Parent/Family Advisory Committee Meeting

March 17, 2026

MT. DIABLO
UNIFIED SCHOOL DISTRICT



- Welcome & Introductions
- Goals for PAC
- LCAP Goals
- LCAP Mid-Year Report
- Information Technology-AI

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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 through shared information and collaboration.

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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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.

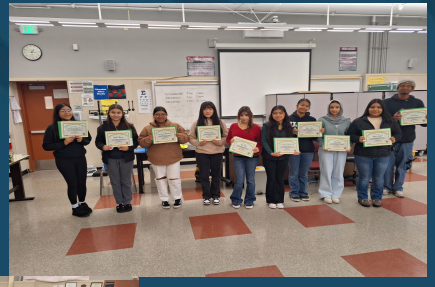
2. Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate.

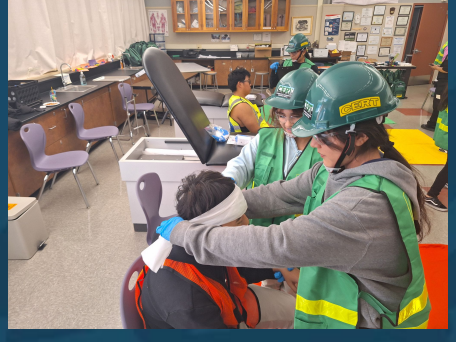
3. Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.

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.

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LCAP Mid Year Report

March 17, 2026

Presented By:

Christina Filios Assistant Director, Instructional Support
Martha Thomas, Director of Assessment, Research & Evaluation

Mid-Year LCAP Update

February 25, 2026



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Background

All charter schools, school districts, and county offices of education are required to present a mid-year report on the annual update to the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview for Parents **on or before February 28th** of each year at a **regularly scheduled meeting of the governing board.**

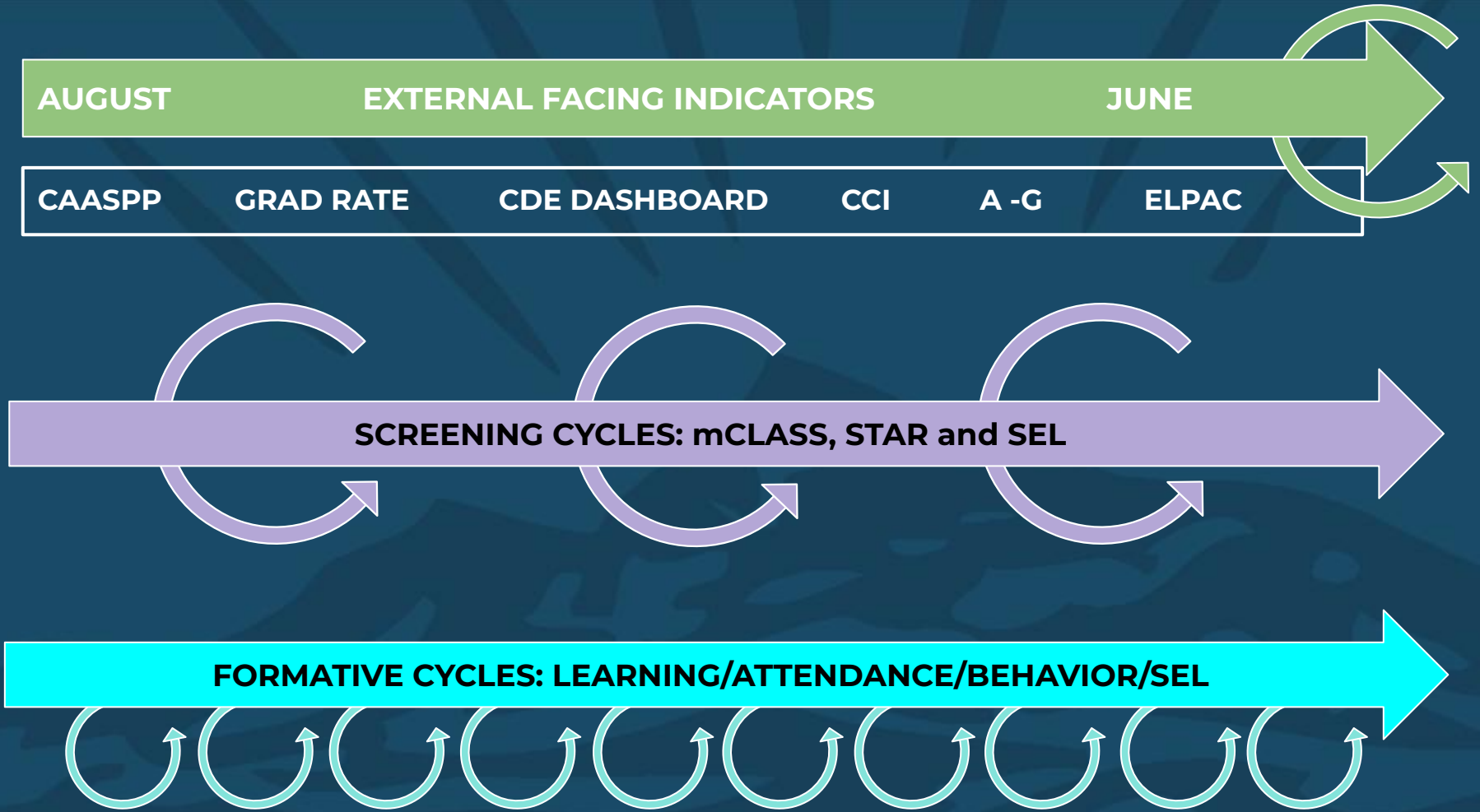
The mid-year report must include the following:

- All available mid-year outcome data related to metrics identified in the current year's LCAP, and
- All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (*EC* sections 47606.5, 52062, and 52068)

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Mid-Year Metrics

- Baseline for Dashboard metrics was based on 2023 Dashboard
- Mid-year update for many Dashboard metrics is based on data as of June 2025 (around the time the new LCAP plan was approved)
- Some metrics are not yet available (ex: Spring local data)


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

Five LCAP Goals

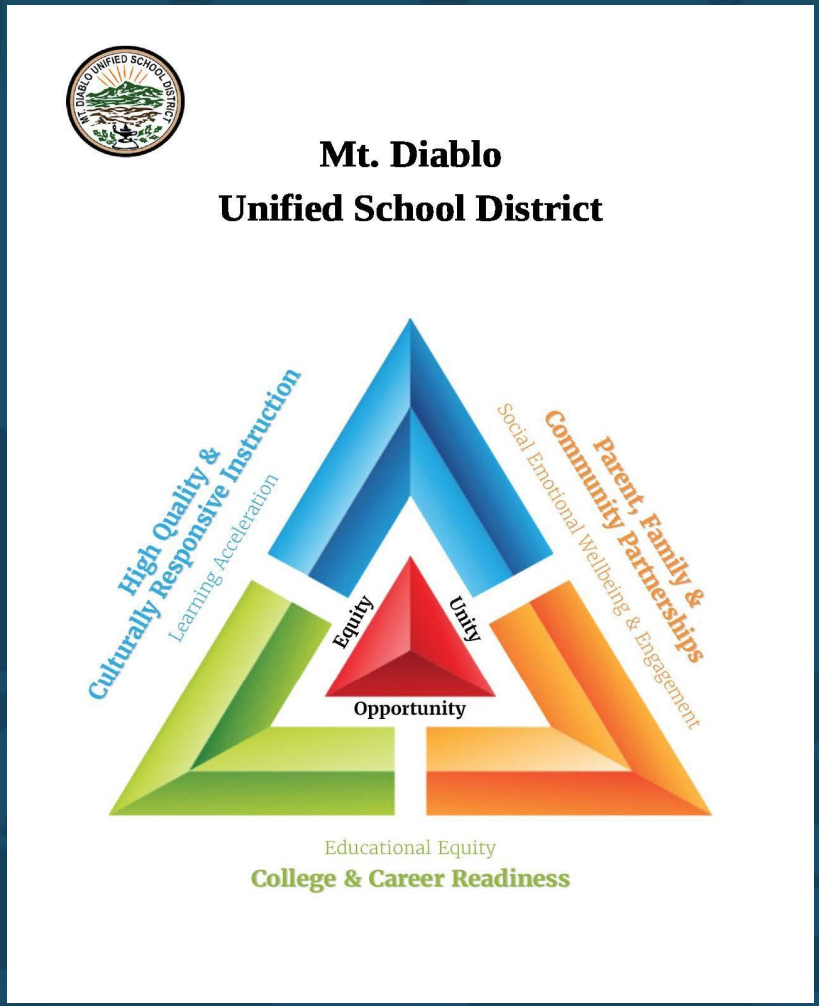
#1: Highly Quality Education that prepares students for College and Career

#2: High Quality/ Culturally Responsive Staff

#3: Engaged & Empowered Educational Partners

#4: Support for Focal Scholars

#5: Equity Multiplier Goal for Crossroads, Olympic High School and Glenbrook Academy



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LCAP GOAL #1: 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.





