

VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD BOARD WORKSHOP: 2018-19 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Special Meeting, Ballard Parent Center
June 7, 2018



Vision 2020 Quality Schools in Every Neighborhood





VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD

2018-19 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)



San Diego Unified School District
"User Friendly" Format

Board of Education Workshop

6-7-18

Our Stakeholders

AASD

ASB

Cluster Representatives

Community Members

CTEAC

DAC

DELAC

GATE DAC

OSS

OTBS

PARA

Parents

POA

Principals

PTA

SDEA

SpEd CAC

Students

Teachers





Stakeholder Engagement Cycle

- **September**: Quality Schools in Every Neighborhood (QSiEN) Awards
- **October-May**: Vision 2020/LCAP Reports to Board; Reports then available to stakeholder groups for review and feedback
- **November**: LCAP and Budget Surveys (Site Level SSCs, SGTs)
- **January**: SBB process includes stakeholder engagement
- **Mid-May**: Early draft 2018-19 LCAP document available for stakeholder review and feedback, including DAC and DELAC
- **Through Mid-June**: Online survey tool available for stakeholder feedback on the early draft
- **June**: Open public meetings - Workshop, First Reading, Adoption

LCAP Goal 1



A² Academics

High Reliability Schools

Strategic Plans

Student Centered Coaching Cycles



Alice Birney Elementary, an IB World School



Think globally, learn locally.

Principal: Amanda Hammond-Williams

How did we achieve this goal, and how might others replicate our success?

DEFINE YOUR IDENTITY COLLABORATIVELY What are your strengths?

- PICK SOMETHING YOU CAN ALL AGREE ON AND STICK TO IT WITH A LONG TERM VISION

Our pathway to change: International Baccalaureate Primary Years Programme

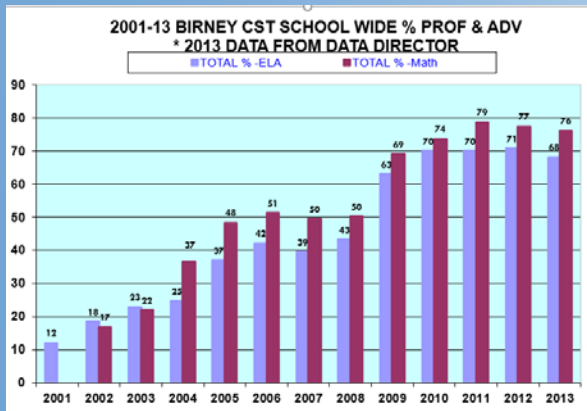
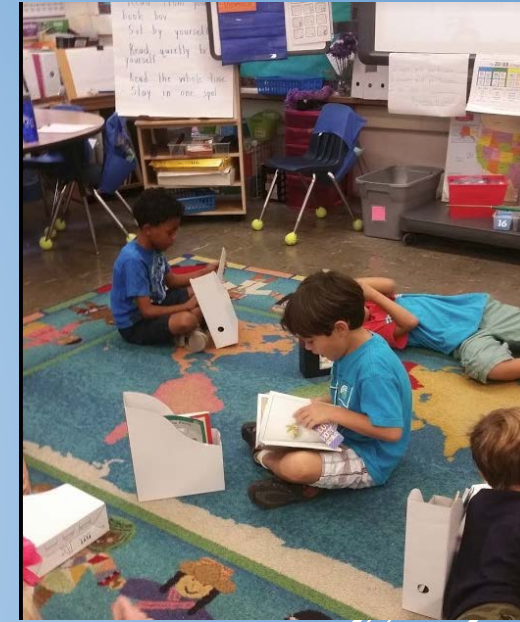
5-year self-study and evaluation cycle: The reason for not veering from the pathway

IB Values reflected in PYP Standards: Inclusive, school-wide, horizontally and vertically aligned

Program of Inquiry - all subject area standards grouped under 6 big themes:

How We Organize Ourselves, Who We Are, Where We Are in Time and Place,

How We Express Ourselves, How the World Works, Sharing the Planet



Collaboration

- Working together as a group, with shared responsibility to take substantive decisions in order to meet a common goal

Alice Birney Elementary
INTERNATIONAL STUDY MAGNET
3rd Grade IB Curriculum

Who We Are	Where We Are In Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p>Central Idea Who we are from the values, attitudes, and actions of individuals who influenced society in a positive way.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How and why individuals shape our society The kinds of roles and attitudes great role models have What we can learn from role models 	<p>Central Idea People identify national identities through religious beliefs, customs, and various institutions.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Impact of geography on the Native American Culture Early Native Americans in California How Native Americans used tools Beliefs, customs, or stories of early Native Americans 	<p>Central Idea Beliefs, opinions and experiences our emotions leads to self awareness and empathy for others.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Understanding our feelings/emotions and the feelings/emotions of others Communicating our feelings/emotions to others 	<p>Central Idea Energy comes from many forms and is stored and used in many ways.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Forms of energy Human's use of stored energy How energy travels Affects of energy on our lives 	<p>Central Idea Local and global communities are interconnected through trade.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The impact the global economy has on the local economy The impact local economy has on the global economy How supply and demand affect trade 	<p>Central Idea The choices people make have an impact on our world.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Our responsibility in making, including or preventing pollution How we can affect change



**SDUSD
BUILDING ACADEMICS & AGENCY**

A²

Enhancing Resilient & Responsive Classrooms
Exponentially Accelerating Outcomes for ALL

A²



Academics

Developing Highly Reliable Schools



MARZANO Research

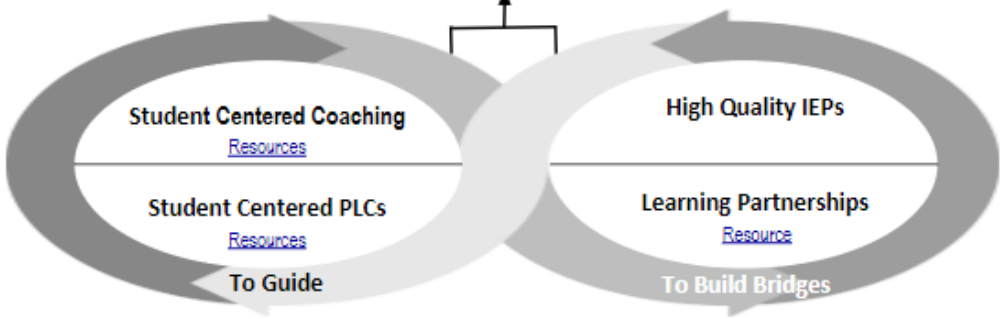
- 5) Competency-Based Education
- 4) Standards-Referenced Reporting
- 3) Guaranteed and Viable Curriculum
- 2) Effective Teaching in Every Classroom
- 1) Safe and Collaborative Culture



Strong Equity Leadership

[Resource](#)

We develop equity leaders who unlock genius one student at a time and maximize growth in every interaction.



- #1 Strengthening Standards Based Tier 1 Instruction [Resources](#)
- #2 Providing Integrated Multi-Tiered Systems of Support
- #3 Engaging Parents, Families, & Communities

by

Our work is about Widening the sphere of success with relentless focus on student learning [Resource](#)

We believe in Strong literacy instruction, authentic collaboration, meaningful engagement & assessment and relational trust [Resources](#)

At San Diego Unified we are committed to creating	Quality schools in EVERY neighborhood	Unlocking genius one student at a time; Maximizing growth and joy in every interaction
---	---------------------------------------	--

Ensuring Strategic Alignment



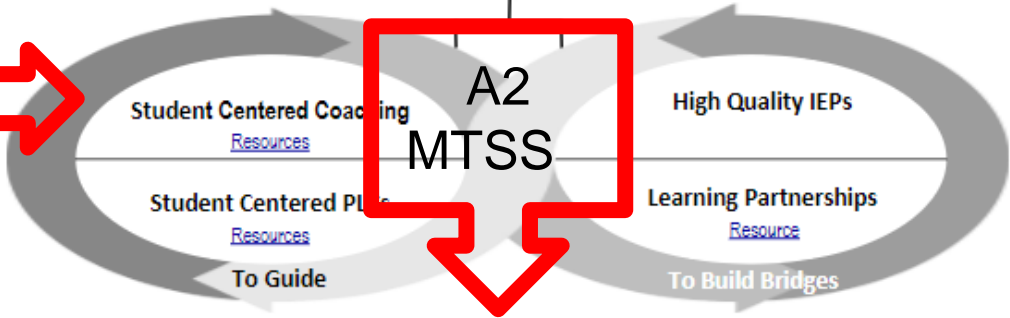
Strong Equity Leadership

[Resource](#)

We develop equity leaders who unlock genius one student at a time and maximize growth in every interaction.

SSCC

GVC



- #1 Strengthening Standards Based Tier 1 Instruction [Resources](#)
- #2 Providing Integrated Multi-Tiered Systems of Support
- #3 Engaging Parents, Families, & Communities

by

Our work is about Widening the sphere of success with relentless focus on student learning [Resource](#)

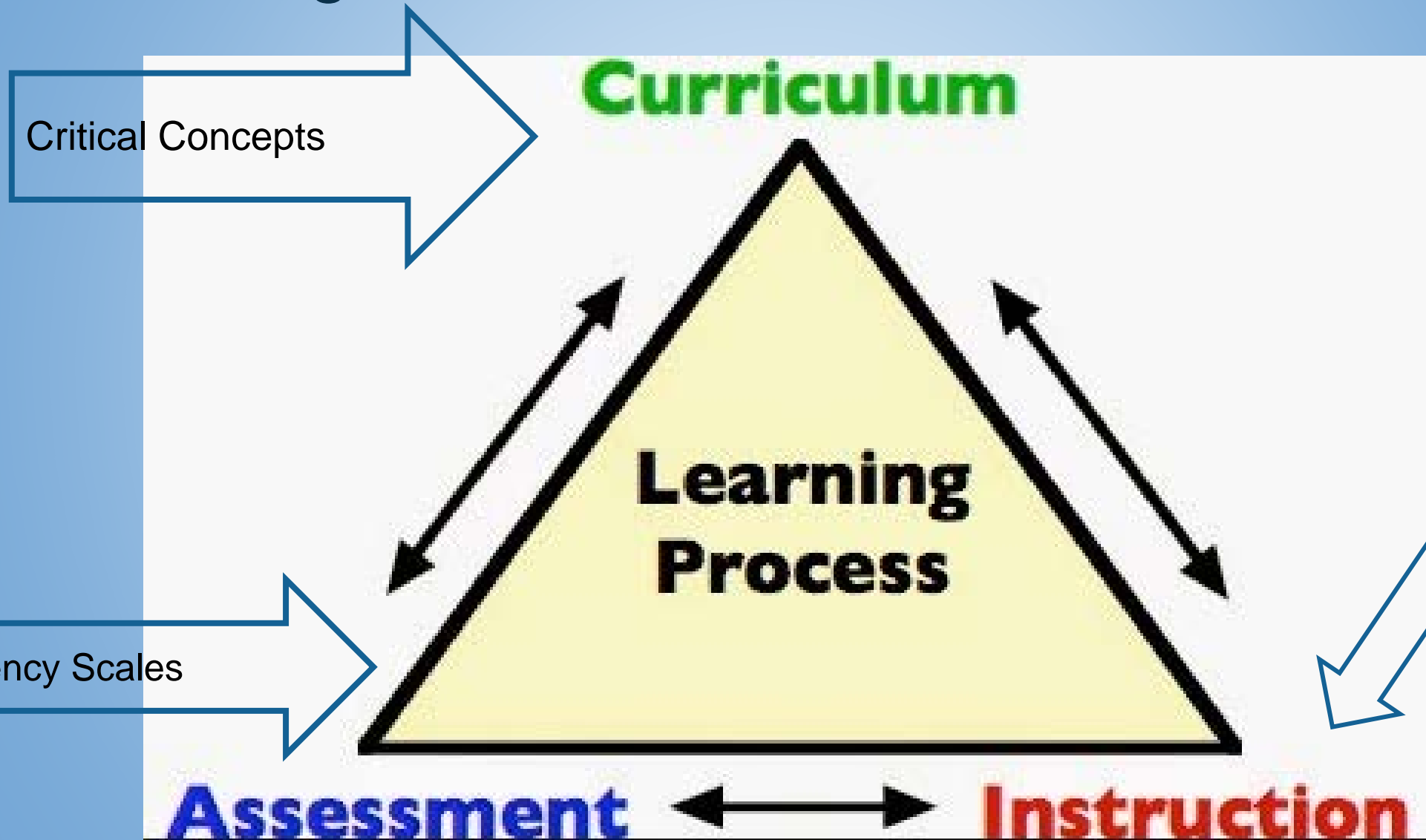
We believe in Strong literacy instruction, authentic collaboration, meaningful engagement & assessment and relational trust [Resources](#)

