

WELCOME

To Do:

- **Please sign in**
- **Do you need interpretation services?**

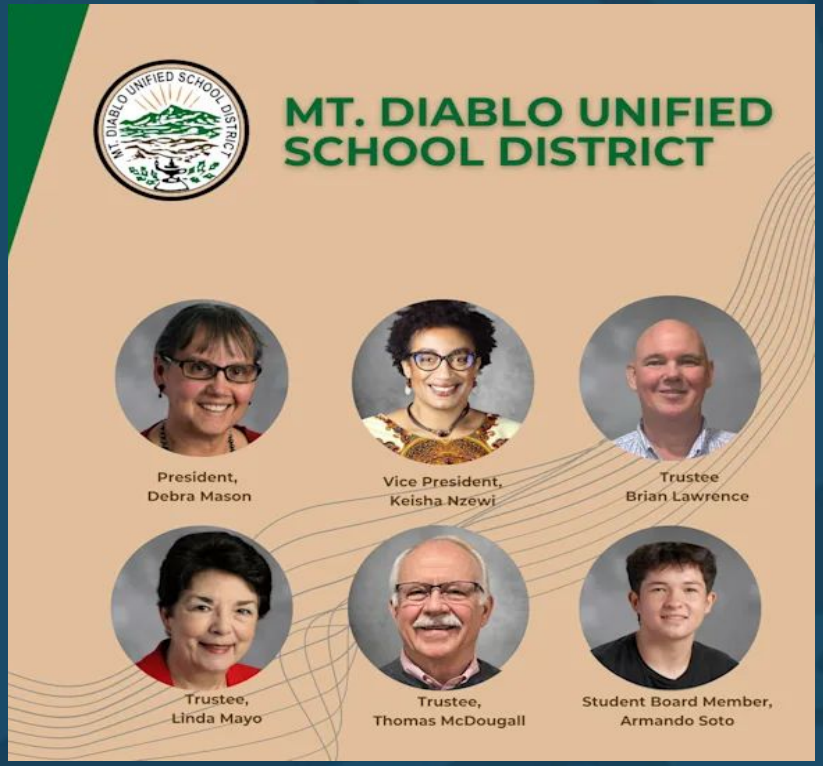


MT. DIABLO
UNIFIED SCHOOL DISTRICT

Parent/Family Advisory Committee Meeting

October 27, 2026

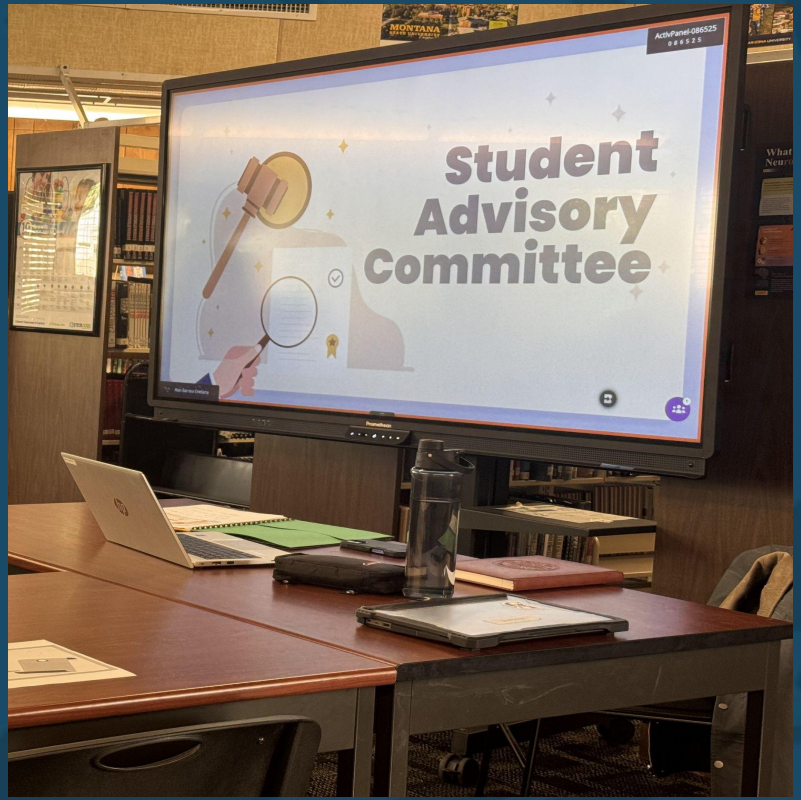
MT. DIABLO
UNIFIED SCHOOL DISTRICT



Introductions

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

MT. DIABLO
UNIFIED SCHOOL DISTRICT



- Welcome & Introductions
- Goals for PAC
- LCAP Goals
- Updates from Dr. Clark
- LCAP and Dashboard Reports
- Public Service Announcements
- Future meeting

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP)

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. All students will demonstrate growth meeting standards in English, English language development, and mathematics.

2. **Cultivating an Inclusive Learning Community.** 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. There will be an increase in the percentage of classrooms where standards-based instruction is being observed.

3. **Fostering Family and Community Engagement.** Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes. There will be an increase in the percentage of families reporting that they feel they are an active partner with the school in educating their child.

