

Superintendent's Update

September 28, 2022



LCAP Goals

Goal # 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

Goal # 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

Goal # 3

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

Goal # 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.



College & Career Readiness

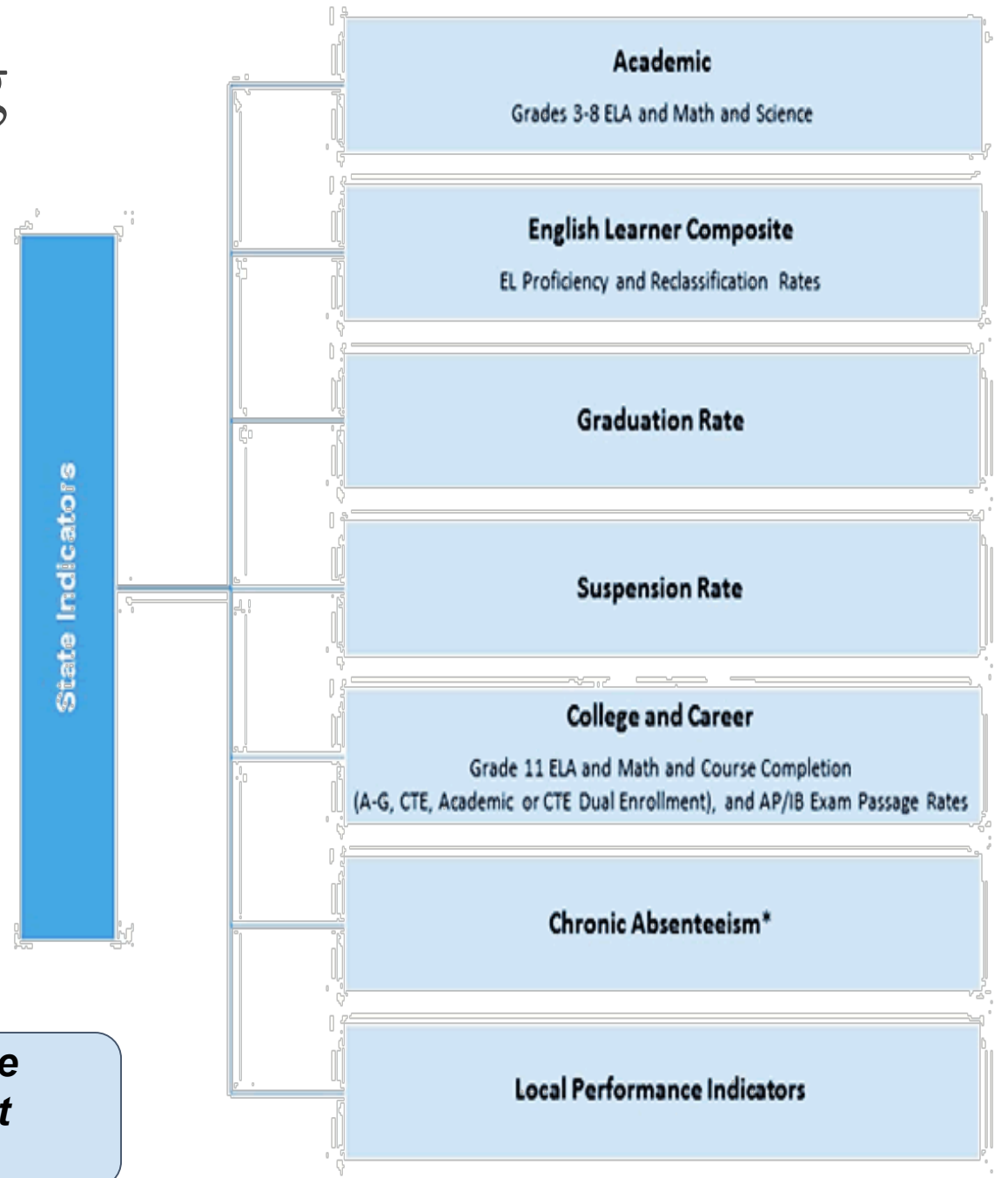
Educational Equity



Data Driven Decision-Making

- Students experiencing homelessness
- Foster Youth
- African American students
- Emerging Bilingual Students
- Students with Unique Needs

Short and regular data collection and analysis are imperative for instructional planning and student success!