At San Diego Unified we are committed to creating Quality schools in EVERY neighborhood

Unlocking genius one student at a time; Maximizing growth and joy in every interaction

Strategic Plans

Guaranteeing a Viable Curriculum





Data Analysis

What is the current reality around student performance or achievement gaps? What does trend data tell me about student needs at my school?



Identifying Area of Need and Possible Root Causes

What are possible root causes of the areas of underperformance or achievement gaps?
What observations will I need to conduct?



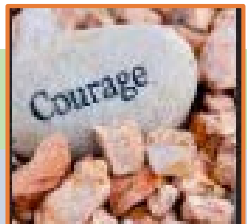
What Needs to Change

What needs to change in order for students to achieve at higher levels? What is the ideal state?



Why Change

Why is this change important? Why is this change necessary right now for my students?



Call to Action and Leadership Considerations

How will I shift the culture, instruction, curriculum and structures to create conditions for change?

Strategic Planning

Hernan Baeza's
Leadership.

Sarah Ott's
Leadership



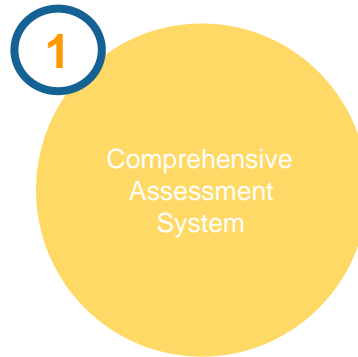
Ensuring every leader
begins the year with a
strategic plan to
move more students into
the sphere of success.

A²

Essential
ELEMENTS

A²

Essential Elements Comprehensive Assessment System



Assessing whether students have reached the intended learning goals.



High Quality Standards based instruction for ALL students.

LEADERSHIP

PROGRAM EVALUATION

FIDELITY OF IMPLEMENTATION

ON-GOING PROFESSIONAL DEV.

A²

Essential Elements Comprehensive Assessment System

LEADERSHIP

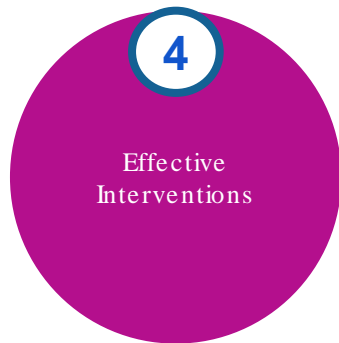
PROGRAM EVALUATION

FIDELITY OF IMPLEMENTATION

ON-GOING PROFESSIONAL DEV.



Classroom approaches that provide opportunities for large and small-group instruction based on student needs promoting students' academic, SEL and behavioral progress.



Integrated instruction and interventions delivered in varying intensities to meet and match students' needs.

A²

**INCLUSIVE
SOLUTION SEEKING PROCESS**

BUILDING RESILIENT & RESPONSIVE
CLASSROOMS

INCLUSIVE SOLUTION SEEKING PROCESS

How would you ensure this process is inclusive of students with disabilities?

TEAM DEVELOPMENT



Develop an integrated team of key stakeholders committed to a relentless focus on student learning

UNIVERSAL SCREENING

Utilize consistent formal procedures to collect student performance data



DIAGNOSTIC ASSESSMENT



Identify root causes and particular areas of need for targeted intervention

INCLUSIVE SOLUTION SEEKING PROCESS

How would you ensure this process is inclusive of students with disabilities?

PRESCRIBE, DESIGN & INTERVENE

Target interventions
to accelerate
outcomes for students



PROGRESS MONITORING

Monitor the extent to
which students benefit
from designed
interventions



PROGRAM EVALUATION


Assess implementation
fidelity and student
outcomes


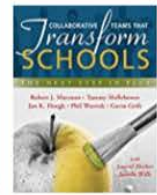


A² Professional Development

District Goal: Widening the Sphere of Success with a Relentless Focus on Student Learning

2018-19 DRAFT Year-At-A-Glance
Principal Professional Development for School Leaders



	A2 Overview, Rationale and Building Common Understanding	High Quality Tier 1 Instruction and A2	Prescribe, Design and Intervene	SPSA and A2: Setting Goals for 2019-2020	
Principal Institutes	Preparing Leaders to Lead a Comprehensive A2 Rapid Response System in 2018-19				<p>Principal Showcase</p> <p>Genius Hour</p> <p>May 2019</p>
	<ul style="list-style-type: none"> Student Case Study What is A2/IMTSS? Essential Elements of A2 Model Implementation Process Introduce Guiding Questions <p style="text-align: center;">August 2018</p>	<ul style="list-style-type: none"> How do we define high quality Tier 1 academic instruction? How do we define high quality Tier 1 agency instruction? Implementing Universal Screening to assess Tier 1 (Lexile, MDTP, SE) Monitoring Tier 1 instruction throughout the year via universal screener, site summative data and classroom observations. <p style="text-align: center;">September 2018</p>	<ul style="list-style-type: none"> What intervention options are appropriate to address the targeted student need? Who is responsible for providing this instruction and in what setting and frequency? How will the student's formal assessments and IEP be used to identify appropriate intervention participation for SWD? How will this be documented in the IEP? Triad sharing of design structures, schedules and staffing. <p style="text-align: center;">December 2018</p>	<ul style="list-style-type: none"> Ensuring SPSA goals are aligned to your A2 Plan. Ensuring resources (financial and human) are aligned with your A2 Plan. Communicating your plan to your site community stakeholders. <p style="text-align: center;">March 2019</p>	
Leadership Labs	From Theory to Practice: Digging Deeper into A2 Essential Elements and Best Practices				 <p>JOHN P. KOTTER Author of <i>Leading Change</i>, <i>21st Century Schools</i> and <i>The 7 Habits of Highly Effective People</i></p>
	<ul style="list-style-type: none"> Site "FIA"-like Self-Assessment Asset mapping of A2 Design A2 school plan <p style="text-align: center;">August 2018</p>	<ul style="list-style-type: none"> Difference btwn universal screener and diagnostic assessment Share examples of monitoring systems for ELA, Math, SE Develop common cluster monitoring metrics <p style="text-align: center;">October 2018</p>	<ul style="list-style-type: none"> How and when will the effectiveness of the intervention be evaluated? Did the intervention yield significant results for students? What program modifications are necessary? <p style="text-align: center;">January 2019</p>	<ul style="list-style-type: none"> How would A2 support be written and documented in the IEP? At what point do we consider assessment? What happens when a parent requests assessment? Using what we know about the student's disability to prescribe and design intervention Monitoring your SPED program effectiveness. <p style="text-align: center;">April 2019</p>	
Triads	Area Superintendent Site Visits and Triad Support and Follow Up on Institute and Leadership Lab Professional Development Foci				 <p>High Reliability Schools</p>

AS Site Visits

Triads

Student-Centered Coaching Cycles

2018-2019



Student-Centered Coaching Cycles

A TK-12 strategy designed to impact student outcomes

60 Elementary schools

12 Secondary schools

The data shows we are making a difference!

We are working to close the achievement gap

- Intensive focus on English learners, students with disabilities, and African American students
- Assessment-driven instructional decisions
- Differentiated instruction
- Start early and work across disciplines

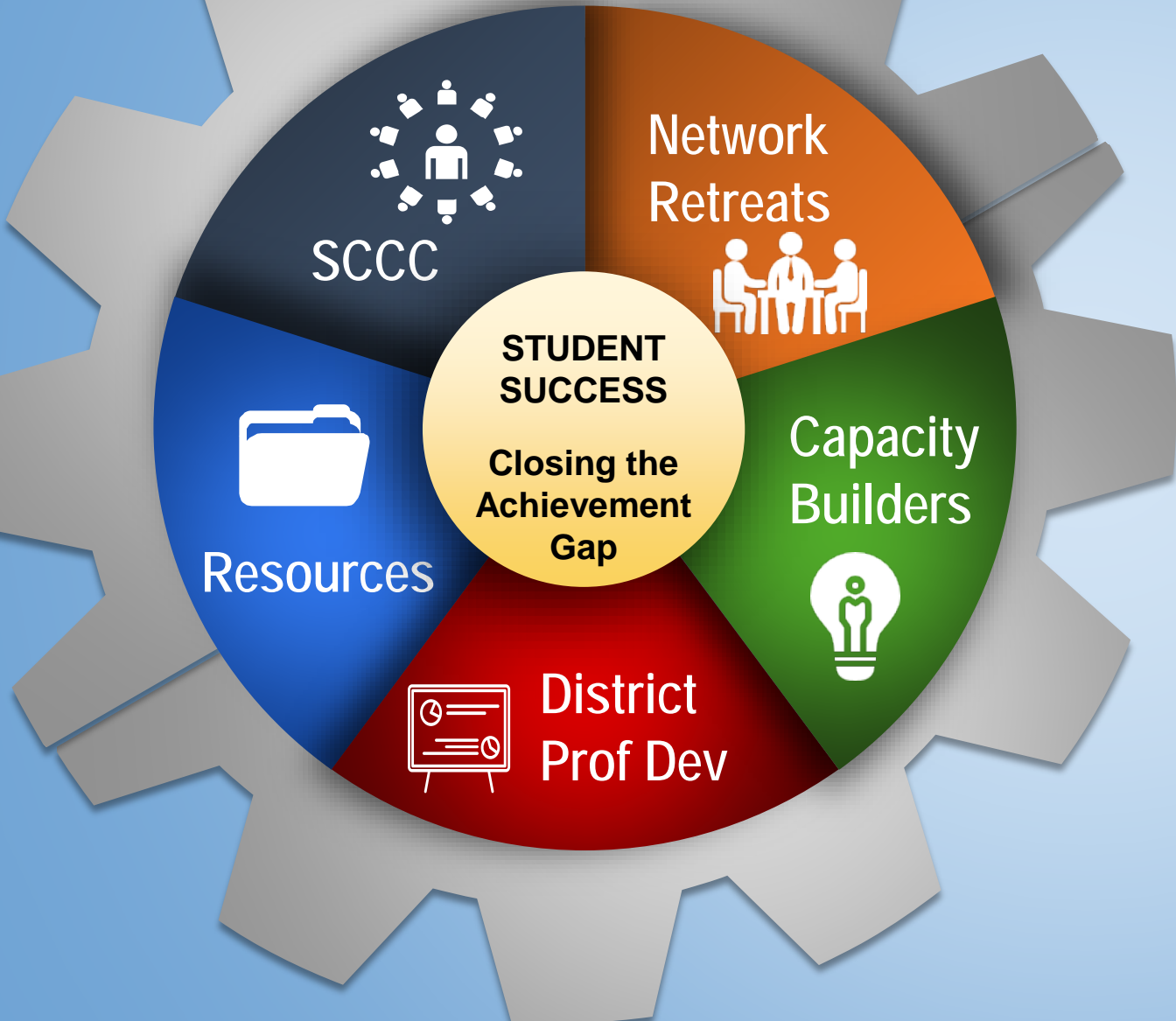
Sustain, Replicate, Scale: Coaching for Independence