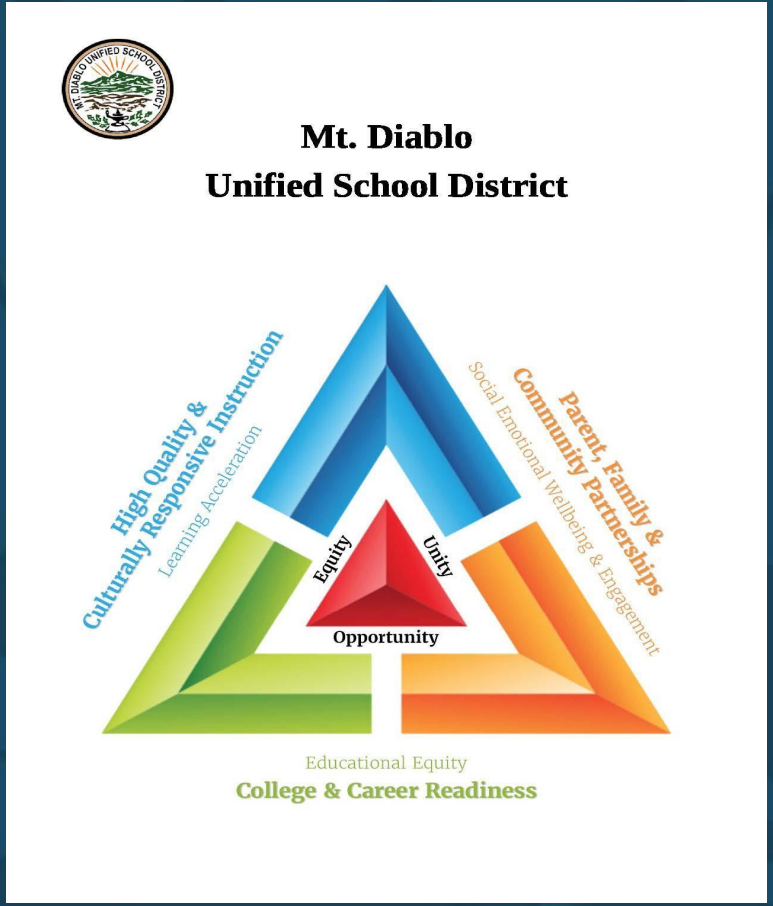
4. **Empowering Focal Scholars for Success.** Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. All student groups will demonstrate growth meeting standards in English, English language development, and mathematics.

5. **All students at Crossroads High School and Olympic High School** will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2027, leading to an increase of 3% in graduation rates. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in onpace graduation rate by June 2027. All students at **Sunrise** will demonstrate a 3% increase in attendance rate and a 5% reduction in suspension rate by June 2027.

ccee
California Collaborative
for Educational Excellence

The MDUSD triangle serves as a symbol of our LCAP goals and our partnership with CCEE. The three sides reflect the purpose of our LCAP goals which is our dedication to strong parent, family, and community partnerships, high quality instruction, and college and career readiness.

At the center of our work is Equity, Unity, and Opportunity. This remind us that our work is grounded in shared purpose and collaboration.



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District Updates from Dr. Adam Clark





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UNIFIED SCHOOL DISTRICT

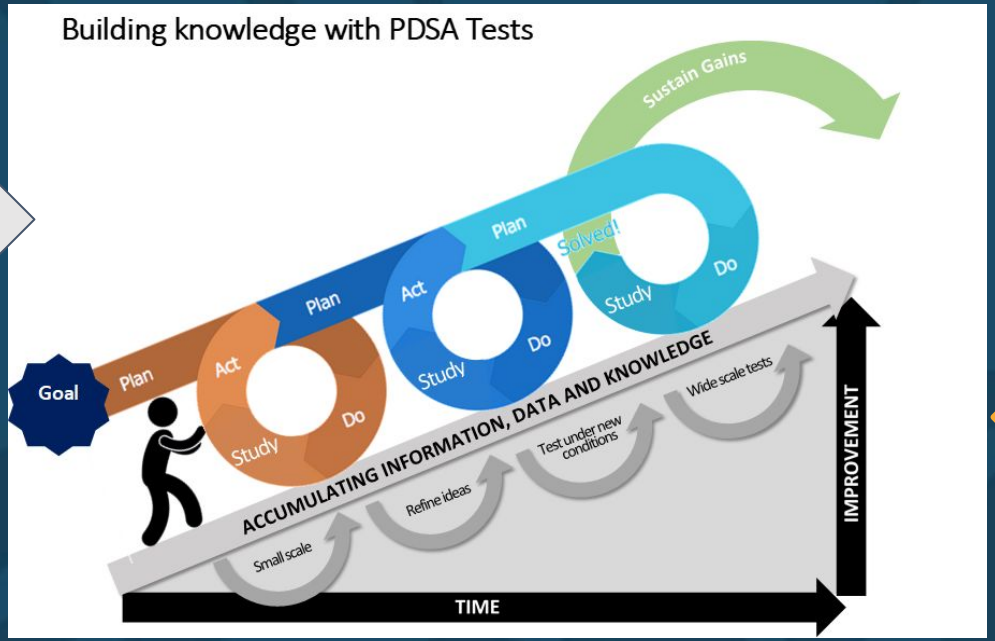
LCAP 101–continued

Christina Filios Yiannakopoulos
Executive Director, Curriculum, Instruction & Improvement

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Cycle of Continuous Improvement

At PAC we study our school systems and provide feedback to guide our plan for improvement.



