



Background

The release of the 2019 CA School Dashboard data resulted in four school districts becoming eligible for Systemic Instructional Review (SIR) Support from CCEE, among them is Mt. Diablo Unified School District (MDUSD). LEAs meet the criteria established by Section 52072 and pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) whereby three or more pupil groups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. For MDUSD, these student groups include, African American students, Foster and Homeless Youth. The following executive summary provides an overview of the SIR purpose and process, data collection, and overall findings of the MDUSD SIR, and recommended action steps that will be used by CCEE to advise and assist the district.

SIR Purpose and Background

The purpose of a SIR is to identify strengths, weaknesses, threats, and opportunities (SWOT) in the implementation of instructional initiatives and practices of an LEA through a series of data collection activities. The SIR culminates in recommended action steps that are designed to assist districts in creating coherence throughout the system by supporting a strong focus on instruction, developing collaborative cultures, enhancing deeper learning, and establishing accountability throughout the system. These recommended actions are intended to serve the district as a roadmap to systemic instructional improvement.

The LEA's first step, post the SIR, is to prioritize the SIR action steps from the report including the development of a plan for stakeholder communication.

Recommendations/action steps are interconnected so they can be collectively leveraged to provide opportunity for the district to engage in cycles of continuous improvement, and inform the CCEE in the progress-monitoring role as evidence to verify completion. CCEE has a continuum of resources to assist and advise the district in this process to identify more specific supports needed to implement the SIR actions to improve student outcomes. Activities driven by the SIR should ideally align other district and site level plans around priorities, actions, and progress-monitoring data indicators. As defined in EDC §52072, CCEE's role is to determine the capacity of the school district to implement the recommendations (identified as action steps within the SIR) and therefore will monitor and communicate the progress of the district on the implementation of SIR actions and recommendations specifically the district, COE, State Superintendent of Public Instruction and State Board of Education twice a year (fall and spring).



Data Collection

Data collection for this review began in January 2020 and consisted of a comprehensive document review of instructional artifacts and policy documents and individual interviews with leadership staff including governing board members. The collection process was then interrupted by the COVID-19 pandemic, resulting in the closure of schools and transition to virtual learning. Regular check-in meetings continued with the district and the COE to determine support needed and agreement was made to continue with the SIR process to help inform the district's strategic instructional efforts. Data collection resumed in January 2021 with interviews of individual stakeholders, focus groups with multiple stakeholder groups both inside and outside the district, and virtual classroom visits. Through this comprehensive approach, CCEE staff were able to triangulate multiple data points in an effort to validate the collected data set and individual items.

During January/February 2021, teams of CCEE staff members conducted virtual classroom visits in 14 schools and 127 classrooms. Staff visited six elementary schools, five middle schools, and three high schools. Teams had an opportunity to talk with site leaders and visited various grade levels and content areas. It is important to note that the school site and classroom visits are an activity in the SIR process that normally occurs in-person. The CCEE acknowledges that MDUSD, like many districts across the state and nation, is working through the demands of distance learning as well as planning for students to return to school. The CCEE will visit school sites and classrooms after in-school instruction resumes. Data gathered at that point will be incorporated into the ongoing support and progress monitoring of the implementation of SIR actions.

Prior to site visits, CCEE staff reviewed all documents submitted by MDUSD to support instructional efforts. Additional documents were added and reviewed during the period of virtual school and classroom visits and interviews. Virtual school visits were conducted by CCEE teams working in pairs and visits typically began with a 20-30 minute interview of principals, during which they were provided an opportunity to give a general overview of their schools and present their site's areas of instructional focus. Focus groups (17) were conducted with various stakeholder groups including students, families, teachers, support staff, school administrators, advisory committees and community committees/groups. Interviews (21) were conducted with individuals in various leadership roles (board members, district administrators, bargaining unit leaders, and teachers on special assignment) across the district. Throughout the rest of this document these groups above will be referenced as stakeholders. All data collection was completed in a virtual format due to the pandemic.

Summary of Findings

Located in the Bay Area, Mt. Diablo Unified School District (MDUSD) is headquartered in Concord, CA and comprises 31 elementary schools, nine middle schools, five high schools, 16 alternative schools and programs, and two adult education programs, for a total of 63 schools. The 2019-20 non-charter enrollment was 30,724. In 2019-20, MDUSD had 13,144 students eligible for free and reduced-price meals (42.8% of total students) and 6,185 English learners (20.1% of total students). The Governing Board of Education consists of five elected area trustees. The district is led by

Summary of Findings (Continued)

Superintendent Dr. Adam Clark who is new to MDUSD, joining in July 2020, but who has previous experience as a superintendent and as a school and district leader at multiple levels.

