented by:
Kathryn Fireman

MLL Dept 2025-2026 Mission

Multilingual Education Department

- Improved ELD instruction TK-12
- Improved Literacy outcomes for English Learners
- Higher levels of support for Long-term English Learners
- Each site increases Reclassification rates
- Focus on Bilingualism and Biliteracy

MLL Vocabulary

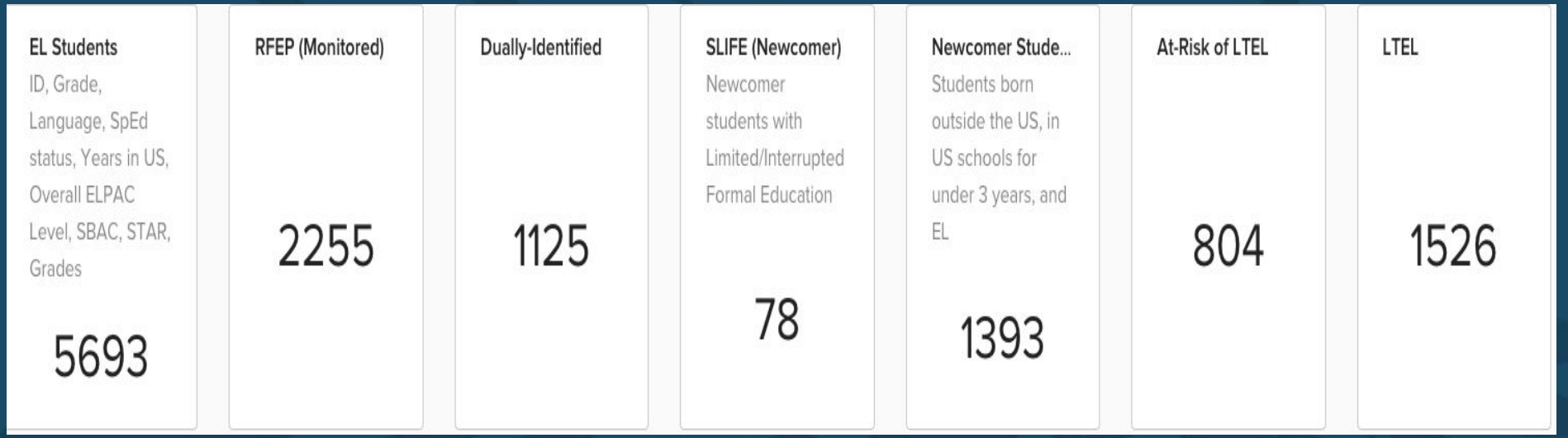
Reclassification: Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Long- Term English Learners:students classified as English Learners (ELs) for six or more years without reaching English proficiency

ELPAC: English Language Proficiency Assessments for California-required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve.

ELPI: English Learner Progress Indicator (ELPI): A metric used by the California Department of Education to measure the percentage of English learner students progressing towards English language proficiency.

Our MLL Numbers/ *Los números de alumnos MLL*



MLL ELPAC Overall 3

Need to improve to ELPAC Overall 4

1611

MLL ELPAC Overall 4/Reclassification

CLOSE to RFEP/need STAR and/or Grades

148

MLLs with IEPs who took ALT ELPAC Score of 3-Fluent

MLLs with IEPs who took ALT ELPAC and can Reclassify

10

RFEP Students 23-24 School Year

547

RFEP Students 24-25 School Year

Students reclassified during the 2024-25 school year. August 1, 2024 - June 3, 2025

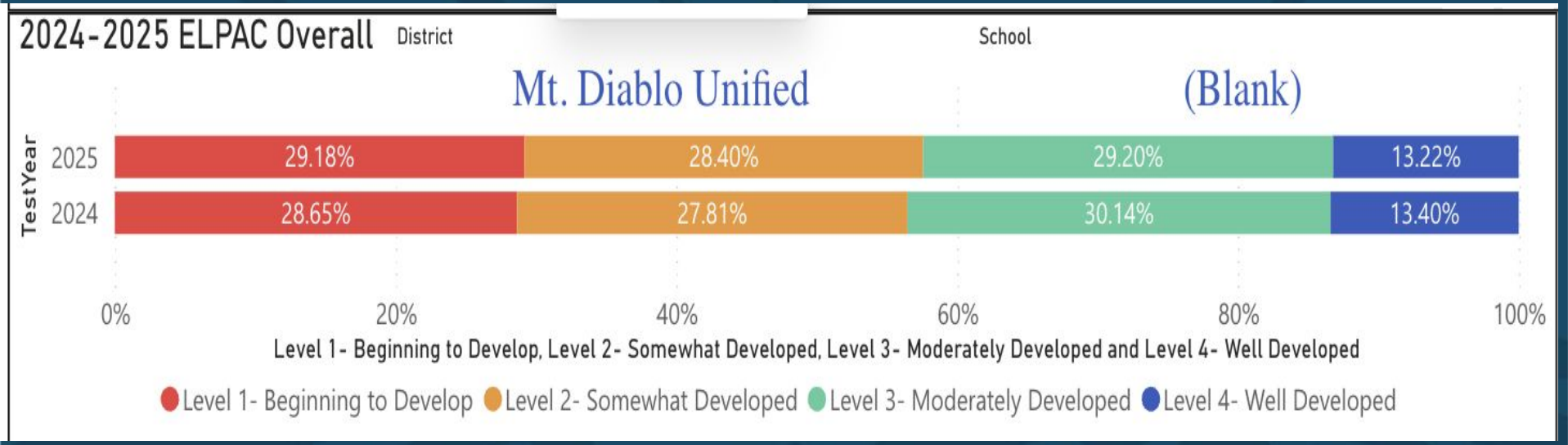
736

RFEP Students 2025-26 School Year

Students reclassified during the 2025-26 school year. August 1, 2025 - June 2, 2026