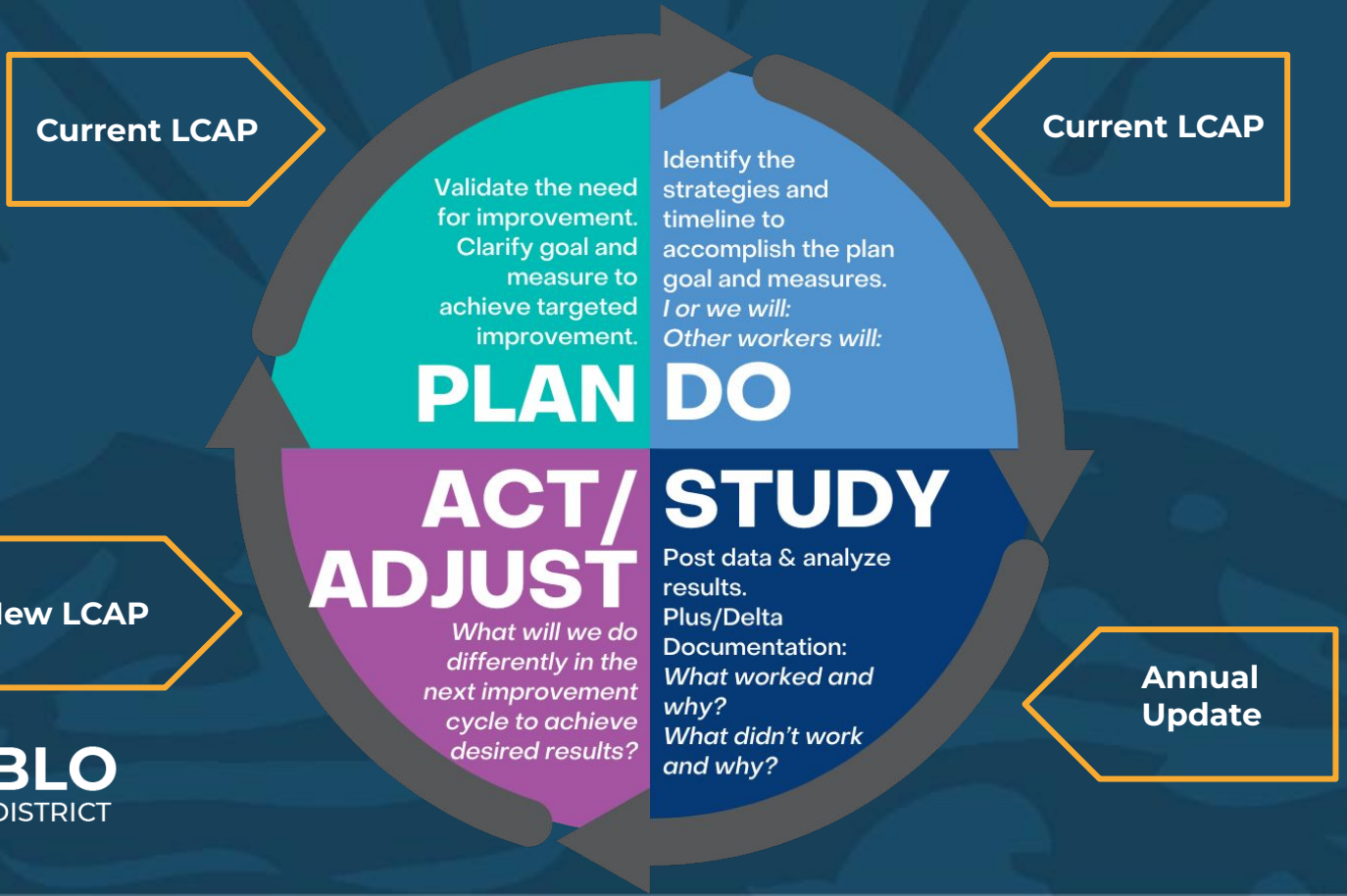
LCAP is a 3 year plan. Each cycle impacts the next cycle

We are in year three of our plan.

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Cycle of Continuous Improvement

PDSA Cycle



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UNIFIED SCHOOL DISTRICT

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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UNIFIED SCHOOL DISTRICT

LCAP Goals and State Priorities

- **4 Broad LCAP Goals + 1 Equity Multiplier Goal**
  - Each state priority must be addressed in at least one of the LCAP Goals
  - Metrics are defined as means of measuring progress and performance of each goal
  - Comprehensively, the metrics determine whether the goal is being accomplished

MT. DIABLO
UNIFIED SCHOOL DISTRICT

LCAP Infographic

2026-27 Local Control and Accountability Plan (LCAP) Overview

Mt. Diablo Unified School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will Improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
African American	3.3%
American Indian	0.1%
Asian	9.5%
Filipino	4.1%
Hispanic/Latino	42.5%
Pacific Islander	0.7%
White	27.4%
Two or More Races	8.9%

Student Group	Percent of Enrollment
English Learners	20.9%
Low Income	52.8%
Foster Youth	0.2%

