Superintendent's Update
October 12, 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.
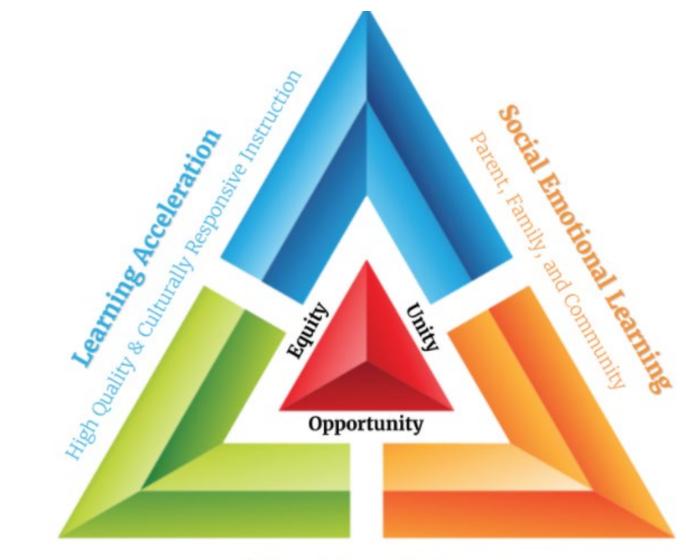
Goal # 2

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.

Sunrise 2022 Golden Bell Recipient

October 10 - Professional Development Day

Classified Staff

Keynote: Ben McBride, Empower Initiative
48 One Hour Sessions

October 10 - Professional Development Day

Classified Staff

- [ ] Aeries
- [ ] De-escalation of Students
- [ ] Intruder Training
- [ ] Gang and Drug Awareness
- [ ] Effective Communication with Students and Colleagues
- [ ] Difficult Student Behaviors in Confined Spaces
- [ ] Mindfulness
- [ ] Update School Websites
- [ ] Responding to Upset Stakeholders

October 10 - Professional Development Day

Classified Staff

- ❑ Seizures and Epi-Pens – How to respond
- ❑ CalPERS and Planning for Retirement
- ❑ Understanding Autism
- ❑ Preparing for the Next Job
- ❑ How to Watch Out for Fentanyl, Opioids and Prescription Drugs
- ❑ The New B+ Format
- ❑ ETC…

October 10 - Professional Development Day

Certificated Staff

- Multi-Tiered System of Supports
- Professional Learning Communities
- Interim Assessment Blocks (IABs)
- Focused Interim Assessment Blocks (FIABs)
- Emotional Disturbance Eligibility: Best Practices and Associated Issues
- Equity Journey
- Language Builder: Academic Readiness Intervention System (ARIS)
- Etc…

Examining the Data - Protocol

"What do you see?" Describing the Data

- Avoid judgments, evaluations, interpretations.
- Chart paper could be used to list out evidence.
- If interpretations do arise, provide clarifying evidence.

Examining the Data – Protocol

"What does the data suggest?" Interpreting the Data

- "What are the assumptions/subtitles we make about students and their learning?"
- Make sense of what the data says and why.
- Listen and offer interpretations, ask clarifying questions.

Examining the Data - Protocol

"What are the implications of this work for teaching and assessment?"
Classroom Practice

- What are next steps in your classroom?
- What strategies might be most effective?
- What else would you like to see happen?
- What does this conversation make you think about for your own practice?
- What are the implications for equity?

Examining the Data - Protocol

"What did you learn?" Reflection

- Looking at the data, What questions about teaching and assessment arose?
- Did questions of equity arise?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at this data?
- What tools/support do you need for next steps?

Examining the Data - Protocol

How to View Results/Reports

- In the Assessment & Data - Staff Manual, for each subject matter (ELA, Writing, Math, SEL, and Grades) there are instructions and information on viewing results/reports.

Examining the Data - Protocol

Guiding Teachers on analyzing data and connecting results to instruction

- In the Assessment & Data - Staff Manual, for each subject matter (ELA, Writing, Math, & SEL) there are data analysis guides laying out the process for pulling up relevant reports, analyzing data, connecting results to instruction, and accessing instructional resources.