LCAP Goal 1 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025 - 2026 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	2025 CAASPP 3rd-8th grade (Points above/below level 3) - ELA: 14 pts below - Math: 38 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	2025 CAASPP 11th grade (Points above/below level 3) - ELA: 8 pts below - Math: 83 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%	2025 CAST - 5th 34% - 8th 36% - High school 29%
Local Literacy Measure–mClass Dibels (Met or Exceeded)	Winter 2025 K: 35%	Winter 2027 K: 44%	Winter 2026 - K - 44%
Reading 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%	Winter 2026 1st grade 54% - mClass 2nd grade 61% - mClass 3rd grade 47% - Star

LCAP Goal 1 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Math -Star Assessments (Met or Exceeded)	New Baseline for 3rd Grade: STAR Spring 2025--STAR Math 3rd grade: 42%	3rd grade: 60%	3rd Grade: STAR Winter 2026--STAR Math 3rd grade: 47%
Graduation Rate (CA Dashboard)	2023 Graduation Rate- 85.3%	94%	2025 89.9%
High School Dropout Rate	2022-23 13.3%	4%	2024-2025 7.3%
Middle School Drop Out Rate	2022-23 0.03%	0.00%	0.0001%
Graduates meeting UC/CSU eligibility	2023 Graduates meeting UC/CSU eligibility 43.4%	52%	2025 Graduates meeting UC/CSU eligibility 38.8%
Percentage earning a 3 or above on AP Exam	2023 Percentage of students earning a 3 or above on AP exam 68.1%	77%	2024 Percentage of students earning a 3 or above on AP exam 74.5%

LCAP Goal 1 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Textbook sufficiency (% with access to standards aligned materials)	Fall 2023 100%	100%	Fall 2025 100%
Student engagement with the California College Guidance Initiative platform	CCGI participation % by activity Baseline--Spring 2025 Academic Planner: 18% Skills Assessment: 8% Work Values Assessment:15% % of students with registered CCGI accounts: Baseline--Spring 2025 73%	CCGI Participation % by activity: Academic Planner: 80% Skills Assessment: 80% Work Values Assessment:80% % of student with registered CCGI accounts: 90%	Winter 2026 Academic Planner: 36% Skills Assessment: 29% Work Values Assessment: 29% % of students with registered CCGI accounts: 99.9%
Williams Walk-throughs rated “Good” or above	Fall 2023 10 out of 10 sites were rated as "Good" or above	100% of Williams sites were rated as "Good" or above	Fall 2025 21 of 21 sites rated as “good” or above
Completion of at least 1 CTE Pathway	2023 11.5%	21%	2025 13.8%
Successfully met UC/CSU eligibility and complete at least 1 CTE Pathway	2023 6.8%	16%	2025 6.6%

LCAP Goal 1 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Effectiveness and impact of SEL and College and Career lessons delivered by school counselors and college and career advisors	Fall 2025 3rd Conflict Resolution increased 33% 4th Healthy Relationships increased 14% 5th Career Exploration decreased 8% 6th Organization Skills increased by 10% 7th Conflict Resolution increased 16% 8th Goal Setting increased 13% 9th Graduation Requirements increased 27% 10th Time Management increased 16% 11th Life Planner - maintained 12th Stress and Self-Care increased 14%	3rd Conflict Resolution increased 50% 4th Healthy Relationships increased 30% 5th Career Exploration increased 20% 6th Organization Skills increased by 20% 7th Conflict Resolution increased 32% 8th Goal Setting increased 26% 9th Graduation Requirements increased 60% 10th Time Management increased 32% 11th Life Planner - increased 20% 12th Stress and Self-Care increased 30%	Completed Baseline

LCAP Goal 1 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Progress on ELPAC	2023: 44.1%	53%	2025 43.6%
Implementation of SBE adopted standards	2023 Initial Implementation	Full implementation and Sustainability	Full Implementation
Chronic Absenteeism Rate	2023 Overall: 25.6%	Overall: 13%	2025 Overall: 21.%
Suspension Rate	2023 Overall: Overall: 4.1%	Overall: 1%	2024 Overall: 3.1%

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
1.1 Standards-based Instruction and Materials	$3,307,690	$5,146,706	• Updated instructional materials–new math adoption for grades K-8 • Piloting new AP Calculus course and added two IB DP math courses to expand access. • Updated culturally relevant novels to support multilingual learners and students with IEPs. • Expanded and regularly reviewed Supplemental Reading Lists to ensure inclusive representation. • Implemented grade-level interventions for students below standard. • Monitored progress through benchmark and interim assessments.
1.2 Foundational Literacy	$1,151,324	$180,840	• Building upon training received in 2024-25, teachers use interactive slide decks and supplemental materials that accompany the board-adopted Wonders curriculum to support foundational literacy. • mClass/Dibels used as universal screening assessment.
1.3 Class Size Reduction	$6,500,000	$6,500,000	• Funded additional FTE for sites to support smaller class size averages across the district.

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
1.4 Social Emotional Learning Initiatives	$6,429,273	$3,874,392	• Funded Social Work Specialists to staff wellness centers at all high schools and two high-priority middle schools (OGMS, RMS). • Counselors provide student and staff support through the Expanded Learning Program. • Established a District CARE/SST Steering Committee and revised the district CARE process. • Provided ongoing training and site-based support for CARE Teams. • Partnered with AR&E to develop a standardized SST form in EduClimber; piloted at volunteer sites. • Launched an Elementary SEL pilot (Schoolbeat, Second Step) at 14 TK–5 sites. • Trained site administrators on attendance intervention planning at the beginning of the year and midyear.
1.5 Health and Wellness	$1,667,939	$2,094,440	• Credentialed School Nurses and LVNs provide integrated specialized care for more than 200 students with Individualized Health Care Plans. • CWAs have conducted over 1000 home visits providing resources to families, updating student addresses, and reconnecting students to school.
1.6 Positive School Climate & Safety	$2,115,186	$673,876	• Training for staff • Teacher, counselors and administrators community of practice for Restorative Practices to offer offer coaching and support • Using CDE Restorative Practices grant to increase RP use at targeted school sites.

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
1.7 Expansion of Electives	$2,859,878	$327,177	• Added new course offerings for 2025–26 and 2026–27, expanding arts, CTE, AP, IB, and student leadership pathways. • New courses include Peer Mediation, Digital Media/Arts, Honors Arts (Drama, Dance, Music), AP Seminar, AP Physics 1, IB Design Technology SL, and College & Career Readiness sequences. • Master schedulers partnered with Cardonex to build student-centered schedules based on course requests. • Student choice–driven scheduling increased course access, particularly at the secondary level. • Prop 28 funding supported expanded arts offerings.
1.8 Specialized Programs of Choice	$3,987,200	$1,363,441	• AP, AVID, IB, Career Technical Education and Pathways, Dual Language, NGSS in Garden, and College Now program options • New consumer services pathway at Olympic High School. • AVID site data and AVID Site goals part of PDSA cycles using site level and district data points • Student access to early college credit through dual enrollment at MDHS, YVHS., NHS and in the College Now Program. Expanding in spring to include CHS. • Monitoring of CTE pathway programs to ensure alignment to CTE standards and current industry standards. Meaningful work based learning experiences provided across the district. • Participation and outcomes are monitored to ensure equity and continuous improvement

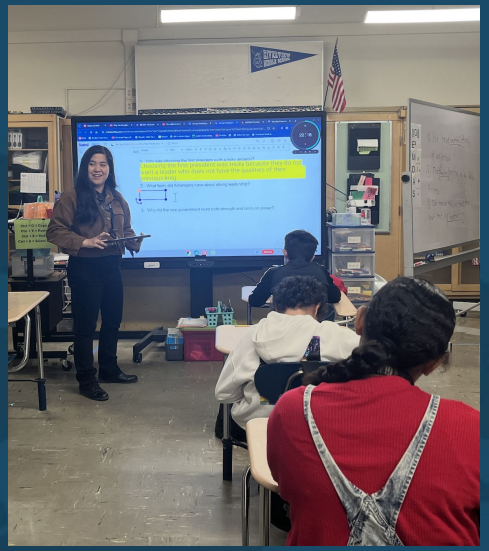
LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
1.9 Expanded Learning	$2,110,637	$6,545,663	• All planned actions implemented or in progress • Strong collaboration with 5 community partners • Expanded supplemental offerings (Girl Scouts, MoxieBox, elementary sports rotations, MS intramurals, etc.) • Before-school programs launched at 7 sites with enrichment and standards-based academic support • Summer programming in development, including academic and enrichment opportunities • Programs offered at 23 TK–12 sites on all instructional days plus 7 intersession days (Fall Break & Teacher In-Service)
1.10 High School Credit Recovery	$2,397,369	$144,297	• Summer school offered at all high schools in summer of 2025. • Opportunities for credit recovery built into high school schedules through funding of teacher FTE. • At the high school level, the Expanded Learning Opportunity Program offers study hall and APEX credit recovery.

