Reimagining

Assuring all students receive equitable learning experiences they deserve now and for life.

Connecting

Acknowledging our unique journeys and providing all students, staff and families with opportunities to connect with a caring school and classroom community.

Accelerating

Accelerating learning by honoring and building on student strengths and assets.
Our Engagement Process

Stakeholder Groups:

- Students/Student Advisory Board
- Principals
- Teachers
- District Advisory Committee on Compensatory Education (DAC)
- District English Learner Advisory Committee (DELAC)
- Community Advisory Committee for Special Education (CAC)
- Parents as Partners
- Labor Groups
- Parent-Teacher Association (PTA)
- Gifted and Talented Education Committee (GATE)
- District Planning Team
- Community Members
The Learner Profile is:

- The **center** of a community’s educational vision
- The **commitment** we make to our students and families
- What **drives** every adult action and every system change
- What **unites** our system in student-centered practices
Learner Profile Characteristics

- INNOVATIVE PROBLEM SOLVER
- EMPATHETIC
- EMOTIONALLY INTELLIGENT
- ADVOCATES OF SOCIAL JUSTICE
- PASSIONATE LIFE-LONG LEARNER

- COGNITIVE SKILLS
- SOCIAL & INTERPERSONAL SKILLS
- EMOTIONAL & PERSONAL SKILLS
- FOSTERING ADVOCACY & YOUTH ACTION
- INTROSPECTION & REFLECTION SKILLS
Learner Profile Development Timeline

- **Gathered Initial Stakeholder Input**: November 2019-February 2020
- **Hold Community Town Hall Sessions**: July 2021-September 2021
- **Present DRAFT Vision 2030 & Learner Profile to Stakeholders**: November 2021
- **Revision Incorporate Input & Improve Alignment**: December 2021
- **Present FINAL Draft for Board Approval**: December 2021
- **Systemwide Implementation**: Beginning January 2022
K-12 Student Attendance Percentage

* Covid Impact
K-12 Chronic Absence Rate

* Covid Impact
Cohort Graduation Rate

* Covid Impact
Percentage of Graduates Meeting UC/CSU Requirements

- All Student: 70.5% (2018), 73.8% (2019), 73.0% (2020)
- Black: 61.2% (2018), 66.6% (2019), 67.6% (2020)
- Latinx: 59.3% (2018), 65.6% (2019), 64.9% (2020)
- White: 83.5% (2018), 81.6% (2019), 84.2% (2020)
- English Learner: 45.8% (2018), 51.6% (2019), 63.4% (2020)
- Special Education: 40.0% (2018), 49.1% (2019), 50.4% (2020)

* Covid Impact
Attendance Counts

K-12 Student Attendance Percentage

Cohort Graduation Rate
Number and Rate of English Learners Reclassified Each School Year

- 2018: 3418
- 2019: 3825
- 2020: 2640

* Covid Impact
Grade 4

National Assessment of Educational Progress (NAEP)
National Assessment of Educational Progress (NAEP)

Grade 8

Mathematics

Reading
Percentage of Students Meeting or Exceeding Standards on Smarter Balanced Assessment Consortium (SBAC) - English Language Arts (ELA)
Percentage of Students Meeting or Exceeding Standards on Smarter Balanced Assessment Consortium (SBAC) - Math

- **All Student**:
  - 2017: 46.0%
  - 2018: 47.2%
  - 2019: 48.5%

- **Black**:
  - 2017: 25.4%
  - 2018: 26.7%
  - 2019: 28.1%

- **Latinx**:
  - 2017: 29.7%
  - 2018: 30.6%
  - 2019: 31.9%

- **White**:
  - 2017: 68.1%
  - 2018: 69.5%
  - 2019: 68.7%

- **English Learner**:
  - 2017: 22.0%
  - 2018: 16.9%
  - 2019: 15.4%

- **Special Education**:
  - 2017: 17.4%
  - 2018: 15.0%
  - 2019: 15.3%
Percentage of Secondary Students with C or Better Grades Through Quarter 3

* Covid Impact
Percentage of K-5 Students with Only scores of 3 or 4 in Math and English Standards Based Grades

* Covid Impact
Percent of Students At or Above Standard in Formative Assessment for Teachers (FAST) Adaptive Reading (aReading) Benchmark - Spring 2021

- All Student: 66.2%
- Black: 54.0%
- Latinx: 53.4%
- White: 84.4%
- English Learner: 19.1%
- Special Education: 30.5%
Reading Matters

Percent of Students At or Above Standard in FAST aReading Benchmark - Spring 2021

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Student</td>
<td>66.2%</td>
</tr>
<tr>
<td>Black</td>
<td>54.0%</td>
</tr>
<tr>
<td>Latinx</td>
<td>53.4%</td>
</tr>
<tr>
<td>White</td>
<td>84.4%</td>
</tr>
<tr>
<td>English Learner</td>
<td>19.1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

