WELCOME

- Please sign in
- Do you need interpretation services?
- Help yourself to water and a snack.



To Do:

- As you are sitting at your table waiting for our meeting to begin think about a time when your student was excited to go school. Why was your student excited?
- Think of a time your student did not want to go to school. Why did your student not want to go to school on that day?
- List activities, events, or situations that may have contributed to these feelings.

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Parent/Family Advisory Committee Meeting

October 28, 2025

MT. DIABLO
UNIFIED SCHOOL DISTRICT



- Welcome & Introductions
- Goals for PAC
- LCAP Goals
- Updates from Dr. Clark
- Enrollment Services & Attendance
- Public Service Announcements
- Future meeting

MT. DIABLO
UNIFIED SCHOOL DISTRICT

Introductions



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

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PAC Goals for 2025-26

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

The Parent Advisory Council'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 to 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.

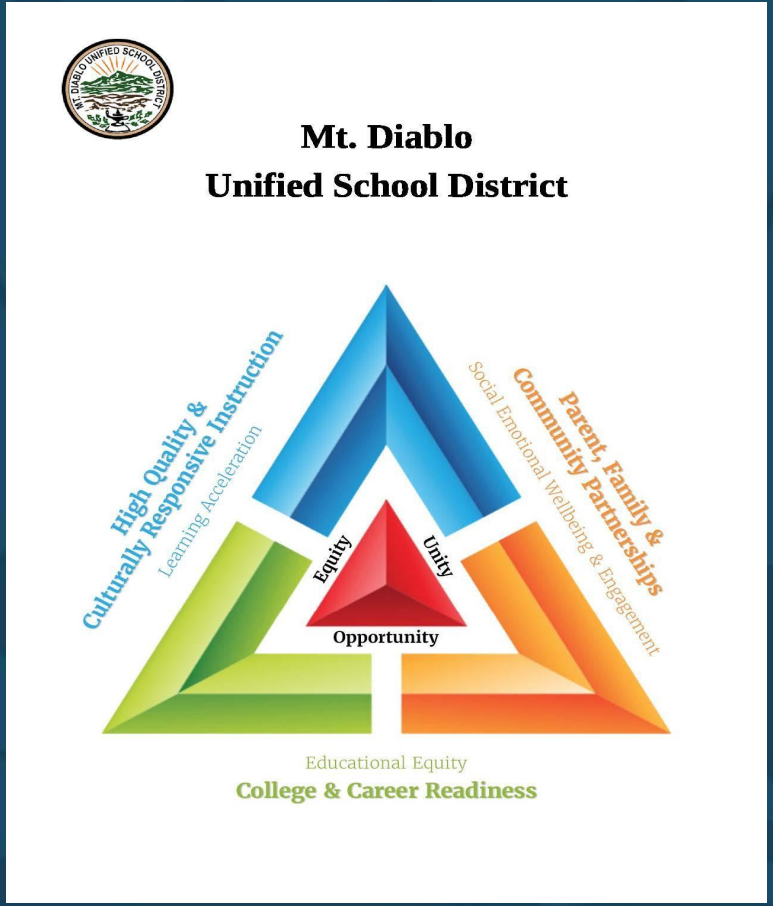
4. Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive 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. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase on-pace graduation rate by June 2026.5

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.

