

Parent/Family Advisory Committee Meeting

January 20, 2026



MT. DIABLO
UNIFIED SCHOOL DISTRICT



- Welcome & Introductions
- Goals for PAC
- LCAP Goals
- Updates from Dr. Clark
- Student Services
- Educational Services



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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.



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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

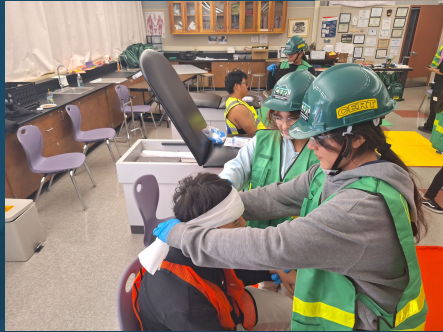
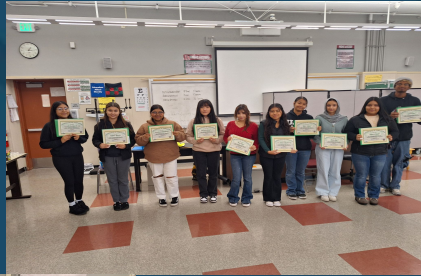
Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.

4

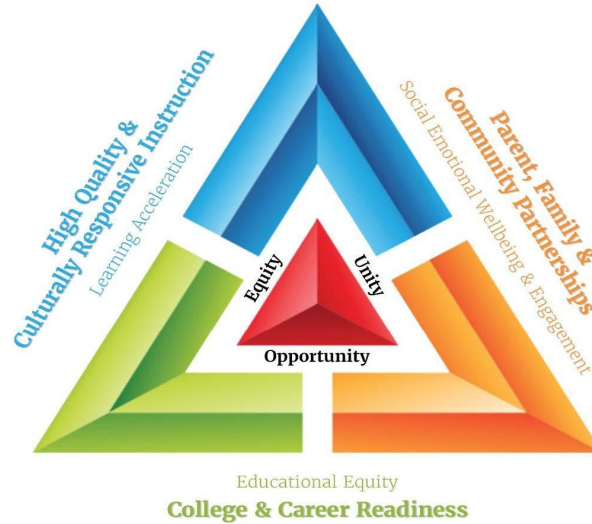
Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive 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.



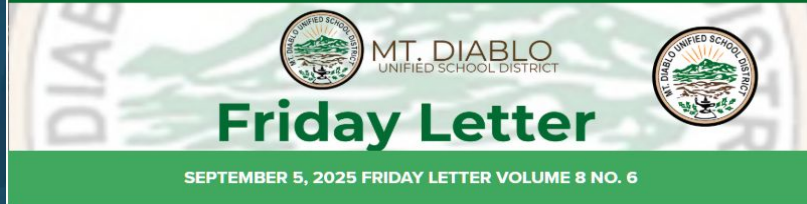
**Mt. Diablo
Unified School District**



District Updates from Dr. Adam Clark



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A message from Superintendent Dr. Adam Clark

Student Services Department



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Presented by:
Melissa Brennan, Jessica Pozos and
Ivanna Huthman

Student Services Department

- Serving students, families, and schools across MDUSD
- Focused on removing barriers to learning and supporting student success



Student Services Scope of Work

**Student Safety and
Discipline**

Health and Wellness

**Access and Equity
Programs**

**Mental Health
Supports**

**Family and Language
Support**

Student Services Admin Team



**Wendi
Aghily Ed.D.**

Chief of Pupil Services
and Special Education

**Melissa
Brennan**

Director of
Student Services

**Ivanna
Huthman**

Assistant Director of
Student Services

**Jessica
Pozos**

Assistant Director of
Mental Health
Programs

**Rosie Reid
Ph.D.**

Program Specialist
SOAR Program

Connecting with Student Services

Melissa Brennan

brennanm@mdusd.org

Extension: 4068

Discipline: 4056

Location: DENT

[Website](#)

Detailed extension for whom to contact for each need provided in handout

Overview of MDUSD 2024-25 Mental Health Data

- 140 referrals for Educationally Related Mental Health (ERMHS) assessments
- 155 referrals for outpatient therapy services
- 11,000 Wellness Center check-ins through seven centers
- 160 students served through seven mental health programs
- 139 mental health referrals through Home and Hospital Instruction:
 - General Education: 53
 - Section 504: 38
 - Special Education: 48



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WELLNESS *Centers*

Mt. Diablo Unified School District operates nine Wellness Centers within our middle and high schools, providing students with access to a variety of essential support services. These centers are a one-stop shop where students can get help for their social emotional needs, all in a safe and familiar school environment.



