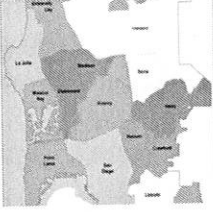


San Diego Unified School District


Vision 2020/Quality Schools in Every Neighborhood
District Accountability Report
LCAP Goal 4, Positive School Environment, Climate, and Culture
(Focus on Integrated Support)
November 8, 2016

An Integrated Multi-Tiered System of Support




Setting the Course:

- ▶ Launching the Roadmap
- ▶ Setting the GPS
- ▶ On the road to an Integrated System




Theory of Action

If we...

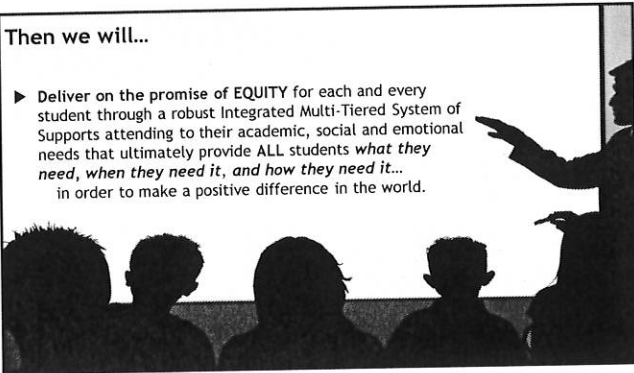


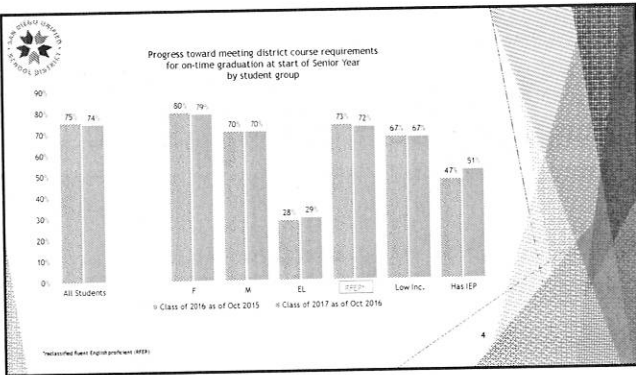
- ▶ Use humble inquiry to study students who aren't learning at each level in the system
- ▶ Design a comprehensive Road Map for each tier that is fluid and responsive enough to promptly support the whole child at their point of need
- ▶ Explore what the power of community means
- ▶ Reconnect and engage students in learning
- ▶ Use the power of language and relational leadership to challenge inequities
- ▶ Unify and rely on one another's expertise to improve outcomes for ALL students

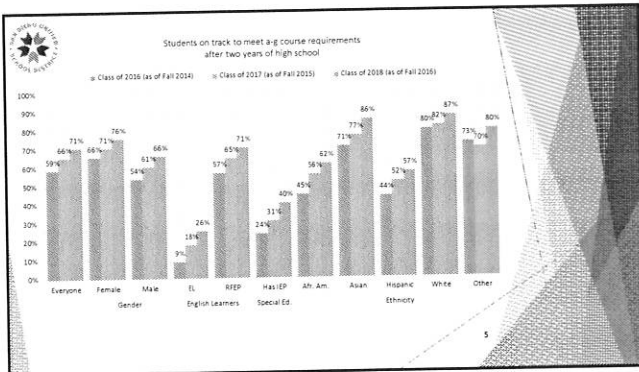


Then we will...

- ▶ Deliver on the promise of EQUITY for each and every student through a robust Integrated Multi-Tiered System of Supports attending to their academic, social and emotional needs that ultimately provide ALL students *what they need, when they need it, and how they need it...* in order to make a positive difference in the world.