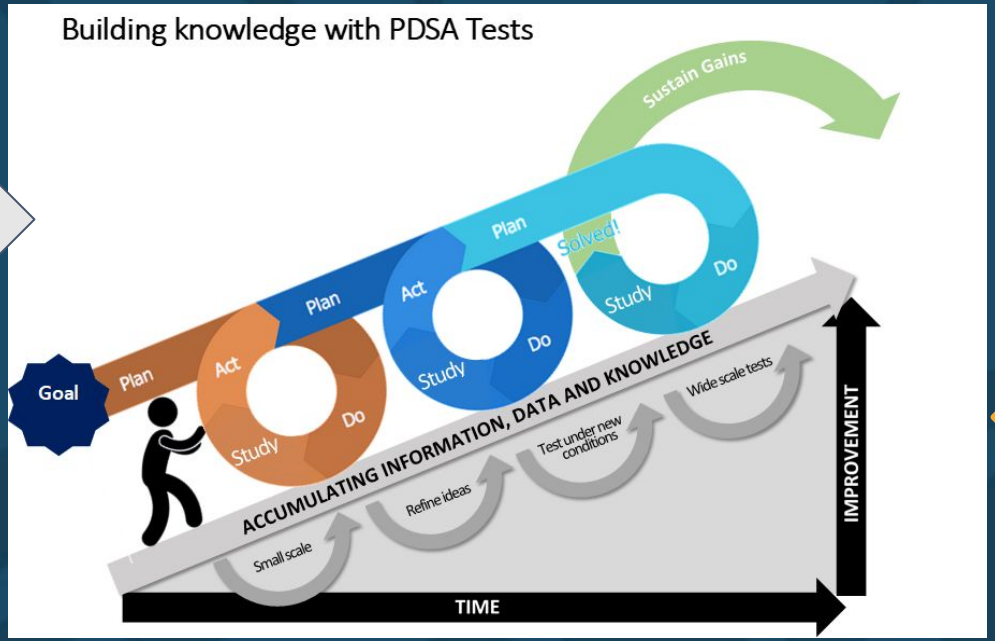
At the center of our work is Equity, Unity, and Opportunity. This remind us that our work is grounded in shared purpose and collaboration.



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Cycle of Continuous Improvement

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



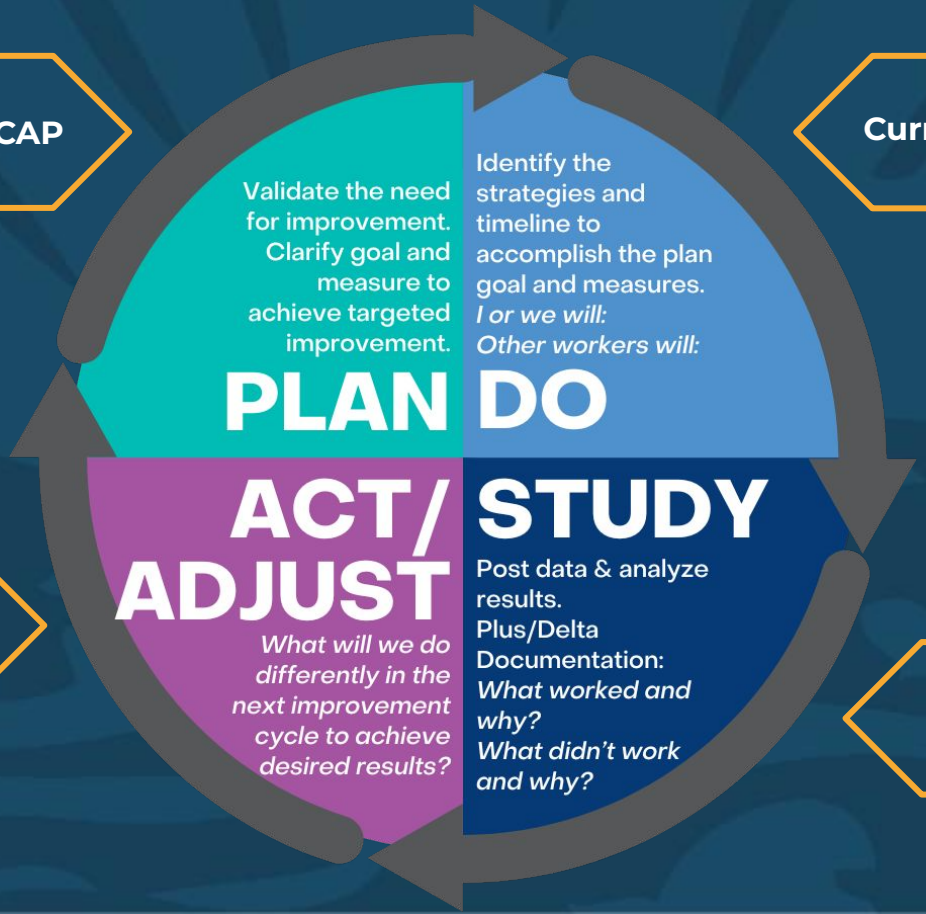
LCAP is a 3 year plan. Each cycle impacts the next cycle

We are in year two of our plan.