- Setting growth goals before, during, between, and after coaching cycles
- Leveraging existing structures/processes
- Creating new structures/process

Moving Forward: 2018 -2019



Sustainability



- Student Centered Coaching Cycles

60 Elementary
12 Secondary

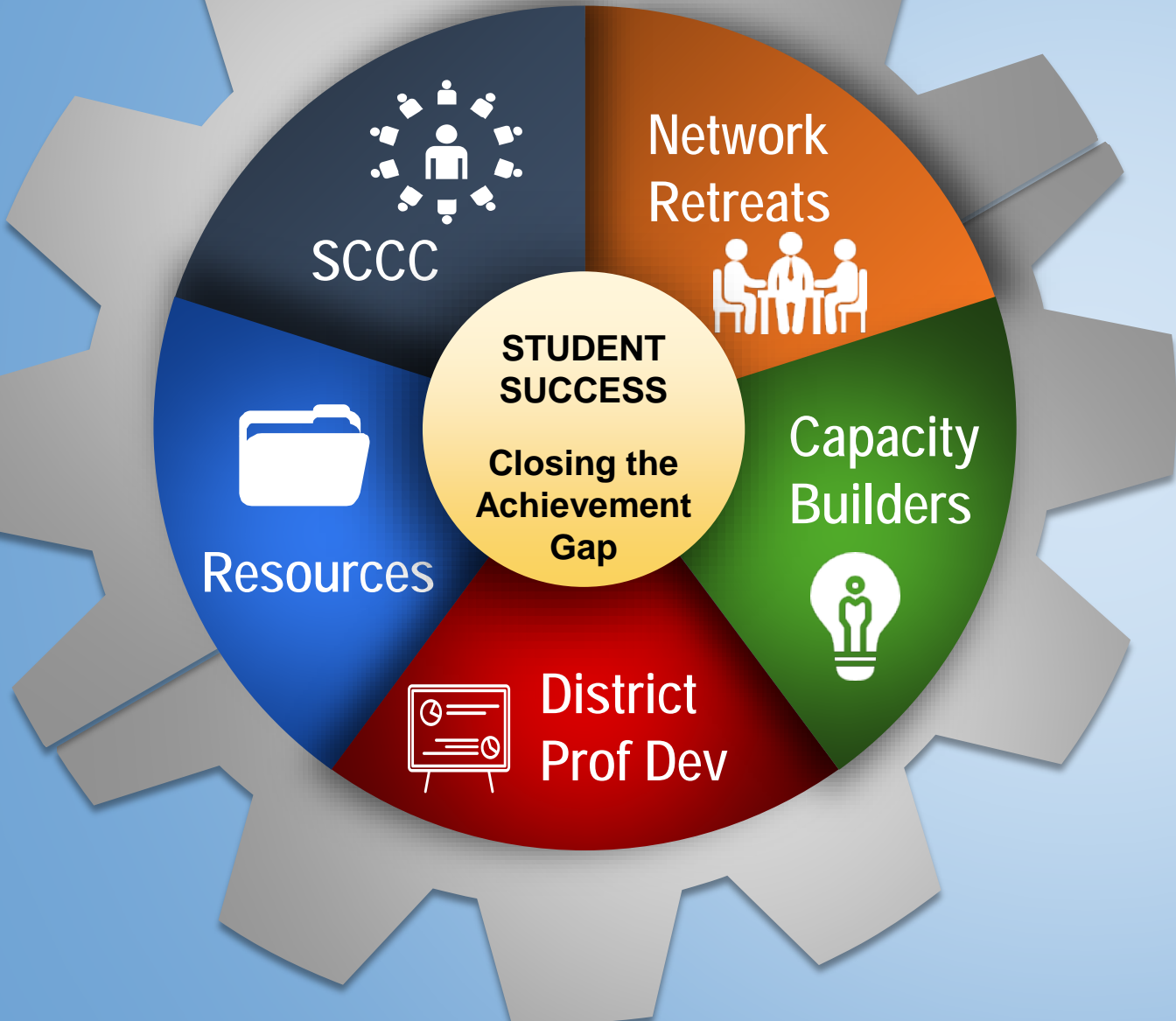
- Network Retreats

72 Schools
288 Teachers
Continuing professional learning
Integrating academics and agency

Moving Forward: 2018 -2019



Sustainability



- Capacity Builders

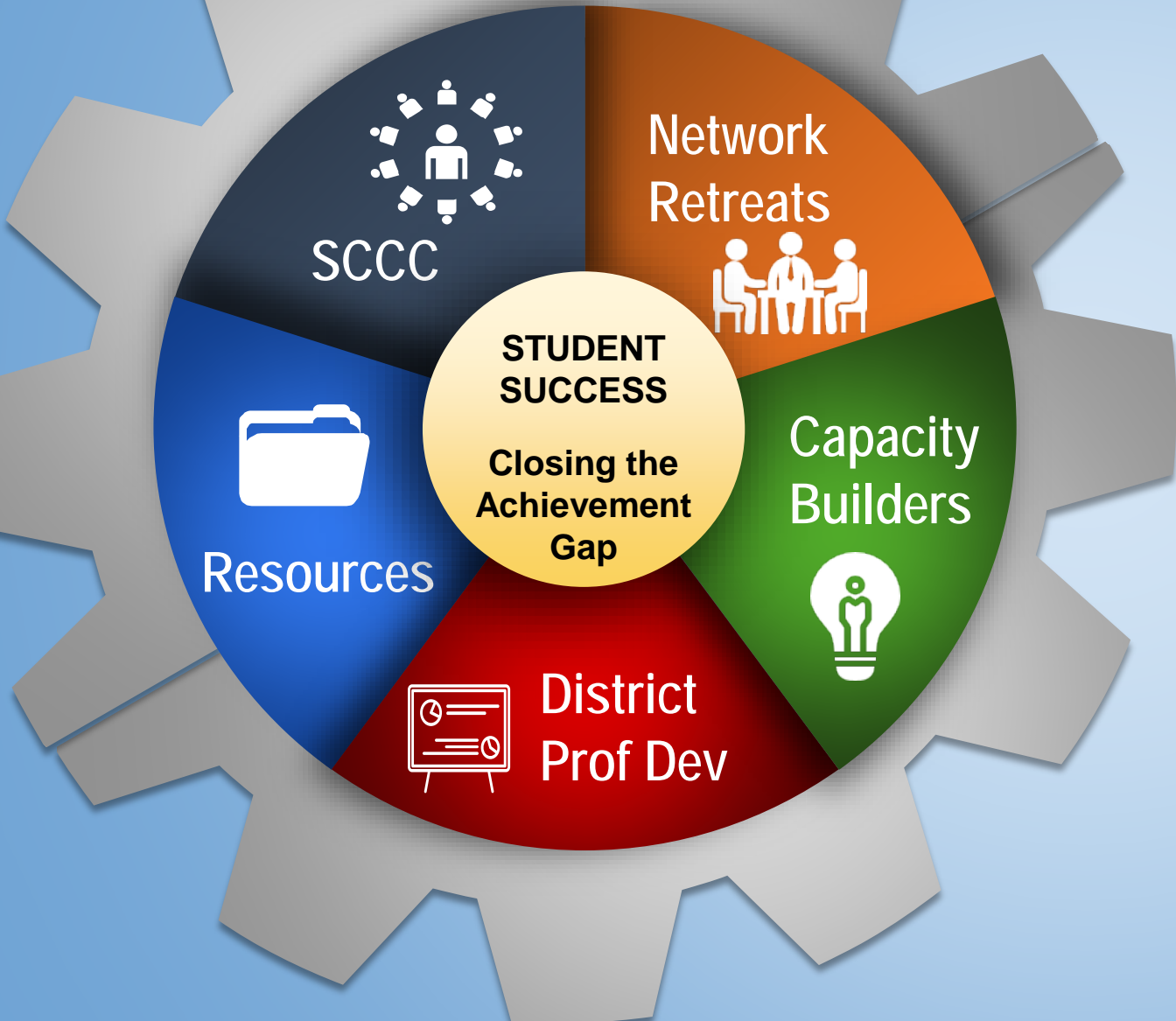
Available to all 172 schools
688 Teachers
Cultivating teacher leaders
Increasing professional learning networks

- District Professional Learning

All schools TK-12
Mini-courses of study
Unit planning

Moving Forward: 2018 -2019

Sustainability



● Resources

- Critical Concepts
- Proficiency Scales
- ELD Bundles
- RELY

The question is not, is it possible to educate all children well? but rather, do we want to do it badly enough?

Deborah Meier

We can't let logistics, budgets, or resources deter us. Our students are waiting for us to teach them what they need, when they need it, in the way that they need it.