153

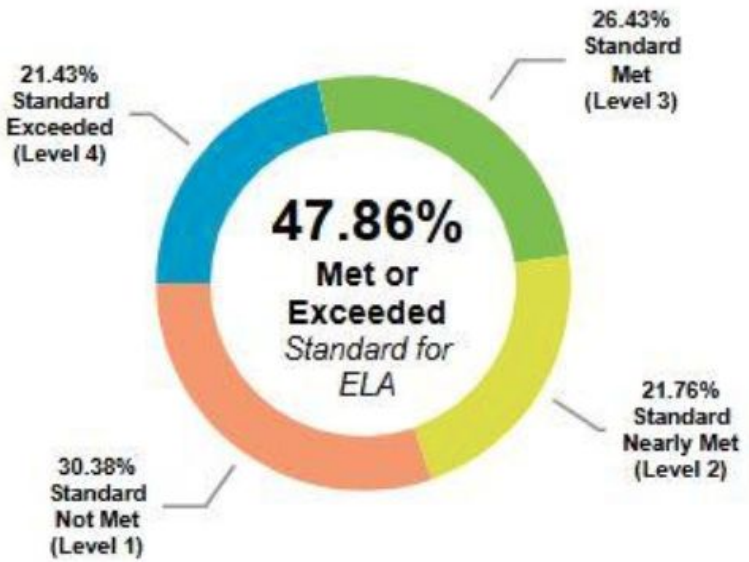
ELPAC 2024-2025 Data



24-25 MDUSD Overall SBAC Results

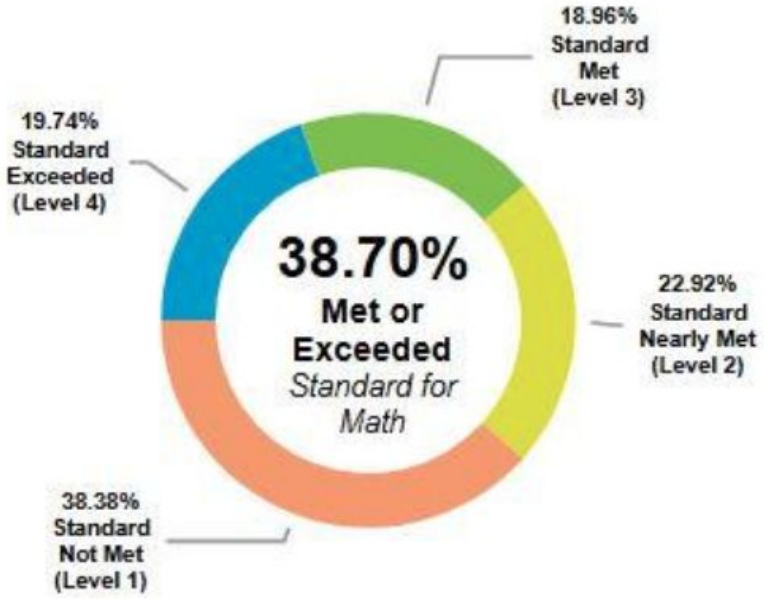
ELA

Percent of students within each achievement level



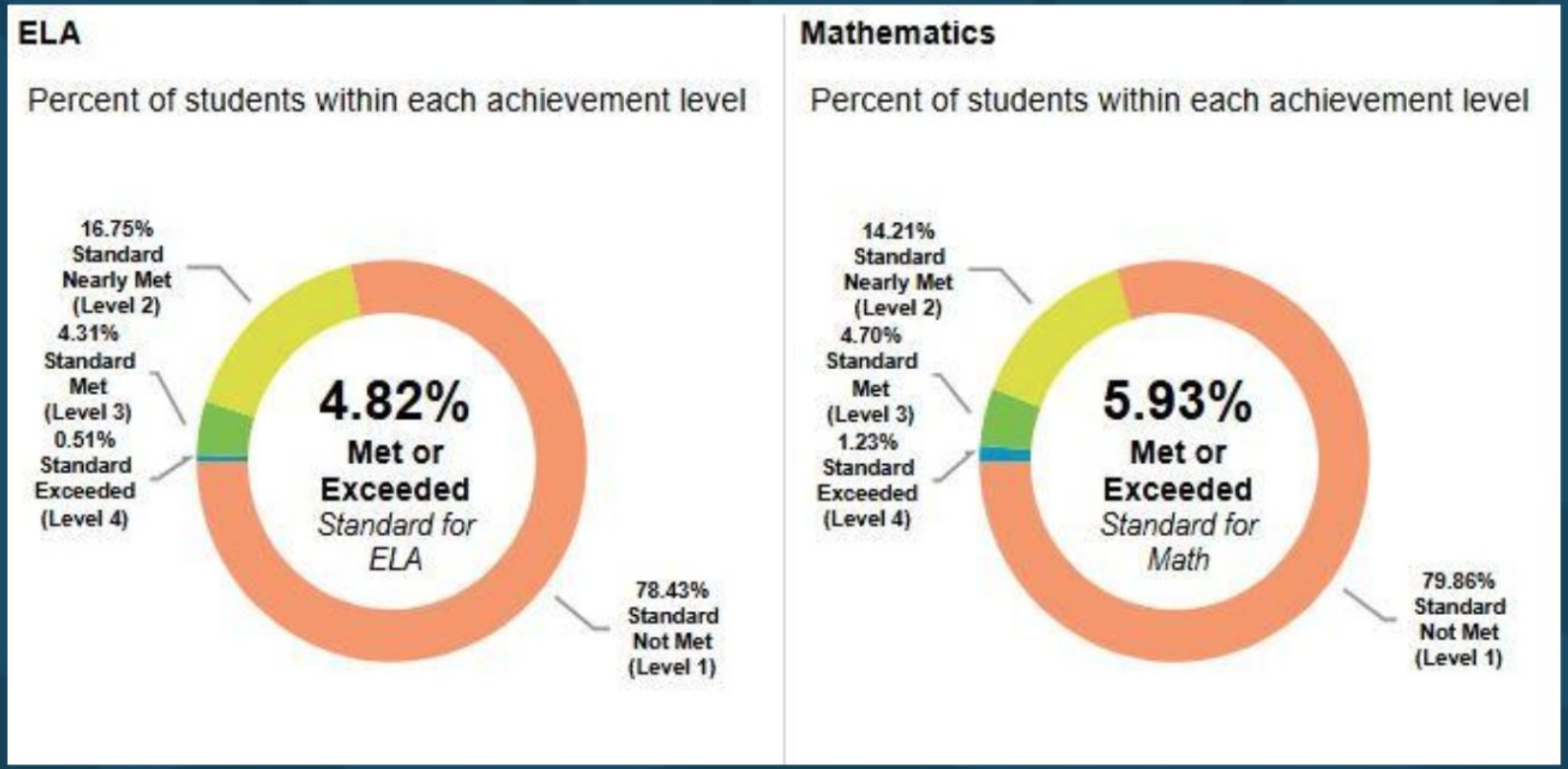
Mathematics

Percent of students within each achievement level



Unless otherwise noted, all data presented in the following slides comes from the California Department of Education (DataQuest).
All Mt. Diablo Unified School District figures reflect non-charter schools only.

24-25 Multilingual



⬆English Language Arts:
Overall increase of 0.53% of students meeting or exceeding standard

⬆Mathematics:
Overall increase of 0.42% of students meeting or exceeding standard

MLL Data Dive

Literacy K-2 mCLASS Students at Minimal/Negligible Risk - Fall 2025			
	Kinder	1st	2nd
District Wide	38.40%	47.40%	59.10%
MLLs	13.30%	24.90%	32.80%

Literacy 3-11, CAASP- Meets or Exceeds Standards				
	2022-23	2023-24	2024-25	% Change
District Wide	45.99%	45.52%	48.11%	2.12%
MLLs	5.07%	4.32%	4.85%	-0.22%
RFEP	46.88%	48.74%	52.93%	6.05%