MT. DIABLO
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Cycle of Continuous Improvement

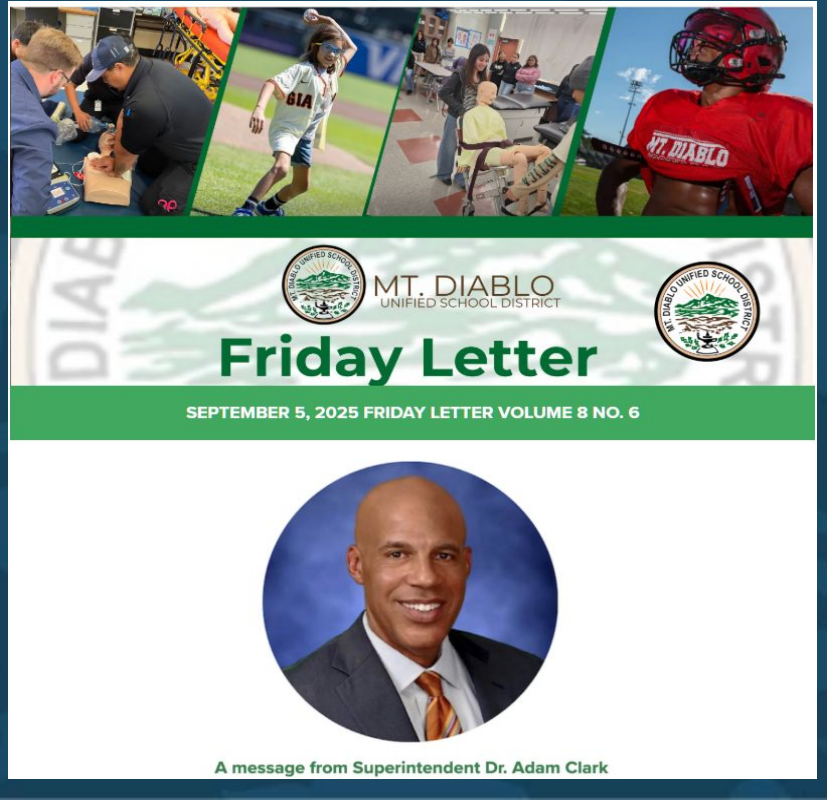
PDSA Cycle



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District Updates from Dr. Adam Clark





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Access, accountability, and advocacy.

Welcoming students. Keeping Families Connected.