Percent of Students Meeting or Exceeding Standards on SBAC - ELA

Percent of Students Meeting or Exceeding Standards on SBAC - Math

Percentage of K-5 Students With Only 3 or 4 Marks in Math or English
Rate of Student Suspension

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Student</td>
<td>3.7%</td>
<td>3.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black</td>
<td>8.8%</td>
<td>8.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Latinx</td>
<td>4.2%</td>
<td>4.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>White</td>
<td>2.3%</td>
<td>2.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>English Learner</td>
<td>3.0%</td>
<td>3.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>6.7%</td>
<td>7.1%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

* Covid Impact
Incident Rate for Semester 1 Only
(Suspension and Non-Suspension Incidents)
Number of Students Expelled Each Year

* Covid Impact

- All Student: 95 (2018), 94 (2019), 38 (2020)
Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District

Goal 2: Access to Broad and Challenging Curriculum

Goal 3: Accelerating Student Learning with High Expectations for All

Goal 4: Quality Leadership, Teaching and Learning

Goal 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Goal 6: Well Orchestrated Districtwide Support Services and Communications
Goal 1

Cultivating Inclusive, Anti-Racism, and Restorative Schools, Classrooms & District

Creating the conditions where students feel valued, engaged and affirmed.

“Having a fair school environment, equitable to all and creating a safe, healthy, healing and restorative environment needs to be consistent throughout schools in our District.”

Feedback from Student Session
Our Why

All students deserve to experience affirming classrooms that honor and leverage their lived experiences.

To make this a reality, we will:

❖ Provide **restorative schools** and **classroom communities** that deeply care about every child and all children where **students are valued, connected and actively engaged**.

❖ Interrupt and **dismantle inequitable practices** by the **implementation of site equity teams**.

❖ Ensure our students have **access to wellness services** that promote overall student wellbeing and readiness for school.

❖ Strengthen systems and structures for **accessing mental health**, quickly responding to students’ mental needs via **prevention, early intervention** and during times of crisis.

❖ **Elevate student voice**, agency and leadership for positive change.
Implementing Restorative Practices at Every School Across the District

- Every site’s Single Plan for Student Achievement will focus on providing **social, emotional, academic and behavioral supports**.
- Classroom conditions will be designed to ensure students are **engaged, connected and valued**.
- Positive Behavior Intervention and Supports and Restorative Justice Practices will be integrated to **ensure discipline matters are addressed as learning opportunities**.
- Microcredentials will be offered to educators as we **expand school site capacity** to implement Quality Learning Interactions.
- **Children & Youth in Transition liaisons** will be systematically identified at every school site.
Implementing Anti-Bias and Anti-Racism Practices Across the District

- Increase staff capacity to implement Anti-Bias and Anti-Racism practices.
- Ensure opportunity and access to all students in advanced studies and reduce course stratification.
- Establish Site Equity Teams to closely monitor for disproportionalities within student data.
- Implement Student Site Champions.
- Continue expansion of Anti-Defamation League No Place for Hate Campaign within schools and clusters.
- Nurture positive school climates, culturally sustaining practices and the reimagining of school police.
Implementing site wellness action plan for students, staff and families.

Implementing referral systems to expedite the time in which students receive social, emotional and/or mental health supports.

Continuing to bridge wellness/health equity gaps for 10,025 students at high priority high schools by implementation of Wellness Centers.

Increasing substance prevention efforts emphasizing healthy living.

Ensuring all students have a medical home, medical management, immunizations for school enrollment and referral loop closure.
Leveraging Our Families and Communities to Enhance Student and Staff Wellness

Family and Community Partnership

❖ **Enhance partnerships** with families to inform and **de-stigmatize mental health services** at schools.

❖ **Establish Community Schools** in high-need areas to provide whole child services and universal support to families.

Staff Wellness

❖ **Promote** the wellness of employees to **enhance adult physical, social/emotional and professional wellbeing** that leads to healthier and thriving schools.

❖ **Continue** our current partnership with VEBA, Kaiser Permanente and other health organizations in order to **expand wellness opportunities offered to employees.**
Students Will Have a Voice in Our Plan for Student Wellness and Mental Health

**School-Wide Preventative Services & Supports**
- Drug, Alcohol, and Vaping Prevention
- Mindfulness and Meditation Lessons
- Peer Mentoring Programs
- Mental Health Awareness
- Social-Emotional Learning
- Wellness Centers/Rrooms

**Responsive Services**
- Support Groups or Individual Interventions
- Drug/Alcohol Education & Counseling
- TUPE Vaping Education
- Alternative-to-Suspension Programs

**Crisis Supports**
- Individual Counseling or Therapy
- Safety Plans

Students Will Have a Voice in Our Plan for Student Wellness and Mental Health
Elevating Student Voice, Agency and Leadership for Positive Change

- School site leaders having access to resources and processes that elevate student leadership such as Leader in Me, Student Wellness Education Awareness and Resources (SWEAR) committee, Black Student Unions, Gay Straight Alliances, etc.