Public Testimony & Board Comments

LCAP Goal 4



STRATEGIES TOWARD BUILDING AGENCY

Social & Emotional Learning

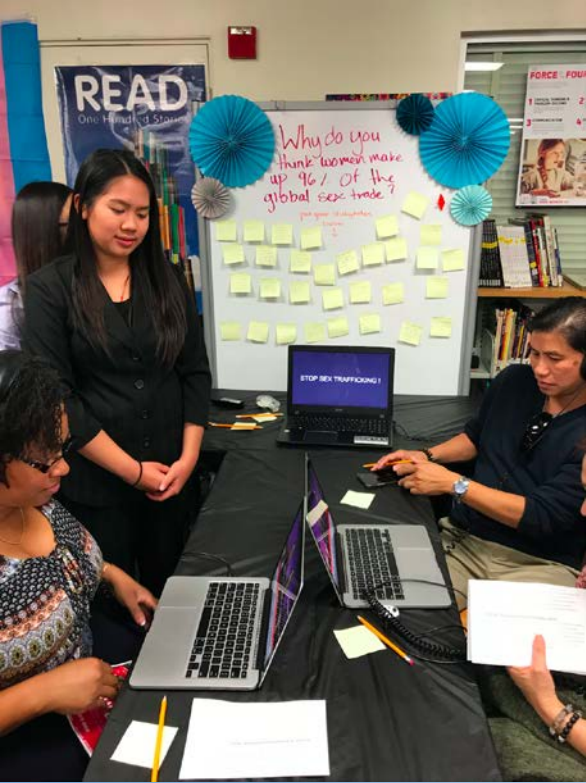
Positive School Culture

Youth Advocacy & Empowerment

Programming & Sustainability

Community Partnerships





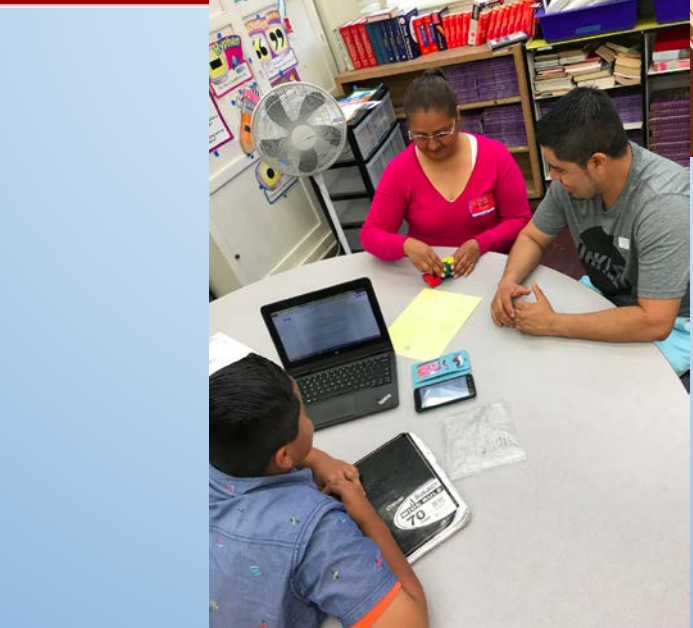
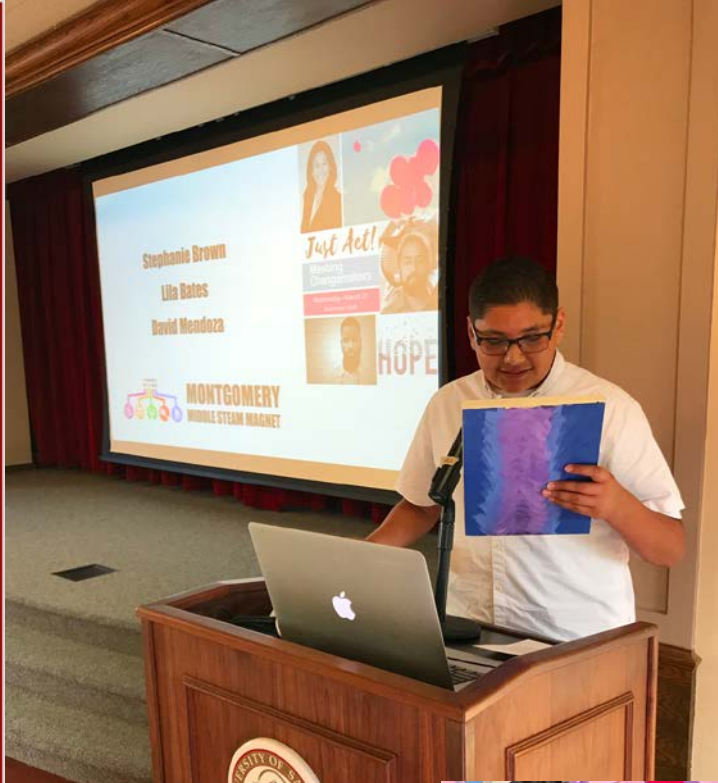
"ARTISTS OFTEN SEE THEIR PLACE TO PROVOKE, TO VOICE AND TO ENLIGHTEN."

black lives matter

WAR Destroys
WEALTH DISPARITY
WORLD HUNGER POVERTY
bullying **racism**
WAR ON DRUGS
immigration
JUSTICE SYSTEM **gender equality**
unsanitary water school integration CIVIL RIGHTS
LGBTQ+ SEXUAL ASSAULT
human TRAFFICKING
quality
education
braceros farm workers
homelessness
gun control

M MONTGOMERY STEAM MAGNET

8 SOCIAL JUSTICE GRADE **ART GALLERY**



How did we achieve this goal, and how might others replicate our success?

We created a vision for how we want our students to experience school.

Our “Be Nice” campaign has increased safety on campus and a culture of reporting.

We use of Restorative Justice as a standard of practice.

We create opportunities for students to share their learning through the use of Student-Led Conferences and Exhibitions.



Promoting Cultures of Collective Care

Integrated Youth Services

A²



Agency

Social Emotional Learning Focus

Create sustainable pathways for the development of SEL
Teach, grow and measure SEL competencies
Structure SEL opportunities embedded into current instructional models



MEANINGFUL CONNECTIONS

STRENGTHEN SELF-COMPETENCIES

AMPLIFY PRACTICES



Positive School Climate

Maintaining respectful, trusting, and caring relationships throughout the school community

Positive School Climate

CAL-SCHLS Survey

Implementation & Data Analysis

Build Staff Agency:

Learning and applying best practices
for safe and inclusive learning
environments

Enhancing Physical & Emotional Wellness
Prevention & Early Intervention



Youth Empowerment

a thousand voices. a single dream. unified

YOUTH **A** **D** **V** **O** **C** **A** **C** **Y**



Youth Advocacy & Empowerment

Emerging

Student voice and agency across departments

Where we are:

- Student Equity Ambassadors and ASB Council of Presidents

Student Voice by department:

- Restorative Justice Ambassadors (HS)
- Wellness Ambassadors (MS/HS)
- GSA Collaborative & GSA Leadership Academies (MS/HS)
- Counseling Champions (HS)

Enhancing

Collective student voice and agency

Where we want to build:

- Establishing a collective of all student voice groups
- Developing RJP and CYT student voice groups to join the collective
- Expanding grade level student voice to include elementary

Sustaining

Schools as hubs for student voice and agency

Where we want to go

- Student-centered school communities where student voice is leveraged to ensure the needs of all students are met and all students feel empowered to make positive changes to their schools, feel a sense of belonging to their campus, and thrive academically and personally

Process for Building Agency at Sites

1

Establishing structures to develop & maintain student-led organizations

What are the current student-led organizations?

2

Identify student leaders

How can student voice inform how schools determine the needs of students?

3

Identify Opportunities to Support Student Needs

What insights does listening to student voice give to school leaders and staff?

4

Learn and Grow as a School

What resources will be needed to support students' needs



Programming & Sustainability



Aligning
Sustaining
Designing
& Growing
AGENCY

Program
implementation
aligning inter -
department
initiatives

Collective data
points for
program
implementation

Sustaining Multi -
Tier Levels of
Support &
Services

Sustain Train of
Trainer Model
and Building
Capacity

District Wellness Initiative

Implementation

Building Alignment
&
Sustainability

Governance:

District Wellness Council

School Wellness Committees

Student Agency:

Student Wellness Ambassadors



Site Implementation:

Wellness Institute

School Site Wellness Program

Central Offices Wellness Program

Care Coordination:

Student Wellness Centers

VEBA Resource Center

Community Partnerships



Community collaborations enhancing systems of prevention and intervention
Enhancing our collective work with intentional partnership coordination

SDUSD has many strong partners, these are just a few of many organizations that support an integrated approach...





**SDUSD
BUILDING ACADEMICS & AGENCY**

A²

Enhancing Resilient & Responsive Classrooms
Exponentially Accelerating Outcomes for ALL



Public Testimony & Board Comments



LCAP Goal #2





*Where Students Come and
Learn About Being
Multicultural, World
Citizens*



**A Dual Immersion School
Principal: Amy Griffiths**



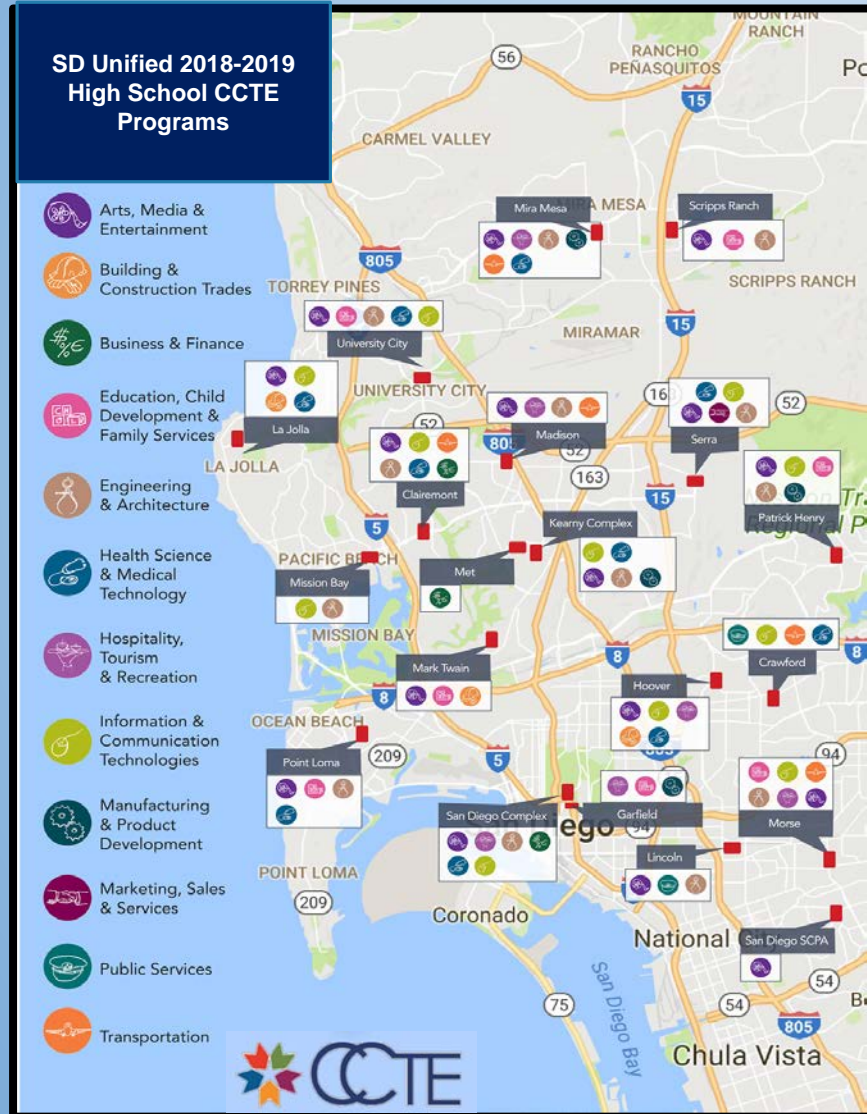
How did we achieve this goal, and how might others replicate our success?