Enrollment Services

Parent/Family Advisory Committee (PAC) Presentation

Agenda

01

Overview Enrollment Services

02

Enrollment & Transfers

03

Attendance

04

Parent/Family Resources for Engagement

Pupil Services

Wendi Aghily, Ed. D.
Chief, Pupil Services & Special Education

Aurelia Buscemi
Director, Enrollment Services

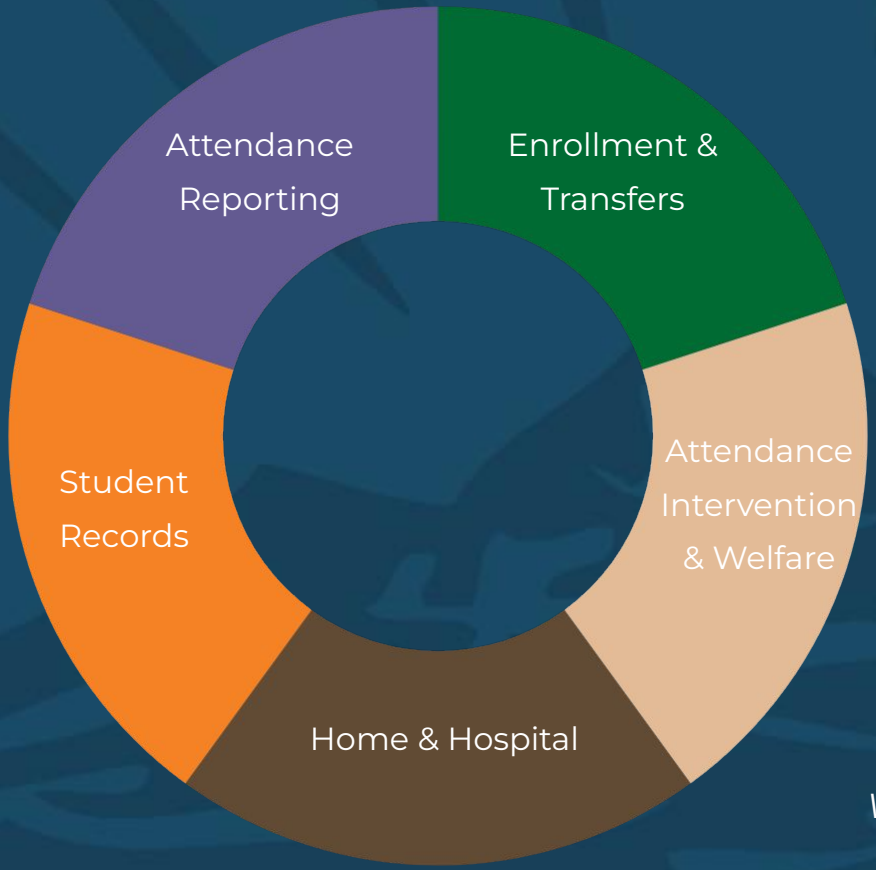


Enrollment Services

Student Services

Special Education Services

Enrollment Services



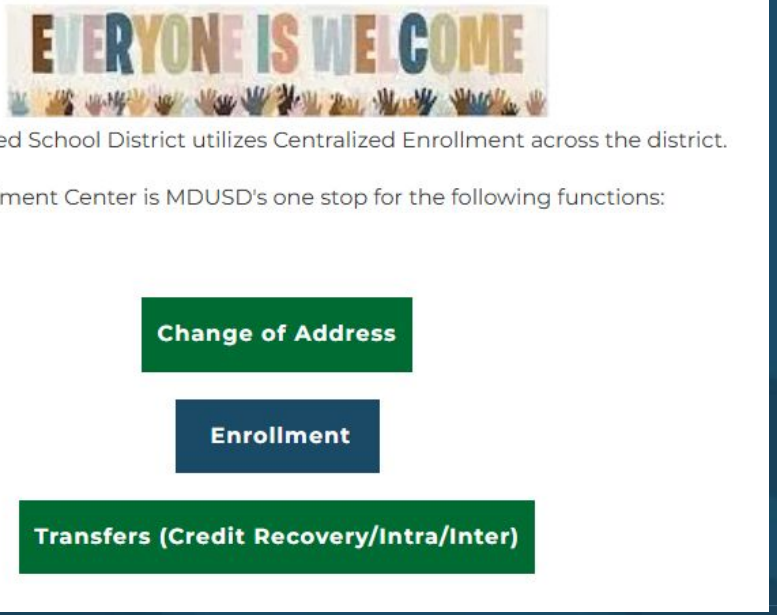


Access, accountability, and advocacy.

Welcoming students. Keeping Families Connected.

Centralized Enrollment

Start with a visit to our website:
mdusd.org/families/enrollmentservcies/enrollnow

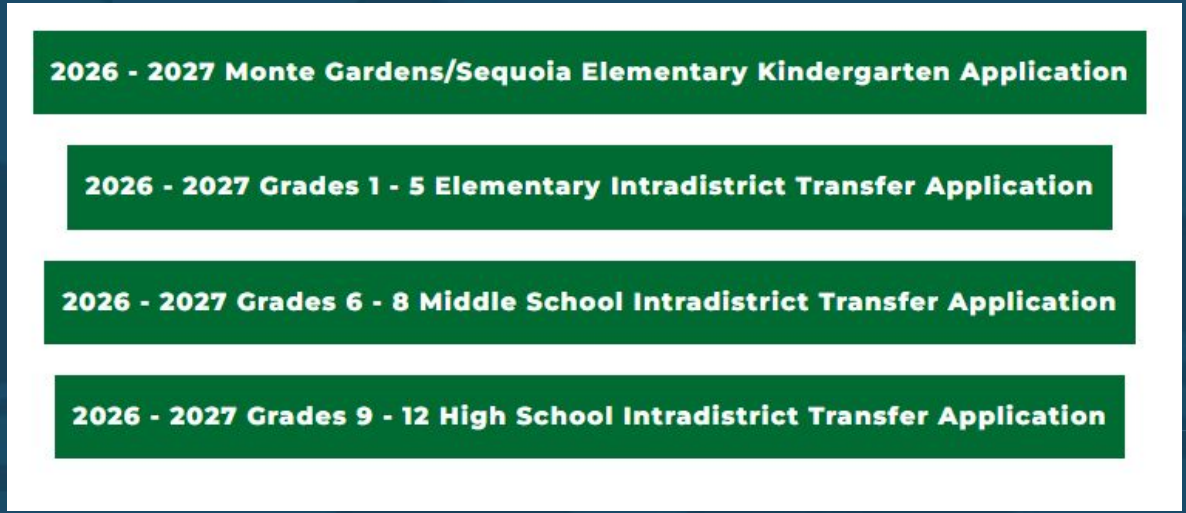


Intradistrict Transfers

Visit to our website:
mdusd.org/families/enrollment services/transfers/intradistrict

