PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

41

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

In 2023, a majority of schools were rated as "fair repair" for school rating. This was due to the fact that the District used a different outside company to assist with facility walk-throughs. The company used a more rigorous standard for review which has significantly decreased the number of sites scoring a "good repair" on the Facility Inspection Tool (FIT). The District expects the number of sites scoring "good" or above to increase next year as all identified deficiencies are being attended to.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1   ○ 2   ◉ 3   ○ 4   ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

Next Generation Science Standards *

○ 1   ○ 2   ◉ 3   ○ 4   ○ 5

History-Social Science *

○ 1   ○ 2   ○ 3   ◉ 4   ○ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1   ○ 2   ○ 3   ○ 4   ● 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1   ○ 2   ● 3   ○ 4   ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1   ○ 2   ○ 3   ○ 4   ● 5

Next Generation Science Standards *

○ 1   ○ 2   ○ 3   ● 4   ○ 5

History-Social Science *

○ 1   ○ 2   ● 3   ○ 4   ○ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1   ○ 2   ◉ 3   ○ 4   ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

Next Generation Science Standards *

○ 1   ○ 2   ◉ 3   ○ 4   ○ 5

History-Social Science *

○ 1   ○ 2   ◉ 3   ○ 4   ○ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education *

○ 1   ○ 2   ○ 3   ◉ 4   ○ 5   ○ N/A

Health Education Content Standards *

○ 1   ○ 2   ○ 3   ◉ 4   ○ 5

Physical Education Model Content Standards *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

Visual and Performing Arts *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5

World Language *

○ 1   ○ 2   ○ 3   ○ 4   ◉ 5   ○ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole *

○ 1   ○ 2   ○ 3   ◉ 4   ○ 5

Identifying the professional learning needs of individual teachers *

○ 1   ○ 2   ○ 3   ◉ 4   ○ 5

Providing support for teachers on the standards they have not yet mastered *

○ 1   ○ 2   ○ 3   ● 4   ○ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into th... promising practices in family engagement:

Your form has been submitted!

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, sta
   of unduplicated students and families of individuals ✅ Your form has been submitted!
   underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to i   e LCAP development process, as well as the developm

All fields marked with an asterisk (*) are required

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Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Im

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3 – Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Mt. Diablo Unified continues building and maintaining positive and supportive relationships between school staff and families by providing updates from schools and the District through in-person outreach and ParentSquare social platform in the home language of the families, including a weekly newsletter highlighting activities, events and updates, and a robust choice of family education and advisory committees.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Mt. Diablo Unified continues to strengthen building relat~~~
most specifically underrepresented families. Continued e~~~
workforce to recruit employees who better reflect our student population and to schedule townhalls

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in several areas of the district to hear from and build stronger relationships with families. Additional resources and activities, including hiring additional counselors and social workers and creating a program for older students with interrupted schooling, continue to be provided to support families who have recently immigrated from Central America and the Middle East.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

Mt. Diablo Unified will continue to improve engagement of underrepresented families by further expanding language supports beyond English and Spanish and increasing opportunities for community building and student recognition, such as the African American Student Achievement Awards. District staff will continue to host multiple advisory committee meetings and town halls to seek input from underrepresented families. Such advisory committees include the African American Parent Advisory Committee (AAPAC), Community Advisory Committee (CAC), and the District English Learner Advisory Committee (DELAC). The District will continue to prioritize diversifying our workforce to recruit employees who better mirror our student population.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning ... **improve a school's capacity to partner with families.** *

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Rese
Initial Implementation; 4 – Full Implementation; 5 – Full Ir

✅ Your form has been submitted!

3 – Initial Implementation

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

The District and school websites, social media, Student and ParentSquare, AERIES Homelink, Seesaw, and Google Classroom platforms have been used consistently to inform parents/guardians and students with updates, educational opportunities, resources and supports, increasing two-way communication with the broader community. An Association of Raza Educators (ARE) has been formed to strengthen relationships between staff and parents/ guardians. Formal systems for students to share concerns and become co-collaborators in school and district-wide change initiatives through a Student Advisory Board and school leadership teams was established. Loma Vista Adult Education has expanded educational offerings at the school sites and increased the percentage offered in multiple languages. Adult Education also expanded offerings of Parent/Teen workshops, Parent Support workshops, including court-mandates classes, classes in CPR/ First aid, nutrition/ wellness, and is providing online and in-person access to Parenting and Anger Management classes for parents/guardians. An annual Parent Conference was held providing workshops/presentations for parents supporting their child's academics and social-emotional development with workshop translation offered in English, Spanish, Dari, and Pashto.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