During the SIR data collection and analysis process four major themes emerged: coherence, equity, accountability, and autonomy. Those themes thread throughout the discussion within the 12 SIR instructional components and are further elaborated on in the conclusion. In addition, actions steps that are listed at the end of each SIR component are organized by the four themes in Appendix B.

Research shows continual change in leadership diminishes the ability to create long-term goals, see new policies and initiatives through to full implementation, and create positive student results. Superintendent Clark is the fourth superintendent to serve MDUSD since 2013. Dr. Clark has worked to improve relationships in the district, and is focused on: 1) achieving short and long-term financial stability, 2) continuing the district's equity work through the lens of student-centered decision-making, and 3) using data to identify achievement gaps to support student outcomes.

Fiscally, and after spending down reserves for 5-6 years to provide services to students, MDUSD has now identified a structural budget deficit, and the district's budget is currently qualified. The district cites three reasons for the deficit: 1) a ten-year pattern of declining enrollment that is projected to continue, 2) the increase in district contribution to employee pension funds, and 3) the need to divert general funds to meet special education state and federal mandates. Finally, it must be recognized again that MDUSD's work, just as all districts in the nation, was significantly impacted by the COVID-19 crisis and a year of school closures that necessitated full transition to distance learning.

In spite of the challenges it faces, there are many noticeable strengths when examining MDUSD. Many stakeholders interviewed spoke of a renewed sense of optimism and belief that the district, led by a new superintendent, could meet those challenges. Another strength is the professional development work led by the Equity Department to address issues of explicit and implicit bias. This equity work is supported by a frequently expressed commitment among stakeholders to serve all students as well as the willingness to expand capacity to do so. In support of achieving progress, there is a measurable acknowledgement among stakeholders about the need to develop more aligned and coherent systems for deepening teaching, learning, and leadership development.

Central to the task of developing coherent systems is the need for a shared understanding and agreement among all stakeholders of MDUSD's instructional priorities, goals, and vision. This lack of shared understanding and agreement points to the need for a written instructional plan or framework that includes those instructional goals and also addresses the themes of coherence, equity, accountability, and autonomy. The SIR also revealed that this lack of understanding and agreement impacts the district's ability to support teachers' cross-cultural understanding to help them provide non-white students with culturally relevant and responsive curriculum and teaching practices.

Based on the data collected through the SIR process other concerns that continue to bear down on the district include: 1) a history of superintendent turnover, 2) perceived historical distrust between the central office and bargaining units, 3) technological infrastructure deficiencies, and

Summary of Findings (Continued)

4) the challenges of serving its racially and linguistically nondominant students, foster students and families, and students and families experiencing homelessness.

MDUSD is poised to take advantage of a number of current opportunities identified in the SIR report: 1) the district has solid underpinnings to continue with equity work; and, at the secondary level, to expand the instructional alignment underway at the elementary level, and 2) to further address instructional coherence, there is an opportunity to create an expansion of the district's priority standards and scope and sequence into a more detailed instructional plan.

An expanded foundational, comprehensive instructional plan should articulate student target goals or outcomes and include specific key performance indicators and benchmarks for the central office, schools, and classrooms. Such a plan should be grounded in continuous improvement practices and processes and place its focus on implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity.

The establishment of clear board policies and expectations and support of the district leadership regarding school autonomy is also an opportunity for clarity. The exploration of MDUSD's opportunities also presents a chance to expand its use of an MTSS approach. Finally, there is a strong need to set expectations and provide sustained training on implementing culturally relevant and responsive curricular and instructional resources as well as implementing targeted strategies to support students from underrepresented racial and ethnic groups, in particular.