The Intradistrict Transfer Application for all schools, grades 1-12 and for Sequoia and Monte Gardens' Kindergarten for the 2026-2027 school year are now available through November 10, 2025.

Kindergarten applications for all other schools will be available February 10 - March 10, 2026.



Enrollment Priority Table



Priority	Description
1	Residents
2	Siblings
3	Parent/guardian employed at the site requested
4	Students attending a school where attendance has been established by agreement (such as Monte Gardens Elementary and Sequoia Elementary to Sequoia Middle) Sequoia Middle School is a District-wide school and all enrollments are base on an approved transfer.
5	Cohorts moving from one level to another (residents)
6	Cohorts moving from one level to another (transfers)
7	Academic Programs
8	Parent/guardian employed at a district school within the feeder pattern of the site requested
9	Choice

Attendance Matters!



Compulsory education laws require that students, age 6-18, attend school.

Students absent from school for any excusable reason, including illness, shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided.

Excused Absences:

- Illness or injury
- Medical or dental appointment
- Funeral of immediate family
- Quarantine
- Jury duty
- Employment interview or conference
- Religious holiday or ceremony
- Medical or dental appointment
- Student illness, including mental or behavioral health
- Middle or high school student engaging in civic protest

School Communication

- Set Up Homelink & ParentSquare Accounts
- Call or email your school's attendance line within 3 days of an absence.
- Provide documentation from appointments.
- Ask teachers for make up assignments.