LCAP Goal 2

High quality, culturally proficient, and responsive staff will create a safe, supportive, and engaging learning environment respectful of all students' backgrounds to ensure they are college and career ready.





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LCAP Goal 2 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
3rd-8th grade CAASPP ELA and Math (Met or Exceeded)	2022-23 Points above/below level 3 ELA 22 pts below level 3 Math 45 pts below level 3 % Met or Exceeded ELA 44% Math 37%	Points above/below level 3 ELA 30 pts above level 3 Math 0 pts above/below level 3 % Met or Exceeded ELA 53% Math 46%	2024-25 Points above/below level 3 ELA: 14 pts below level 3 Math: 38 pts below level 3 % Met or Exceeded ELA 48% Math 40%
11th Grade EAP (Met or Exceeded)	2022-23 Points above/below level 3 ELA 0 pts above level 3 Math 88 pts below level 3 % Met or Exceeded ELA 53% Math 28%	Points above/below level 3 ELA 45 pts above level 3 Math 0 pts above/below level 3 % Met or Exceeded ELA 62% Math 37%	2024-25 Points above/below level 3 ELA 8 pts below level 3 Math 83 pts below level 3 % Met or Exceeded ELA 50% Math 29%
Reclassification Rate	2023-24 13.7%	23%	2024-25 12%

LCAP Goal 2 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Percentage of graduates meeting UC/CSU eligibility	2022-23 43.4%	52%	2025 Graduates meeting UC/CSU eligibility 38.8%
Percentage of teachers teaching with a clear credential	2021-22 84.9%	94%	2024-25 78.4%
Percentage of elementary and middle school math classrooms where standards-based lessons were observed	2023-24 95.5%	100%	2025 - 2026 as of January 98%
Percentage of certificated and classified staff by race and ethnicity	2023-24 African American: 1.7% Asian: 2.1% Hispanic: 5.4% White: 34.3% Two or More Races: 0.4%	African American 2.8% Asian 7.4% Hispanic 13% White: 25% Two or More Races: 7%	2025-26 African American: 5.57% Asian: 5.70% Hispanic: 19.69% White: 57.62% Two or More Races: 4.05% No response: 22.64%

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
2.1 Training for Standards-based Instruction	$6,997,024	$1,707,158	• ELA and Math ILT Workshops and in Wednesday Staff Meetings throughout the school year. • Training for implementation of new K-8 CA Reveal Math adopted curriculum. • Various trainings for content areas, as well as professional development focused on instructional strategies
2.2 Instructional Coaching	$923,168	$609,246	• Data dives at all levels to set short term goals grounded in data. Tier 2 happening in all classrooms as a goal. • Two Implementation Specialists from McGraw Hill provide training and specialized support. • Teachers on Special Assignment (TOSAs) support teachers and grade level teams and provide larger group professional development.
2.3 Coaching and Supervision	$732,389	$803,173	• Ongoing professional development for site leaders (admin and teachers) in standards-based instruction, instructional expectations, and culturally proficient learning environments. • Principal coaching for school improvement through TNTP contract.

LCAP Goal 2 - Actions

Action Title,	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
2.4 Classified Training	$96,463	$47,621	• Professional development for classified staff and subs offered on non-student days and during summer. • Crisis Prevention Institute (CPI) training offered. • Reimbursement for TK teachers and instructional assistants for ECE units.
2.5 Recruitment & Retention of Diverse Staff	$298,742	$78,177	• Recruitment of international teachers, including teachers for our dual immersion programs. • Teacher residency program with St. Mary's • Ongoing participation of staff in MDUSD Black Educators Association and ARE-Association of Raza Educators. • Expanded Learning: Retained a majority of staff through transition to 5 partners • Expanded Learning Partners work collaboratively with Expanded Learning staff / administration to recruit qualified staff
2.6 Teacher Induction and Support	$562,791	$458,377	• Eight full-time released Teacher Induction and Support Program (TISP) mentors provide support to teachers in clearing preliminary credentials.

LCAP Goal 3

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



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LCAP Goal 3 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Attendance rate	2022-23 91.3%	94%	2024-25 93.1%
Chronic Absenteeism rate	2023 Overall: 25.6% K-8th: 24.3% 9-12th: 29.1%	Overall: 13% K-8th: 12% 9-12th: 17%	2025 Chronic absenteeism rate Overall: 21.% K-8th: 18.4% 9-12th: 23.7%
Suspension rate	2023 Overall: 4.1%	Overall: 1%	2025 Overall: 3.1%
Expulsion rate	2023 0%	0%	2025 0%

LCAP Goal 3 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Percentage of families who agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child," including families of unduplicated students and students with disabilities (California Healthy Kids Survey)	2024 Elementary 92% Middle 78% High 85%	Elementary 98% Middle 84% High 91%	New data not yet available
Percentage of students who agreed with the statement, "I feel like I am part of this school." (California Healthy Kids Survey)	2024 5th grade 78% 7th grade 52% 9th grade 45% 11th grade 43%	5th grade 90% 7th grade 67% 9th grade 60% 11th grade 58%	New data not yet available
Percentage of families that have current email address on file in AERIES	2024 82% of families have a current email address on file in the AERIES (Homelink) system	90% of families have a current email address on file in the AERIES (Homelink) system	2025-26 98%

LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
3.1 School Connectedness	$646,039	$171,837	• Support for parent fingerprinting fees. • Community Service staff work collaboratively with families to connect them to school and community resources. • Student Advisory Committee formed. SAC reps presented to School Board. • Expanded Learning has hosted a variety of family and community events including art shows, sports jamborees, winter festivals, literacy nights, the Lights On Afterschool event, and Fall Fest. • Expanded Learning also provides regular professional development for community partner staff. Additionally, students are surveyed both formally and informally to gather input on the programs and activities they would like to see offered.
3.2 Family & Community Communication	$168,805	$86,067	• Friday Letter including Organizational Update and Board Briefs • Increased use of Parentsquare Districtwide • Regular District, school and program social media posts highlighting District and school activities, events and meetings; • Website “news and announcements” related to District and schools, with translation available. • Brand standards to maintain consistency and strengthen District identity in flyers and graphics. • Expanded Learning: Parent Square used to communicate with families re: surveys, enrollment, upcoming events; Collaboration with partners to ensure flyers meet district branding guidelines (as needed) and are available in English and Spanish.

LCAP Goal 3 - Actions

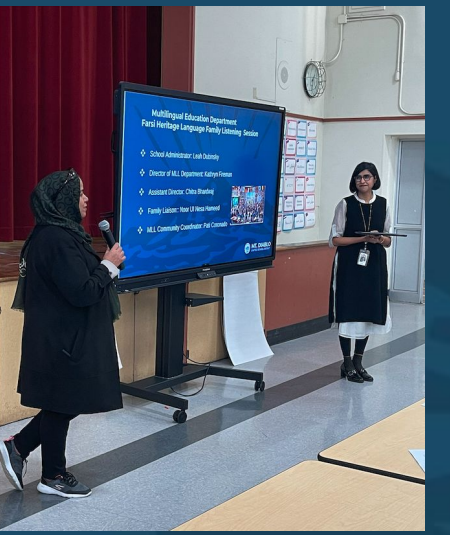
Action Title	Budgeted Expenditure	Mid-Year Actuals	Highlights of Implementation
3.3 Translation Support	$1,606,544	$502,862	• Translation is provided at school meetings ie: Parent/Teacher Conferences, Section 504 meetings, IEP meetings, Board Meetings, and other district advisory meetings, as well as district website. • Information provided to families via Parentsquare is translated based on the family's home language indicated in our SIS. • Contract with local agency to support outreach to Dari and Farsi speaking families. • Translation in many language using language line. • Not cost feasible to hire district translator for the stated languages • Increased use of AI in translations. • Expanded Learning:: All flyers are translated in English and Spanish; all surveys are translated in multiple languages
3.4 Family Nights & Education	$1,708,980	$86,165	• AAPAC events • Special Education social events such as holiday event and Spring fling • Experience dyslexia and literacy nights • Expanded Learning: Various sites held family nights focused on community engagement and cultural celebrations. • Expanded Learning has hosted several family/community events including art shows, sports jamborees, winter festivals, literacy nights, the Lights On Afterschool event, Fall Fest in the Bay Point Garden, Tysen Knight Art event, Meet the Team Robotics night, Friendsgivings and Harvest Festivals. All events saw strong participation and engagement from families and the community.

LCAP Goal 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.