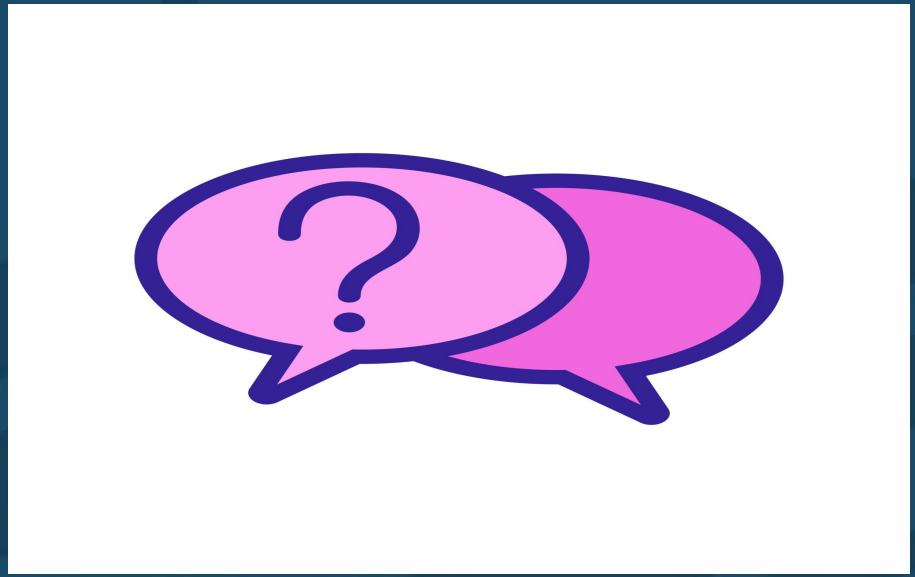
Reclassification Over past 5 Years

	Total ELs					Total RFEPs					Total Percentage of RFEPs				
	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
ELEMENTARY SCHOOLS															
Ayers	50	46	40	55	44	1	6	12	5	13	2%	12%	23%	8%	23%
Bancroft	86	86	85	92	92	1	18	31	16	17	1%	17%	27%	15%	16%
Bel Air	234	195	174	165	147	0	14	14	15	11	0%	7%	7%	8%	7%
Cambridge	351	372	327	344	328	14	13	49	29	27	4%	3%	13%	8%	8%
Eagle Peak	5	7	7	9	11	0	2	1	1	4	0%	22%	13%	10%	27%
El Monte	129	145	135	121	112	6	8	12	19	13	4%	5%	8%	14%	10%
Fair Oaks	121	126	127	125	125	6	7	20	15	9	5%	5%	14%	11%	7%
Gregory Gardens	57	58	73	83	75	2	2	13	14	19	3%	3%	15%	14%	20%
Hidden Valley	93	82	100	104	100	9	15	13	24	17	9%	15%	12%	19%	15%
Highlands	27	20	27	38	33	5	4	4	7	10	16%	17%	13%	16%	23%
Holbrook Lang Acad	109	97	118	140	130	5	20	18	12	17	4%	17%	13%	8%	12%
Meadow Homes	507	492	481	475	407	26	59	59	64	69	5%	11%	11%	12%	14%
Monte Gardens	46	56	62	81	81	4	11	18	13	16	8%	16%	23%	14%	16%
Mt. Diablo	21	32	27	21	22	2	9	6	11	7	9%	22%	18%	34%	24%
Mountain View	42	37	45	53	48	1	5	3	3	2	2%	12%	6%	5%	4%
Pleasant Hill	84	73	75	95	77	1	11	11	8	9	1%	13%	13%	8%	10%
Rio Vista	176	174	193	177	148	5	15	12	14	13	3%	8%	6%	7%	8%
Delta View	161	146	151	143	118	3	13	21	26	14	2%	8%	12%	15%	11%
Sequoia	46	37	41	39	31	5	15	10	14	15	10%	29%	20%	26%	33%
Shore Acres	275	269	268	260	236	4	11	10	15	19	1%	4%	4%	5%	7%
Silverwood	105	92	90	100	95	8	22	19	6	21	7%	19%	17%	6%	18%
Strandwood	52	44	45	46	43	0	11	11	9	7	0%	20%	20%	16%	14%
Sun Terrace	117	95	88	110	91	4	8	6	3	15	3%	8%	6%	3%	14%
Valhalla	42	59	56	77	68	7	8	12	7	19	14%	12%	18%	8%	22%
Valle Verde	24	33	37	37	27	4	4	6	9	8	14%	11%	14%	20%	23%
Walnut Acres	36	39	35	40	30	0	12	13	9	10	0%	24%	27%	18%	25%
Westwood	44	37	46	49	49	2	10	3	5	9	4%	21%	6%	9%	16%
Woodside	52	59	61	58	71	2	6	12	7	3	4%	9%	16%	11%	4%
Wren Avenue	102	100	115	142	132	7	11	12	4	8	6%	10%	9%	3%	6%
Ygnacio Valley	227	221	199	196	199	2	16	31	11	12	1%	7%	13%	5%	6%
Total Elementary	3421	3329	3328	3475	3170	136	366	462	395	433	4%	10%	12%	10%	12%

What we provide to support English Learners in MDUSD

- Daily Designated ELD (English Language Development)
- Integrated ELD throughout all content areas
- Specific Software to support Multilingual Learners
  - Imagine Learning, Summit K12
- All Multlingual Learners are progress monitored
- Communication for EL status, ELPAC levels and reclassification information to all Parents of English Learners
- Options for Dual Language Education
- Pathways and Seals to Biliteracy
- Coaching and PD for teachers to improve the quality of instruction specific for Multilingual Learners
- Reclassification Criteria

Preguntas/Questions



Thank you for your participation

Gracias por su participación

Kathryn Fireman
Director of Multilingual Education Services
(925) 685-1011 Ext. 62018
firemank@mdusd.org

Chitra Bhardwaj
Assistant Director of Multilingual Education Services
(925) 685-1011 Ext. 62034
bhardwajc@mdusd.org

Pati B. Coronado
Community School Coordinator
Multilingual Education Services Department
(925) 685-1011, Ext. 62040
cornadop@mdusd.org