- Our Two-Way, 90/10 Dual Immersion Spanish/English Program, and how it supports a broad and challenging curriculum
- Ways that we support students in combination classes
- How do we ensure students continue to excel even once they've achieved grade level standard proficiency
- Ways that we engage parents to understand our broad and challenging curriculum and how we empower them to support the learning at home with their child
- Our supports for GATE and GATE cluster students to continue to excel- what this looks like in a multi-grade level model

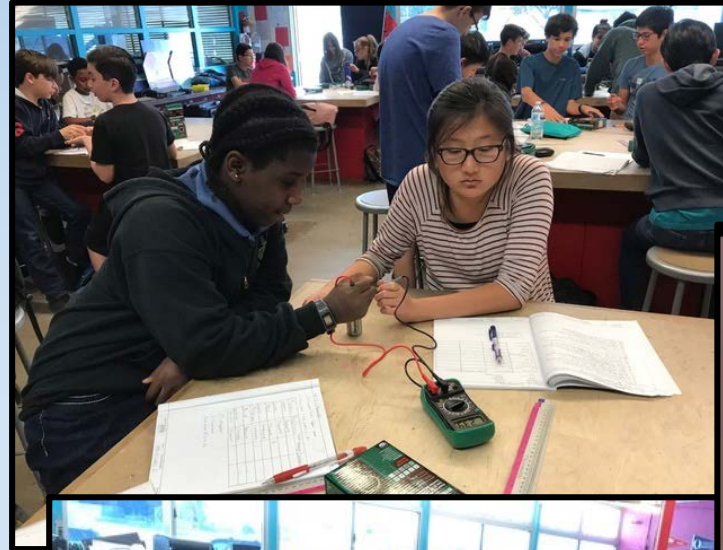
Pathway Alignment to SD STEAM Industry



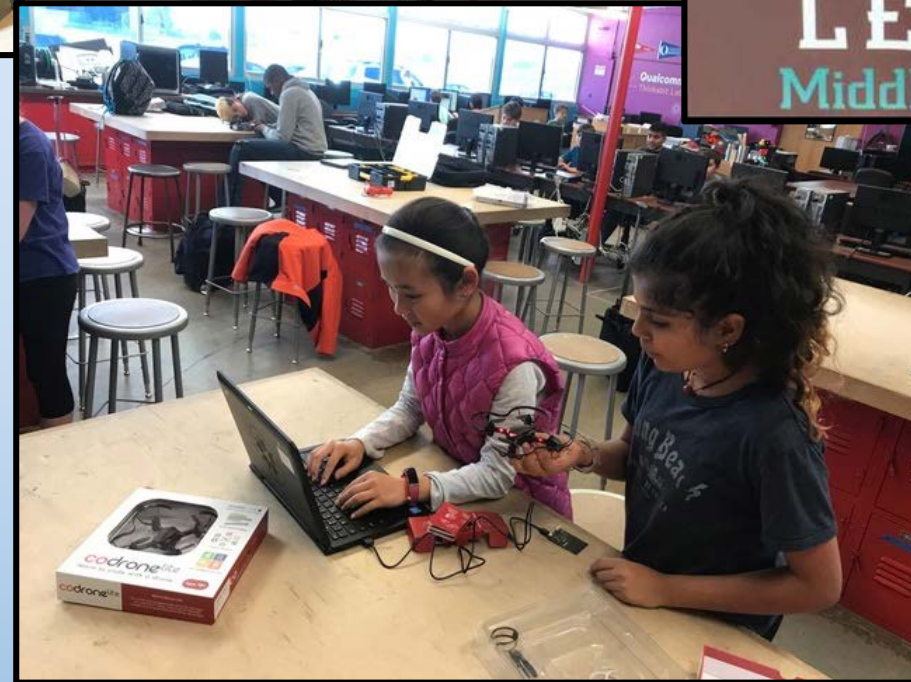
Pathway Alignment to SD STEAM Industry



Qualcomm Thinkabit Lab @ Lewis



Qualcomm
Thinkabit Lab™
LEWIS
Middle School



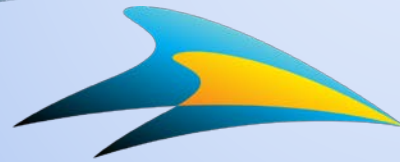
Middle School Genius Labs



- 11 Genius Labs
- 6 new middle school labs scheduled for Summer 2018
 - ~\$90K investment at each site
 - Equipment includes, laser cutter, multiple 3D printers, Vinyl cutter, new workbenches, new computers and updated presentation stations.
- Project Lead The Way training is provided to teachers

Partnership Efforts

2018 // 2019 and beyond



STEAM Partnership Labs & Work-Based Learning Experiences



STEAM Partnership Work-Based Learning Experiences



STEAM Leadership Series



1. Blue Tech Dreams
2. The Future of Personalized Medicine
3. Game Day Video Games
4. STEAM Opportunity in the Mega-region
5. From the Skies to the Streets
6. Humans and the Sea



Sally Ride & STEAM Partnership Summer Camps



JUNIOR ACADEMY for Middle and High School Students SUMMER STEAM WORKSHOPS

June 25-July 20, 2018

1-, 2-, and 4-week courses // Early drop-off and late pick-up available
Morning sessions: 9-noon* // Afternoon sessions: 1-4pm*
*except for 4-week sessions, which are 8am-noon and 1-5pm

Classes will be held at Mission Bay High School: 2475 Grand Ave., San Diego, CA 92109
sallyridescience.ucsd.edu // 858-534-0804 // srs@ucsd.edu



[f /sallyridescience](https://www.facebook.com/sallyridescience) [t /SallyRideSci](https://twitter.com/SallyRideSci) [i /sallyridescience](https://www.instagram.com/sallyridescience)



SALLY RIDE SCIENCE
@ UC SAN DIEGO



2018

Junior Academy

Summer STEAM Workshops for Middle & High School Students



June 25-July 20, 2018

sallyridescience.ucsd.edu

UC San Diego
EXTENSION

STEM PATHWAY SUMMER PROGRAM

Spend 4 days @UC San Diego

Workshops Provided

- Biological Science
- Bioengineering
- Computer Science
- Electrical and Computer Engineering

ABOUT US

Spend 4 days at UC San Diego learning from the best researchers and grad students in a variety of different fields such as Biology, Bioengineering, and Computer Science.

Transportation to and from UCSD will be provided.

Breakfast and Lunch provided every day.

Program Dates

Tuesday July 31, 2018
Friday August 3, 2018

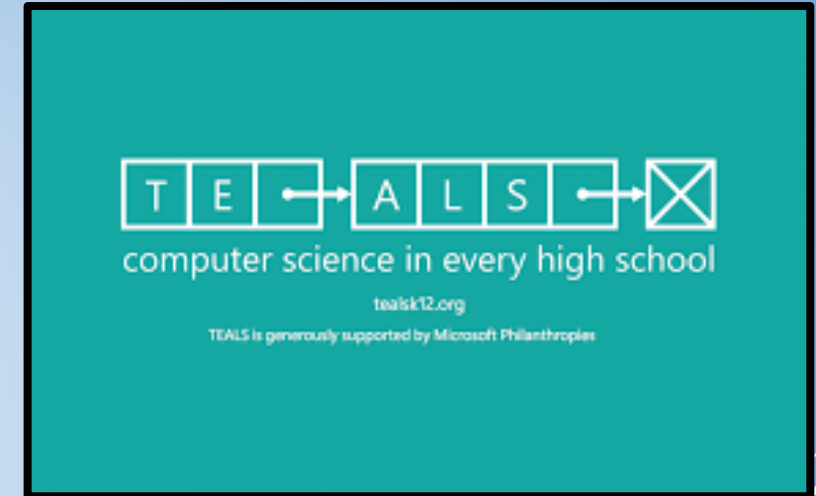
The closing ceremony will be held on Friday evening, August 3rd, 2018

IMPORTANT POINT!

Must be enrolled in a Health, Biomed Science, Engineering, Computer Science, or ITC Pathway

66

STEAM Bootstrap, TEALS & Computer Science Efforts



- TEALS: Hoover, Clairemont & La Jolla
- IM/ CS: New Course/ 5-day summer training
(Clairemont, Hoover, Morse, Kearny, Lincoln, Mission Bay)
- GRANT: \$4 million Education Innovation Research Grant application in partnership with USD Shiley San Marcos School of Engineering, Classrooms of the Future and Tech Smart



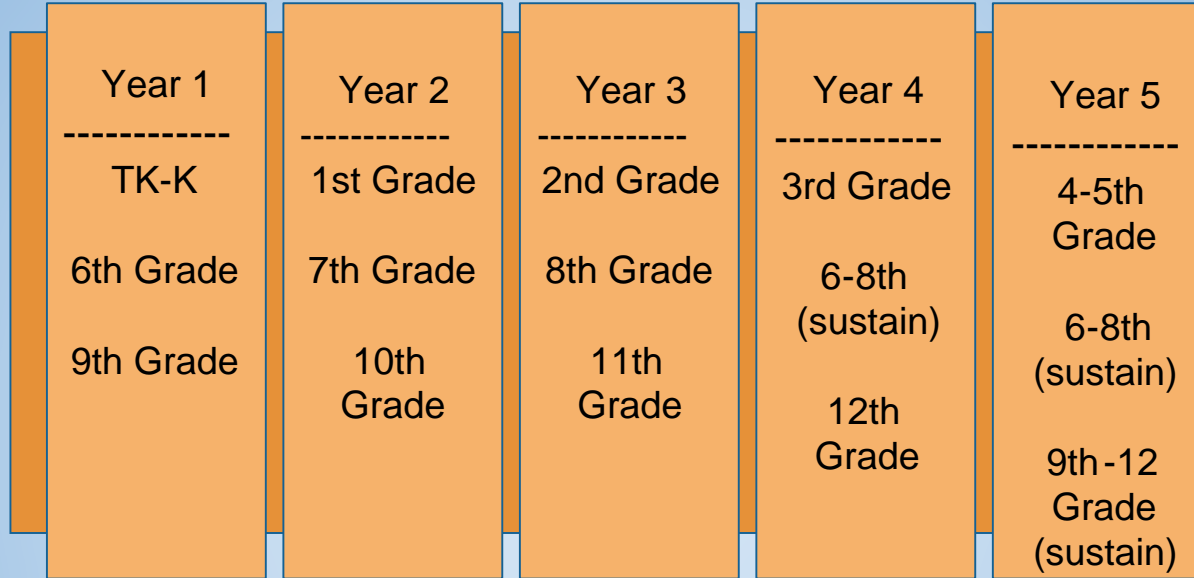
San Diego Unified-~~TK~~Edusphere

-- Disrupt, Discover, Dream --

Creating relevance through real-world problem solving in a hands-on, learn-by-doing model

Goals

1. Lead to grade level mastery and beyond TK-5
2. Increase exposure to high skills / high wage STEM fields in SD.
3. Build a culture of revision and redemption.
4. Create transformative learning environments.
5. Develop a culture where we are Unlocking (students), Supporting (staff), and Understanding (parents) the GENIUS in every child!