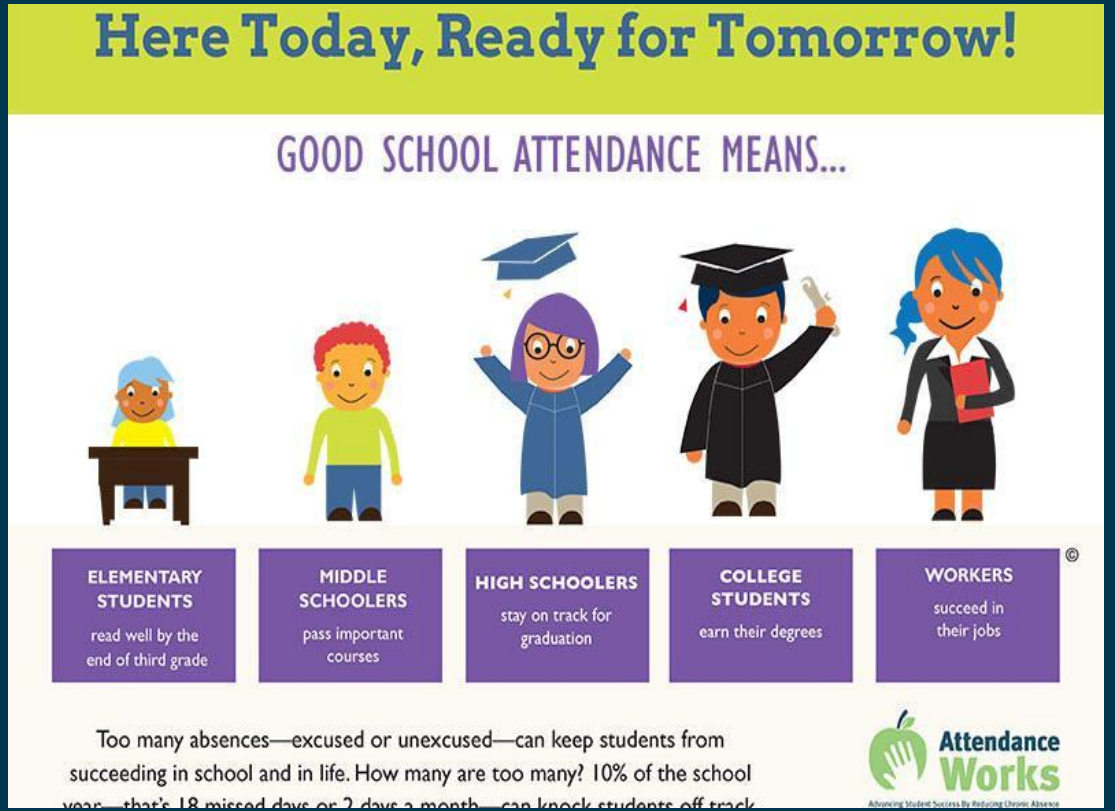


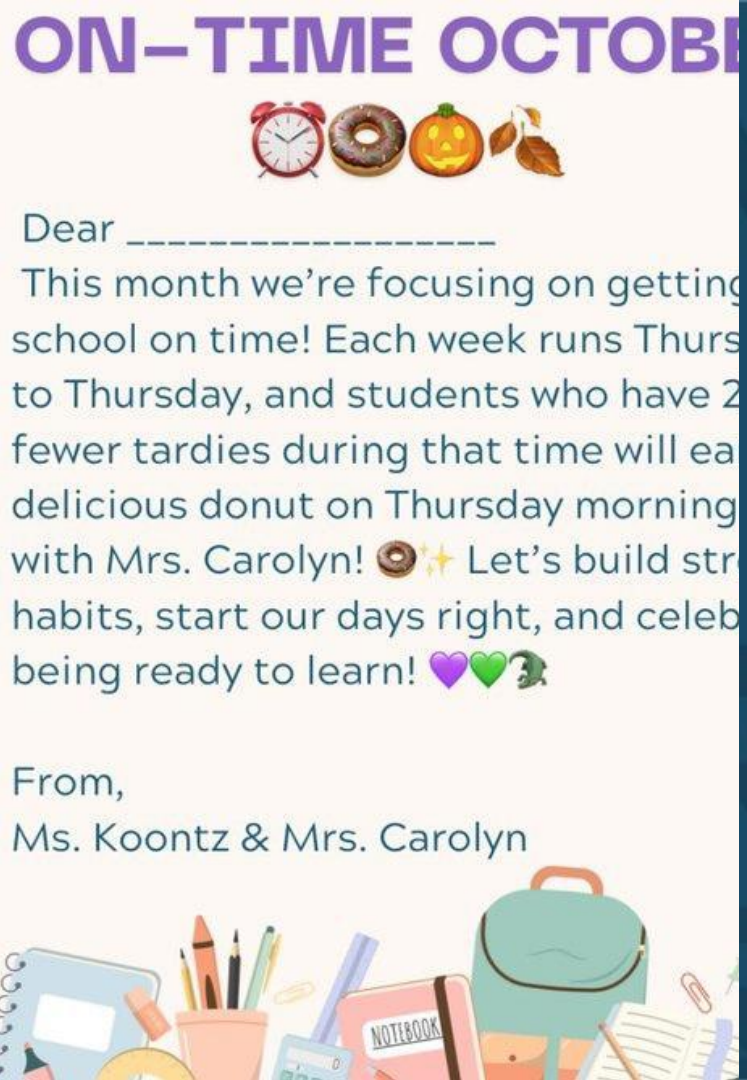
Attendance Supports Learning



Starting with the Foundation

Creating an Attendance Positive Culture!





Ways to Create an Attendance Positive Culture!

