



# MT. DIABLO

## UNIFIED SCHOOL DISTRICT

### **Superintendent's Update**

September 13, 2023



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September 13, 2023

# LCAP Goals 2023-2024

## **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**

Focal 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.



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# CCEE

California Collaborative  
for Educational Excellence



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College & Career Readiness  
**Educational Equity**

# 24 Days of School

- Enrollment is Flat
- 40-45 TK – K Students were Overflowed
- 2 Elementary Classroom Teacher Vacancies
- 14 Secondary Classroom Teacher Vacancies
- 1 Elementary Principal Vacancy



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**75% of the people who took the poll said they spoke another language besides English! And 77.5% reported family at home spoke another language.**

Here are all of the languages reported.

Arabic, Burmese, Cebuano, Mandarin, Dari, Farsi, German, Hindi, Japanese, Korean, Lao, Mongolian, Pashto, Portuguese, Russian, American Sign Language, Sign Language of another region, Spanish, Tagalog, Thai, Tonga, Ukrainian, Urdu, Vietnamese, Dutch, French, Ilocano, Czech, Italian, and Cherokee!



## Some people listed single cultural backgrounds while some people listing a combination of the following:

Mexican, Hispanic, Salvadorian, Japanese, Filipino, American, Cherokee, Arabic, Black, Afghan, Irish, White, Scottish, German, Chinese, Panamanian, from Guerro, Indian, Guyanese, Portuguese, Honduran, from Oaxaca, African, Michoacán, African American, Ecuadorian, Peruvian, Italian, Vietnamese, from Saigon, Ethiopian, Polish, Norwegian, Puerto Rican, Ukrainian, European, from Tepic Nayarit, Hawaiian, Samoan, Canadian, South East Asian, Guatemalan, Asian, Californian, Native American, Latinx, Cambodian, from the Bay Area, Scottish, Jamaican, Scandinavian, Nicaraguan, French, from Jalisco, from Hidalgo, Mexican Aztec culture, from Manila, Georgian, Muslim, and Korean!



# Thankful for our Students!



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## California Collaborative for Educational Excellence

The CCEE transforms public education, so every student is inspired and prepared to thrive as their best self in the world.



## The New Teacher Project

We are partners for change in public education. We help school systems achieve their goals for students.



## Dr. Shelly-Jones Holt

Courageous Family Leadership  
Courageous Equity Leadership  
Courageous Professional Empathy Leadership



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# Calendars, Standards and Assessments



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**MDUSD 2023-24+**

Instructional Calendars and Priority Standards and Scope & Sequence

| TK-12 Priority Standards and Scope & Sequence<br><a href="#">Assessment Calendars and Resources</a>                     |  |   |
|---|--|---|
| <b>TK</b><br><a href="#">ELA Foundations</a><br><a href="#">Mathematics</a>   | <b>Grade 6</b><br><a href="#">English Language Arts</a><br><a href="#">SLA</a><br><a href="#">Mathematics</a><br><a href="#">23/24 Mathematics</a><br><a href="#">23/24 Math Curriculum Guide</a>  | <b>Grade 9-10</b><br><a href="#">English Language Arts</a><br><a href="#">Mathematics</a><br><br><a href="#">23/24 Algebra 1</a><br><a href="#">23/24 Algebra 1 Curriculum Guide</a>  |
| <b>Kindergarten</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a> | <b>Grade 7</b><br><a href="#">English Language Arts</a><br><a href="#">SLA</a><br><a href="#">Mathematics</a><br><a href="#">23/24 Mathematics</a><br><a href="#">23/24 Math Curriculum Guide</a>  | <br><a href="#">23/24 Geometry</a><br><a href="#">23/24 Geometry Curriculum Guide</a><br><br><a href="#">23/24 Algebra II</a><br>23/24 Algebra II Curriculum Guide<br><br><a href="#">23/24 Algebra II/Trig</a><br>23/24 Algebra II/Trig Curriculum Guide                                     |
| <b>Grade 1</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a>      | <b>Grade 8</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/SLA</a><br><a href="#">Mathematics</a><br><a href="#">23/24 Mathematics</a><br>23/24 Math Curriculum Guide  | <b>Grade 11-12</b><br><a href="#">English Language Arts</a><br><a href="#">22/23 Mathematics</a>  |
| <b>Grade 2</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a>      | <b>Grades 6-8</b><br>Reading and Writing Standards for Reading and Writing in the following:<br><a href="#">History/Social Science</a><br><a href="#">Science/Technical Subjects</a>   | <b>Grades 9-12</b><br><a href="#">ELA Standards for Reading and Writing</a><br><a href="#">History/Social Science (9-10)</a><br><a href="#">History/Social Science (11-12)</a><br><br><a href="#">Science/Technical Subjects (9-10)</a><br><a href="#">Science/Technical Subjects (11-12)</a> |
| <b>Grade 3</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a>      | <b>Grades 6-12 Literacy in History/Social Studies, Science, &amp; Technical Subjects</b><br><b>Grades 9-12</b><br>Standards for Reading and Writing in:<br><br><a href="#">History/Social Science (9-10)</a><br><a href="#">History/Social Science (11-12)</a><br><br><i>*These priority standards have been developed in collaboration with teachers district-wide.</i> |   |
| <b>Grade 4</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a>      |  |   |
| <b>Grade 5</b><br><a href="#">English Language Arts</a><br><a href="#">ELA/ SLA</a><br><a href="#">Mathematics</a>      |  |   |