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LCAP Goal 4 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
CAASPP 3-8th and 11th grade (Met or Exceeded)	2023 - *Points above/below level 3* **All students** ELA: 16.3 pts below; Math: 46.7 pts below **African American** ELA: 65.5 pts below; Math: 111.9 pts below **English Learners** ELA: 91.7 pts below; Math: 116 pts below **Students experiencing homelessness** ELA: 145.4 pts below; Math: 168.8 pts below **Foster Youth** ELA: 119.3 pts below; Math: 153.7 pts below **Students with IEPs** ELA: 113.6 pts below; Math: 142 pts below **Long-Term English Learners** (Baseline 2024) ELA: 124.8 pts below; Math: 187 pts below *% Met or Exceeded* **All students** ELA: 46%; Math: 36.4% **African American** ELA: 27.7%; Math: 18.2% **English Learners** ELA: 5.1%; Math: 5.3% **Students experiencing homelessness** ELA: 9.2%; Math: 7% **Foster Youth** ELA: 41.7%; Math: 15.4% **Students with IEPs** ELA: 17.1%; Math: 14.2% **Long-Term English Learners** (Baseline 2024) ELA: 1.4%; Math: 1.1%	*Points above/below level 3* **All students** ELA: 30 pts above; Math: 0 pts above/below **African American** ELA: 20 pts below; Math: 65 pts below **English Learners** ELA: 45 pts below; Math: 70 pts below **Students experiencing homelessness** ELA: 100 pts below; Math: 123 pts below **Foster Youth** ELA: 74 pts below; Math: 108 pts below **Students with IEPs** ELA: 68 pts below; Math: 97 pts below **Long-Term English Learners** (Baseline 2024) ELA: 94.8 pts below; Math: 157 pts below *% Met or Exceeded* **All students** ELA: 55%; Math: 45% **African American** ELA: 37%; Math: 27% **English Learners** ELA: 14%; Math: 14% **Students experiencing homelessness** ELA: 18%; Math: 16% **Foster Youth** ELA: 51%; Math: 24% **Students with IEPs** ELA: 26%; Math: 23% **Long-Term English Learners** ELA: 7.4%; Math: 7.1%	2025 - *Points above/below level 3* **All students** ELA: 11.2pts below; Math: 41.1 pts below **African American** ELA: 60.6 pts below; Math: 100.9 pts below **English Learners** ELA: 84.5 pts below; Math: 113.5 pts below **Students experiencing homelessness** ELA: 153.1 pts below; Math: 179.4 pts below **Foster Youth** ELA: 120.7 pts below; Math: 158.2 pts below **Students with IEPs** ELA: 100.9 pts below; Math: 135.1 pts below **Long-Term English Learners (Baseline)** ELA: 124.8 pts below; Math: 187 pts below 2025 *% Met or Exceeded* **All students** ELA: 47.86%; Math: 38.7% **African American** ELA: 27.79%; Math: 19.57% **English Learners** ELA: 4.82%; Math: 5.93% **Students experiencing homelessness** ELA: 7.92%; Math: 5.37% **Foster Youth** ELA: 26.67%; Math: 13.33% **Students with IEPs** ELA: 18.55%; Math: 15.38% **Long-Term English Learners** ELA: 3.2%; Math: 2.59%

LCAP Goal 4 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Combined Four and Five-Year Graduation Rate	2023 African American 86.1% English Learners 67.8% Students experiencing homelessness 56.9% Foster Youth 64.3% Students with IEPs 68.6% Long - Term English Learners 81.6% (Baseline 2024)	African American 95% English Learners 80% Students experiencing homelessness 69% Foster Youth 76% Students with IEPs 81% Long-Term English Learners: 90%	2025 African American 90.3% English Learners 81.2% Students experiencing homelessness 69.9% Foster Youth 73.7% Students with IEPs 81.4% Long - Term English Learners 82%
Chronic Absenteeism	2023 African American 41.2% English Learners 29% Students experiencing homelessness 47% Foster Youth 48% Students with IEPs 33% Long-Term English Learners (Baseline 2024, grades K-8 only) 25.6%	African American 32% English Learners 20% Students experiencing homelessness 38% Foster Youth 37% Students with IEPs 42% Long-Term English Learners (grades K-8 only) 19.6%	2025 African American 38.1% English Learners 28.5% Students experiencing homelessness 53.6% Foster Youth 39.6% Students with IEPs 30.9% Long-Term English Learners 32.2%
Graduates meeting UC/CSU eligibility	2023 African American 29.4% English Learners 12.5% Students experiencing homelessness 13.4% Foster Youth 0% Students with IEPs 10.7% Long-Term English Learners (Baseline 2024) 8.3%	African American 38% English Learners 22% Students experiencing homelessness 24% Foster Youth 9% Students with IEPs 20% Long - Term English Learners 14.3%	2025 African American 34.9% English Learners 11.3% Students experiencing homelessness 12.3% Foster Youth 15.4% Students with IEPs 8.7% Long - Term English Learners 8.3%

LCAP Goal 4 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Percentage of students scoring themselves Mid-High on Social Emotional Learning (SEL) District Survey	Winter 2024 Elementary 88% Secondary 82% African American 85% English Learners 80% Students experiencing homelessness 79% Foster Youth 79% Students with IEPs 79%	Elementary 97% Secondary 91% African American 94% English Learners 89% Students experiencing homelessness 88% Foster Youth 88% Students with IEPs 88%	Winter 2026 Elementary 84% Secondary 82% African American 80% English Learners 79% Students experiencing homelessness 77% Foster Youth 85% Students with IEPs 75%
High School Dropout Rate	2023 African American 11.4% English Learners 30% Students experiencing homelessness 43.2% Foster Youth 38.5% Students with IEPs 23.1%	African American 5% English Learners 21% Students experiencing homelessness 34% Foster Youth 30% Students with IEPs 14%	2025 African American 7.1% English Learners 13.5% Students experiencing homelessness 26.5% Foster Youth 22.2% Students with IEPs 11.2%
Attendance Rate	2023 African American 87.6% Multilingual students 89.4% Students experiencing homelessness 81.1% Foster Youth 78.9% Students with IEPs 88.6%	African American 94% Multilingual students 96% Students experiencing homelessness 90% Foster Youth 90% Students with IEPs 96%	2025 African American 90.8% Multilingual students 90.3% Students experiencing homelessness 89.2% Foster Youth 90.0% Students with IEPs 91.9%

LCAP Goal 4 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Suspension Rate	2023 African American 11.4% English Learners 5.3% Students experiencing homelessness 9.8% Foster Youth 9.9% Students with IEPs 7.1%	African American 5% English Learners 2% Students experiencing homelessness 4% Foster Youth 4% Students with IEPs 4%	2025: African American 10.3% English Learners 4.1% Students experiencing homelessness 7.7% Foster Youth 11.1% Students with IEPs 6.4%
Reclassification Rate	2023-24 13.7%	23%	25-26 In progress - 218 students reclassified as of 1/31/26
Number of graduates earning a Seal of Biliteracy	2023: 230	275	2025: 346
Percentage of students who placed at the "Prepared" level on the College & Career Indicator (CCI)	2023 African American 11.7% English Learners 7.7% Students experiencing homelessness 4.8% Foster Youth 15.4% Students with IEPs 6.4% Long-Term English Learners (Baseline 2024) 8.3%	African American 21% English Learners 17% Students experiencing homelessness 14% Foster Youth 24% Students with IEPs 15% Long - Term English Learners 16%	2025: African American 38.6% English Learners 11.3% Students experiencing homelessness 11.9% Foster Youth 11.1% Students with IEPs 9.4% Long - Term English Learners 10.3%

LCAP Goal 4 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Students “at risk” of becoming a Long Term English Learner	2024-25 (Baseline) 17.3%	13%	25-26 - 14.6% at risk as of 1/31/26

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
4.1 Support for African American Students	$804,899	$319,604	• Focal scholar in person tutors that support at Focal Scholar Sites with academics during the school day and during after school with a focus on writing, reading and math • P.O.W.E.R contracted for six out of nine sites for mentorship of our focal scholar boys. • AAPAC expansion in partnership with site leaders • Attendance improvements of focal scholars at Focal Scholar Sites • Collaborate and support site attendance teams. • SEL supports that are reducing behaviors and suspensions through our support of mental health, social skills and overall well-being of our focal scholar students • Work with school site CARE Teams to progress monitor and facilitate services for new and existing focal scholars. • Secondary grade and A-G monitoring. • Facilitated trips to HBCU college fairs in Pittsburg and San Mateo. • Facilitated a visitation to Feather River and Sierra Junior Colleges for seniors not on the A-G track. • Support the District HBCU College Fair. • Facilitate Secondary Book Clubs

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
4.2 Support for Foster Youth & Students Experiencing Homelessness	$299,237	$123,312	• SOAR services for placement, graduation, transportation and basic needs • Coordinated care with county agencies and family crisis support • SOAR resource fair • Referrals to vision programs, mental health resources, and Enhanced Care Management • Trafficking presentations to staff and parents • Foster focus intact • Head Start collaborative preschool programs at two sites with different agencies • We are the county “surrogate parent” training agency for students who require this • Partnership with Focal Scholar program for SOAR-identified students that also need support with SEL Groups, academic tutoring or attendance support • Social Work Specialists conduct a formal intake for foster youth and Tier 2 McKinney-Vento students • School Counselors provided one check-in each quarter to track attendance, grades and SEL TK-12 for SOAR Students, and to offer resources • Monthly attendance outreach to promote positive school attendance • Offer extra-curricular and tutoring options through the Concord Community Youth Center • Priority placement in afterschool programs

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
4.3 Supports for English Learners	$2,298,993	$213,344	• Sites and site administrators have focused on the various principles of the EL Roadmap to focus and target their work in supporting Multilingual Learners. • PD for elementary site administrators about Designated ELD; principals have conducted walkthroughs at their sites. • MLL Department has provided a series of Designated ELD Professional Development for both Elementary and Secondary teachers on best practices
4.4 Supports for Long Term English Learners	$2,228,961	$2,298,429	• Review of long term outcomes for dual language programs for both EO and MLL students. • Focal scholar in-person tutors that support ELL students referred at Focal Scholar Sites with academics during the school day and during after school with a focus on writing, reading and math intervention • SEL supports through Fred Finch and KTH Learning Partners to support mental health, social skills and overall well-being of our ELL focal scholar students • Work with site CARE Teams to progress monitor and facilitate services for new and existing ELL focal scholars.