Measured Impact

Goal 1: MDTP, DRA, SPAC, ELPAC, Reclassification, Retention of students, Attendance, Behavior.

Goal 2: Participation in WBL experiences, acquisition of targeted soft skills, digital badges aligned to industry specific competencies.

Goal 3: Competency-based grading practices, real world performance assessments, design thinking process, ability to explain mastery to authentic audience.

Goal 4: Common literacy strategies in core content classrooms, integrated curriculum / PBL, 5 E Lesson Model (high level questions and models, essential questions, culture / model of inquiry), opportunities to learn beyond classroom, engaging real-world curriculum that inspires students' personal perspectives about information in world grounded in evidence, ability to converse with texts.

Goal 5: Shared investment in high level student outcomes for all.



education



San Diego Unified
SCHOOL DISTRICT



- Three SD Attributes:
 - Ocean, border, weather
- Ocean as the Next Frontier:
 - Medicine, Food, Water, Real Estate, Energy

The San Diego Way: Blue Tech



Bacteria -- Shark skin tolerance -- Human Solutions -- Medicine

We don't wait for the future. We build it.

Verizon Wireless

Visual and Performing Arts



- 2018-19 will be the implementation of **year 3** of the community generated Strategic Arts Education Plan adopted by the board in October 2016
- We are well on our way towards our vision of “Transforming Lives Through the Arts”



Strategic Plan Guiding Principles

1. All students have equitable access to arts education
2. We find strength in diversity

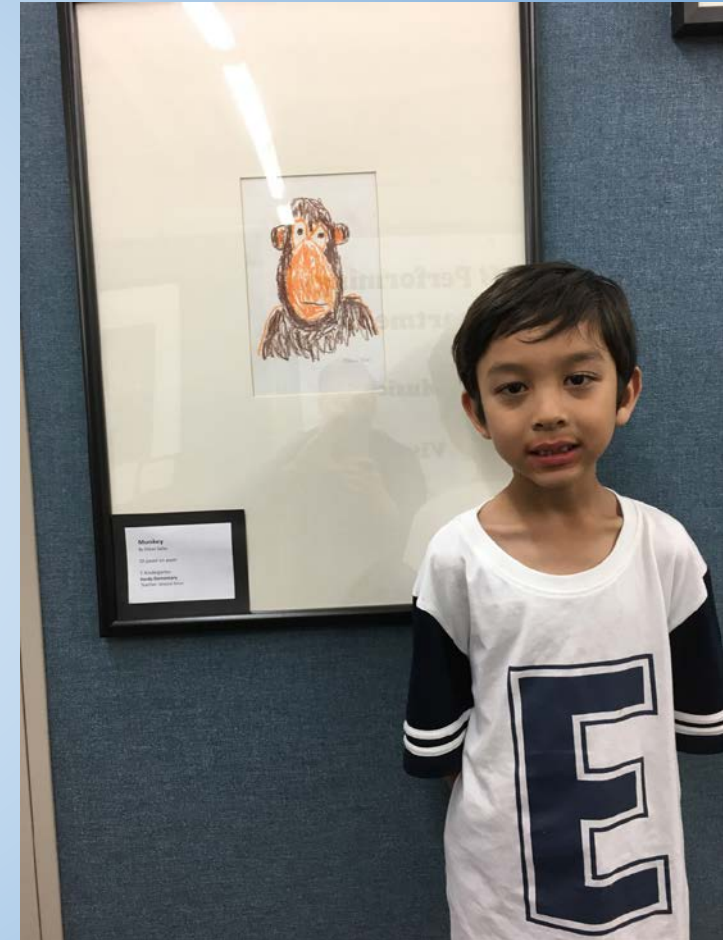
Following these principles, all district schools now offer music instruction and **all 5th graders now receive music instruction**. We are moving towards all schools receiving the **Full Grade Level Program**, where 4th and 5th graders choose between band, orchestra and choir.

Full Grade Level is a substantive, quality program that provides a pathway forward towards middle school



Five Goal Areas of the Strategic Arts Plan

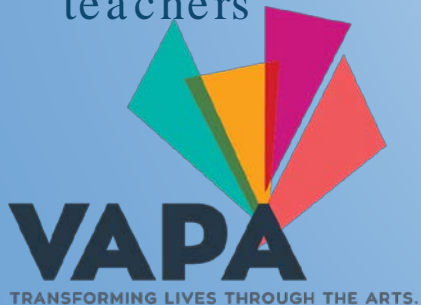
1. Resources
2. Curriculum
3. Professional Development
4. VAPA Magnet Schools
5. Community Engagement and Relationships



Addressing Strategic Arts Plan Goals for 2018-19

Resources

- Building on the \$100K sponsorship from UC San Diego, the VAPA Foundation will match that amount in new donations
 - continue to award arts education enhancement grants to teachers
- We will continue the ongoing marching band uniform purchasing
 - two new high schools per year based on age of old uniforms
- We will continue growing music library now open to teachers



Addressing Strategic Arts Plan Goals for 2018-19

Curriculum

- We will continue expanding the number of elementary schools receiving Full Grade Level Music Program
- We will increase number of VAPA articulated courses
- We will increase by 50% the number of AME performing arts pathway programs
- We will continue to expand the Arts Education Program
 - VAPA learning for elementary students and PLC time for their teachers
- We will expand and increase access to our Title 1 arts integration initiative, *Learning Through the Arts*, to Title 1 TK-12 schools, district wide (75%+ free/reduced lunch)
 - creating and supporting strong collaborative relationships with community arts organizations



Addressing Strategic Arts Plan Goals for 2018-19

Professional Development

- We will increase by 20% the delivery of VAPA professional development to elementary teachers
- We will continue developing and implementing TK-12 professional development opportunities for teachers and administrators in all VAPA disciplines
- We will facilitate visioning sessions with select secondary schools to develop more unified models and goals for students in the arts, based on gap analysis data



VAPA Focus Schools

- We will continue supporting CPMA and SDSCPA teachers in pursuing national accreditation by the national Art Schools Network



Addressing Strategic Arts Plan Goals for 2018-19

Community Engagement and Relationships

- We will continue rolling out our VAPA marketing plan, increasing public awareness of VAPA opportunities in SDUSD schools
 - We will pilot a VAPA cluster event
- We will increase the depth of involvement of participating community arts partners
 - student participation in and attendance of exhibitions and performances
 - visits to schools by teaching artists and community arts organizations
- We will measure our students' community VAPA experiences with Thrively's online student portfolio platform





Public Testimony & Board Comments

LCAP Goal 3





Principal: Kathy Burns
 Spanish Immersion and STEM

“People working together in a strong community with a shared goal and a common purpose can make the impossible possible.”

Tom Vilsack

Gage Elementary School

Where gardens grow and minds flourish.

6811 BISHOP LANE AVE, SAN DIEGO, CA 92119

Now offering a...
Spanish Immersion Program
 and
Transitional Kindergarten!

Enrollment is open to Incoming Kindergarteners from any district

Why Spanish Immersion?

- Offers chance for kids to become bilingual in our changing world
- Access to a wider range of national and international opportunities
- Increase in mental flexibility and ability to learn additional languages

Why Transitional Kindergarten?

- Open to kids who turn 5 by December 2nd, 2013
- Full-day program integrates academic and social development
- Provides students with "the gift of time" to prepare for Kindergarten

For Information contact:
 Kathy Burns, Principal
 619-463-0202 • kburns@sandi.net

How did we achieve this goal, and how might others replicate our success?

Our Journey:

- Why do we need to change?

How did we proceed?

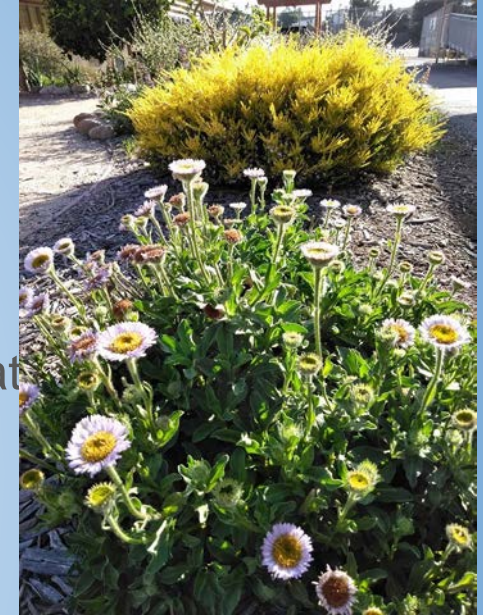
- All stakeholders were involved.
- Collaboration and Communication and more collaboration and communication
- Staff, parents, PTA, community

What was needed to make the program a success?

- Time to collaborate and build the program.
- Continual assessment to determine which adjustments need to happen.
- Strong ILT to lead colleagues through the work.
- Marketing!

What adjustments were needed along the way?

- Implementing a second program.
- Connecting two separate programs to create a unified community.
- Parent meetings and trainings.



Finding your passion is important. Sharing your passion with others is amazing.

Professional Growth System for Educators

Background

- The teams continue to meet twice monthly - Began in September 2015.
 - a. County led Symposiums
 - b. District Intersessions
 - i. We have studied best practices for effective professional growth systems, professional standards, defining effective practice, multiple measures and gathering stakeholder input.
 - c. 16-17
 - i. Launched Prototype
 - 1. # of schools
 - 2. 100 Educators
 - a. 4 month process
 - b. Reflective process
 - i. School sites, District resource leaders, Area Superintendents

Professional Growth System for Educators

Points of Emphasis

- **Based on the California Standards for the Teaching Profession (CSTP), aligned with professional development and honors student diversity (other professional standards for non-instructional personnel).**
- Includes constructive dialogue throughout the process
- Focused on improving practice and teacher growth.
- Encourage collaboration and risk taking.

Professional Growth System for Educators

Points of Emphasis

- **Training, support and calibration for all educators (SDEA unit members and district administration).**
- **Include evidence of teaching and student learning from multiple sources.**
- Be differentiated along the career continuum (preparation, induction, ongoing professional learning and leadership opportunities)



Professional Growth System |

- The purpose of the committee's work is to develop a growth-based evaluation system that is designed to support and strengthen the knowledge, skills, and practices of educators to improve student learning.