California Collaborative for Educational Excellence (CCEE)

LCFF Assistance Status		
Mt. Diablo Unified		
2016-17	2017-18	2018-19
Differentiated Assistance	Differentiated Assistance	Differentiated Assistance
Focus Student Group	Priority Areas Eligibility Criteria Met for DA in 2019	
African American Students	5 (Pupil Engagement), 6 (School Climate)	
Homeless Youth	4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate)	
Foster Youth	4 (Pupil Achievement), 6 (School Climate), 8 (Outcomes in a Broad Course of Study)	

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Strengths

- There is an **atmosphere of hope** about the new superintendent.
- MDUSD has an **Equity Department** that has actively **facilitated professional learning** in multiple venues .
- There is an acknowledgement of the need to develop **more coherent systems** for **deepening teaching, learning, and leadership development**.
- With teacher input, MDUSD has **developed priority standards** for TK-5, MS ELA and math, and HS ELA, math, HSS, and science.
- There is a written **TK-12 plan of prioritized standards, scope, and sequence**.

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Weaknesses

- There is **not a shared understanding and agreement** on the **district's instructional priorities, goals, or vision**.
- A **culture of school autonomy** exists that includes a belief that district initiatives are optional.
- **Student achievement data is not regularly discussed** and used with cycles of inquiry
- There is a **lack of systemic assessment and data review practices** to evaluate teaching and learning.
- There is a **lack of dialogue at the board level** using district **student achievement and academic outcomes data**, to support board policies that support a clear instructional vision to guide teaching and learning.



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Threats

- **Declining enrollment**, (34,116 students in 2010-11 to 31,037 in 2019-2020) may exacerbate budget shortfalls
- The historic and ongoing **perceptions of distrust between bargaining units and the central office** hinders progress towards district goals
- The **history of superintendent turnover** is viewed by stakeholders as an impediment to reform
- The current **state of technology infrastructure**, e.g., bandwidth and aging devices, impacts the district at multiple levels

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Opportunities

- The current superintendent and board leadership team have an opportunity to **establish strategic actionable district and LCAP goals**.
- Build on identified priority standards and scope and sequence to **develop a unified instructional plan**, grounded in continuous improvement practices and processes.
- **Set the expectation** that MDUSD is continuing to **build a culture of accountability** that considers the whole child and is grounded in MTSS.
- **Standardize expectations on the use of data to drive cycles of improvement** throughout the system



Concord High School

11th/12th grade parent night. Covering A-G, college and graduation requirements.

Counseling Department

USEFUL LINKS

- Advice on Scheduling
- Credit Remediation
- Extra Support and Resources
- Alternative Education
- College Now
- Writing Center

COLLEGE/CAREER INFORMATION

- Naviance
- Freshmen
- Sophomores
- Juniors
- Seniors
- FAFSA
- SAT/ACT/AP
- Scholarships

QUESTIONS ABOUT:

- ACADEMIC ADVISEMENT
- CREDIT RECOVERY
- 4-YEAR PLAN
- COLLEGE PLANNING
- PERSONAL COUNSELING
- SOCIAL COUNSELING
- CONFLICT MEDIATION
- SUMMER SCHOOL
- APEX

COUNSELOR REQUEST FORM

You can now request to see your counselor from your phone or computer!



SCAN THE QR CODE ABOVE OR GO TO THE CONCORD HIGH COUNSELING PAGE:
[HTTPS://CHS.MDUSD-CA.SCHOOLLOOP.COM/COUNSELING](https://chs.mdusd-ca.schoolloop.com/counseling)

Ms. BOUJAOUDE
LAST NAMES A-G

MRS. HEINDEL
LAST NAMES H-N
AND ALL AVID STUDENTS

Ms. SIRAGUSA
LAST NAMES O-Z
AND NEWCOMERS

Counselors

CRISIS TEXT LINE |

Text HOME to 741741

NEWSLETTER & PRESENTATIONS

- > Counseling Video
- > Counselor Newsletter

THE ROLE OF THE CHS COUNSELOR

The Concord High School counselors are here to assist students in achieving success in all aspects of their lives. We encourage students to come in to ask questions, seek information, and get to know the counselors. We are here to provide individual guidance on academic, personal, extracurricular, and post-secondary options. Each counselor serves an equal portion of the high school with the division based upon the first letter of the student's last name.



College Park

MENTAL HEALTH RESOURCES

If you or a loved one is struggling with depression and/or need someone to talk to regarding mental health services, please contact these resources:

[CPHS Wellness Center](#)

[Contra Costa Crisis Center](#)

•24 hour crisis support call **1-800-833-2900** or text **HOPE** to **20121**. For Spanish, please call **1-888-628-9454**.

[National Alliance on Mental Illness \(NAMI\)](#)

•If you're uncomfortable talking on the phone, you can also text **NAMI** at **741-741** to be connected to a free, trained crisis counselor on the Crisis Text Line.