Support & Services

Counseling Services	Gender Support Plans
Crisis Support	Parent Consultations
Wellness Check-Ins	Community Building
Community Resources	Groups



High School Locations

College Park High School
Concord High School
Mt. Diablo High School
North Gate High School
Olympic High School
Ygnacio Valley High School



Middle School Locations

El Dorado Middle School
Oak Grove Middle School
Riverview Middle School



Therapeutic Services

Site Based Outpatient Services	Counseling and Therapeutic Services (CTS) Team	Contracted Providers
<ul style="list-style-type: none">• Riverview Middle• Valley View Middle• College Park High• Mt Diablo High• Olympic High	<p>Roving Itinerant mental health support to provide services in comprehensive schools consists of 12 School Psychologists and 4 Mental Health Clinical Specialist</p>	<ul style="list-style-type: none">• County Behavioral Health• Fred Finch

Social Emotional Educational Collaborative (SEEC)

Program Locations:

- Sunrise Elementary
- Sun Terrace Elementary
- Pleasant Hill Middle
- Concord High
- Glenbrook Academy
- Mt Diablo High
- Olympic High

Program Information:

- Support students academically through small group instruction
- High staffing ratios
- Staffed with Mental Health Clinical Specialists to provide additional support within classrooms and the milieu to address in the moment behavioral supports and provide therapeutic interventions to students
- Individual, group, and family therapy



California Youth Behavioral Health Initiative (CYBHI) Fee Schedule



<https://www.mdusd.org/families/student-services/california-youth-behavioral-health-initiative-cybhi>

How Student Services Supports Students

- Student Services helps students thrive by addressing academic, behavioral, social-emotional, and mental health needs.
- Supports include engagement assistance, behavioral problem-solving, crisis response, and safety planning.
- We provide support for students facing challenges such as anxiety, emotional distress, trauma, family transitions, and behavioral concerns.
- Services are individualized, strengths-based, and designed to improve overall school experience and connection.

SOAR

Through the Support Office for Access and Resources (SOAR), we assist students facing complex or overlapping barriers, including:

- Housing instability (McKinney-Vento)
- Foster youth
- Newcomer and refugee students
- LGBTQIA+ students needing gender support
- Justice-involved youth
- American Indian Education Program students
- Students experiencing human trafficking
- Other students with significant needs

Families do not need to self-identify perfectly—our staff help guide and connect students to the right supports.

Supporting Student Re-Engagement in Learning

Student Services supports students who have become disengaged or struggled to attend school.

We help students transition back to school after:

- Extended absences
- Behavioral challenges or discipline
- Mental health concerns
- Juvenile justice involvement

Support includes identifying barriers, creating individualized re-engagement plans, and coordinating with families, teachers, and administrators.

The focus is on restoring confidence, connection, and motivation—not punishment. Families are essential partners in successful re-engagement.

Community and family connections

Partnering Beyond the School

Connect families with:

- Community agencies and mental health providers
- Social services and family supports
- Youth programs and enrichment opportunities

Community and family connections

Serve as a bridge between:

- Schools and families
- Families and community resources
- Support families in navigating school systems and services

How we do this work:

- Student-centered and strengths-based
- Culturally responsive and inclusive
- Proactive, not just reactive
- Collaborative with families as key partners

Closing and partnership

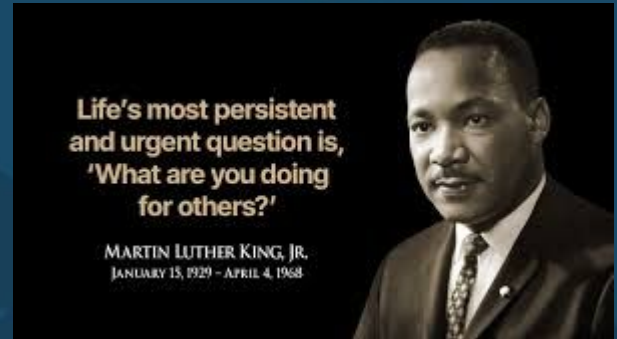
Working Together for Student Success

Student Services is here to support:

- Students
- Families
- Schools

We value parent voice and partnership

Together, we create environments where every student can succeed



Educational Services Department



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Presented by:

**Erin DeMartini, Ruth Steele, Lauren Ashton,
Chris Clausen**

Elementary Academic Screeners

Beginning of Year (BOY): Acts as a screener to see where students are starting and to group them for instruction.

Middle of Year (MOY): Acts as a checkpoint to see if current instructional strategies are working or if students need extra support (intervention).

End of Year (EOY): Acts as a summative measure to see how much total growth was achieved compared to other students.