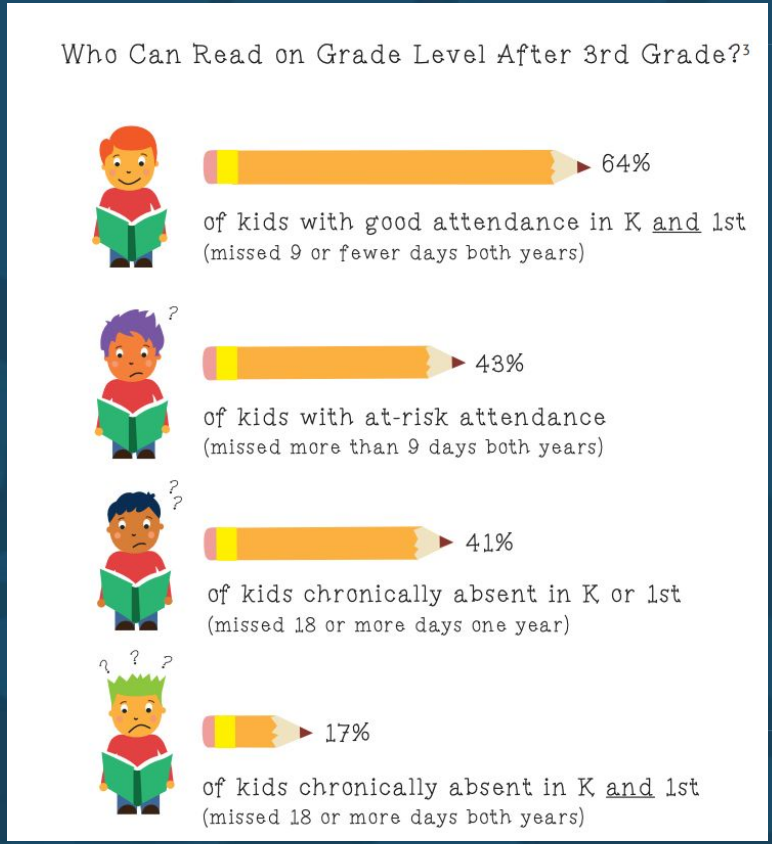
- **Create a Welcoming School Environment that promotes positive relationships.**
- **Educate and promote the importance of attendance to inform parents/caregivers.**
- **Partner with parent clubs to improve school and family Relationships.**
- **Consider schoolwide student attendance incentives (classes, individual students, grade levels, etc.)**
- **Targeted ParentSquare phone calls, texts, emails**
- **Use marquees, newsletters, ParentSquare messages, website to promote and celebrate student attendance**
- **Review attendanceworks.com for attendance message ideas.**

Impact on Learning

Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.



Elementary School

Did you know?

- **Too many absences in preschool and elementary school can cause children to struggle socially and academically.**
- **Being late to school may lead to poor attendance.**
- **Missing 10% of school (2 days each month) can make it harder to learn to read and do basic math.**

Attending school regularly helps children feel better about school — and themselves.
Start building this habit in preschool and through elementary school so they learn right away that going to school on time, every day, is important.

Middle & High School

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

How Can You Support Your Child?

- Talk about the importance of showing up to school every day.
- Monitor your child's absences.
- Help your children maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try to schedule non urgent medical appointments and extended trips when school isn't in session.
- If your children must stay home because they are sick, make sure they have asked teachers for resources and materials to make up for the missed learning time in the classroom.
- Consider Independent Study for extended absences of 3 - 15 days.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited

Activity: Brainstorm

How can parents partner with schools to support school wide attendance improvements?

Parent Club Fundraising	Evening Events	Award Programs	Other Ideas?

Short Term Independent Study



Short Term Independent Study is available for students who will be absent from school between 3-15 days and may be used in the event of quarantine, isolation or other extended absences.

Students are assigned work to be completed during the independent study contract period. Students are then given attendance and academic credit once the work is reviewed by teachers.

Short Term Independent Study Contracts are available at your school site.

Independent Study Contract

Mt. Diablo Unified School District SHORT TERM Independent Study Contract
Application and Master Agreement to Substitute for Classroom Work
For 2025-26 school year only

Student's Name _____ Student No _____ Date of Birth _____ Grade____ School _____

Parent/Guardian Name _____ Home/Cell _____ Work Phone _____

All work must be completed and submitted within 5 days upon return to school. Work must be submitted to the teacher assigning the work.

1. Reason for Independent Study: (Circle One) Student illness Family Trip Other_____

2. State specific dates: From :_____to _____ (Short Term Independent Study is 1-15 days in a school year, not to cross over 1 school year) Total # of Days _____

3. Work assigned must be returned by _____. Work Submitted on time: YES or NO Total # of Days / Minutes Credited per work completed _____/_____

Parent/Guardian Signature _____Date_____ Student Signature _____Date_____

☐ *Parent/Guardian electronic signature verified on file.*

Teacher of Record Signature_____Date_____

Signature of Special Education Case Manager, required for students with IEP _____Date_____

Academic Support: Students will be assigned leveled work which meets their level of independent understanding and academic progress. All students, including those who are emerging English speakers as well as receiving academic support through an Individualized Educational Plan(IEP), can correspond with the teacher for assistance with work.