Our Community



Communities Served

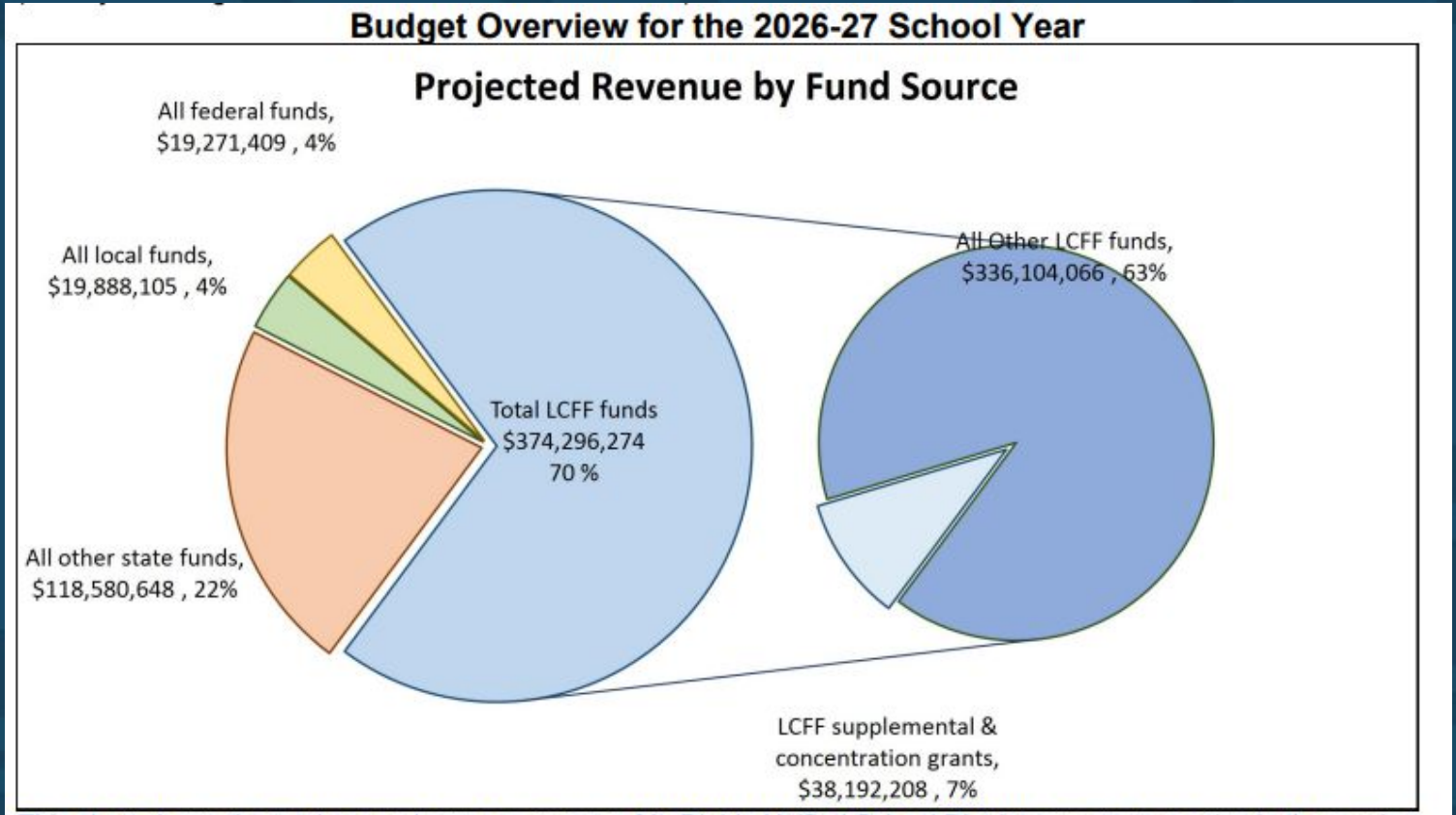
29371	53	3,100
Students	Schools	Staff

2026-27 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	$44,214,993.00
Other State Funds	$11,817,885.00
Local Funds	$243,863.00
Federal Funds	$9,100,441.00
Total Funds	$65,377,182.00

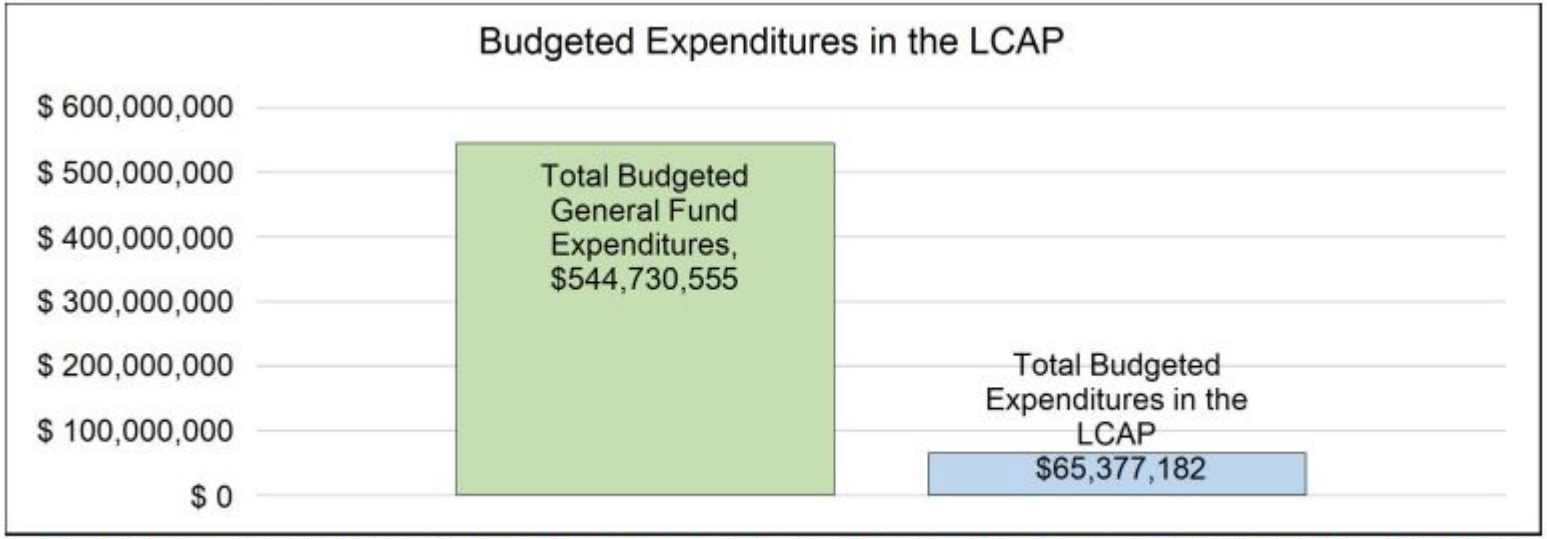
Type	Totals
Personnel	$55,236,079.00
Non-Personnel	$10,141,103.00

LCFF Budget Overview for Parents



This chart shows the total general purpose revenue Mt. Diablo Unified School District expects to receive in the coming year from all sources.