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
4.5 Support for students with IEPs	$573,134	$26,925	• Full-time instructional support program specialist offers new trainings • Newly adopted assessment tools • Added additional intervention curriculum in phonics to all elementary sites • Monthly PLCs for Resource, MMSDC and Mod/Sev SDC classrooms • Ongoing WIAT training and mentorship
4.6 Supplemental Funding & Accountability for Schools	$14,193,157	$4,617,654	• LCFF Supplemental funding to sites is allocated in site SPSAs to address student needs in alignment with the LCAP. • District Leadership Team (DLT) works with the CCEE and County on cycles of improvement and increased coherence across district. • PD focused on student achievement and site leader training to build capacity for leading cycles of improvement. • Common data protocols developed and implemented with site admin and site leadership teams to support Plan-Do-Study-Act cycles based on local data indicators.

LCAP 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. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2026.





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LCAP Goal 5 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
On-Pace Graduation Rate	2024 Crossroads 52.2%; Olympic 38% Glenbrook Academy 16.7% (Baseline 2024)	Crossroads 62%; Olympic 47% Glenbrook Academy: 20%	2026 Crossroads 50% Olympic 26.6% Glenbrook 16.7%
Attendance Rate	2023 Crossroads 56.1% Olympic 75% Glenbrook Academy 48.6% (Baseline 2024)	Crossroads 65% Olympic 84% Glenbrook Academy 55%	2025 Crossroads 64.03% Olympic 75.43% Glenbrook Academy 70.09%
Suspension Rate	2023 Crossroads 0% Olympic 10% Glenbrook Academy 23.3% (Baseline 2024)	Crossroads 0% Olympic 1% Glenbrook Academy 20%	2025 Crossroads 12% Olympic 6.0% Glenbrook Academy 74.1%
Graduation Rate	2023 Crossroads 27.3% Olympic 59% Glenbrook Academy 14.3% (Baseline 2024)	Crossroads 36% Olympic 68% Glenbrook Academy 20%	2025 Crossroads 84.6% Olympic 72.9% Glenbrook Academy - Student population size falls below public reporting threshold

LCAP Goal 5 - Metrics (Improvement from Baseline)

Metric	Baseline	Target	2025-26 Mid-Year Update
Percentage of students in grade 11th (EAP) who meet or exceed standards in ELA and Math on CAASPP	2022-23 **Crossroads** ELA: 214 pts below level 3 Math: 277 pts below level 3 *% Met or Exceeded* ELA: 0%; Math: 0% **Olympic** ELA: 183 pts below level 3 Math: 234 pts below level 3 *% Met or Exceeded* ELA: 3%; Math: 0.0% **Glenbrook** (Baseline 2024) Points above/below level 3 ELA: N/A Math: N/A Student population size falls below public reporting threshold % Met or Exceeded ELA: N/A Math: N/A Student population size falls below public reporting threshold	**Crossroads** ELA: 200 pts below level 3 Math: 200 pts below level 3 *% Met or Exceeded* ELA: 9%; Math: 9% **Olympic** ELA: 150 pts below level 3 Math: 200 pts below level 3 *% Met or Exceeded* ELA: 12%; Math: 9% **Glenbrook Academy** ELA: 200 pts below level 3 Math: 200 pts below level 3 % Met or Exceeded ELA: 6% Math: 6%	2023-24 **Crossroads** ELA: 155 pts below level 3 Math: 258 pts below level 3 *% Met or Exceeded* ELA: 0%; Math: 0% **Olympic** ELA: 129 pts below level 3 Math: 227 pts below level 3 *% Met or Exceeded* ELA: 15%; Math: 5.0% **Glenbrook Academy** ELA: 222 pts below level 3 Math: 224 pts below level 3 % Met or Exceeded ELA: 0% Math: 0%

LCAP Goal 5 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
5.1 Student outreach and support	$800,000	$ 22,349	Crossroads: Hired a School Family Resource Worker (SFRW) to monitor and support student attendance. SFRW has made personal connections with students regarding their struggles with attending school, along with contacting home and implementing transportation alternatives, which has helped increase attendance. Introduced attendance incentives (cooking classes during designated Outreach periods, a 'Baby Bucks' store to reward improved attendance, term attendance awards, and enriching field trips). Olympic: Hired full-time site Child Welfare and Attendance (CWA) staff who provides home visits, personalized outreach, and engaging activities in the Wellness Center. CWA sent daily motivational messages to students via Parentsquare and made 107 contacts—including direct student outreach, parent communication, and home visits—during the first semester.
5.2 Additional support/case management	$100,000	$135,338	Crossroads: Implemented after-school child care opportunities, enabling students to remain on campus for additional support in completing assignments. Designated staff work with students to review credit acquisition, develop personalized academic plans, and maximize credit-earning potential. Expanded our elective course offerings. Olympic: Senior Success Program–identified seniors and paired them with a dedicated mentor staff member who meets with them weekly to monitor credit progress and ensure they stay on track. Program offers 1:1 mentoring, after-school academic support, access to a later bus home, and advocacy from mentors.

LCAP Goal 5 - Actions

Action Title	Budgeted Expenditure	Mid- Year Actuals	Highlights of Implementation
5.3 Transportation and basic needs supports	Provide support for transportation to and from school, including increased access to school bus routes, public transportation, and/or ride services. Support students with basic needs to remove barriers to school attendance (ex: purchase washer and dryer to support students with clean school clothing; food pantry).	$0	• MDUSD Transportation Services implemented a Monument Corridor bus route in the 2025-2026 school year. Chronic absenteeism has decreased 3.32% in the 2025-2026 school year to date. • Crossroads High School implemented transportation and basic needs supports to remove barriers to attendance by working closely with the MDUSD Director of Transportation to expand access to district bus routes, including Monument and Bay Point routes, for pregnant and parenting teens and their babies. • Students with IEPs requiring transportation are provided coordinated transportation services that include their child, ensuring equitable access to school. • Crossroads addresses basic needs through on-site supports such as access to clean clothing and food resources, helping stabilize students' daily needs and improve consistent school attendance.
5.4 Incentives and Recognition Activities	Provide incentives and other recognition activities, such as wellness center activities, awards, family nights, etc., that support students in reaching their attendance, behavior, and graduation goals and recognize their progress.	$0	• Phoenix Rising incentive programs is a system for staff to recognize students for their efforts in credit acquisition, increased attendance, or positive impact on the broader Olympic community. Phoenix Rising positive referral system staff referrals has increased approximately 151% from Spring 2025 to Fall 2025. • Lunch activities hosted by OHS Wellness Center team increased by 100% from Fall 2024 to Fall 2025 (21 lunch events held in Fall of 2024 and 42 lunch events held in Fall 2025). • OHS's annual Back-to-School Night Resource Fair saw an 18.26% increase in participation from Fall 2024 to Fall 2025. • Crossroads High School implemented incentives and recognition activities to promote attendance, positive behavior, and progress toward graduation. Additional family engagement events such as Back to School and Open House afternoons further strengthen school connectedness, celebrate student growth, and reinforce a positive, supportive school culture for pregnant and parenting teens.

Closing & Next Steps

- Glows- improvements from baseline in many CA Dashboard indicators; newly adopted math curriculum in grades K-8; common benchmark assessments in ELA and math across all grades; utilization of data to inform instruction; counseling scope and sequence lessons and initiation of CCGI; improvements in graduation rate at Olympic and Crossroads

- Grows- disproportionate results for different student groups; focus on English Learner and Long-Term English Learner progress, strengthen consistent data use to more directly accelerate outcomes for focal student groups

Next Steps: Survey will be sent out to all Educational Partners (Advisory Committees, Labor Partners, SSC Members, Community Members, etc.) early March 2026.

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Information Technology and AI Presentation

Presented by:
Erin Vallejo, Educational Technology Coordinator
Department of information technology

Understanding

Artificial Intelligence (AI) is essentially computer programs that are trained to do tasks that at one time were done exclusively by humans.

And, it can learn: the more you work with it, the better it can work with you!