[National Suicide Lifeline](#)

•If you are in crisis or are experiencing difficult or suicidal thoughts, please call the National Suicide Hotline at **988** or **1-800-273-8255**.



CPHS Graduation Requirements:

Social Studies- 3 years	30 credits
English- 4 years	40 credits
Math- 3 years • Must pass Algebra 1	30 credits
Science- 2 years • 10 credits Life Science • 10 credits Physical Science	20 credits
VAPA, World Language, CTE • Need two of three areas	20 credits
Electives	60 credits
Physical Education- 2 years	20 credits

Total: 220 Credits

UC/CSU A-G Requirements:

A: History- 2 years
B: English- 4 years
C: Math- 3 years, 4 years recommended (Algebra 1, Geometry, Algebra II minimum)
D: Science • Life Science • Physical Science
E: LOTE- 2 years, 3 years recommended
F: VAPA- 1 year
G: College Prep Elective- 1 year

IMPORTANT COLLEGE/CAREER DATES AND DEADLINES

- **August 1**
 - UC Application & Common Application OPEN
- **October 19**
 - MDUSD Career Fair at Concord High - school day
 - Please email Mr. Walters if you would like to attend.
- **October 27**
 - District College Fair, 6:30 - 8pm at YVHS
- **October 1**
 - CSU Applications OPEN
 - FAFSA & CA Dream Act Application OPEN (mandatory)
 - UC Application Filing Period BEGIN
- **November 30**
 - CSU/UC Application Deadline
- **Spring 2023**
 - Community College application workshops start



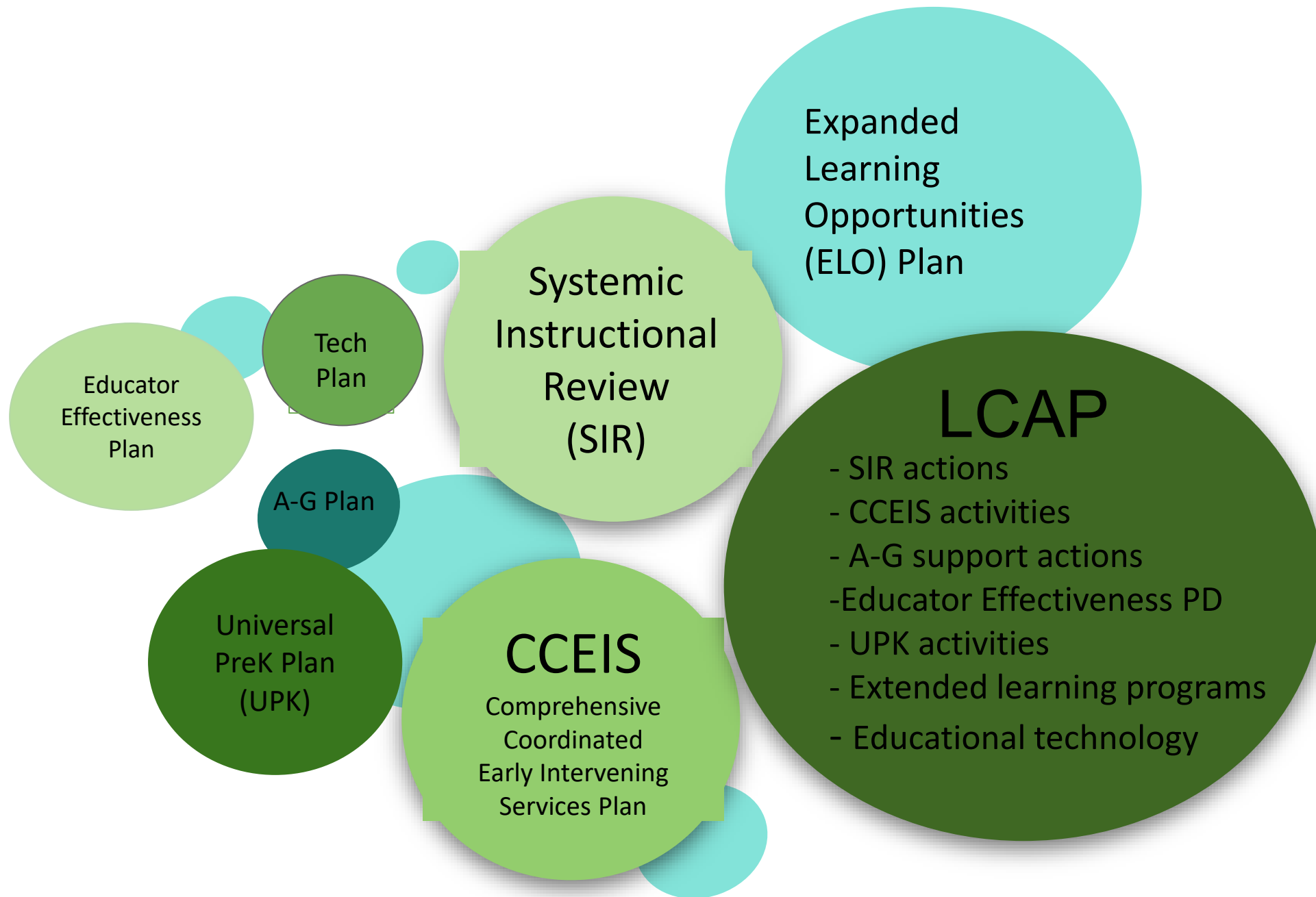
MTSS Tier I Cohorts Professional Development