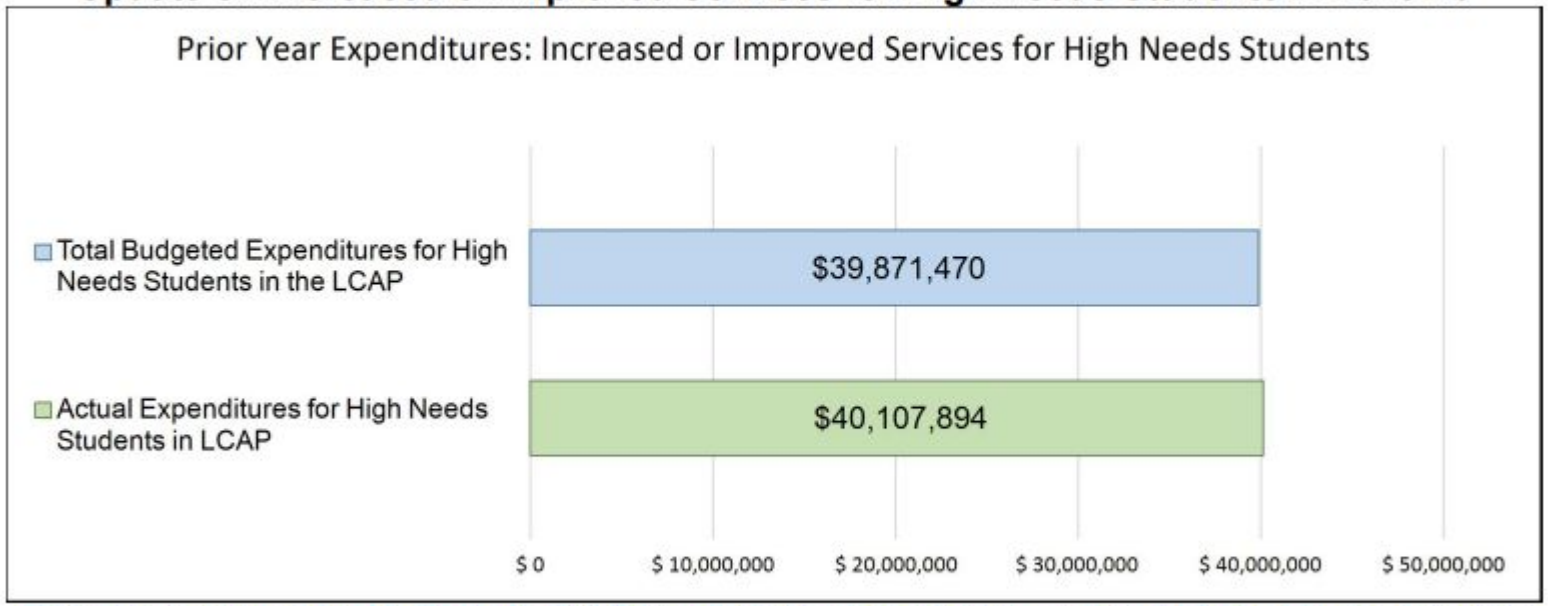
LCFF Budget Overview for Parents



This chart provides a quick summary of how much Mt. Diablo Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

MT. DIABLO
UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents



This chart compares what Mt. Diablo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mt. Diablo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

LCAP Development–Educational Partners Engagement

LCAP Work Groups

Community Listening Sessions–upcoming!