- Work alongside our Student Board Member to add at least one student representative to all District Advisory Committees (where applicable).

- District departments having student representatives as critical elements for feedback (i.e. TEACH San Diego).

- Engage students and student organized groups in District/Site initiatives:
  - Student Advisory Board (meets once a month)
  - Council of Associated Student Body Presidents (meets once a month)
  - Student Equity Ambassadors (meets at least once a month)
  - Student Wellness Education and Resources Committee (meets monthly)
  - Gay Straight Alliances (meets weekly)
  - Black Student Unions (meets once every 1 or 2 weeks)

- Increase student voice, agency and engagement by working in close collaboration with the District Communications Department.
Monitoring Progress

**CA Healthy Kids Survey**
Analyzing summative data from California Healthy Kids Survey

**Site Equity Teams**
Monitor disproportionalities in student academic performance, referrals, suspension and expulsion

**Social & Emotional Data**
Assessing Quarterly Social and Emotional Learning Survey results in the fall and spring

**Monitoring Student Services & Interventions**
Tracking number of counseling and mental health referrals

**Multi-Tiered Systems of Support**
Implemented at every site to monitor student progress

**Monitoring Student Absenteeism**
Monthly analysis of chronic absenteeism percentages
Major Investments & Measurable Impact

**Investments**

- Mental health services and resources
- Social and Emotional Learning support in our schools and classrooms
- Services to our Youth living in Foster Care and those experiencing homelessness
- Services for our LGBTQIA Youth, Native Youth Supports, Allyship-Anti-Bullying Efforts
- Health and wellness resources and services

**Impacts**

- School Climate Survey and increase in student engagement
- Significantly decrease chronic absenteeism
- Increase high school cohort graduation rates
- Decrease high school dropout rate
- Increase middle school on-track to successful graduation
- Stability in student enrollment across grade levels
- Increase Alternative to Suspension Programs
Student Leadership Video
Allyship in Action. Youth Leaders Changing the Narrative.
Feeling welcomed, happy and safe!
Public Testimony - Goal 1
Board Comment - Goal 1
Goal 2

Access to Broad & Challenging Curriculum

“You have to have hope in things you can’t see. I want all of my students to know they can change the world.”

--Sharon Apple, High School Teacher of the Year
Our Why...

All students deserve to graduate from high school college prepared and career ready.

To make this a reality, we will:

❖ Provide Universal Transitional Kindergarten.

❖ Implement strategies to accelerate literacy development.

❖ Continue the development of a high quality, multi-dimensional mathematics program that minimizes barriers to learning and provides options for 3rd and 4th year math coursework.

❖ Provide access to rigorous, culturally-sustaining curriculum and pedagogy through Ethnic Studies for all.

❖ Provide high quality online learning through our Virtual Academy.

❖ Implement standards-based assessments and grading which accurately reflects mastery toward standards.
Universal Transitional Kindergarten

- Ensure **equity and access** to high quality programs for all **four-year-old** children at neighborhood schools.
- Promote **kindergarten-readiness** through the alignment of curriculum and sharing of robust data.
- Maximize expertise through **professional development focused on early literacy**, the developmental continuum, and early-development learning needs.
- Provide opportunities for **families to explore learning** through interactive events with their child.
- **Cultivate leadership** through professional learning pathways for educators and leadership.
TK/4-2nd Grade Literacy Acceleration

- District-wide professional learning of research based reading practices in partnership with literacy consultant/expert in reading acceleration, Lyn Reggett.
- Quality reading texts in the hands of all elementary students and educators designed for reading instruction.
- Leadership Professional Development to strengthen reading instruction across all grade levels.
- System-wide and site level monitoring of students reading growth and development.
- Central office staff alignment for site support and coaching.
- Job-embedded English Language Development support with English Language Instructional Resources Teachers to support lesson planning, scaffolding and differentiation.
- Parents as Partners Literacy Acceleration Sessions.
Literacy Acceleration 3rd-12th Grade

- **District-wide professional learning** of research based reading practices to enhance access to content.
- System-wide and site level **monitoring of student’s reading** growth and development.
- Job-embedded **English Language Development** support with English Language Instructional Resources Teachers to support lesson planning, scaffolding and differentiation.
Enhanced Mathematics TK-12

- Develop and identify high quality, rigorous and relevant curriculum resources that center student voice, identity and cultural wealth in all grade spans.
- Expand the TK-12 administration of the District Essential Mathematics Indicator assessment.
- Provide Professional Development to support student-centered instructional shifts in math classrooms through increased teacher and leader understanding and implementation of research-based math pedagogy and culturally responsive teaching practices.
- Develop an integration of Data Science and Computer Science enhancements TK-12th grade through interdisciplinary department coordination.
Ethnic Studies for All Students TK-12