Strengths

- There is an atmosphere of hope about the new superintendent. Stakeholders feel that change is possible, and they expressed interest in making it occur.
- Educators in MDUSD voiced a desire to do what is needed to serve all students.
- The diversity of the community is viewed by all stakeholders (board members, district leaders, site leaders, community members, teachers, families, and students) as a strength.
- The Board Resolution on Equity, summer 2020, is viewed as a visible commitment to change.
- MDUSD has an Equity Department that has actively facilitated professional learning in multiple venues on issues of racism, explicit and implicit bias, white privilege, and reflective practices on those issues.
- Throughout district leadership there is a desire to focus on equity as a foundational strategy to improve the academic achievement of all students, especially students of color.
- Administrator Equity PLCs meet throughout the school year.
- There is a written TK-12 plan of prioritized standards, scope, and sequence.
- With teacher input, MDUSD has developed priority standards for TK-5, MS ELA and math, and HS ELA, math, HSS, and science.
- There is an acknowledgement of the need to develop more coherent systems for deepening teaching, learning, and leadership development.
- Stakeholders have voiced that the reorganization of central office personnel has provided clarity of roles and responsibilities to move the district forward, and placing elementary under one director and middle and high school under another director increases coherence. Additionally, there is confidence in those serving in these roles to lead the work.

Weaknesses

- There is not a shared understanding and agreement on the district's instructional priorities, goals, or vision.
- While the effort to select priority standards is commendable, there is a possibility, based on virtual classroom observations, that the paring down of Achieve the Core priority standards in ELA has led to academic work at lower levels rather than promoting rigorous tasks.
- A culture of school autonomy exists that includes a belief that district initiatives are optional, which negatively impacts MDUSD's coherence as a system, its planning processes to provide school and student supports, and its practices.
- Elimination of the central office's homeless liaison administrator and the uneven staffing of the social work positions have resulted in a lack of overall consistency of comprehensive services for homeless youth and, in some schools, a lack of clarity on a district-coordinated effort to support homeless and foster youth.
- While stakeholders reported improvement in central office communications, especially external communication to stakeholders, family members and guardians who are not English speakers experience challenges in communicating with the district and participating in committees and advisory groups.
- Inconsistent use and understanding of data and assessments across the district has led to variance in collaboration using cycles of inquiry, curriculum implementation, and student outcomes.
- Student achievement data is not regularly discussed and used with cycles of inquiry, shared, or acted upon across and within principal and other leadership meetings.
- There is a lack of systemic assessment and data review practices to evaluate teaching and learning, e.g., using Plan Do Study Act (PDSA) short cycles of improvement.
- At the board level, there is a lack of dialogue regarding using student achievement data to support board policies that provide focus on and support a clear instructional vision to guide teaching and learning across the district.
- There is a need to recruit and retain more Latinx and AA teachers to bring into closer balance the demographic percentages of teachers to students. In 2018-19, MDUSD had 42.5% Latinx students and 6.3% Latinx teachers.
- The lack of a regular curriculum adoption cycle has led to elements of the current curriculum not being in alignment with state-adopted standards and that negatively impacts the ability of teachers to engage in continuous cycles of improvement and results in a deficiency of culturally relevant curriculum resources.
- Lack of systemically shared values, beliefs, and practices negatively impacts the district's ability to support teachers' cross-cultural understanding and provide non-white students culturally relevant and responsive curriculum and teaching practices. It may also be a contributing factor to disproportionate outcomes by student groups.
- There is acknowledgment among stakeholders at various levels that teachers need more support in learning instructional strategies to better serve students of color and to address issues of implicit bias.
- Some teachers feel that professional development offerings do not meet the needs that they have presently (e.g., distance learning, culturally relevant instruction). Teachers on Special Assignment (TOSAs) have created resources for teachers, but there is no accountability mechanism to ensure that these materials are utilized during instruction.

Threats

- Declining enrollment, (34,116 students in 2010-11 to 31,037 in 2019-2020) may exacerbate budget shortfalls necessitating ongoing reductions that might affect stability of staff and programs.
- The historic and ongoing perceptions of distrust between bargaining units and the central office hinders progress towards district goals and may limit the district's ability to generate and support change and improvement.
- The continued efforts of certain communities to secede from the district negatively impacts the ability to achieve a sense of unity and coherence as a system.
- The history of superintendent turnover is viewed by stakeholders as an impediment to reform and the accomplishment of shared goals for MDUSD's students.
- COVID-19 and the challenge of administering assessments in a virtual setting have increased the challenge of obtaining a clear and accurate picture of what all students know and are able to do.
- The current state of technology infrastructure, e.g., bandwidth and aging devices, impacts the district at multiple levels and hinders reaching desired student outcomes.
- Families from nondominant backgrounds (e.g., racial, ethnic, and linguistic minorities, and homeless and foster families) are underrepresented in committees, associations, and advisory groups. As a result, district leadership may have an incomplete picture of the challenges in MDUSD. Additionally, leaders could be developing resources and systems that do not reflect the true needs of all of the families in MDUSD.