Superintendent Dr. Clark
clarka@mdusd.org

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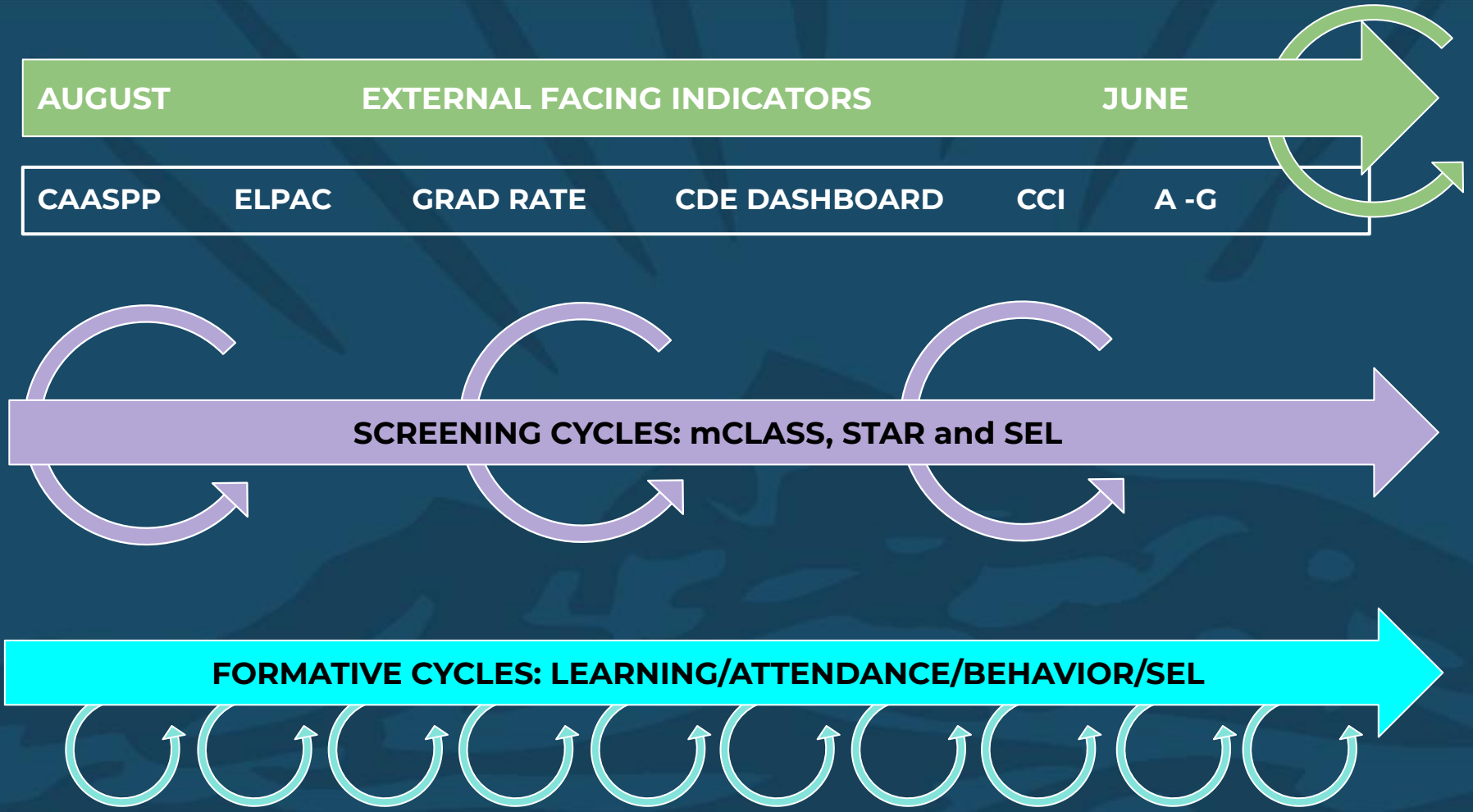
MT. DIABLO
UNIFIED SCHOOL DISTRICT

2025 California School Dashboard

December 10, 2025

Presented By:

Martha Thomas
&
Christina Filios


AUGUST
EXTERNAL FACING INDICATORS
JUNE
CAASPP
ELPAC
GRAD RATE
CDE DASHBOARD
CCI
A -G
SCREENING CYCLES: mCLASS, STAR and SEL
FORMATIVE CYCLES: LEARNING/ATTENDANCE/BEHAVIOR/SEL

California School DASHBOARD

The California School Dashboard is an online tool that provides communities with clear, easy-to-read reports on multiple measures of school and district success.

- Displays performance on key state and local measures
- Highlights progress, equity, and areas needing support
- Supports transparency and continuous improvement across K–12 schools
- Reflects statewide efforts to raise expectations for learning and student outcomes



Dashboard Indicators

State Indicator Measures

State measures allow for comparisons across schools and districts.

- English Language Arts (SBAC)
- Math (SBAC)
- English Learner Progress (ELPI)
- Graduation Rate
- Chronic Absenteeism
- Suspension Rate
- College/Career Indicator (CCI)
- Science (CAST – Status Only)

Local Measures

Local measures are based on information collected by the district and rated as **Met, Not Met, or Not Met For Two or More Years**

- Implementation of academic standards
- Parent and family engagement
- School climate and culture
- Basic services
- Broad course access

Student Group Reporting

Results are presented for all districts, schools, and defined student groups

- Race/ethnicity groups
- English Learners (Multilingual Learners)
- Students with Disabilities
- Socioeconomically Disadvantaged
- Foster Youth
- Homeless Youth (McKinney-Vento)
- Military-connected (if applicable)

2025 Local Indicators

Implementation of Academic Standards: How state standards are implemented.

Broad Course of Study: Student access to a full, diverse set of courses and supports.

Basics (Teachers/Materials/Facilities): Proper teacher assignments, materials, and safe facilities.

Parent & Family Engagement: Partnerships, relationships, and input in decision-making.

Local Climate Survey: School safety and connectedness data from local surveys.