- Provide **Ethnic Studies Professional Development** to teachers, leaders and school site staff using a cluster approach.
- Expand **micro-credential program**.
- Develop and identify TK-12 **curricular resources**.
Implementing Standards-Based Grading & Reporting

- **Clear definitions and differentiation** of academic and citizenship marks.
- Grading comments **aligned to skill sets** and level of mastery.
- **Priority standards** and **proficiency scales** for ALL subject areas: English Language Arts, Math, History Social Science, Science, Visual and Performing Arts, World Language, College Career Technical Education, English Language Development.
- Continued partnership with **Marzano Research** on *Standards-Based Learning* for administrators and educators.
Virtual Academy

- Robust **online magnet school** will be available for students K-12th grade.
- Students will be provided with **rigorous daily instruction**.
- Grade-level lessons will be **standards-based** and aligned.
- District and State assessments will be used to **monitor student progress**.
Monitoring Progress

**Assessments**

**Reading**
Fountas and Pinnell  
(Grades Tk-2)
Formative Assessment System for Teachers - FAST  
(Grades 3-12)

**SEL**
Fall & Spring Assessments

**Math Indicators**
District Essential

**Monitoring Student Access and Success**
Enrollment in advanced courses that mirrors the demographics of the school site.  
Monitoring grades.
Major Investments & Measurable Impact

Investments

❖ Transitional Kindergarten
❖ Guaranteed and Viable Curriculum in Core Subject Areas
❖ Ethnic Studies
❖ English Language Development for Multilingual Learners
❖ College Career Technical Education
❖ Visual and Performing Arts

Impacts

❖ Kindergarten readiness
❖ Improved graduation rates
❖ Elementary and middle students reading at grade level
❖ Improvement in English Language Arts and Math proficiency in California
❖ Assessment of Student Performance and Progress
❖ Improved student grades TK-12th grade
Public Testimony - Goal 2
Board Comment - Goal 2
Goal 3

Accelerating Learning With High Expectations for All

Assets Based Approach to Student Learning

“Accelerating literacy WILL get our students to reach proficiency and read at grade level across our district.”
-Principal Cheryl Pham
The students who need more will get more and will have access to supports to accelerate their learning.

To make this a reality, we will provide:

- Accelerated reading instruction by trained reading specialist in focus schools.
- High quality texts designed for reading acceleration.
- Targeted reading support for focus schools.
- Targeted support for all students who need acceleration, especially students receiving special education services, Learners and Black youth.
- Level Up SD summer programming which will include Summer Bridging activities focused on transition years.
- Extended Day courses and instruction throughout the year.
Ensuring Additional Supports for Our Focus Students

- **Students Receiving Special Education Services** who did not make adequate progress on Individualized Educational Plan goals.

- **Multilingual students** who have been identified as “newcomers” or who are not reaching English proficiency goals.

- **Black Youth** who are not yet achieving standards.

- **Homeless and foster youth** who need additional supports.

- **TK-5th grade**: All students with an average score below a 2 in English Language Arts and/or math standards for 2020-21 school year.

- **6-12th grade**: All students who received a D or F in all courses during final grade reporting periods for 2020-21 school year.
Focus on Reading Acceleration

“Reading is the gateway skill that makes all other learning possible.”

Barack Obama
# Books in the Hands of Our Students

<table>
<thead>
<tr>
<th></th>
<th>ALL Elementary Schools:</th>
<th>35 Focus Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per School</td>
<td>Overall Totals</td>
</tr>
<tr>
<td><strong>Guided Reading Books</strong></td>
<td>2,292</td>
<td>277,332</td>
</tr>
<tr>
<td><strong>Independent Reading Books</strong></td>
<td>1,272</td>
<td>153,912</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>3,564</td>
<td>431,244</td>
</tr>
</tbody>
</table>
Targeted Support for Students at 35 Focus Schools

- **Guided** Reading Book Sets for Each Classroom
- Monthly Professional Learning **Focused** on Reading Instruction
- **Highly Trained** Reading Support Teacher
- Instructional Coordinator **Coaching and Support**
- Bi-Weekly **Monitoring** Supports
# Students Who Will Benefit From This Level of Direct Support

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Receiving Special Education Services</td>
<td>2,324</td>
</tr>
<tr>
<td>Students Living in Foster Care and those Experiencing Homelessness</td>
<td>2,143</td>
</tr>
<tr>
<td>Multilingual Learners</td>
<td>6,549</td>
</tr>
<tr>
<td>Students Living in Low Income Household</td>
<td>12,226</td>
</tr>
<tr>
<td>Black Youth</td>
<td>1,334</td>
</tr>
</tbody>
</table>
Reading Instruction by Trained Reading Specialist for Our Neediest Learners

- Daily guided reading instruction by classroom teacher.
- Double dose of guided reading targeted for accelerating literacy directly provided by a highly trained reading support teacher.