MTSS Tier 1 Cohorts - School Teams 2022/23 Professional Development

Cohorts/PD	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	COHORT 6
# of PD days	4	4	4	4	4	4
Elementary Schools	Cambridge El Monte	Bancroft Delta View Gregory Gardens Holbrook Monte Gardens Pleasant Hill Elem Westwood	Ayers Rio Vista Sequoia Silverwood Shore Acres Valle Verde Walnut Acres Wren Ave	Fair Oaks Highlands Mt. Diablo Elem Sun Terrace Sunrise Woodside YVE	Bel Air Hidden Valley Mountain View Meadows Homes Valhalla	Horizons/Prospect Strandwood
Middle School	Pleasant Hill MS	El Dorado MS	Pine Hollow MS		Riverview MS Oak Grove MS	Diablo View MS Sequoia MS Valley View MS Foothill MS
High Schools		Olympic HS			YVHS Mount Diablo HS Glenbrook HS	Concord HS College Park HS Northgate HS College Now Crossroads
Required PD Topics	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices					

MTSS Tier I Cohorts Professional Development

	Title	Subject Summary
Menu of PD for schools to choose from	Trauma Informed Practices	A brief overview of behavior, then focusing on trauma informed practices in addressing challenging behavior in the classroom and throughout the school preventing our students from being marginalized and disproportionately referred to the Care team or for Assessment.
	Coordinated Care Teams	Focusing on how to create an effective team that is equitable, data-driven, solution oriented and efficient. Support on using/documenting the pre-referral interventions in Aeries.
	Tier 2 classroom strategies	Focusing on the most commonly utilized classroom strategies, what are the best practices for each strategy along with data collection and ensuring fidelity of implementation within the school site.
	Becoming a PBIS School	An introduction to the PBIS framework including Tier I, Tier II and Tier III practices.
	Behavior Expectation & Matrix	A brief overview of how to create your school values and school-wide expectations using the PBIS framework and MTSS.
	Student Voice	A brief overview of strategies to collect student data to inform climate and culture as well as instructional practices at your site.
	Restorative Practices	An introduction into the core features of Restorative Practices which include The Social Discipline Window, Fair Process and the Compass of Shame. Participants will also have an opportunity to practice using affective statements, affective questions and learn how to start circles to build community in their classroom and at their sites.
	Function-based Behavior Classroom Strategies	A brief overview of behavior and the functions of behavior, then focusing on how to analyze and create an individualized effective plan to decrease challenging behavior within the classroom while teaching skills to replace the challenging behavior. While analyzing one's own implicit bias and how it affected the way one addressed challenging behavior previously and strategies to stop the cycle.
	Community Building Circles and Restorative Practices	An introduction to Community Building Circles and Restorative Practices in a school based setting. Participants will learn about using proactive circles, responsive circles and how to integrate circles into course content. Participants will also create circle prompts for their classrooms.
	Culturally Responsive Classroom and Site Practices	A brief overview of what is culture, then focusing on how it affects our practices within our site and classrooms along with how we should adjust our current practices to ensure we are not upholding white normative standards within our sites and classrooms.
	SEL Academic Alignment	Focusing on how to incorporate CASEL's 5 SEL competencies throughout the day within lesson plans and classroom activities. How to align each lesson to reflect on SEL, so students begin to apply the SEL competencies within daily life.



Expanded Learning Opportunities (ELO) Plan

Systemic Instructional Review (SIR)

LCAP

- SIR actions
- CCEIS activities
- A-G support actions
- Educator Effectiveness PD
- UPK activities
- Extended learning programs
- Educational technology

Educator Effectiveness Plan

Tech Plan

A-G Plan

Universal PreK Plan (UPK)

CCEIS
Comprehensive Coordinated Early Intervening Services Plan