Types of Artificial Intelligence

- **Traditional AI**: translation, spam filters, recommendation engines, fraud detection, etc.
- **Generative AI**: unique content creation, hypothesis testing, coding, design, etc.; reactive.
- **Agentic AI**: achieve complex goals by planning, deciding, and using tools with minimal human input; proactive.
- **AGI**: hypothetical type of AI that would match or surpass human capabilities across virtually all cognitive tasks.


INPUT
HALLUCINATIONS
BIAS
PROCESSING & DATA COLLECTION
OUTPUT

What AI Does Well

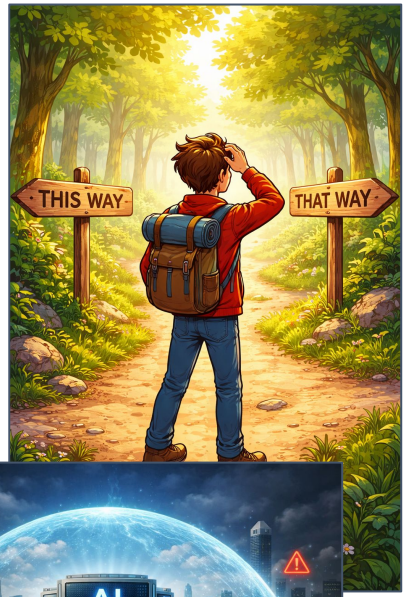
- Data analysis, sorting, classification with clearly defined data sets
- Summarizing and finding themes/key ideas
- Drafting content: lessons, presentations, IEP language, discussion prompts, letters, etc.
- Translation
- Differentiation through:
  - Fluency and variation: multiple versions of explanations, practice activities, test prompts, drafts of communications, etc.
  - Personalization and contextualization
  - Exemplar texts; leveled texts
- Automation of tasks

Shortcomings of AI

- No ethics or moral compass: intelligence without consciousness
- Not actually intelligent: it makes connections and predicts, but is not actually creative
- Can't create content based on abstract concepts such as justice love, etc.
- Struggles with unstructured or complex data
- Can present information that reflects biases
- It does not always know the intention of the user

Brisk & MagicSchool





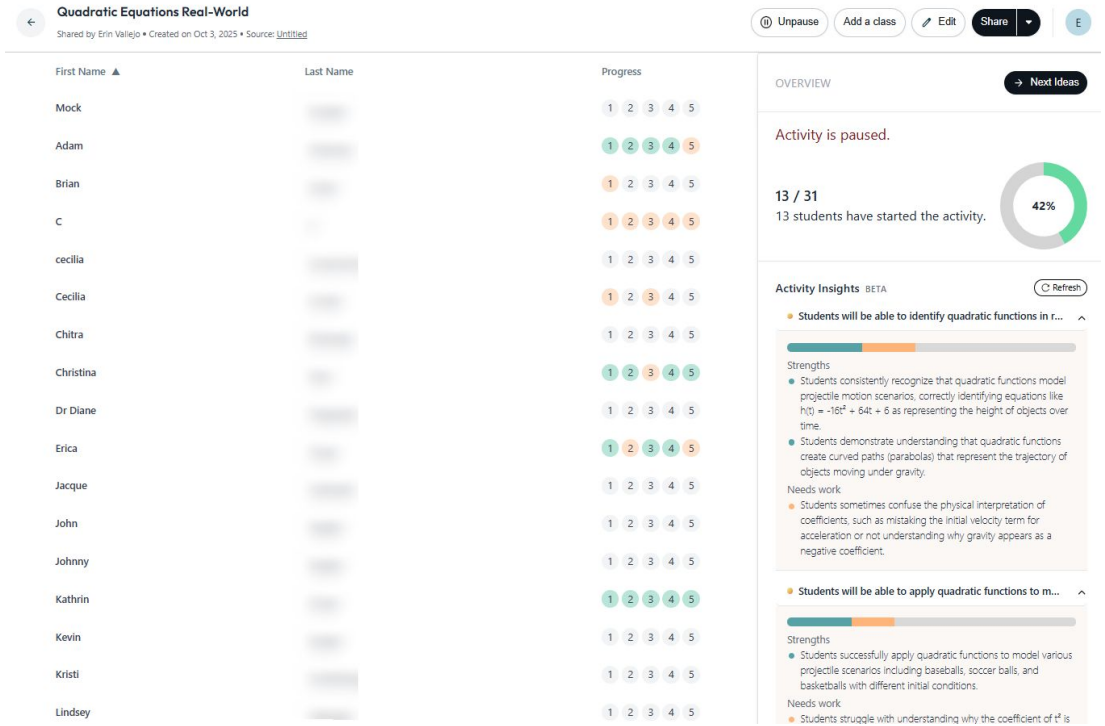






Meet Brisk:

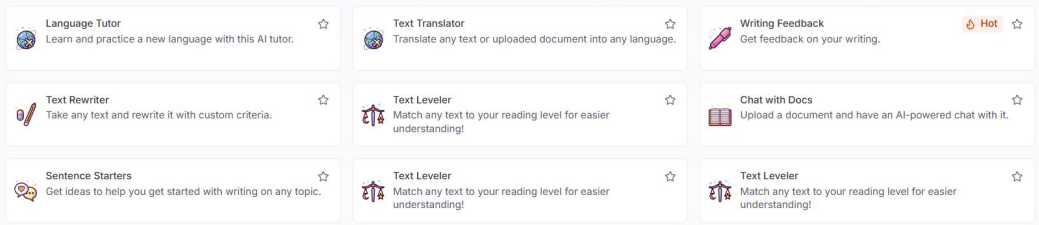
- Brisk is an AI tool that helps students become better writers
- It gives students feedback on their writing in real time
- Brisk can create AI tutor lessons and activities to help students master skills and standards
- Brisk can translate/change the lexile level of content



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Meet MagicSchool AI:

- MagicSchool is an AI tool that creates personalized learning activities
- It makes lessons easier to understand for learners
- MagicSchool can create practice activities, quizzes, and study guides
- It adjusts to match each student's learning level and speed



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✨ **Areas of Strength:**

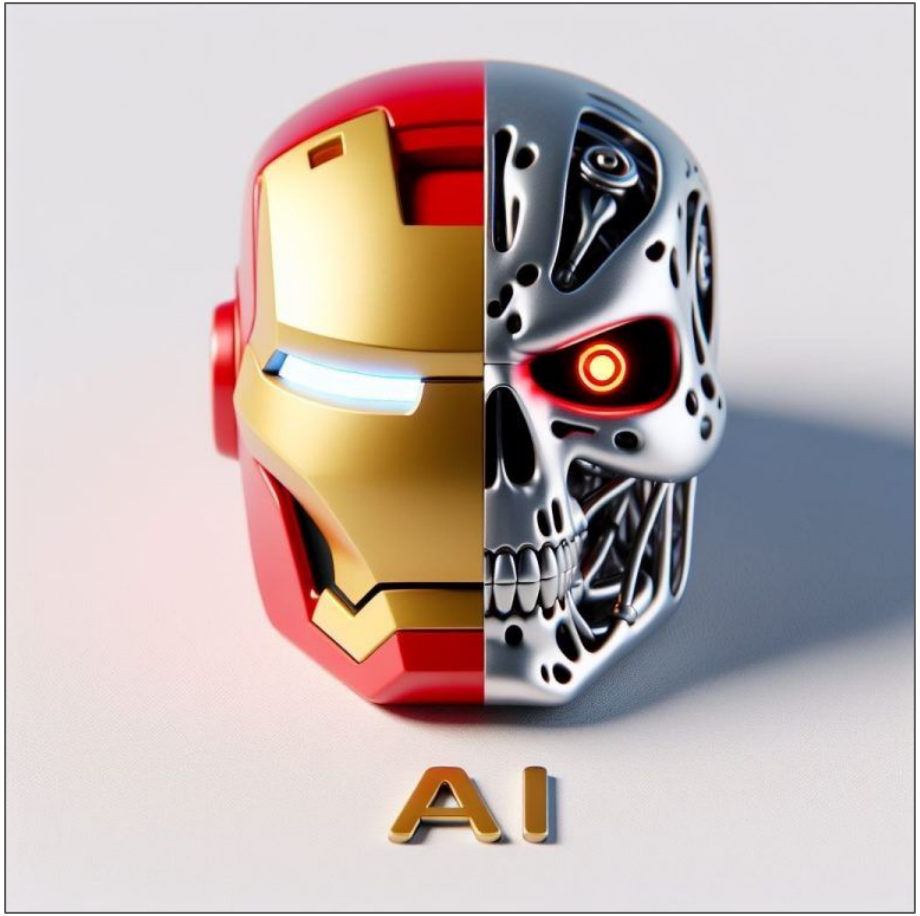
- Your opening sentence is absolutely captivating! The phrase "their four-handed duet bridging seven decades like a musical time machine" immediately draws the reader in and perfectly establishes your theme of intergenerational connection.
- You've masterfully used figurative language throughout your piece. Phrases like "voice, soft as worn velvet," "patience that only years can cultivate," and "their influence weaving through one another like threads in an ever-expanding tapestry" create vivid imagery that makes your story come alive.
- Your insight about how "wisdom and innovation need not compete but can waltz together" shows deep understanding of how different generations can learn from each other, which directly answers the assignment question with sophistication.