The District will continue to implement more targeted strategies to support students from underrepresented racial and ethnic groups. AAPAC will continue to expand the group's impact across the district supporting Black Student Unions and creating positive spaces for student engagement, advocacy, and community service. Additional actions will include providing training for school sites and individual teachers to create more welcoming, respectful and culturally responsive learning environments. Extended learning and tutoring opportunities will be expanded, supplemental positions to support homeless and foster youth will target intervention, and counselors will ensure there is a coherent plan to provide SEL lessons and support across the District. In the updated LCAP, services, actions, and disaggregated metrics supporting the needs of emerging bilingual students and Students with Disabilities, in addition to those supporting African American students, foster youth, and students experiencing homelessness, are included in Goal 4 of the Local Control Accountability Plan (LCAP).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

Mt. Diablo Unified will continue to improve engagement of underrepresented families by further expanding language supports beyond English and Spanish and increasing opportunities for community building and student recognition, such as the African American Student Achievement Awards. District staff will continue to host multiple advisory committee meetings and town halls to seek input from underrepresented families. Such advisory committees include the African American Parent Advisory Committee (AAPAC), Community Adviso[...] Learner Advisory Committee (DELAC). The District will co[...] to recruit employees who better mirror our student population.

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Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

    3 – Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

    3 – Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Rese... Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Im...

✅ Your form has been submitted!

    3 – Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   3 – Initial Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

In Mt. Diablo, to better address the needs of all students, parent/guardian voice and advocacy is collected through the Antiracist Anti-Bias Committee (ABAR) and the African American Parent Advisory Committee (AAPAC) committees who have recruited parents/ guardians of underserved student groups. An Association of Raza Educators (ARE) has been formed and will expand working to strengthen relationships between staff and parents/ guardians. Adult education classes have been expanded including court-mandates classes, classes in CPR/ First aid, nutrition/ wellness. To improve communication and engagement, there has been an expansion of the number of community service liaisons and assistants at school sites to better support fa

2. Based on the analysis of educational partner input and lo
area(s) for improvement in Seeking Input for Decision-Making.

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Mt. Diablo continues to be committed to engaging and empowering the parent/guardian community in partnership to improve outcomes for all students. After continued educational partner and advisory committee meetings, there remains areas in need of support and attention. Families from nondominant backgrounds (e.g., racial, ethnic, and linguistic minorities, and homeless and foster families) are still underrepresented in committees, associations, and advisory groups. Parents/guardians who are not English speakers continue to experience challenges in communicating with the district and participating in committees and advisory groups. There is also a continued need to increase opportunities where parents/guardians can network and collaborate in interest-based groups to support their child's learning. Lastly, the District still needs to provide more early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

The District will continue to improve engagement of underrepresented families by actively recruiting with personal calls to parents/ families to participate in site and district level decision-making advisory groups (i.e., Anti-Racist/Anti-Bias Committee, Budget Advisory Committee, Community Advisory Committee, District English Advisory Committee, Parent Advisory Committee, African American Parent Advisory Committee (AAPAC), Faculty Club and/or Parent Teacher Association, Site Council, Mt. Diablo Business Education Alliance). Student agency and voice w[...] more formal systems for them to share concerns and bec[...] wide change initiatives (e.g., Student Advisory Board). Lastly, the District will continue to work towards

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employing a more diverse workforce which better reflects our student population racially and linguistically. In addition to our Mt. Diablo Black Educator Association (MDBEA) , an Association of Raza Educators (ARE) will continue to work on strengthening relationships between staff and parents/guardians.

✅ Your form has been submitted!

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators

of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In 2024, a sampling of Mt. Diablo Unified School District students in grades 5, 7, 9, and 11 participated in the biennial California Healthy Kids Survey (CAHKS). A total of 1,620 fifth graders, 2,153 seventh graders, 1,427 ninth graders, and 1,339 eleventh graders took the survey. According to the CAHKS