Report Cards are given at the end of the each trimester to show proficiency and growth on grade level standards.

Elementary Academic Screeners

ELA-

TK- ESGI

K-2 mClass

3-5 STAR Reading

Math-

TK- ESGI

K-5 STAR Math

Formative Data with in class assignments, quizzes, exit tickets, teacher data.

AUGUST

EXTERNAL FACING INDICATORS

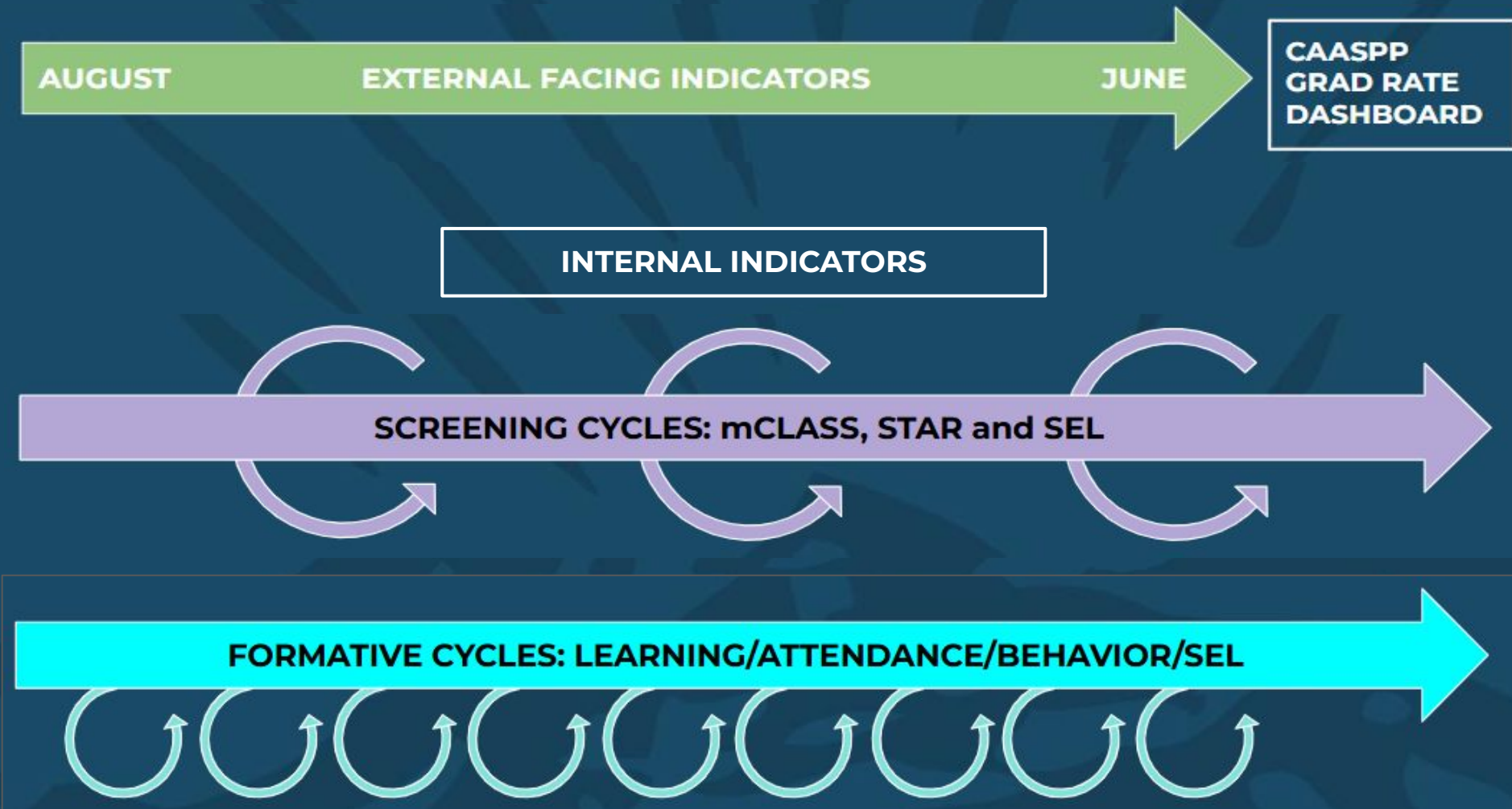
JUNE

**CAASPP
GRAD RATE
DASHBOARD**

INTERNAL INDICATORS

SCREENING CYCLES: mCLASS, STAR and SEL

FORMATIVE CYCLES: LEARNING/ATTENDANCE/BEHAVIOR/SEL



ACADEMIC DATA: SECONDARY SITES - What do we know?