Monitoring student reading growth by name and need in two week cycles.

Minimum of 60 Minutes Per Day, Eyes on Text
Academic Support for Students Receiving Special Education Services

- **Academic support** for students receiving special education services will be done through individualized determination within the Individualized Education Program (IEP) process.

- **Targeted instruction** documented in the IEP for academic, social-emotional learning and/or related services.

- **Professional Development focused on reading instruction** for Education Specialists, Speech and Language pathologist and Paraprofessionals.
Academic Support for Multilingual Learners

- Designated and integrated English Language Development.
- Enhanced literacy support for literacy initiative.
- Ongoing Professional Development for educators.
- Focus on long term English Learners.
- Site support with co-planning, data analysis, and tailored scaffolding and differentiation.
- Students will participate in 10 week tutoring cycles onsite and have access to Imagine Learning online curriculum to support learning at home.
Academic Support for Black Youth

- **Priority placement** in scheduling; ensuring choice, access and opportunity.

- **Targeted academic supports** through frequent checks for understanding and monitoring each teacher and the Professional Learning Communities teams.

- **Integration of Social-Emotional Learning** within the academic coursework.

- **Ongoing Professional Development** in culturally responsive teaching practices, implementation of Quality Learning Interactions and Quality Teaching Practices and building restorative classroom communities.

- Implementation of **standards-based grading policy**.

- Focus on **lifting student voice, lived experiences**, and **building leadership opportunities** - student agency.

- **Student equity teams** monitoring for academic, behavioral, social and emotional needs and disproportionalities.

- Ensuring access to **student champions** and mentoring.
Summer for All - Level Up SD

- Classroom instruction in the mornings with SDUSD educators.
  ➢ Current enrollment - 22,745
- Afternoon activities or enrichment offered through SDUSD VAPA, SDUSD CCTE, local university partners, and nonprofits.
- Programs run from June through August.
- Special Education staff will be provided to students with Individualized Education Programs (IEPs) based on need to ensure access to both academic and enrichment programs.

Expanded Learning Opportunities Grant Plan
10 middle schools and 10 high schools each summer will participate in Leader in Me mentor training for development of Summer Bridging Programs for incoming 6th and 9th grade students.

- Intensive 3-week training for student mentors.
- Staff Advisor training and coaching support.
- Extension activities throughout the school year.
- Focus on social-emotional learning and development: 7 Habits of Highly Effective People.
- Summer Bridging activities for ALL 6th and 9th grade students in August lead by student mentors and staff.
Extended Day Opportunities

- Onsite Extended Day classes to **accelerate learning** in the following areas:
  - TK to 2nd grade: **foundational literacy** and **numeracy skills**.
  - 3rd-5th grade: increasing literacy and numeracy skills through the use of science, technology, engineering, art and mathematics (STEAM) **project-based learning experiences**.
  - 6th-12th grade: **increasing core content area skills** in English Language Arts, math, science, and history/social science through project-based learning and credit recovery coursework focused on critical concepts and priority standards.
  - Addressing specific **student groups**.
Monitoring Progress

**Level Up SD**
Pre-/post English Language Arts (ELA) and math assessments, grade/credit recovery data and student, staff, and parent surveys for enrichment activities.

**Summer Bridging**
California Healthy Kids Survey (CHKS) grade reports.

**TK/4 Literacy Acceleration**
Quarterly reading assessments, classroom observations and walkthroughs.

**Multilingual Learner Small Group Instruction**
Summative English Language Proficiency Assessments for California (ELPAC) scores, reading fluency rates/scores, Imagine Learning data and/or grades.

**Extended Day Classes**
Benchmark ELA and math assessments and grade/credit recovery data

**Multi-Tiered Systems of Support**
Implemented at every site to monitor student progress.
Major Investments & Measurable Impact

Investments

❖ Literacy Acceleration
   ➢ Material
   ➢ Training
   ➢ Staff
❖ Expanded Summer Programs, Credit Recovery during the school year and Summer
❖ Tutoring Services

Impacts

❖ Tk/4-2nd grade students will read at grade level by June 2022
❖ 3-5th grade students will read at grade level by June 2022
❖ High school students will increase number of credits earned and recovered
❖ Students will perform better on district-wide English Language Arts and Math Assessments
❖ Students will perform better on summative English Language Proficiency Assessments for California
❖ Underperforming students will report increased levels of engagement and school connectedness as evidenced by the California Healthy Kids Survey
Board Action

Approval of the Expanded Learning Opportunities Grant Plan

- Expanded summer program encompassing both academics and enrichment
- Learning acceleration extended day classes
- Multilingual tutoring programs
- Summer bridging programs for transition years
Public Testimony - Goal 3
Board Comment - Goal 3
Quality Leadership, Teaching and Learning

Empowering All to Cultivate Optimal Student Learning Opportunities and Outcomes

“I love when we ask ourselves, ‘What would it look like if students and teachers could set goals together?’.” - Cheryl Pham, Principal
All students deserve to have culturally affirming learning experiences with highly effective educators, staff and school leaders who cultivate the genius in each one of their scholars.