Report of student's academic progress: If there are concerns in regards to progress the teacher will reach out to the parent at the time of the concern.

Tiered Reengagement Strategies:, If a student does not complete the assigned work, or for students who are in violation of their independent study written agreement, MDUSD shall:

1. Verify current contact information for each enrolled student;
2. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for re engagement; and
3. If the student has failed to complete two (2) assignments or is failing to make satisfactory educational progress as assigned, MDUSD will schedule a student-parent/guardian-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and consider the independent study program's impact on the student's achievement and well-being.

Resources available for work completion:

☐ The work included in this contract requires a district-issued chromebook or similar electronic device and access to internet connectivity.
- Device assigned_____
- Verification of internet access.

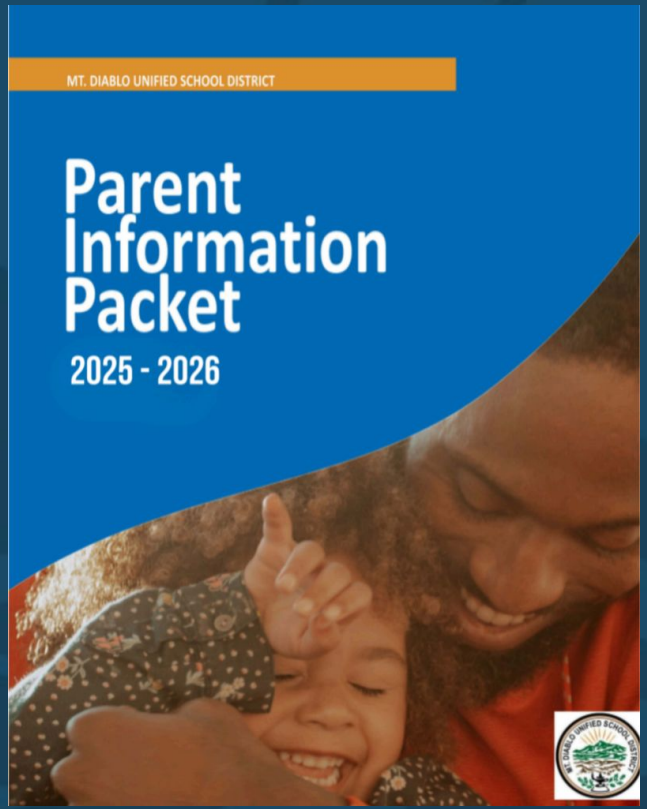
☐ The work included in this contract does not require a computer, device or internet in order to complete the work or submit the work.
- Paper-based copies/worksheets with instructions have been provided.

Contract Initiated _____ **Date**_____ **Contract Completed**_____ **Date**_____

Principal/Designee Signature **Principal/Designee Signature**

Attendance Resource Links

- Enrollment Services Website
- Attendance Works Website
- MDUSD Parent Information Packet (PIP)



Contact Us!!

Enrollment Questions
925-685-1011
enrollment@mdusd.org

Transfer Questions
925-685-1011
transfers@mdusd.org



Enrollment Services Team

Aurelia Buscemi
Director, Enrollment Services

Enrollment Center

Nicole Nakasato
Enrollment Coordinator

Enrollment Specialists
Amy Eudy
Kelly Touhey
Sarah Hinman
Susan Garcia

Anarosa Rivera
Attendance Coordinator/Enrollment Specialist

Nathalie Keating
Sr. Secretary

Records

Fred Maunahan
Student Record Technician

Home & Hospital

Kristi Kaufenberg
Administrator

Barbara Bray
NSHS Clerical Staff

Attendance Intervention & Welfare

Kristi Kaufenberg
Administrator

TBD
Sr. Secretary

Child Welfare & Attendance Liaisons
Adam Ling
Leah O'Kelley
Ann Rudie
Arlene Del Bene
Yadira Williams





Future PAC Dates

- November 18th: After School Programs, Counselors, and MTSS
- December 16th: Student Services & HR
- January 20th: Assessment, Research & Evaluation and Elementary & Secondary Support Team
- February 17th: Food Services & Facilities
- March 17th: IT & AI information
- April 28th: Multilingual Department
- May 19th: LCAP Feedback Workshop

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