California School DASHBOARD

Implementation of Academic Standards

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

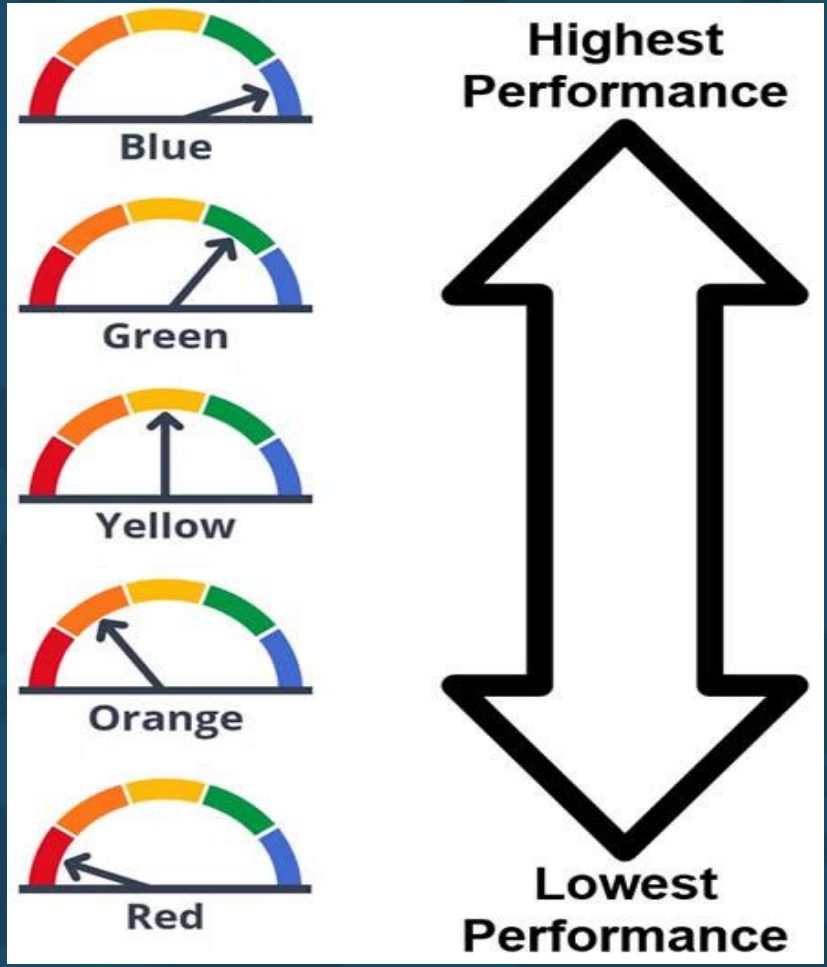
STANDARD MET

Local Climate Survey

STANDARD MET

Performance Levels

- **Five Levels:** Dashboard uses five performance colors
- **Color Range:** Red = lowest, Blue = highest
- **Two Factors:** Based on status + change
- **One Rating:** Each state indicator gets one color
- **Quick Insight:** Highlights strengths and needs



How are performance levels determined?

- **Two Data Points:** Status (current year) Change (growth or decline)
- **Status Scores:** #1 - Set the current (2205) performance level
- **Change Scores:** #2 - Indicate improvement or decline from 2024
- **Placement Grid:** Combines the two and assigns the color



2025 MDUSD State Indicator Performance Levels

LEARN MORE

English Language Arts

All Students | State



Yellow

11.2 points below standard

Increased 7.1 Points

LEARN MORE

Mathematics

All Students | State



Yellow

41.1 points below standard

Increased 4.4 Points

New

LEARN MORE

Science

All Students | State



Green

51.9 science points

Increased 2 Points

LEARN MORE

English Learner Progress

All Students | State



Orange

43.6% making progress

Maintained -1.4%

LEARN MORE

Chronic Absenteeism

All Students | State



Orange

18.4% chronically absent

Maintained -0.1%

LEARN MORE

Graduation Rate

All Students | State



Green

89.9% graduated

Increased 3.5%

LEARN MORE

Suspension Rate

All Students | State



Green

3.1% suspended at least one day

Declined 1.4%

LEARN MORE

College/Career

All Students | State



Green

Prepared 44.7%

Increased 3.2%

How Language Arts and Math Scores Are Determined

- **Three Data Points:**
  Status
  Change
  Participation
- **Status Scores:**
  Determine Distance From Standard **(DFS)**. (This is not the same as proficiency scores on the CAASPP
- **Change Scores:**
  Change in DFS
- **Participation:**
  Lower than 95% scores are adjusted down per state rules
- **Placement Grid:**
  Combine change and status

Step 1: Calculate the DFS for each student.

A third grade student receives and ELA score of 2420. The standard met score is 2432. The student's DFS is -12 because their score is 12 points below standard.

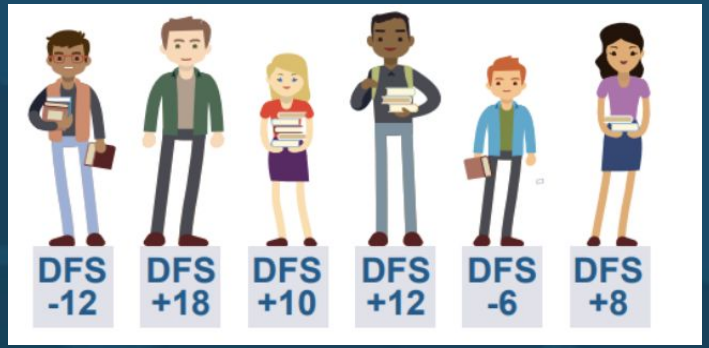
Step 2: Calculate the average DFS for a school or district using all students' DFS values.

The average DFS for each indicator is used to determine the status score.

Additional Information:
This process is completed for each district, school and student group.

Student groups with fewer than 30 students will not have a performance color.