Opportunities

- The current superintendent and board leadership team have an opportunity to establish strategic actionable district and LCAP goals.
- There is an opportunity to build on identified priority standards and scope and sequence to develop a unified instructional plan, grounded in continuous improvement practices and processes.
- MDUSD has an opportunity to provide a clear definition of school autonomy.
- There is an opportunity to build on alignment work at the elementary level to eliminate curriculum and teaching practices that are offensive to minority populations and increase the likelihood that teaching is culturally relevant and inclusive.
- There is an opportunity to leverage and scale the equity PLC groups that are happening among cohorts of administrators and to expand the program to other stakeholders (e.g., elementary teachers) to ensure that efforts are implemented in classrooms.
- There is an opportunity to build on the Equity Department's implementation of the PBIS model across sites in a more coherent, consistent, and unified effort to meet the social, emotional, and behavioral needs of students.
- There is an opportunity to set the expectation that MDUSD is continuing to build a culture of accountability that considers the whole child and is grounded in MTSS.
- The district has an opportunity to standardize expectations on the use of data to drive cycles of improvement throughout the system and hold itself accountable to improved student outcomes, particularly for FY, AAs, and HY.
- There is an opportunity to incorporate data and data analysis on a regular basis into pre-

Opportunities (Continued)

- existing meeting structures (e.g., principal meetings) so that it occurs on a more regular basis.
- There is an opportunity to build upon site-specific and central office administrators who are more directly leading the work for special populations to monitor the academic, behavioral, and social and emotional well-being of foster youth and students experiencing homelessness. There is an opportunity to build on site-specific best practices to build cohesive, centralized supports for vulnerable student populations.
- There is an opportunity to implement more targeted strategies to support students from underrepresented racial and ethnic groups. For example, Black Student Union groups have provided a space for student engagement, advocacy, and community service, but they are not at every secondary campus. The district could increase support for the formation of Black Student Unions and other identity-based affinity groups.

Recommendations/Actions

The SIR actions found next are organized by the 12 SIR Instructional Components. One of the first steps for the district will be to review the SIR actions found below to identify and align priority actions. Although provided as discrete actions, many of the actions are complementary, cascade to other actions, and can be prioritized to leverage a group of actions. In addition to CCEE's role in progress monitoring of the implementation of SIR actions, and based on the interest of the district, CCEE can continue to advise and assist the district. CCEE would then work with the district, in partnership with the county office of education, to prioritize actions and as appropriate assist with identifying supports for the district.

1. Culture, Coherence, and the Planning Process

- **1A)** Craft and share an instructional plan or framework that connects to other district plans and initiatives, grounded in continuous improvement practices and processes, that places its focus on implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity.
- **1B)** Analyze the effects of existing school autonomies on student outcomes, perhaps with support from an outside partner, to inform the district's policy on school autonomy.
- **1C.** Set expectations for a culture of continuous improvement at school sites based on regular implementation of short cycles of improvement grounded in data in order to create shared goals and common understanding.
- **1D)** Build on the ongoing work of the Equity Department to deepen educators' understanding of explicit and implicit bias and develop a long term, district-wide plan to counter implicit and explicit biases across roles.
- **1E)** Set the expectation that work to achieve equity and inclusion will be shared by all district and school leaders and all teachers.
- **1F)** Expand professional learning for teachers in learning instructional strategies to better serve students of color and deal with issues of implicit bias.
- **1G)** Expand professional learning for teachers to learn social and emotional learning (SEL) strategies to better serve students of color and deal with issues of implicit bias.
- **1H)** Use the district's existing internal model of monitoring the academic, behavioral, and social and emotional well-being of foster youth and students experiencing homelessness to build and further improve a system for supporting the district's African American students.

2. Curriculum, Learning, and Support

- **2A)** Align MDUSD's instructional work on curriculum development and support within an MTSS framework.
- **2B)** Engage in a curriculum audit site-by-site to determine current practices in curriculum delivery and support. Include in this audit a review of their cultural relevance and sensitivity.
- **2C)** Based on the curriculum audit, prioritize the sequence of new adoption for content areas by grade level and need.
- **2D)** Establish an adoption cycle calendar with projected expenses as part of a board process for prioritization of resources and the budget development process.
- **2E)** Integrate into the curriculum more culturally responsive literature and instructional resources, especially in terms of reflecting positive models for students of color.
- **2F)** Continue to engage in work with the CCCOE's curriculum committee and subcommittees.