To make this a reality, we will:

❖ Develop the **TEACH-LEAD San Diego Pipeline** to ensure staff reflect the diversity of our students.

❖ Ensure **high quality staff** are retained by providing culturally affirming workplaces and opportunities for growth.

❖ **Build the capacity of staff** to ensure all adults in our system have the knowledge and skills to confront and interrupt bias and racism and engage in processes to dismantle discriminatory procedures and systems.

❖ Cultivate **school leader professional growth** and development.

❖ Leverage a growth and development model to **build highly effective educators, leaders and support staff**.

❖ Build leadership content expertise in mathematics and literacy to ensure **students receive the highest quality instruction**.
The District will implement the TEACH-LEAD San Diego pipeline programs in order to increase the diversity of our staff to reflect the diversity of the student population. The pathways within this pipeline will provide:

- **Multiple entry points** to enter into the field of education or leadership.
- **An online platform to support** and monitor candidate progress.
- **Financial support for candidates**, training for hiring panels, leadership coaching/mentoring stipends, apprenticeships/employment opportunities for teacher candidates during their credential program and hiring bonus.
- **Continuum of support** for aspiring and new educators and leaders.
- Opportunities for existing educators and leaders to expand into **new roles as coaches and mentors** of aspiring and new leaders.
- **Induction programs** for educators and leaders.
- **National Institute for School Leadership (NISL) Executive Development Program** for selected LEAD San Diego Participants.

Seniors Brianna Brown and Aaron Chizhik share the importance of representation and how the TEACH-LEAD San Diego program will benefit our future.
In order to **ensure our staff reflect the diversity of our students**, the District will dedicate resources to retain staff through connection, support, growth and development:

- **Monitor diversity data**, retention efforts and job satisfaction and share this information site equity teams.
- Organize and support **employee resource groups**, also known as affinity groups, to **ensure all employees feel connected and supported**.
- **Develop and implement career ladders** using the National Institute for School Leadership (NISL) Executive Development Program design for site leaders and central offices leaders.
- **Provide micro-credentialing opportunities** centered around building anti-bias, anti-racism, inclusive and culturally responsive and sustaining classrooms.
In order to cultivate school leader professional growth and development, we will leverage our Principal Institutes, Leadership Labs, onsite coaching and feedback to build the knowledge and skills of our leaders:

- Provide Professional Development to strengthen leadership skills in research-based strategies to leverage data to accelerate students learning, outcomes and experiences.

- **Build content expertise in literacy and mathematics** in level-alike groups during leadership labs, with an opportunity to collaborate and share best practices.

- **Differentiated support** based upon student outcomes and the coaching needs of the school leader.

- Utilize evidence-based research strategies to develop a growth and development model for leaders designed to maximize organizational and professional impact.
In order to ensure educators and site leaders have the knowledge and skills to confront and interrupt bias and racism and engage in processes to dismantle discriminatory procedures and systems:

- **Anti-Bias and Anti-Racism Training** to develop and refine the capacity to support school teams as they build inclusive, culturally responsive and sustaining classrooms and workplaces.

- **Site Equity Teams** will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that leaders and educators of color are retained.

- Employee Resource Groups/ Affinity Groups and Professional Learning Networks will be developed to provide safe spaces for employees to connect, communicate, and collaborate around shared lived experiences and goals.
Educator Professional Growth and Development -(E3)

❖ The Educator Effectiveness and Empowerment (E3) is the District’s Growth and Development system.

❖ In order to ensure high quality instruction we will:

➢ Provide high-quality job embedded professional learning for school leaders to strengthen and refine their observational skills, gather evidence, conduct reflective conversations and provide feedback to educators.

➢ Utilize a professional learning platform to facilitate evidence-based growth and development cycles, focused on strengthening instructional practice.
In order to ensure high quality instruction in our classrooms, we will build content expertise for educators and leaders in mathematics and literacy to ensure students receive the highest quality instruction.

➢ Provide professional learning in culturally responsive math instruction through the San Diego Enhanced Math Initiative.

➢ Facilitate professional learning through cycles of inquiry and Professional Learning Communities (PLCs) structures.

➢ Utilize instructional rounds to strengthen observational practices.

➢ Build capacity through Professional Development cycles in early literacy strategies to strengthen the instructional practice of site educators and leaders to improve early literacy outcomes for students in TK/4-2nd grade.