🌱 **Areas for Growth:**

- While your writing is beautifully descriptive, this reads more like a single, extended observation rather than a complete narrative with the required story elements (exposition, conflict, rising action, climax, falling action, resolution). Consider expanding this into a fuller story with a clear beginning, middle, and end.
- The assignment requires 2-3 exchanges of dialogue, but your piece doesn't include any direct conversation between characters. Adding specific dialogue between your grandmother and cousin would help bring the characters to life and meet the assignment requirements.
- Consider adding more specific details about what led to this moment and what happened afterward to create a more complete narrative arc with the required story structure elements.

✍️ **General Feedback on Writing Mechanics:**

- Your sentence structure is sophisticated and flows beautifully - you've created complex, well-crafted sentences that enhance your storytelling.
- Remember to format your piece according to MLA guidelines: Times New Roman font, size 12, double-spaced, with 1-inch margins and proper MLA heading.
- Your grammar and punctuation are excellent throughout - you demonstrate strong command of writing conventions that support your narrative effectively.


AI

Acknowledgement

LCAP Goals

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.

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.

Strategic Technology Plan

Action Step 1.2.6: Identify and implement safe, managed AI tools for teaching and learning through a district-wide initiative to educate students and staff on the educational uses, benefits and limitations, ethical use of AI, and digital citizenship.

Key 2026 California AI Education Initiatives

- AI Literacy (AB 2876): Requires the Instructional Quality Commission to include AI literacy in curriculum frameworks and instructional materials, focusing on how AI works, limitations, and ethics.
- Safety and Policy (SB 1288): Mandates the Superintendent of Public Instruction to establish a working group to develop safe use guidelines, model policies, and report on the impacts of AI in schools.
- Data Privacy and Equity: The upcoming guidance (due Jan 2026) and model policies (due July 2026) will address student data privacy, academic integrity, and equitable access to AI tools.
- Child Online Protection: New laws passed in late 2025 strengthen protections for children, including age verification and regulations for companion chatbots.
- CDE AI Guidance

CDE: AI Literacy for Educators / School Communities

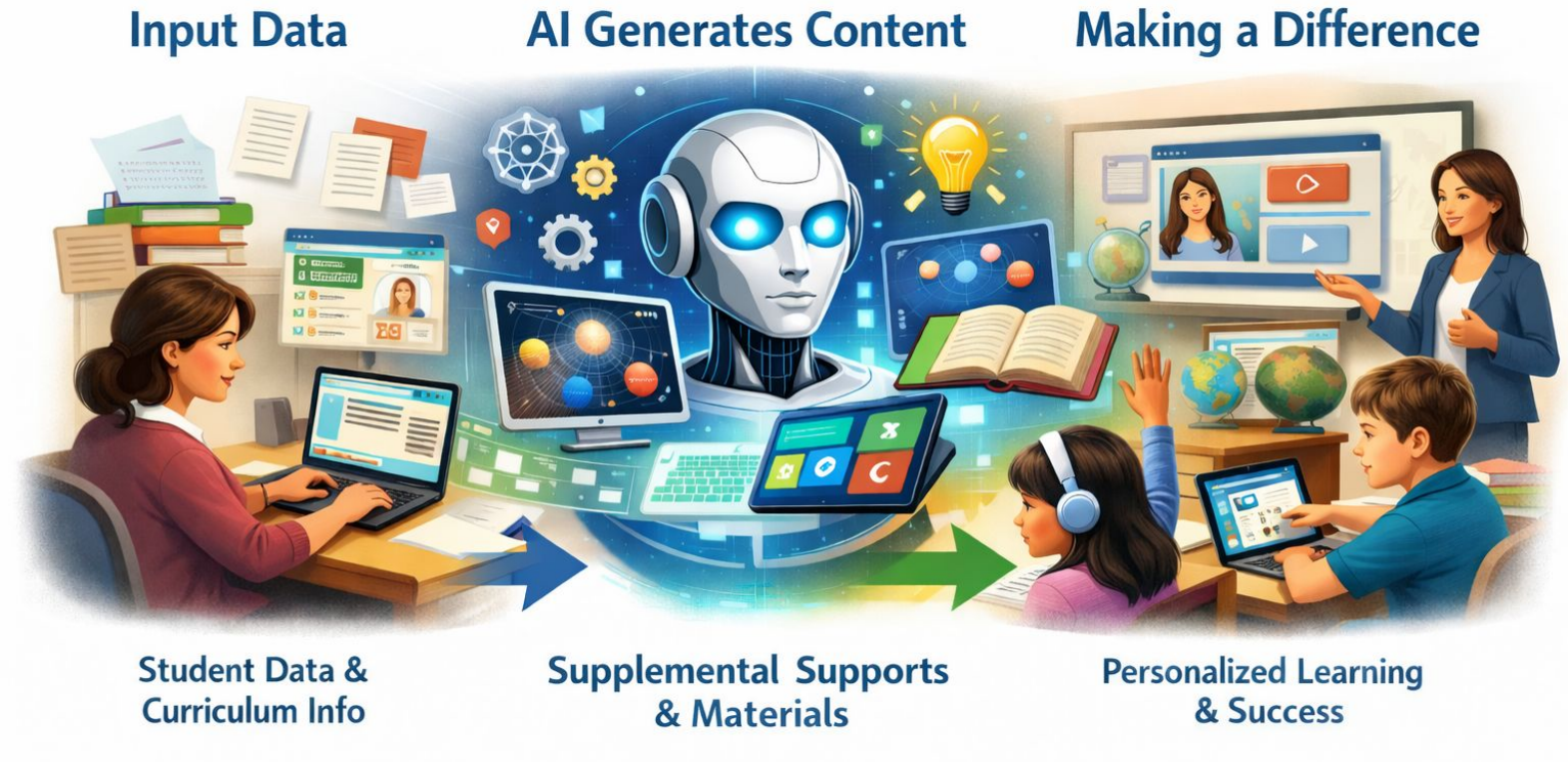
Training Level	Audience(s)	Learning Objectives	Sample Activities
Basic	All members of the school community, including educators, students, staff, families, and volunteers	Understand how AI is defined and used in the school/district, how data (especially student data) is protected, how outputs are evaluated for accuracy, how equity/ethics/humans remain at the center of AI adoption, AI-related laws and policies that inform parent and student rights, and where to go for AI resources and assistance	5-minute AI Lightning Talks at school assemblies and family events (back-to-school night, PTA meetings, open house), highlights in the school newsletter/on the school website, quarterly trainings in the school library, student-written articles in the school newspaper, links to resources on official district/school social media feeds
Intermediate	District staff, educators, and students getting started with AI	Understand policies and procedures for gaining approval for use of AI tools; tips for enhancing learning with AI; tips for automating simple tasks with AI to decrease burnout and free up time for human connection; spotting and managing misuse of AI tools, hallucinations, and inaccurate/biased AI outputs	Interactive teacher workday in-service designed and facilitated by teachers/staff at the advanced level, advanced-level teachers/staff partner with and mentor intermediate staff, 5-minute AI Lightning Talks at staff meetings, AI presentations for teachers researched, developed, and facilitated by students
Advanced	District staff, educators, and students leading district AI efforts	Develop AI trainings for members of the school community, vetting educational AI tool features and limitations, networking with industry experts and educators outside the school/district to monitor AI trends and tools, mentoring school community members interested in learning about or using AI	Starting or being the advisor for an “AI Club” for students interested in learning about and using AI, preparing or presenting 5-minute AI Lightning Talks and trainings for various members of the school community, representing the school/district when AI is being considered or discussed at school board meetings, developing/participating in AI educator professional learning communities (conferences, online forums)

CDE: AI Literacy for Students

Grades	Focus/Learning Goal	Sample Activity	Evaluation Questions
Transitional Kindergarten (TK)–2	*Notice & name:* distinguish people from simple AI, identify examples in daily life	"Is it a person or a machine?" picture sort; teacher-led story with a friendly chatbot character	Who made the tool? Who does it help?
3–5	*Interact & question:* use simple voice assistants, practice asking good questions; basic concept of data	Compare answers from two assistants: unplugged activity showing how data shapes outputs	What might the assistant not know? Who is missing from the data?
6–8	*Experiment & detect bias:* basic machine learning concepts (patterns), evaluate outputs for fairness	Small group project: train a simple classifier with toy data; critique biased outputs	What groups are harmed? How could we change the data?
9–10	*Create & protect:* prompt design, citation practices, privacy basics, impact case studies	Multimedia project: produce and annotate an AI-assisted video; privacy checklist for inputs	Who owns the output? What data did you give the system?
11–12	*Design & influence:* participatory design, policy proposals, model audits	Capstone: audit an app used in school; propose redesigns or governance recommendations	Who should be in the design team? What policy would protect students?