3. Instructional Practice and Strategies

- **3A)** Develop clear expectations for common instructional practices across grade levels and courses, including expectations around the regular review of student work.
- **3B)** Utilize data to identify what evidence-based instructional practices would meet the needs of special populations.
- **3C)** Develop a shared framework for the role of TOSAs and create a systematic plan for using TOSAs to provide targeted instructional support. Adopt a coaching model for the TOSAs and other instructional support staff that can develop expertise and cultivate collective efficacy.
- **3D)** Determine where specialty academic programs fit into MDUSD's instructional vision and continuum and clarify expectations of implementation for these programs.
- **3E)** Develop a strategic plan to incorporate more African American, foster and homeless youth into specialty academic programs.
- **3F)** Create stability in teacher hiring and retention so that trained and skilled teachers stay at high-needs schools.

4. Social-Emotional and Behavioral Health and Development

- **4A)** Build on the SEL/equity work in the district to identify social-emotional practices, based on evidence of effectiveness, to make decisions on what practices should be scaled or expanded across schools in a coordinated and consistent implementation.
- **4B)** Integrate and coordinate the work, communication, and collaboration of current departments (e.g., Equity, Special Education, Curriculum and Instruction) to align services and support to schools to better integrate strategies and sustain the social-emotional well-being and mental health of students and staff.
- **4C)** Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources in MDUSD and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them.
- **4D)** Establish coordination between district departments and school sites to provide comprehensive and specific academic, social-emotional, and behavioral support to African American students, foster youth, and students experiencing homelessness.
- **4E)** Develop an MTSS model using research based strategies, such as PBIS, to decrease the disparate chronic absenteeism and suspension rates of the targeted student groups.

5. Assessment and Accountability

- **5A)** Clearly set the expectation that data and assessment literacy for all educators is a district goal and provide guidance/professional learning opportunities for school sites in order to implement this expectation.
- **5B)** Establish the expectation that the development of assessment literacy, whether at the DO or school level, will be grounded in using short cycles of improvement to address problems of practice, e.g., PDSA cycles.
- **5C)** Conduct an assessment audit at school sites to determine the assessments in actual use.
- **5D)** Create an assessment continuum that identifies lead and lag metrics and that defines when they will be analyzed at the central office and school levels and reported to the board.
- **5E)** Set the expectation for the use of benchmark assessments at all levels to capture a clear understanding of student learning at a minimum, quarterly.
- **5F)** Establish focused protocols that generate early warning indicators for students failing to achieve at acceptable levels as a predictive measure.
- **5G)** Implement data and assessment review protocols that specifically monitor the academic, behavioral, and social and emotional learning and development for foster youth, students experiencing homelessness, and African American students.

6. Student and Family Engagement

- **6A)** Develop formal systems for students to share concerns and become co-collaborators in school and district-wide change initiatives (e.g., student advisory board). Ensure that this student advisory group includes representatives from various racial, ethnic, linguistic and socioeconomic backgrounds.
- **6B)** Provide more engagement opportunities for linguistic minorities by collaborating with families and community leaders from these populations and providing translation services to increase access to participate.
- **6C)** Develop offerings that would support students and families who have recently fallen into homelessness by collaborating and coordinating with teachers, counselors, social workers, administrators, and community leaders/partners.

7. School-based Instructional Leadership Teams (ILTs)

- **7A)** Formalize written expectations for ILTs' roles, responsibilities, and team membership.
- **7B)** Provide ILTs professional development on the purpose, process, facilitation, and outcomes for leadership teams.
- **7C)** Set the expectation that ILTs will be tasked with facilitating site level professional learning opportunities, including, for example, leading Professional Learning Communities, Communities of Practice, or short cycles of improvement.
- **7D)** Set the expectation that ILTs will be developed to engage in coaching on instruction, assessment, and data-driven decision-making.

8. Administrative Coaching and Leadership

- **8A)** Develop and implement a differentiated model of school leadership development, coaching, and supervision to support the district instructional vision and plan and take into consideration the needs and experiences of principals to guide their development.
- **8B)** Provide support and resources so that principal supervisors spend a greater amount of time in schools observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders.
- **8C)** Structure support and resources to build principals' capacity as instructional leaders so they can better support teachers around effective teaching practices, strategies, data literacy, and expected student outcomes.
- **8D)** Clarify, innovate, and scale the work of principal equity cohorts to include all principals and school sites.
- **8E)** Through an inclusive process that involves all stakeholders, develop the district's vision and priorities including the expectation of leadership to align district and site policies, practices, and procedures to support that vision.
- **8F)** Align calendars to provide principals time to collaborate with feeder, grade span and/or like schools around common problems of practice as indicated by student outcome data.