Integrated Multi-Tiered System of Support Highlights



- ▶ Elementary School Counseling
- ▶ Effective Reading Instruction Professional Development
- ▶ High School Half Days
- ▶ Reconnection Services



Pilots - Elementary School Counseling

- ▶ Crawford Cluster (8 schools)
- ▶ Focus - Supporting the Whole Child Approach
 - ▶ Full-time school counselors
 - ▶ Meeting as a cluster to align supports and resources
 - ▶ Providing concentrated supports
 - ▶ Classroom
 - ▶ Small group
 - ▶ Individual
- ▶ Porter - Knox - Lincoln
- ▶ Focus - Restorative Practices
 - ▶ Two full-time counselors (elementary)
 - ▶ Vertical alignment in the cluster
 - ▶ Building community through:
 - ▶ Community Building Circles
 - ▶ Professional development
 - ▶ Partnerships
 - ▶ Circle Keepers



Effective Reading Instruction: Working Better Together

The Office of Leadership and Learning in collaboration with the Special Education Division

Intended Audience: Special and General Education Teaching Partnerships, Resource Teachers and Principals



- ▶ **Session 1. What Every Reading Teacher Needs to Know**
 - ▶ In this session, we will review the research on best practices, deepen our understanding of reading process, strategies, and understanding; and study Interactive Read Aloud as an opportunity to explicitly teach comprehension strategies and language skills to all learners. We will apply our learnings through video studies including students who need additional support with reading.
- ▶ **Session 2. Shared Responsibility Makes us Stronger**
 - ▶ We will study a model for shared responsibility - teachers working together, collaborative and strategically to improve reading achievement for students who need additional support. This work will include a study of shared reading and interactive writing - two instructional components in which we directly teach children how to read. We will apply our learnings through video studies including students who need additional support.
- ▶ **Session 3. What Does Strategic Intervention Look Like?**
 - ▶ This day is devoted to studying Tier 2 and Tier 3 support structures for children through discussion and video studies. The intervention work will be contextualized within small group repeated reading, small group interactive writing, and one-on-one conferring. We will explore ways to fit intervention and collaboration into the instructional day.

High School Half Days

- ▶ Four Integrated Days:
 - ▶ English Language Arts at Crawford High School
 - ▶ Mathematics at Kearny High School
 - ▶ Science at Mira Mesa High School
 - ▶ Social Studies at Lincoln High School
- ▶ Focused on content (what) and pedagogy (how)
- ▶ Prepared and led by the Offices of Special Education, Integrated Support Services, Educational Technology, Language Acquisition, Secondary Schools, and Leadership and Learning.



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The Reconnection Department provides an integrated approach to identify current system strengths and opportunities to build sustainable strategies resulting in educational opportunities for disengaged youth.

- ▶ Reconnecting disengaged youth into educational opportunities is important because:
 - ▶ In 2015, 53,545 San Diego County youth, ages 16-24, were not presently enrolled in school or working and had no degree beyond a high school diploma or GED.
 - ▶ Approximately 19,000 students aged 16-24 in the city of San Diego are not engaged in an educational institution.
 - ▶ Approximately 16,950 students in the San Diego Unified School District are in transition:
 - ▶ Over 7,500 students are homeless
 - ▶ Over 750 students are foster youth
 - ▶ Over 4,000 students are military dependents
 - ▶ Over 700 students are from refugee families



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Reconnection Committee and Work Groups

- ▶ Reconnection Committee includes representatives from site administration (middle and high school), postsecondary education, community leaders, and parent group representatives. They have selected workgroups that initiate dialogue about specific areas of reconnection opportunities; they inquire about current strengths in systems; they imagine and construct steps to innovate.
- ▶ Alternative Options: This workgroup supports non-traditional learning. The action plans goal areas include process and procedures for student referral to non-traditional learning during the school year, flexible learning through innovation centers, and redesign of community day center.
- ▶ Credit Recovery: The workgroup is working on processes for systems to allow for partial credit to be posted on a transcript, as well as opportunities for students to 'complete' the credit.