Implementation

AI as a Pedagogical Ally



AI in Education

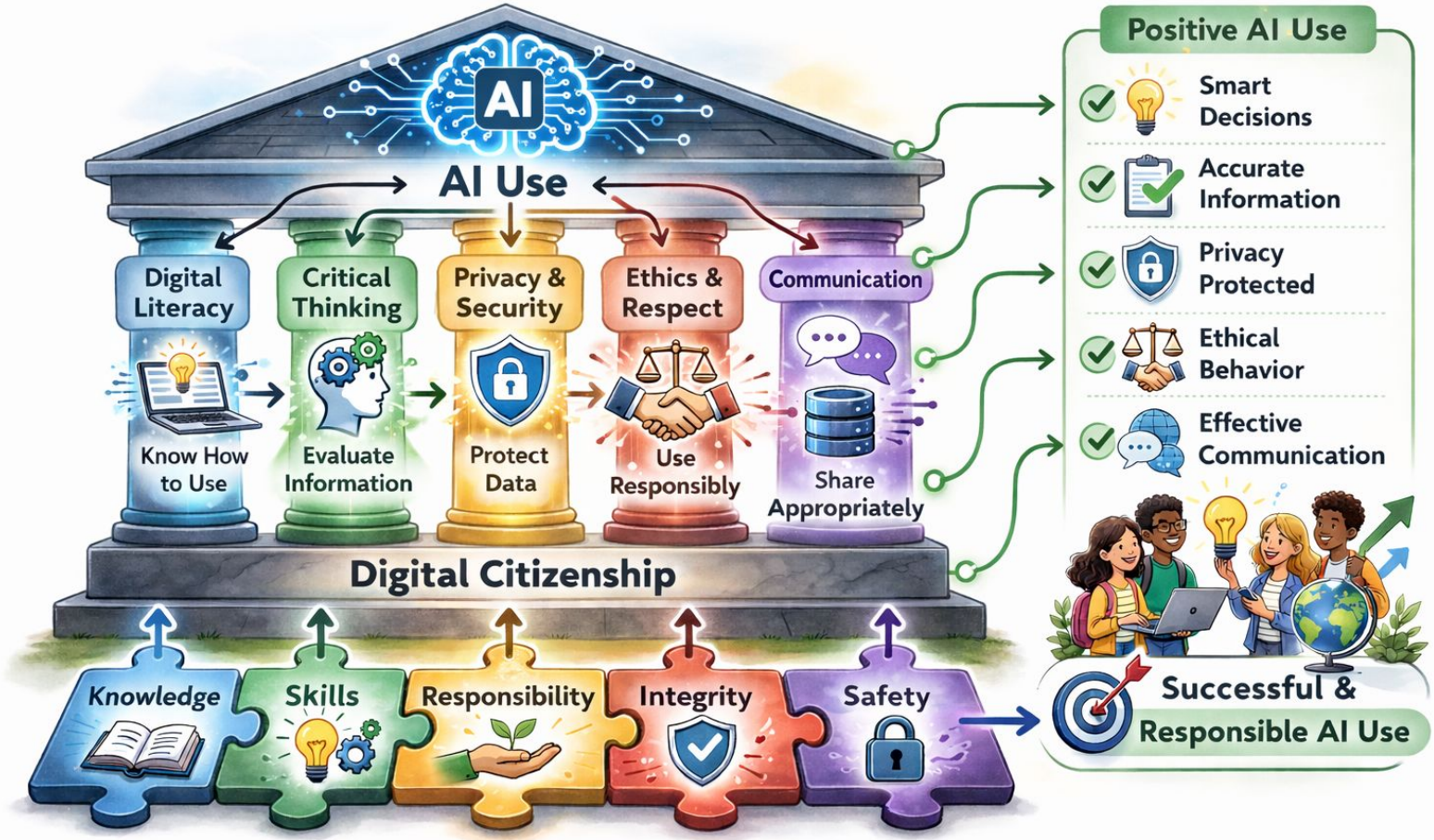
1. **Personalized Learning**
   Think of AI like a free tutor for all subject areas

2. **Instant**
   AI can provide feedback, ideas, and information instantly

3. **24/7**
   AI can be available at any time to support students at school or at home

4. **Education Focused**
   Brisk Teaching and MagicSchool AI are created specifically for student and teachers

Digital Citizenship is a Strong Foundation for AI Use



Shi

PARADIGM SHIFT

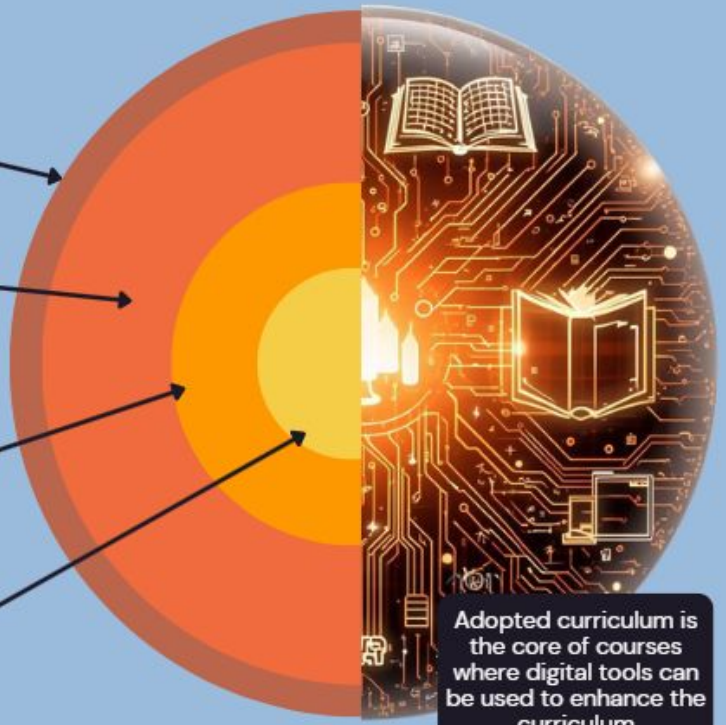
While AI was often viewed as a way for teachers to be more efficient, it is now an important merge of curriculum and technology

ASSESSMENT — Formative and summative assessment of learning and standards

SHOWCASE — Students create, analyze, apply content to showcase learning

PERSONALIZATION DIFFERENTIATION — Use of AI to supplement, enhance, engage, and support student learning

CURRICULUM — Adopted High Quality Intstructional Materials (HQIM) and core academic content



Adopted curriculum is the core of courses where digital tools can be used to enhance the curriculum

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Supporting Students at Home

- Encourage students to tools in Brisk and MagicSchool when they are available
- Ask students to show you what they're learning with AI
- Create a quiet space for students to practice with these tools
- Celebrate your child's progress and effort with these new helpers
- Remind students that AI is a thought partner, but they are responsible for the work they submit to their teacher
- Encourage students to fact-check because AI can make mistakes

Best Practices with Open/Generative AI

1. **AI is a learning support, not a replacement**
   Students may use AI to help **brainstorm ideas, practice skills, or better understand concepts**. AI should not replace original thinking, problem-solving, or learning. Students are expected to understand and be able to explain the work they submit.

2. **School and classroom expectations still apply**
   AI use must follow **teacher directions, school rules, and academic honesty policies**. If AI is not permitted for an assignment, it should not be used.

3. **Student privacy is protected**
   Students should **never share personal or sensitive information** in AI tools, including full names, addresses, student IDs, passwords, or information about other students or staff.

4. **Information must be checked**
   AI tools can make mistakes or provide incomplete or biased information. Students are taught to **verify important facts** using trusted, teacher-approved sources and to think critically about AI responses.

5. **Transparency and honesty matter**
   Using AI without permission or presenting AI-generated work as one's own may violate academic integrity expectations. When required, students should acknowledge how AI was used.

6. **Appropriate and respectful use**
   AI tools are for learning and creativity—not for inappropriate content, harmful behavior, harassment, or misuse.

7. **AI is a tool, not a person**
   Students are explicitly taught that AI is **computer software, not a human**. It does not have feelings, intentions, or true understanding. Students should not rely on AI for emotional support, personal advice, or social decision-making.

   When students need help with emotions, relationships, or personal challenges, they are encouraged to talk with **trusted adults**, such as caregivers, teachers, counselors, or school staff.

8. **Caregivers and schools are partners**
   Caregivers are encouraged to talk with students about **responsible technology use** and to reach out to teachers or administrators with questions or concerns.

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Consider:

- Think about one new thing you learned today about AI tools
- One way I can help my child use these tools is...
- One question I still have is...

Questions?

- What questions do you have about Brisk or MagicSchool?
- How can we help your child use these tools successfully?
- What questions do you have about open/generative AI?
- What support do you need to help your student at home?

mdusd.org > Departments > Information Technology > Resources for Families

mdusd.org > Families > Technology Support

Thank You

Erin Vallejo (she/her)



Mt. Diablo Unified School District
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Future PAC Dates

- April 28th: Fiscal & HR
- May 19th: LCAP Feedback Workshop

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Thank You

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