Professional Growth System |

Overview

- The teams meet twice monthly - began in September 2015. 17-18 has been a planning year based on bargaining process therefore adjustments have been made.
- Partnership with SDCOE - Academies and Intersessions
- Purpose of Meetings
 - Study best practices for effective professional growth systems, professional standards, defining effective practice, multiple measures and discuss stakeholder input.
 - Develop stakeholder communication, surveys to gather and a timeline that will lead to a highly effective and supportive educator growth and development systems.
 - Develop SDUSD Growth Plan through collaboration

Professional Growth System |

Key Components

- Useful feedback process that is relevant to educator's goals and needs.
- **Constructive dialogue throughout the process, collaboration, and risk taking**
- Focused on improving practice and teacher growth

- Evidence of teaching and student learning from multiple sources.
- **Be differentiated along the career continuum (preparation, induction, ongoing professional learning and leadership opportunities)**
- Consider the complexities of teaching and learning.
- Be supported with ongoing commitment of resources, training and time.
- **Be collectively bargained.**

Professional Growth System |

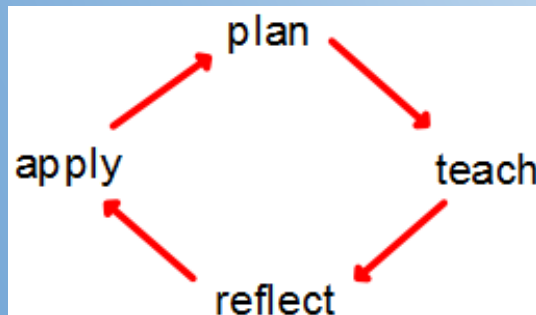
Foundation

- We have identified 3 areas where we think multiple measures could be identified and used.
 - Student Learning
 - Teacher Practice
 - Professional Contributions

Professional Growth System

- **Strategies to Demonstrate Growth**

- Observations
- Self-reflection
- Goal-setting
- Lesson Study (see cycle below)



- Video
- Lessons that consider specific needs/goals.
- Curriculum development
- Attending PD and demonstrating on practice application

Professional Growth System

Progress

- Prototype process
 - Educators tried on possible components of the professional growth system in 2016/17 school year.
 - Lesson study, Video taping, portfolio, Peer Evaluation
 - Online growth process and progress monitoring
 - Modify/Change/gathered additional feedback for Pilot
- Pilot process
 - Pilot schools will try the professional growth system in (1819 & 1920) school year.
 - Modify/Change/gather additional feedback for implementation

Professional Growth System |

Pilot

- Goal - (30-32) schools (5 in each Area and 2 Alt)
 - Elem, Middle, High, K8, Alternative schools
 - Cross section of the district
- CSTP 1 Elements 1.1-1.6
- 5 Strategies to demonstrate growth(Videotaping, Common Assessment, Portfolio, Lesson Study, Peer Coaching)
- Increase role of partnership between educator and administrator

Professional Growth System |

Pilot Support (District funded)

- 1 Training (2 sessions)
- 2 Retreats for Pilot participants
- 4 Full day release days connected to Principal Institutes
 - 180 teachers
 - Morning
 - PLCs by site
 - Afternoon
 - Pilot work groups with other Pilot sites
- 3 Check ins (After school)
- Individual supports per site needs

Professional Growth System |

Ongoing Feedback

- Previous
 - Surveys
 - The survey results were shared with SDEA members and District administrators in March of 2016.
 - Prototype feedback collected through interview process
- Pilot process created using this feedback and Academy learning
- Future
 - Pilot feedback
 - Reflection sheets after each training, retreat, PD
 - Reflection Forums 3 times per year
 - End of pilot reflection Interviews with site teams

Professional Growth System

Next Steps

- Implement Pilot 18-19 & 19-20
 - 30-32 sites (18-19) - 5 sites in each Area and 2 Alternative Ed sites
 - Learn from educators and early implementers
 - Grow site participation (SY 19-20)
 - Implement greater number of CSTPs in (19-20)
- Utilize information learned, symposiums, and intersessions to continue planning for a finalized Growth system
- Finalize resources and support necessary for successful implementation of the new system (19-20)
- Bargain the incorporation of the new system into the collective bargaining agreement.
- *Ultimate Goal*
 - *Launch of the new professional growth system is the 20-21 school year.*



Public Testimony & Board Comments

LCAP Goal 5

**PARENT & COMMUNITY
ENGAGEMENT
WITH HIGHLY REGARDED
NEIGHBORHOOD SCHOOLS
THAT SERVE STUDENTS, THEIR
FAMILIES, AND COMMUNITIES**





Parent Engagement

Principal: Dr. Tracey Jenkins-Martin



How did we achieve this goal, and how might others replicate our success?

HARD WORK! :)

The Johnson Staff has worked diligently on developing and maintaining our partnerships with our students, our community and with our parents.

- Needs assessment and set purpose for the year
- Check ins: Staff, parent and community conversations
- Establishment of partnerships and parent groups
- Effective and Meaningful Home/School Communication
- Effective usage of school resources toward parent engagement
- Setting parent goals/Recognition

Family Engagement Team



FAMILY ENGAGEMENT
HAROLD J. BALLARD
SAN DIEGO UNIFIED SCHOOL DISTRICT

MISSION

What grounds our work

We are committed to providing resources, researched-based best practices, and learning opportunities to effectively engage, equip, and educate all families to increase family engagement and support student achievement.



VISION

What we strive toward

We build trusting relationships and create collective learning environments to actively engage and empower families in the educational process.



FAMILY ENGAGEMENT
SAN DIEGO UNIFIED SCHOOL DISTRICT

High Impact Home Strategies:

Family Engagement Team

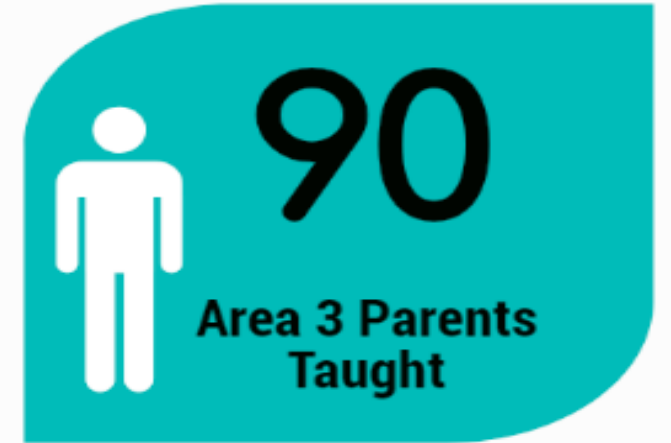
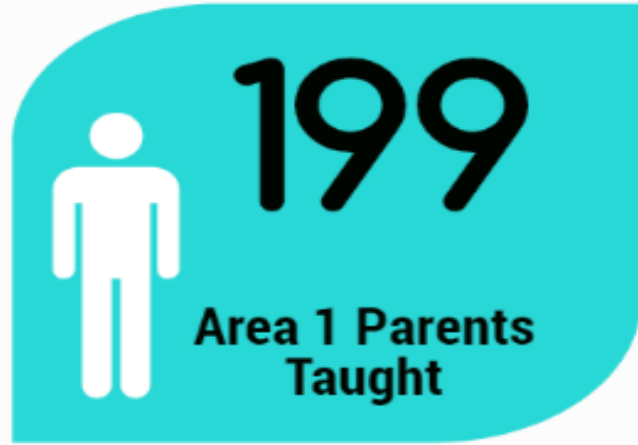
What are High Impact Home Strategies?

- Research-based best practices, linked to student learning

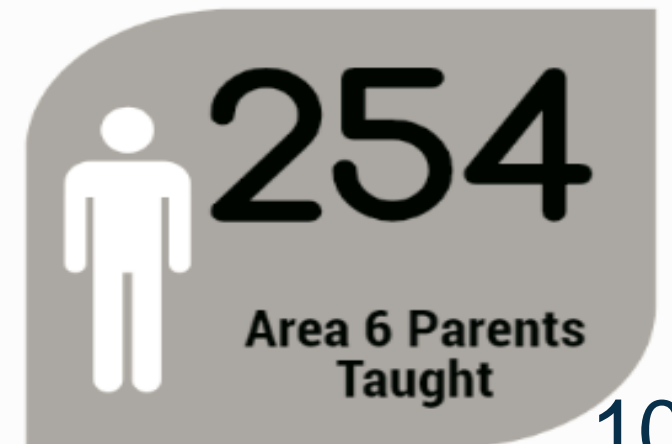
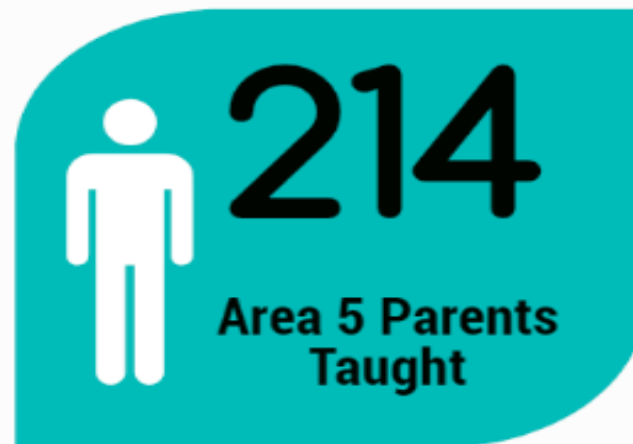
Why?

- When utilized by parents and caregivers at home, have been proven to have significant impacts on student learning and academic achievement in school

2017-2018 Data



FAMILY ACTION TEAM MEETINGS

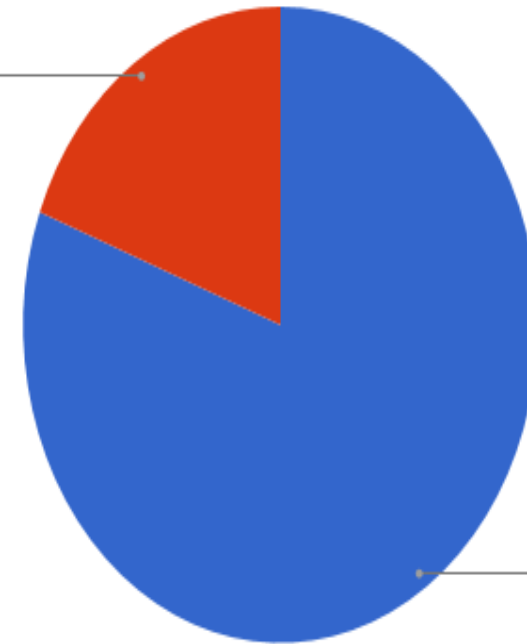


Data About HIHS



Count of 2. I learned something valuable today that I can use at home to support my child(ren).

Agree (4)
19.2%



Strongly Agree (5)
80.8%

Teaching the HHHS

2017 - 2018:

Home-Visits (FACE CC & ELLA CC)

Build Capacity: RT to Teacher thru SCCC

Extended Learning Opportunities:

- Prime-Time Program Flier in all Primetime ES sites
- Piloted STRIVE: 4 Schools

Computers On the Go!

- COG Instructor

Family Action Team Meetings (SCCC)

- Build Capacity: RT to Teacher

Cluster-Wide Parent University Sessions

- Build Capacity: RT to Teacher

1st Annual Parent Expo 12/2017. Over 450 parents trained



2018 - 2019:

Family Action Team Meetings

- Student-Centered Coaching Cycles (SCCC)
- Build Capacity: Resource Teacher to Teacher

Home-Visits (Family Engagement RT and trained teachers)

- Build Capacity: RT to Teacher thru SCCC

Extended Learning Opportunities:

- Prime-Time Program: Flyer in all Primetime Elementary Schools

Computers On the Go!