$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5^{**} \text{ points}$$

2025 English Language Arts

All Students

All Students | State



Yellow

11.2 points below standard

Increased 7.1 Points ↑

Number of Students: 14,862



Red

- Homeless



Orange

- English Learners
- Foster Youth
- Long-Term English Learners
- Students with Disabilities



Yellow

- African American
- Hispanic
- Pacific Islander
- Socioeconomically Disadvantaged



Green

- Asian
- Filipino
- Two or More Races
- White



Blue

- No Student Groups



No Performance Color

- American Indian

Below 95% participation Rate

2025 Mathematics

All Students

All Students | State



Yellow

41.1 points below standard

Increased 4.4 Points

Number of Students: 14,909



Red

- Foster Youth
- Homeless



Orange

- African American
- English Learners
- Long-Term English Learners
- Students with Disabilities



Yellow

- Hispanic
- Pacific Islander
- Socioeconomically Disadvantaged



Green

- Asian
- Filipino
- Two or More Races
- White



Blue

No Student Groups



No Performance Color

American Indian

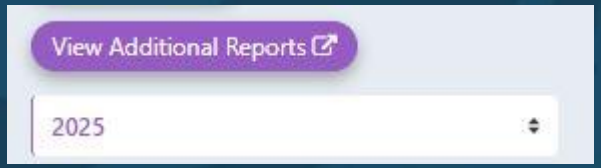
Below 95% Participation Rate

How to find the 5 by 5 for your school

1. Open up the CA Dashboard: caschooldashboard.org and enter in your school name on the search bar.



2. Click on the purple button labeled "View Additional Reports"



3. Choose the report you would like to review.



4. To review exact numbers click on the "View Detailed Data" option.



How Science Scores Are Determined

- **Three Data Points:**
  Status
  Change
  Participation
- **Status Scores:**
  Determine Average Science Points (This is not the same as proficiency scores on the CAASPP
- **Change Scores:**
  Change in SPs
- **Participation:**
  Lower than 95% scores are adjusted down per state rules
- **Placement Grid:**
  Combine change and status

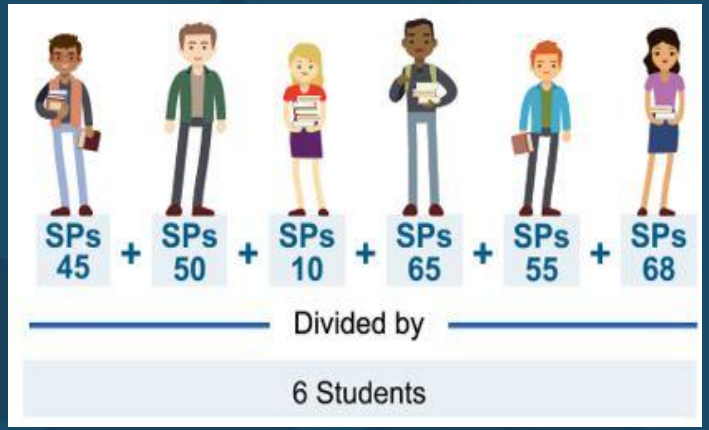
Step 1: Calculate the science points (SPs) for each student.

Step 2: Calculate the average SPs for a school or district using all students' science point values.

The average Science Points for each indicator is used to determine the status score.

Additional Information:
This process is completed for each district, school and student group.

Student groups with fewer than 30 students will not have a performance color.



Equals 48.8 SPs

2025 Science

All Students

All Students | State



Green

51.9 science points

Increased 2 Points ↑

Number of Students: 6,262



Red

Homeless



Orange

Long-Term English Learners

Students with Disabilities

Pacific Islander



Yellow

Hispanic

English Learners

Socioeconomically Disadvantaged

African American



Green

Asian

Filipino

Two or More Races

White



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Below 95% Participation Rate

How ELPI Scores are Are Determined

- **Data Points:**
  Status
  Change
  Participation
- **Status Scores:**
  Performance Growth on Summative ELPAC or Alternate ELPAC
- **Change Scores:**
  Change in growth
- **Participation:**
  Lower than 95% scores are adjusted down per state rules
- **Placement Grid:**
  Combine change and status

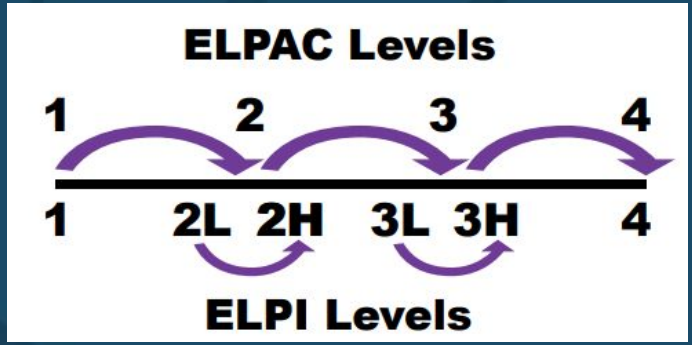
Step 1: Calculate the growth for each student.

Add total number of students who made growth between 2024 and 2025 and the number of students who remained a level 4 on the ELPAC divide by total number of students tested

Step 2: Determine change rate

Subtract prior year ELPI rate from current year rate and apply the change

Additional Information:
Students grade K - 12 take the ELPAC but only students in grades 1-12 are included in annual calculations as two years of scores on the same assessment are needed.