➢ Analyze student data during PLCs to monitor student progress and refine educator planning to meet student needs.
Provide High Quality Educators & Staff

- The District shall assign the **highest quality** educators and support staff.
  - Continue to assign credentialed teachers to ensure students receive high quality instruction.
  - **Provide Professional Development** to ensure non-classroom certificated and classified staff are fully qualified to work in the roles they are assigned.
  - Continue to provide training and support to ensure all employees’ understanding of how anti-racism, anti-bias, inclusive and culturally responsive and sustaining classrooms and workplaces are built.
## Monitoring Progress

<table>
<thead>
<tr>
<th>Site Visits</th>
<th>Leadership Reflections</th>
<th>Credential Audits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Superintendent/Leaders classroom walkthroughs</td>
<td>Principal reflections/ feedback Growth on selected elements Meeting programmatic milestones</td>
<td>Assignment data Assignment monitoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Observations</th>
<th>Assessments</th>
<th>Student Connection Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Achievement data Observations and Feedback</td>
<td>Reading Assessments Fountas and Pinnell (Grades Tk-2) FAST (Grades 3-12) District Essential Math Indicators (Grades 2-12)</td>
<td>California Healthy Kids Survey (CHKS) Staff diversity data Retention data Job satisfaction data Employee Resource Groups/ Affinity Group Feedback Exit Surveys</td>
</tr>
</tbody>
</table>
**Major Investments & Measurable Impact**

**Investments**
- Educator Growth and Development
- TEACH-LEAD San Diego Pipeline Program
- Professional Development for Staff
- Classroom Teachers
- Multilingual Teachers
- Special Education Teachers
- Classified Staff
- Leadership and Learning
- Assignment Monitoring

**Impacts**
- Availability of standards aligned instructional materials
- English Learner Progress Indicator English proficiency
- English learner Reclassification Rate
- Completion of A-G course sequence with grades of C or higher
- California Assessment of Student Performance and Progress (CAASPP)
- High school graduation rate/dropout rate
- Increased diversity and retention of staff
- Highly Qualified Educators
- All employees will understand how anti-racism, anti-bias, inclusive, and culturally responsive and sustaining classrooms and workplaces are built and maintained.
- Early Assessment Program (EAP) results
- Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses)
Public Testimony - Goal 4
Board Comment - Goal 4
Family and Community Engagement With Highly Regarded Neighborhood Schools

Family and Community Members Engaging Within and Across Schools to Support Student Learning

“Open communication builds trusting relationships.” - Mahogany Taylor, Parent
Our Why

We believe family and caregiver engagement makes a positive difference in student outcomes.

❖ **Strengthen** Connections & Relationships to Engage Families.
❖ **Share** Leadership & Elevate Family and Community Voice.
❖ **Engage** Families as Partners to Accelerate Student Learning.
Building Connections & Relationships to Engage Families

- **Implement and train** schools, families and community members on a research-based **Framework for Families and Community Engagement**.

- **Conduct Family Listening Tours** for each cluster to understand what is working, what needs to change and gather ideas for future family workshops.

- **Ensure welcoming school environments** unique to our school communities.
Shared Leadership & Elevate Family and Community Voice

- **Expand and integrate our Stakeholder Team** to provide input on Local Control and Accountability Plan (LCAP), complete needs assessments, support with student attendance and improve stakeholder feedback.

- Provide site leaders with **strategies on conducting a Needs Assessment Process** for the Site Plan for Students Achievement (SPSA) with English Language Advisory Committee and School Site Council.

- Provide cluster training on the Framework for Families and School Engagement to **build understanding, alignment and expectations** for processes and organizational conditions needed for trusting relationships.
Efforts Linked To Student Learning

- Expand High Impact Home Strategies to reflect TK/4-2nd grade Literacy Initiative.
- Continue Monthly Parents as Partners Meetings.
- Family training on Reclassification, Grading Policies and Equity through Anti-Bias and Anti-Racism.
- Language specific workshops to increase family access to district initiatives.
- Focus on the importance of attendance.
Identify 3 to 5 Community Schools in high-need areas to provide whole child services and universal support to families:

❖ Schools become centers of the community.
❖ Each community school is a reflection of local needs, assets and priorities.
❖ Establish partnerships between a public school and key community resources.
❖ Schools and community partners share leadership to create and then implement a vision of student and school success.
❖ Commitment to partnerships and to rethinking relationships based on a strong foundation of trust and respect.
Monitoring Progress

Self-Assessment
Collect baseline perception data on welcoming environments

CA Parent Perception Survey
Analyzing Summative Data

Student Attendance
School & District Data
Chronic Absenteeism

Family Attendance & Feedback
School & District events
Training Sessions & Workshops
Major Investments & Measurable Impacts

Investments

❖ Family and Community Engagement
➢ Training
➢ Workshops
➢ Outreach
➢ Community Schools

Impacts

❖ Student Attendance Rate
➢ Chronic Absenteeism Rate
➢ School Enrollment Patterns – Neighborhood Participation Rates
➢ School Enrollment Patterns – Cluster Articulation Rates
➢ California School Parent Survey - Meaningful Engagement (return rate)
Building Connections

Meaningful Relationships to Engage Families
Principal & Parent Voice Video Presentations
Public Testimony - Goal 5
Board Comment - Goal 5
Goal 6

Well Orchestrated Districtwide Support Services and Communications

Supporting Student Success Through Quality Schools in Every Neighborhood

“My kids love the meals we pick up from the schools! And I really appreciate knowing they have good food to keep them focused to learn.” - SDUSD Parent
All students deserve to be served at a quality, fully supported school with learning environments worthy of our students and their families.