- COG Instructor

Cluster-Wide Parent University Sessions

- Build Capacity: Resource Teacher to Teacher

School-wide Events (Resource Teachers & Community Assistants)
Resource Fairs, Parent Meetings, Open House

Parent Expo: Offer multiple trainings for parents to build parents' self-efficacy

Communicating and Accessing HIHS

2017 - 2018

- Media: NPR; CBS, KUSI
- SDUSD: "The Unifier"
- SDUSDfamilies.org
- Social Media - Twitter, Instagram, Facebook
- Guerilla Flyering
- School-Messenger
- District Advisories
- ELO: Primetime Programs



2018 - 2019

- Media: NPR; CBS, KUSI
- SDUSDfamilies.org
- Social Media - Twitter, Instagram, Facebook
- Guerilla Flyering
- School-Messenger
- District Advisories
- ELO: Primetime Programs

Resources Developed to Support Families

2017 - 2018

- HIHS Video
- Bookmarks
- Posters
- Videos Go Live

Getting Your Home Ready for HIHS



2018 - 2019

- HIHS Video
- Bookmarks
- Posters
- Coming Soon:
Podcasts: District Collaboration

San Diego Unified School District • Office of Family and Community Engagement

Level: Pre-K-5th Grade

High Impact Home Strategies

Strategy #2 When Reading with your Child: Characters Matter - Outside and Inside

For Pre-School to Kindergarten, try to spend most of your time reading **TO** your child.
For 1st grade to 5th grade, spend time reading both **TO** and **WITH** your child.
After connecting in a special time, special place, and with a special story, try on this **High Impact Home Strategy**:

- Connect at a Special Time Each Day
- Connect at a Special Place
- Connect through Media and Text
- Connect through Interaction

Your Child's Learning Goal

Before, during, and after reading to your child, take time to talk about the characters in the books you read together. Remember to share about the characters thoughts, how they act, and what they are saying. Get into the mind of the characters. This helps your child understand who the characters are.

Characters Think:
Let's talk about the characters thoughts!
What are the characters thinking?
Why do you think the characters are thinking this?
Did the characters thinking change?
What could have made the characters thinking change?

Characters Act:
Let's talk about what the characters are doing!
How are the characters acting?
How are the characters acting with others?
Why are the characters behaving and doing certain things?

Characters Talk:
Let's talk about what the characters are saying!
What do the characters say?
Do the characters say things you connect with?
Do the characters say things that make you feel a certain way?

Celebrate your child's responses
It is important to validate your child's thinking and interests. Give your child ample time to think about and respond to your questions. Remember, there may not always be a right or wrong answer, just one that can be supported with evidence from the text or the pictures.

Developed by Office of Family and Community Engagement and Hamilton ES 3rd Grade Teachers



Partnerships in Support of HIHS

2017 - 2018:

- San Diego Public Library:
 - Campaign for Grade Level Reading
 - All Public Library: Homework Centers
- United Way: Readers in the Heights
- Lakeshore: Educator & Family Store Workshops
- El Comité Organizador Latino de City Heights:
 - Feria de recursos;
- Mexican Consulate:
 - Family Reading Center
 - Bi-National Initiative - Cross Border Visit



2018 - 2019:

- San Diego Public Library:
 - Campaign for Grade Level Reading
 - All Public Library: Homework Centers
- United Way: Readers in the Heights
- Lakeshore: Educator & Family Store Workshops
- El Comité Organizador Latino de City Heights:
 - Feria de recursos
- Mexican Consulate:
 - Family Reading Center
 - Bi-National Initiative - Cross Border Visit
 - Plaza Comunitario Program
- Literacy for Success, Inc.
 - 1,000 Books Before Kindergarten



FAMILY ENGAGEMENT
SAN DIEGO UNIFIED SCHOOL DISTRICT

Parent-Teacher *Home Visits*

Family Engagement Team

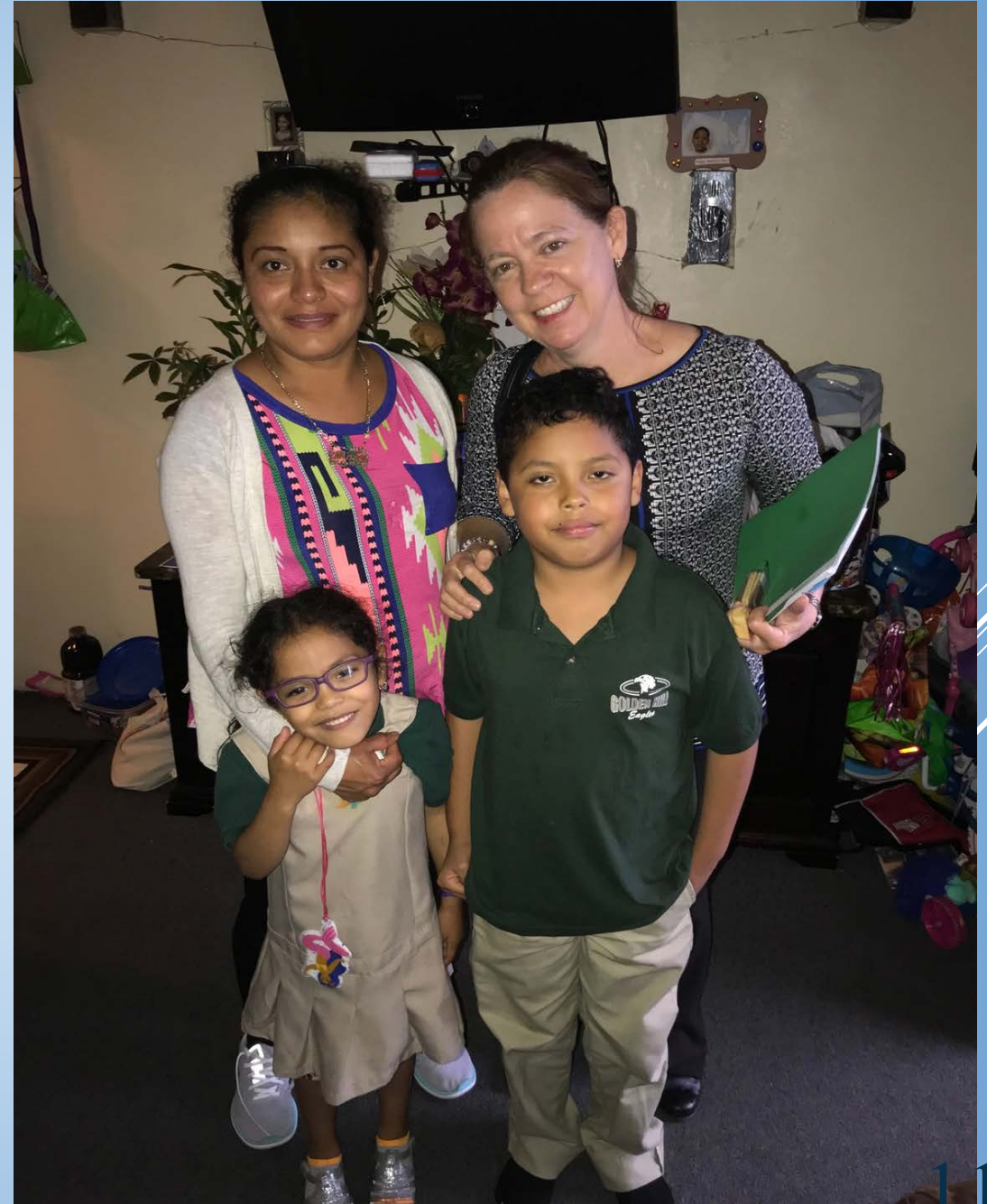
WHAT...

is a home visit?

- positive
- non-evaluative

isn't a home visit?

- punitive
- selective



Why?

- Improved attendance
- Build trusting relationships
- Stronger partnerships
- Stakeholders grow
- Deeper understanding
- Common Goal: Students' Success

Who?

- Teachers
- Students
- Key staff
- Parents
- All family members

Home visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.

When

- A convenient time for all
- Budget time for scheduling

Where

- Not school

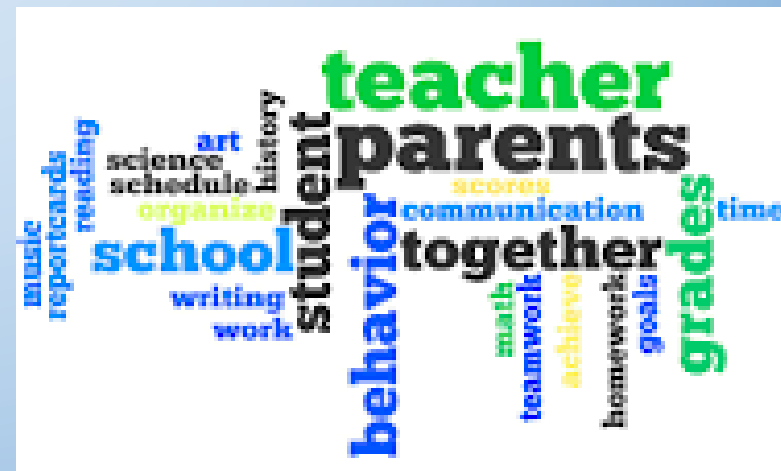


How

- Schedule and set the purpose/tone
- During the visit:
 - Shares hopes & dreams
 - Openness
 - Resources
 - Questionnaire
- Follow-up

2018 - 2019 Plan of Action

- Train teachers at more school sites
- Support trained teachers with home visits
- Help build relationships and capacity between school and home



51
home visits

45
teachers trained

HOME VISIT PROJECT

Teachers are trained on this transformative strategy that connects families with the educational system and provides opportunities for teachers to interact with parents and families within our communities.

schools



PARENT-TEACHER HOME VISITS

Everyone plays on the same team to help their student succeed.



CONTACT CBREWER@SANDI.NET FOR MORE INFORMATION



FAMILY ENGAGEMENT
SAN DIEGO UNIFIED SCHOOL DISTRICT

Comite Organizador Latino de
City Heights
2018-2019 Parent Leadership Pipeline

Family Engagement Team

Who?

Parent group from the City Heights community

Our Mission:

- We will inform and raise awareness in the community around the prevention of diabetes and childhood obesity. We will empower the community to learn how to navigate the education system as English Language Learners.
- Our goal is for all children to be healthy and receive quality education, so that they grow successfully and happily in our community.



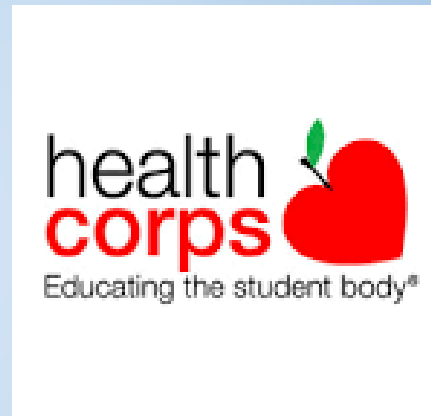
How?

The school, families, and community...

- share responsibility for the learning success, development, and well being of all children
- build trusting and fundamental relationships within the cultural fabric of the school
- become partners who are knowledgeable of their roles and actively involved to perform their roles in service of all students success

Our Associates

- Clinica La Maestra
- San Diego Unified School District
- FACE (SDUSD)
- The California Endowment
- Price Philanthropies
- Health Corps
- American Civil Liberties Union (ACLU)
- City Heights Community Law Project
- Casa Cornelia
- Self-Help Credit Union
- Mental Health American (MHA)





Public Testimony & Board Comments

Closing