- Will provide input to support planning of new 3-year LCAP

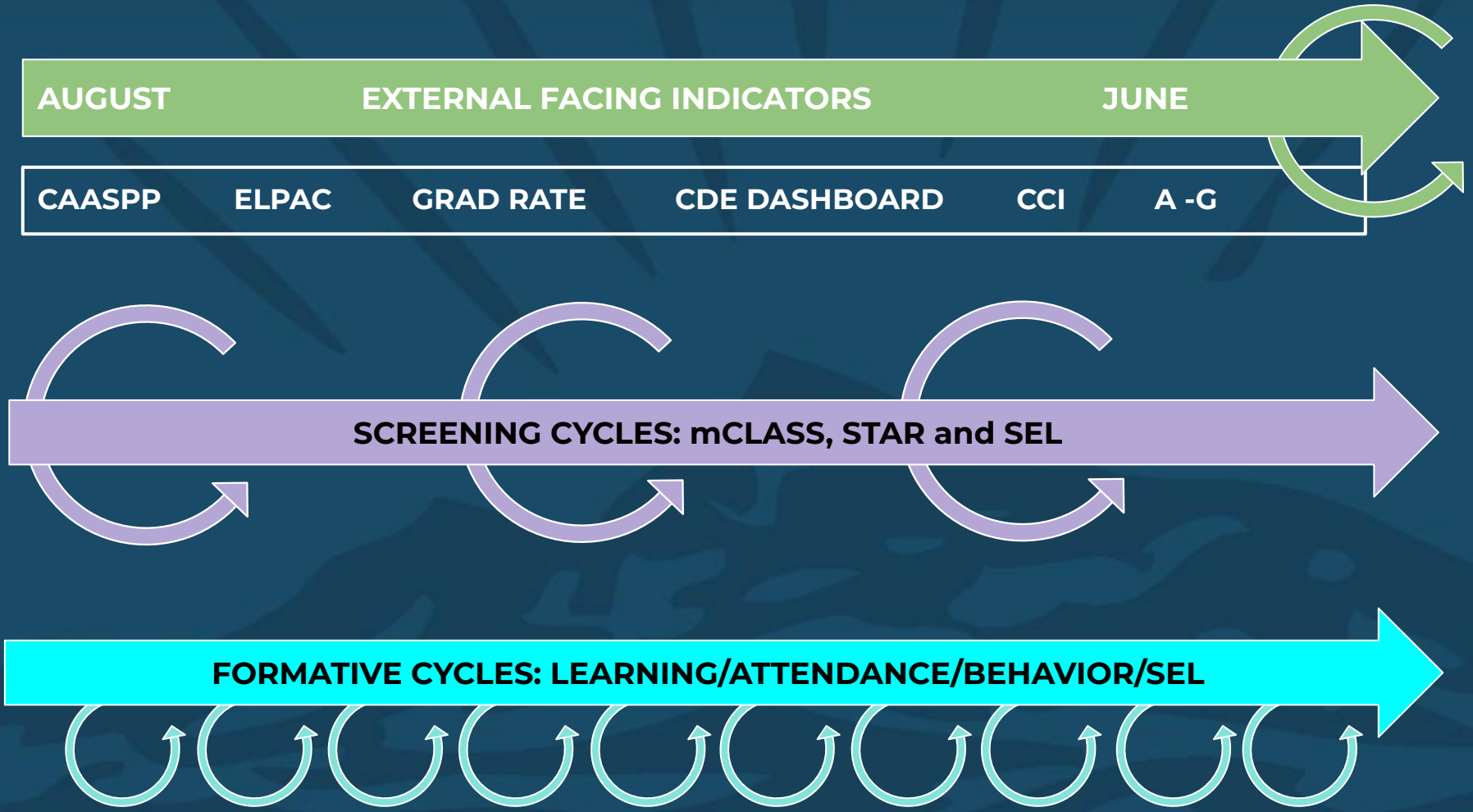


MT. DIABLO
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MDUSD Dashboard

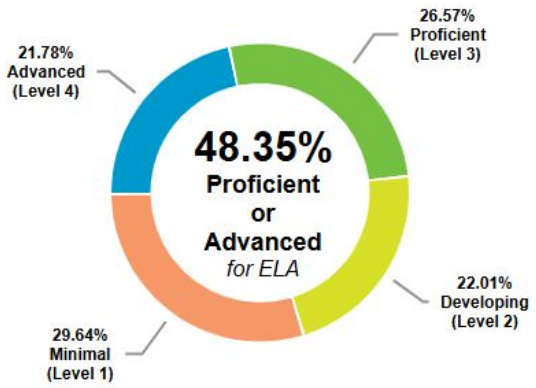
Martha Thomas
Assessment, Research & Evaluation

MT. DIABLO
UNIFIED SCHOOL DISTRICT


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

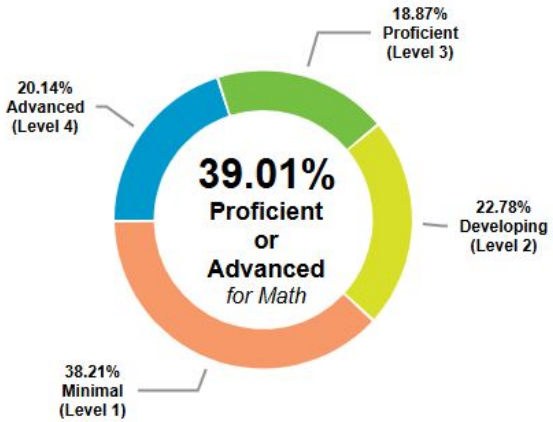
DATA QUEST
California DEPARTMENT OF EDUCATION