Student	Year	Summative ELPAC Score
1	2024	2 High (2H)
	2025	3 Low (3L)
2	2024	2 High (2L)
	2025	2 High (2H)

2025 English Learner Progress

English Learners

Student Group | State



Orange

43.6% making progress

Maintained -1.4%

Number of Students: 4,699

Long-Term English Learners

Student Group | State



Orange

41.5% making progress

Maintained -0.8%

Number of Students: 1,243

How College and Career Rates are Determined

- CA Dashboard reports on the percentage of graduates who meet specific College/Career Indicator (CCI) “prepared” criteria

- Advanced Placement
- Met UC/CSU Requirements
- Career Technical Pathway completion
- College Credit Courses
- International Baccalaureate
- Leadership/Military Science

- Registered Pre-Apprenticeships
- Smarter Balanced Assessments (grade 11 only)
- State and Federal Job Programs
- State Seal of Biliteracy
- Work Based Learning Experiences



Number of students who graduated “Prepared”

Divided by



Total number of students in the 2024-25 combined four- and five-year graduation rate

Equals

CCI rate*

* The CCI rate is used to determine the Status level (i.e., Very High to Very Low) for this indicator.

2025 College and Career

All Students

All Students | State



Green

Prepared 44.7%

Increased 3.2%

Number of Students: 2,059



Red

Students with Disabilities



Orange

English Learners

Long-Term English Learners



Yellow

Foster Youth

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

African American

Asian

Filipino

Two or More Races

White



Blue

No Student Groups



No Performance Color

American Indian

Pacific Islander

How Chronic Absenteeism Rates are Are Determined

- Chronic absenteeism is defined as missing more than 10% of expected school days for any reason (excused, unexcused, or suspensions).
- This indicator includes students in kindergarten through grade eight only.
- For the Chronic Absenteeism Indicator, lower percentages represent stronger performance—the goal is to maintain a low chronic absenteeism rate.

Step 1: Count the number of students who are chronically absent (missed more than 10% of expected instructional days).

Step 2: Divide this number by all students who meet the enrollment requirement.

Additional Information:
Students must be enrolled for at least 31 instructional days to be included in the calculation.

Out-of-school suspensions count as absences for chronic absenteeism purposes.





2025 Chronic Absenteeism

All Students

All Students | State



Orange

18.4% chronically absent

Maintained -0.1%

Number of Students: 22,158



Red

- African American
- English Learners
- Foster Youth
- Hispanic
- Homeless
- Long-Term English Learners
- Students with Disabilities



Orange

- Filipino
- Socioeconomically Disadvantaged



Yellow

- Asian
- Two or More Races
- Pacific Islander
- White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

How Graduation Rates are Determined

For the 2025 Graduation Rate Indicator:

- Students in the Class of 2025 who earn a regular diploma in four years, and
- Students in the prior cohort (Class of 2024) who earn a regular diploma in their fifth year of high school.

- Only a “regular high school diploma” counts as a graduate.
- Students who earn a Special Education Certificate of Completion, a California High School Equivalency Certificate, or an adult education diploma are included in the cohort as non-graduates.

Beginning with students who entered grade nine in 2022-23 or later, the new Pathway Diploma for Students with Disabilities will not be counted as a graduate under the Graduation Rate Indicator until at least the 2026 Dashboard release.



Number of Students Who Earn a Regular High School Diploma within Four Years

Plus

Number of Students from Prior Cohort Who Earn a Regular High School Diploma within Five Years

Divided by



Total Number of Students in the Four-Year Graduation Cohort

Plus

Number of Students from Prior Cohort Who Earn a Regular High School Diploma within Five Years

Results will fall into one of five levels, ranging from “Very High” to “Very Low.”

2025 Graduation Rate

All Students

All Students | State



Green

89.9% graduated

Increased 3.5%

Number of Students: 2,152



Red

No Student Groups



Orange

No Student Groups



Yellow

- Foster Youth
- Homeless
- Long-Term English Learners



Green

- African American
- English Learners
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White



Blue

- Asian
- Filipino



No Performance Color

- American Indian
- Pacific Islander

How Suspension Rates are Determined

- The CA Dashboard reports the percentage of students who received one or more days of suspension during the school year.

- Each student is counted only once in the unduplicated number, even if they received multiple suspension incidents or multiple days of suspension.

- For the Suspension Rate Indicator, lower percentages reflect stronger performance—the desired outcome is to maintain low suspension rates across all student groups.



Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day (Aggregated Duration of All Suspensions)

Divided by



Cumulative Enrollment*

*Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year (e.g., 2022–23 school year).

2025 Suspension Rate

All Students

All Students | State



Green

3.1% suspended at least one day

Declined 1.4%

Number of Students: 30,581



Red

No Student Groups



Orange

African American

Foster Youth



Yellow

Homeless

Long-Term English Learners

Pacific Islander

Students with Disabilities



Green

Asian

English Learners

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



Blue

No Student Groups



No Performance Color

American Indian





Future PAC Dates

- January 20th: Educational Services
- February 17th: Food Services & Facilities
- March 17th: IT & AI information
- April 28th: Fiscal & HR
- May 19th: LCAP Feedback Workshop

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Thank You

MT. DIABLO
UNIFIED SCHOOL DISTRICT