FORMATIVE DATA: Progress

At Middle and High school level there are two main ways that we look at student progress across the year.

Progress Grades and the STAR screener.

Both are used as an indication of how students are progressing and instructional practices can be adjusted accordingly.

Grades: mastery of standards

STAR: mastery of math/ELA standards

SUMMATIVE DATA: Achievement

Semester Grades measure student achievement at the end each of semester.

Grades go on student transcripts and are used to calculate GPA.

CAASPP and CAST are the State measures of academic progress. Students take these assessments in 6th, 7th, 8th and 11th grade.

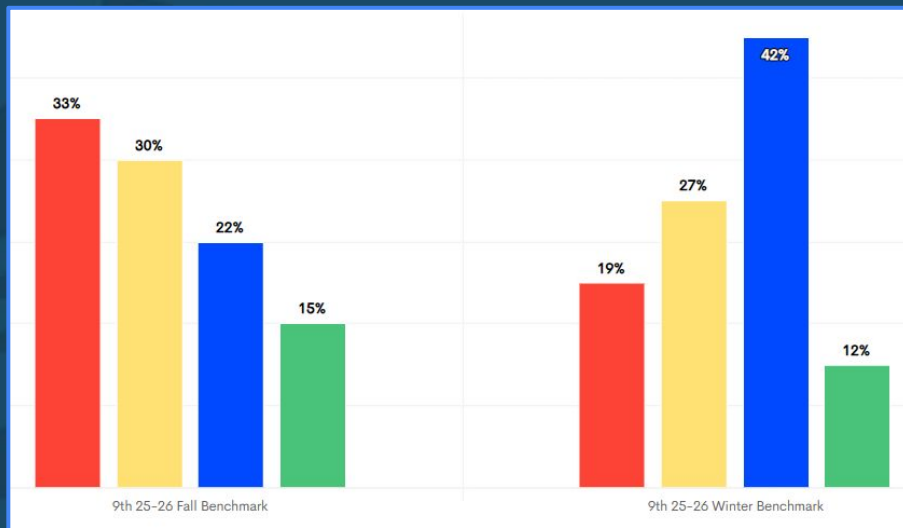
ACADEMIC DATA: SECONDARY SITES - NEXT STEPS

Teachers can currently look at their Fall and Winter data to see which students are improving in their skills and where they are still struggling.

This chart is for one teacher for one class. The teacher is able to see which students are represented in these columns. They are able to dig into exactly which reading or math standards they are struggling to master.

Specific reports in STAR and eduCLIMBER can be shared with both students and families.

ENGLISH 1: PERIOD 5 (Fall to Winter)



ACADEMIC DATA: SECONDARY SITES - NEXT STEPS

Our focus is ensuring that school teams are using STAR data to help students to improve their skills in the areas where they struggle. STAR is given three times a year: September, December and March. It can be used more often to measure progress for students who need more focused support (progress monitoring).

PROFICIENCY: Have students mastered grade level standards?

PROGRESS: How fast are students making progress towards grade level?

Monitor Student Mastery Dashboard (Reading)



State Standards Mastery - Class Report



Star Record Book



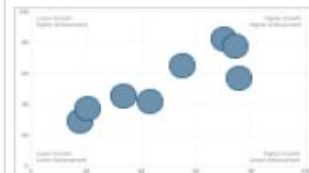
Student Name	Date	Proficiency Level
Student A	10/10/2023	Level 1
Student B	10/10/2023	Level 2
Student C	10/10/2023	Level 3
Student D	10/10/2023	Level 4
Student E	10/10/2023	Level 5

Star Growth Report



Student Name	Date	Growth Score
Student A	10/10/2023	10
Student B	10/10/2023	20
Student C	10/10/2023	30
Student D	10/10/2023	40
Student E	10/10/2023	50

Growth Proficiency Chart



Common Instructional Practices in MDUSD

Collaborative Structures- Student talk and engagement.

Text Dependent Question- Students engage with the text to prove their knowledge grounded in grade level text.

Building Thinking Classrooms- Group work and collaboration in math.

Class Meetings and SEL- Building community, teaching empathy and connection.

Grade level standards and curriculum being taught and used.

Professional Development for Teachers

2021-2026- TNTP- Math and ELA ILT work

2024-2025- The Science of Reading and Wonders grades K-5

2024-2026- TK- West Ed: The Pyramid Model

2025-2026- Reveal Math training

Ongoing Professional Development in academic scaffolding and the use of academic screener data.

Safe and Welcoming Environments

You are our partner in your child's education!

- Translation services available for meetings and events.
- Community events and caregiver organization meetings.
- Surveys and newsletters.
- Volunteer opportunities available.

Future PAC Dates

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



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Thank You



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