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Reconnection Committee Workgroups, Continued

- ▶ **Family Engagement:** This workgroup is interested in supporting the work of restorative practices through a parental lens.
- ▶ **Transitions:** This workgroup is investigating in the referral and transition process for students coming from the criminal justice system; foster youth placements; and 'opportunity youth'.
- ▶ **Work Readiness:** The work readiness group is targeting disengaged students to build sustainable work readiness experiences and skill development. A major focus of this group is the collaborative between San Diego Workforce Partnership, San Diego Youth Development Office, San Diego Continuing Education, and Alba School.



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Student Equity Ambassadors

- ▶ This program engages in the celebration and examination of best practices through a student lens. The students look at school and district data and discuss areas of strength and opportunity.
- ▶ San Diego Workforce Partnership will support with positive youth development in the areas of public speaking and presentation.
- ▶ Student Equity Ambassadors will participate in Student Equity Coalition that will engage youth in conversations with community and district partners to facilitate student agency and to initiate resource delivery through a positive and collaborative process.



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ALBA Transformation



- ▶ ALBA school is reimagining itself for a 2017 launch.
- ▶ ALBA is working to bolster the existing wraparound services, is it partnering with district and community agencies to enhance educational paradigm through an infusion of online learning, authentic career exploration and "Check and Connect" mentoring.
- ▶ ALBA is collaborating with San Diego Workforce Partnership, San Diego Unified Adult Education, and San Diego Continuing Education to create a beta twilight program for the community to introduce externship opportunities, work skills and entry college courses which lead to full certificate programs at the Educational Cultural Complex.
- ▶ Opportunities will be open to ALBA students as well as 'opportunity youth'.
- ▶ We are in the process of supporting ALBA to become a WASC accredited school.



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Integrated Approach

Purposeful creation and sharing of innovation through the cross-departmental engagement with the charge to serve all San Diego Unified School District students.

► Innovation Centers:

- Integrated Technology Support Services, Physical Plant Operations, Facility Planning and Design, and Reconnection have partnered to support student course flexibility and recruitment to the Innovation Centers.
- Student recruitment to the Innovation Centers includes implementing the final phase of a data monitoring system to help counseling staff and school administration identify students who could benefit from innovative new learning opportunities, professional development on the internal opportunities to support students, and communication strategies for prospective students and schools on the options and benefits of the Innovation Centers.
- The Reconnection Committee will be helping to identify the resources and supports that will be offered in each center – this work must be done collaboratively with each unique site.



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Reconnection Strategies - Integrated Communication Strategy Highlights

► Opportunity Youth:

- In partnership with San Diego Workforce Partnership, San Diego Unified Adult Education, San Diego Continuing Education, San Diego Youth Development Office, and ALBA Community School we are working on leveraging existing structures to develop a twilight program to serve North Park and the surrounding communities for students ages 16-24 who are not in school or working, also known as Opportunity Youth. San Diego County has 54,000 Opportunity Youth.
- In addition to the North Park collaboration, the Reconnection Department is aligning itself with existing community partners such as the Jacobs Center to work towards opportunities for potential students in identified communities.
- Opportunity Youth will be the focus of our Student Equity Coalition work.

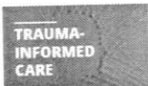


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Reconnection Strategies - Integrated Communication Strategy Highlights

► Trauma Informed Care (TIC):

- Last year more than 1,030 staff members participated in initial TIC training. This year, in partnership between Integrated Student Supports and the Reconnection Department, Project Resource Teachers will be receiving "train the trainer" professional development to provide uniform internal supports to the schools that request team facilitation and professional development for next steps in Trauma Informed Care.
- Action Steps are being developed with local community partners who also support Trauma Informed Care in communities to create an articulated and targeted approach to service professional development delivery and awareness.



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Reconnection Strategies - Integrated Communication Strategy Highlights

► Probation Supports:

- Integrated Student Supports and the Reconnection Department have partnered with local judges and law enforcement to work on transitional supports for students reentering our school district from incarceration.
- In addition to the work on credit and academic acquisition, transitional supports will embed wraparound services and mentoring as available. Current work is being done to build diversion programs in partnership with law enforcement and CASSAS (Saturday School).



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