ELA

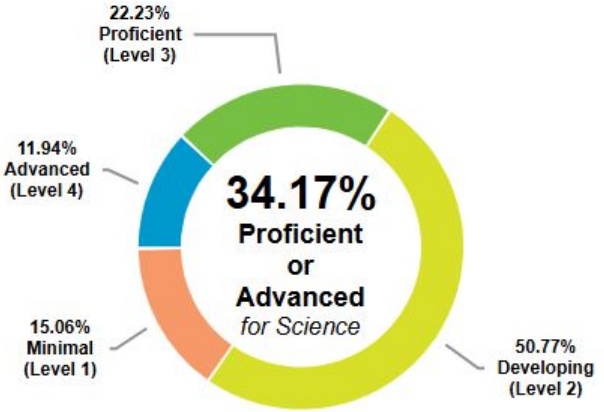


Mathematics

Percentage of students within each achievement level



Science



MDUSD Non-Charter Proficiency Rates

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

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

2026 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

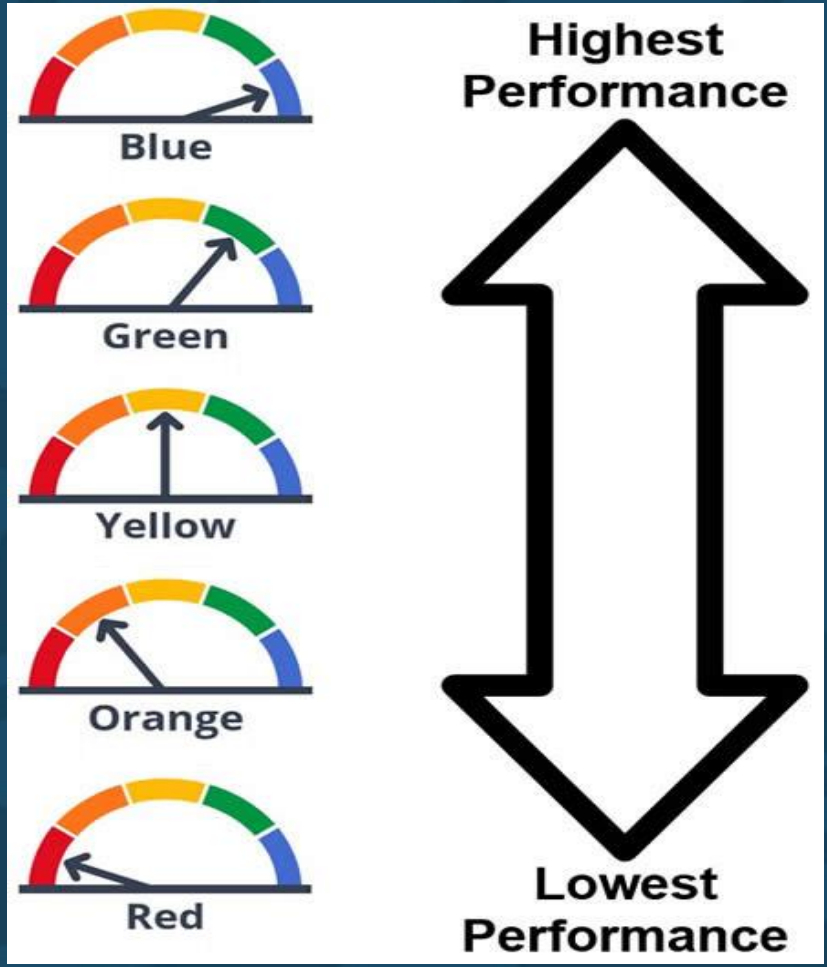
STANDARD MET

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



2026 MDUSD State Indicator Performance Levels

LEARN MORE

English Language Arts

All Students | State



Orange

9.8 points below proficient

Maintained 1.4 Points

LEARN MORE

Mathematics

All Students | State



Orange

39.6 points below proficient

Maintained 1.5 Points

LEARN MORE

Science

All Students | State



Yellow

53.3 science points

Maintained 1.4 Points

LEARN MORE

English Learner Progress

All Students | State



Green

51.8% making progress

Increased 8.1%

LEARN MORE

Chronic Absenteeism

All Students | State



Yellow

16.8% chronically absent

Declined 1.6%

LEARN MORE

Graduation Rate

All Students | State



Green

93.5% graduated

Increased 3.7%

LEARN MORE

Suspension Rate

All Students | State



Yellow

3% suspended at least one day

Maintained 0%

LEARN MORE

College/Career

All Students | State



Green

Prepared 50.3%

Increased 3.8%

How Language Arts and Math Scores Are Determined

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

Step 1: Calculate the DFP 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.

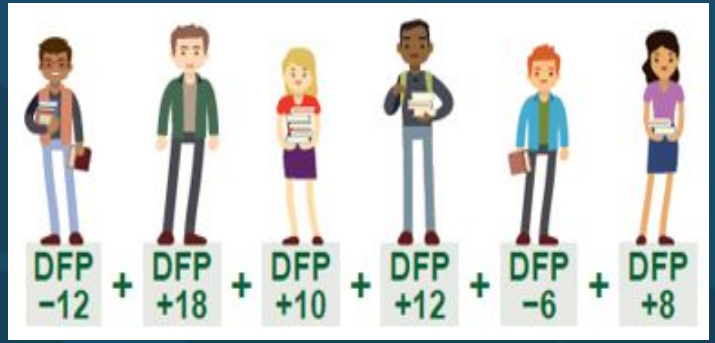
Step 2: Calculate the average DFS for a school or district using all students' DFS values.

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.





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

2026 English Language Arts

All Students

All Students | State



Orange

9.8 points below proficient

Maintained 1.4 Points

Number of Students: 15,076



Red

English Learners

Long-Term English Learners



Orange

All Students

Foster Youth

Hispanic

Homeless

Pacific Islander

Students with Disabilities



Yellow

African American

Socioeconomically Disadvantaged



Green

Asian

Filipino

Two or More Races

White



Blue

No Student Groups



No Performance Color

American Indian

Below 95% participation Rate

2026 Mathematics

All Students

All Students | State



Orange

39.6 points below proficient

Maintained 1.5 Points

Number of Students: 15,036



Red

African American

Long-Term English Learners

Pacific Islander



Orange

All Students

English Learners

Foster Youth

Hispanic

Homeless

Students with Disabilities



Yellow

Socioeconomically Disadvantaged



Green

Asian

Filipino

Two or More Races

White



Blue

No Student Groups



No Performance Color

American Indian

Below 95% participation Rate

How Science Scores Are Determined

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

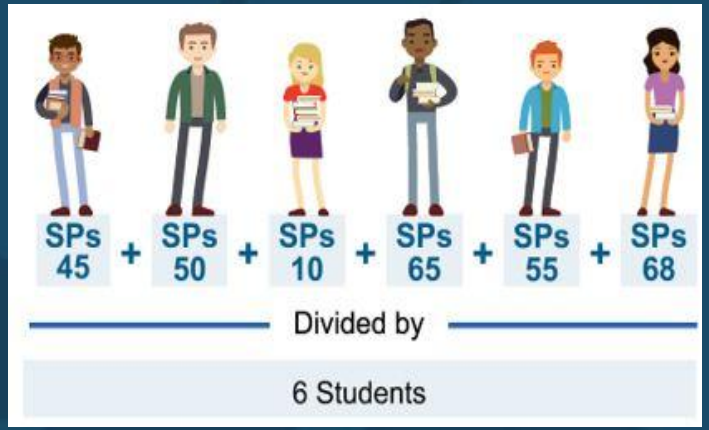
Step 1: Calculate the science points (SPs) for each student.