data, 83% of 5th graders surveyed agreed with the statement that they felt safe all or most of the time at school when they are on campus. When you look at specific issues that may affect student safety at the elementary school, "Do other kids at/from school call you bad names or make mean jokes about you?" and "Been teased about body image" were the most frequent offenses identified by students that contributed to them feeling unsafe. At the secondary level, 52% of 7th graders, 51% of 9th graders, and 52% of 11th graders felt safe or very safe at school. Forty-two percent of 7th graders, 30% of 9th graders, and 27% of 11th graders reported experiencing some harassment or bullying in the past year. When asked about school connectedness, 78% of the 5th grade students and 54% of 7th, 50% of 9th, and 50% of 11th grade students surveyed felt highly connected with school peers and/or staff and felt happy and part of their school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The percent of 5th grade students that agreed with the statement that they felt safe all or most of the time at school when they are on campus was higher by 1% in 2024 compared to 2022. However, a higher percent of 5th grade students agreed with the question, "Do other kids at/from school call you bad names or make mean jokes about you?" and the statement, "Been teased about body image" in 2024 compared to 2022. The percent of 5th grade students feeling connected with their school was 2% higher in 2024 compared to 2022. The percent of 7th grade students perceived school as very safe or safe was 5% lower in 2024 compared to 2022. The percent of 7th graders experiencing some harassment or bullying in the past year was 8% higher in 2024 compared to 2022. The percent of 7th grade students feeling connected with their school was 4% lower in 2024 compared to 2022. The

percent of 9th grade students perceived school as very safe or safe was 3% lower in 2024 compared to 2022. The percent of 9th graders experiencing some harassment or bullying in the past year was 4% higher in 2024 compared to 2022. The percent of 9th grade students feeling connected with their school was 3% lower in 2024 compared to 2022. The percent of 11th grade students perceived school as very safe or safe was 4% lower in 2024 compared to 2022. The percent of 9th graders experiencing some harassment or bullying in the past year was 4% higher in 2024 compared to 2022. The percent of 11th grade students feeling connected with their school was 1% lower in 2024 compared to 2022. There is a decrease in the percent of students experiencing some harassment or bullying in the past year from 7th to 11th grade which was a similar trend in 2024 compared to 2022. There is a decrease in the percent of students feeling connected with their school from 5th to 11th grade which was a similar trend in 2024 compared to 2022.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Each school site received and reviewed school climate information from the CAHKS data for their own school and incorporated actions and services into their Single Plan for Student Achievement and Comprehensive School Safety Plan to target the areas of students feeling safe at school, student harassment, and students feeling connected to their school.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Mt. Diablo Unified utilizes a variety of local measures to track the extent to which all students have access to a broad course of study. The district maximizes its use of a student data management system and analyzes master schedules to ensure that students have the classes and credits they need to matriculate and graduate on-time. Measures used to track student success include, but are not limited to CAASPP, iReady, benchmark assessments, A-G course completion, credits earned, grade reports, pathway completions, AP/IB course enrollment, and graduation rates. This data is monitored and analyzed at grade level meetings, department meetings, staff meetings, and during staff development days that occur 3 times a year. Counselors and College and Career Advisors also work closely with students to assist them in enrolling in district courses that meet UC/CSU course requirements and career programs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Mt. Diablo students have access to in-class, online, project-based learning options, extended learning opportunities, and independent study. Elementary students have access to magnet programs (STEM, VAPA and Dual Language) and International Baccalaureate, and secondary students have access to International Baccalaureate, Academy Pathways, CTE coursework, and a middle college program which

allows students the opportunity to graduate with up to 12 college credits per semester. AVID is also available to TK - 12 students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers that prevent students from accessing a broad course of study include teacher vacancies, class enrollment limits, and master schedules with different course offering and options for 6-8 period days for students at the secondary level. Class and school schedule are subject to a collective bargaining agreement.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Mt. Diablo Unified continuously researches ways to minimize barriers to offering a broad course of study to all students. This includes disaggregating data to better understand how to support underserved student groups, using this data to drive course offerings/scheduling options, and the professional development options for staff to meet the needs of all students. Counselors are available at all school sites to provide much needed social emotional, academic, and college/career counseling and advising. Mt. Diablo is also expanding and strengthening community partnerships to enrich and inform our future decisions as it relates to pathways, academies, magnet schools, and courses of study. Online curriculum has also been adopted district-wide to offer original and credit recovery courses of study. Furthermore, district staff continue to strengthen the capacity of teachers and

support staff in the design and delivery of instruction throughout all courses of study resulting in an increase in achievement, graduation rates, and reclassification rates.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](https://mycdeconnect.org/california/priorities/priority07?schoolId=0&cdsCode=07617540000000).