9. Professional Learning and Coaching

- **9A)** Determine a professional learning focus and create a multiyear professional learning and coaching plan. This plan should be rooted in the district's instructional plan, outcomes data, and should include implementation benchmarks and progress monitoring tools. MDUSD's highly skilled set of TOSAs should also be included in the professional learning plan to both give and receive support. To the extent possible, this plan should build off previous professional learning efforts to reduce initiative fatigue.
- **9B)** Facilitate the development of data-driven PLCs at each school site and provide modeling, coaching, and support of best PLC practices and processes.
- **9C)** Establish professional learning opportunities that focus specifically on the needs of homeless and foster youth and African American students.
- **9D)** Develop a plan for hyflex teaching and online teaching that promotes students' digital literacy and ways in which technology can be used to engage students in real-world experiences to promote critical thinking and problem solving. Additionally, continue to provide professional learning in these areas.
- **9E)** Provide professional learning and coaching for site staff about how to use data for continuous improvement on academics, attendance, and behavior.

10. Data Management and Use and Student Information Systems

- **10A)** Build the capacity of technical support teams to provide training and support for the use of SIS for progress monitoring.
- **10B)** Allot time specifically teachers, principals, and school site staff to engage in professional learning about how to use data for continuous improvement based on attendance, academics, and behavior.

10. Data Management and Use and Student Information Systems (Continued)

- **10C)** Develop a well-articulated and operationalized set of expectations and routines for data use at the district and school-site levels. This also includes creating expectations around a continuous cycle of data collection, organization, and synthesis to support informed decision-making in classrooms and across the district.
- **10D)** Develop training, support, and incentives for non-teaching staff to use data to support students.

11. District and Leadership Capacity

- **11A)** Through an inclusive process that involves all stakeholders, develop the district's vision and priorities including a clear set of actionable goals that support the goals established in the LCAP and other plans.
- **11B)** Develop a district instructional leadership team to assist in the development, implementation, and progress monitoring of a district-wide instructional plan and identify instructional needs and supports for school sites.
- **11C)** Develop and implement a policy and framework to define the desired level of school site autonomy and communicate that expectation throughout the system.
- **11D)** Seek to identify individuals at all levels of the system who can serve as exemplars of model leadership for improving student learning.
- **11E)** Set the expectation that site leaders will lead their teams in cycles of improvement and outcome-focused accountability conversations.
- **11F)** Clarify expectations for accountability and on-going use of data in a continuous cycle of improvement to inform instruction for identified groups at the district and site level.
- **11G)** Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (e.g., PBIS, MTSS, AVID), the process and structures for coaching and supporting principals and school teams and monitoring implementation of district goals.
- **11H)** Establish a process for the cabinet to model and engage in ongoing dialogue and review of data around key performance indicators and benchmarks aligned with district goals in order to increase the skills, knowledge, and leadership capacity of district and site leaders.
- **11I)** Develop a written leadership succession plan (e.g., committees, community partners, advisory groups) to build the capacity and bench of potential leaders for both the school and district levels and to ensure that district mission, vision, and goals continue.

12. Governance Support with Instruction

- **12A)** Work collectively with district leadership to strengthen trust and develop a shared commitment, in principle, with labor partners that places improved student learning and closing achievement gaps as an explicit priority and develops the professional foundation for teaching and teacher leadership.
- **12B)** Establish regular board work sessions, in collaboration with the superintendent, to develop a shared vision of student achievement and to clarify roles and expectations for attaining this vision.

12. Governance Support with Instruction (Continued)

- **12C)** Set policies that clarify and communicate the district's intended outcomes and a small number of instructional priorities and define autonomy so there is a common understanding, focused direction, and clear expectations regarding implementation of district vision, policies, and priorities.
- **12D)** Review, revise, and update the Mt. Diablo Unified School District Governance Handbook 2019 to re-establish governance standards, protocols, and processes that define and distinguish board and staff roles to keep learning and achievement for all students as the primary focus.
- **12E)** Establish a review process (e.g., two times per year) on the progress on SIR actions and ensure discussion and opportunities for Board input and that actions are added to the Board calendar of topics.
- **12F)** Develop a process to review and prioritize improvement actions and align the COVID-19 funding sources to systemic instructional improvement actions.

To access the full Mt. Diablo Unified SIR Report along with the actions listed by themes, [click here](#).