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

2026 Science

All Students

All Students | State



Yellow

53.3 science points

Maintained 1.4 Points

Number of Students: 6,257



Red

No Student Groups



Orange

African American

English Learners

Hispanic

Homeless

Long-Term English Learners



Yellow

All Students

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities



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

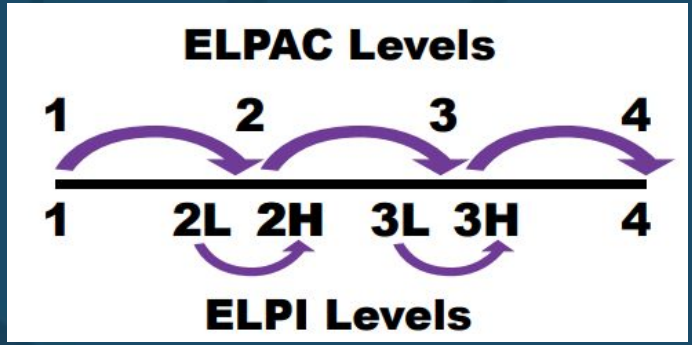
Step 1: Calculate the growth for each student.

Add total number of students who made growth between 2025 and 2026 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)

2026 English Learner Progress

English Learners

Student Group | State



Green

51.8% making progress

Increased 8.1%

Number of Students: 4,654

Long-Term English Learners

Student Group | State



Green

52% making progress

Increased 6%

Number of Students: 1,191

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 2025-26 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.

2026 College and Career

All Students

All Students | State



Green

Prepared 50.3%

Increased 3.8%

Number of Students: 1,962



Red

No Student Groups



Orange

African American



Yellow

- English Learners
- Homeless
- Long-Term English Learners
- Students with Disabilities



Green

- All Students
- Asian
- Filipino
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- White



Blue

No Student Groups



No Performance Color

- American Indian
- Foster Youth
- 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.





2026 Chronic Absenteeism

All Students

All Students | State



Yellow

16.8% chronically absent

Declined 1.6%

Number of Students: 22,233



Red

Homeless

Students with Disabilities



Orange

African American

Asian

English Learners

Foster Youth

Hispanic

Long-Term English Learners

Pacific Islander

Socioeconomically Disadvantaged



Yellow

All Students

Two or More Races



Green

Filipino

White



Blue

No Student Groups



No Performance Color

American Indian

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., 2025-26 school year).

2026 Suspension Rate

All Students

All Students | State



Yellow

3% suspended at least one day

Maintained 0%

Number of Students: 30,497



Red

African American

Foster Youth



Orange

Homeless

Long-Term English Learners

Two or More Races

Pacific Islander

Students with Disabilities



Yellow

All Students

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

Asian

White



Blue

Filipino



No Performance Color

American Indian

How Graduation Rates are Determined

For the 2026 Graduation Rate Indicator:

- Students in the Class of 2026 who earn a regular diploma in four years, and
- Students in the prior cohort (Class of 2025) 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 the 2026 California School Dashboard, eligible students who earn an Alternative Pathway Diploma are counted as graduates in the Graduation Rate Indicator, provided they meet the applicable cohort timelines and CALPADS reporting requirements.





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.”

2026 Graduation Rate

All Students

All Students | State



Green

93.5% graduated

Increased 3.7%

Number of Students: 1,998



Red

No Student Groups



Orange

No Student Groups



Yellow

Homeless



Green

- African American
- All Students
- Asian
- English Learners
- Foster Youth
- Hispanic
- Long-Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities



Blue

- Filipino
- White



No Performance Color

- American Indian
- Pacific Islander





The Intradistrict Transfer window is Oct. 10-Nov. 10 for the 2027-28 School Year

From October 10 through November 10, 2026, the Intradistrict Transfer Application will be available for all schools, grades 1-12 and for Sequoia and Monte Gardens elementary schools' Kindergarten.

This application is only for students living within the MDUSD boundaries who want to attend a school other than their school of residence.

The transfer application links are now available on the District website. Transfer decisions will be sent out by 12/21.

The Intradistrict Transfer Application window for Kindergarteners (except Sequoia and Monte Gardens) will take place in Spring 2027 (February - March).



NOMINATIONS ARE OPEN FOR TEACHER OF THE YEAR 2027-2028

MDUSD welcomes our District staff, students, parents and community members to nominate a teacher for MDUSD and Contra Costa County Teacher of the Year.

- Nominations are due by Friday, November 13th, 2026.
- Candidates must have a minimum of 8 years of teaching experience to move forward to the County Office of Education competition.

Nomination form (English) | Nomination form (Spanish)

Current Events: If you have not already done so, click on our Friday Letter and nominate your favorite teacher for Teacher of the Year!





Future PAC Dates

- November 10th:
- December 8th:
- January 19th:
- February 16th:
- March 30th:
- April 27th:
- May 18th: LCAP Feedback Workshop

MT. DIABLO
UNIFIED SCHOOL DISTRICT