To make this a reality, we will:

❖ Ensure all parts of the organization **work together to support student success** through quality schools in every neighborhood, emphasizing the maintenance of a robust family connection and communication system.

❖ Ensure learning materials and resources are **readily accessible** and that facilities are **well maintained and safe** to create an environment where students can thrive.

❖ Ensure students have **access to services that support their learning** such as transportation, technology/connectivity and nutritious meals.
Provide Robust Communication and Comprehensive Feedback System

- District-wide communication systems will be **enhanced to ensure improved communication** with staff, students and families.
  
  ➢ **Improve and refine** school websites to be more user friendly.

  ➢ **Expand the use of digital communications** including text messaging, webpages, electronic newsletters, social media, streaming and on-demand videos and PowerSchool parent portal.

  ➢ **Continue to provide translation services** to more effectively serve a wider range of students and families.

  ➢ Develop a process to **regularly solicit feedback** from our stakeholders to continuously improve our services to students, schools and families.
The District’s communication will ensure families have **access and customized support to understand the enrollment processes** for their children in all programs, infant to age 22, in their neighborhood school or school of choice:

- Ensure schools are **accessible for families** (e.g. school tours, written materials, etc.) to learn more.
- Continue to **streamline process** for families enrolling in early learning programs including students receiving special education services.
Providing Learning Materials, Technology & Resources

The District will ensure it maintains sufficient instructional materials and resources including learning and curriculum applications and technology aligned to grade level content standards:

➢ **Provide and support student learning devices** (computers) for all students.

➢ **Integrate and support instructional applications**; leverage technology, such as Clever, to allow students, staff and families to access these applications in one place.

➢ Continue the **Family Technical Support Services** through the 2021-22 school year.

➢ **Update classroom equipment** including interactive flat panel displays, sound systems and portable web cameras.
Well-Maintained Facilities

- All schools and their systems will be well-maintained and in good repair:
  - Continue to **utilize the State’s Facility Inspection Tool (FIT)**, identify deficiencies and immediately remediate to render a FIT score of “good” or “exemplary.”
  - Continue leveraging solar and other sustainable energy sources to **operate in a sustainable and environmentally responsible manner**.
  - Continue to **provide drinking water that is of the highest quality**, with all drinking water outlets providing filtered water.
  - Ensure indoor air quality in all classrooms to **exceed standards** and **provide a healthy learning environment** for our students.
Providing Nutritious Meals & Transportation

❖ The District will continue to serve high-quality nutritious meals:

➢ For 21/22 school year, the District will provide 21 meals* (breakfast, lunch, and dinner) per week to all students regardless of their free and reduced eligibility as allowed by the U.S. Department of Agriculture.

➢ Distribution sites (curbside locations) and other methods will be utilized to ensure meals are readily available for students that are attending school online.

❖ Transportation services will be provided to eligible riders as defined by law and in accordance with the District’s integration programs.

* - Pending USDA authorization for weekend meals
Monitoring Progress

Website & Application Analytics
- Visitor traffic and interaction
- Social media interaction
- Customer feedback

Sustainability Reports
- Drinking Water Testing & Bottle Filler
- Installation Status
- Indoor Air Quality Monitoring and Reporting

Service Feedback
- Customer feedback and survey data

Williams Settlement/School Accountability Report Cards
- Facility Inspection Tool
- Textbook Sufficiency

Financial Reports
- Interim Reporting
- Annual Reporting

Meal Distribution
Major Investments & Measurable Impacts

**Investments**

- District website, electronic newsletters, social media, streaming, PowerSchool Parent Portal and SchoolMessenger
- Translation services
- Online enrollment tools for families; training for staff
- Instructional materials, technology, and resources including web-based applications and video conferencing
- Services to maintain a healthy, safe and clean environment
- Nutrition services
- Transportation services

**Impacts**

- Students and families will have increased access to materials, improved user experience and increased level of multilingual support
- All students provided instructional materials including devices and applications
- School facilities are clean, well maintained and worthy of our students
- All students will have access to 21 meals per week in the 2021-2022 school year (Pending USDA authorization for weekend meals)
- Eligible riders will be provided with safe transportation
Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District

Goal 2: Access to Broad and Challenging Curriculum

Goal 3: Accelerating Student Learning with High Expectations for All

Goal 4: Quality Leadership, Teaching and Learning

Goal 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Goal 6: Well Orchestrated Districtwide Support Services and Communications
Vision 2030
Public Testimony - Goal 6
Board Comment