## Hatching Results: Mt. Diablo Unified School District

09-07-2023 | 8am to 3pm | Willow Creek Center

Facilitated by: Dr. Brett Zyromski and Natalie Edirmanasinghe

### Professional Learning Objectives

*By the end of our time together today, we will be able to:*

- Believe that school counselors use cutting edge frameworks to improve efficiency and effectiveness
- Leverage a common belief system about the role of the school counseling program to advocate for programmatic system change
- Assess our programs and practice through the lens of guidance vs school counseling and identify areas of strength and thoughtfulness for improvement

### ASCA SC Competencies

#### **M7**

*School counseling programs promote and enhance student academic, career and social/emotional outcomes.*

#### **B-PF2**

*Demonstrate understanding of educational systems, legal issues, policies, research and trends in education*

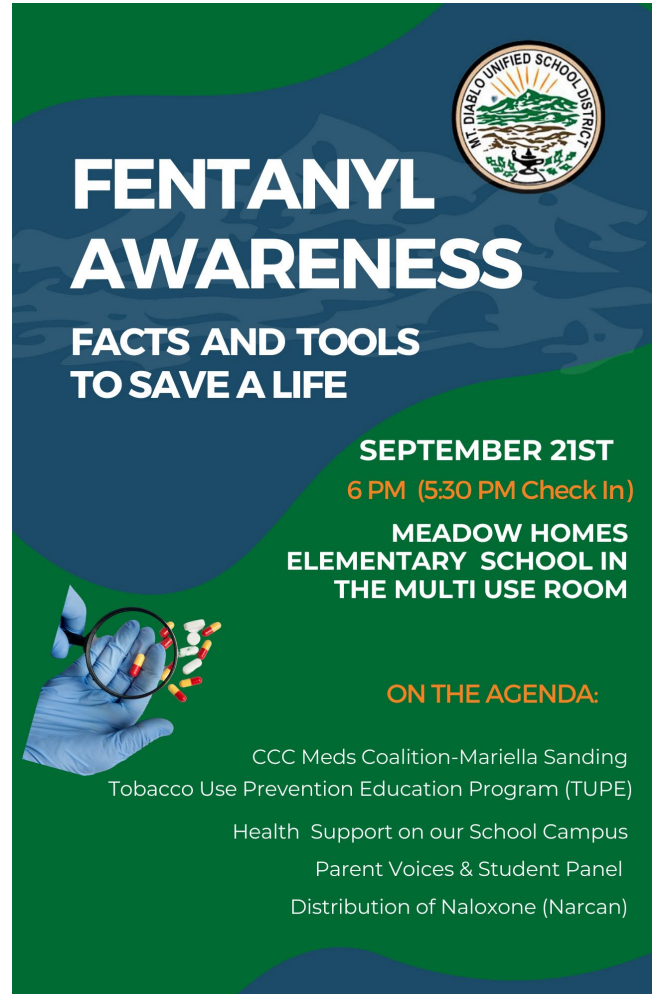


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# Students, Families and Communities



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A poster for Fentanyl Awareness. The background is dark blue with green wavy borders at the top and bottom. In the top right corner is the Mt. Diablo Unified School District logo. The main title "FENTANYL AWARENESS" is in large white capital letters. Below it, "FACTS AND TOOLS TO SAVE A LIFE" is in smaller white capital letters. The date "SEPTEMBER 21ST" is in white, and "6 PM (5:30 PM Check In)" is in orange. The location "MEADOW HOMES ELEMENTARY SCHOOL IN THE MULTI USE ROOM" is in white. An illustration of a hand in a blue glove holding a magnifying glass over pills is on the left. The section "ON THE AGENDA:" is in orange, followed by a list of activities in white.

**FENTANYL  
AWARENESS**

**FACTS AND TOOLS  
TO SAVE A LIFE**

**SEPTEMBER 21ST**  
6 PM (5:30 PM Check In)

**MEADOW HOMES  
ELEMENTARY SCHOOL IN  
THE MULTI USE ROOM**

**ON THE AGENDA:**

- CCC Meds Coalition-Mariella Sanding
- Tobacco Use Prevention Education Program (TUPE)
- Health Support on our School Campus
- Parent Voices & Student Panel
- Distribution of Naloxone (Narcan)



# Student and Staff Safety



## **SAFETY / SECURITY & SAFETY-THREAT ASSESSMENTS**

Safety-Threat Assessments (STA's) are an in-depth analysis of your school district facilities and infrastructure to determine the value of threat and consequence. The objective of the STA's are to create a level of protection that mitigates threats like active shooters, natural disasters, and other critical incidents and limit or prevent potential consequences, thereby reducing risk and increasing readiness and save lives.



## **EMERGENCY OPERATIONS CENTERS**

Our Department of Homeland Security (DHS) trained experts will provide our school district clients the highest caliber of executive training and certification in the development and implementation of an Emergency Operation Center (EOC), and ensure they comply with State and Federal Emergency Management Systems (FEMS), and National Incident Management System (MINS) standards.



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# Say Something

## Anonymous Reporting System

- Program created by Sandy Hook Promise (SHP)
- Provides a way for secondary students to submit secure and anonymous safety concerns
- Tips can be submitted anytime 24/7/365 to a dedicated Crisis Center hotline to a team of trained Crisis Counselors
- Credible/ actionable information is sent on to District or Site Teams
- Tips that pertain to life safety criteria, local 911 dispatch are alerted
- All secondary teams are in place
- After student training, tip line will be posted on websites



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# Thank You



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