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

CLOSING
THE ACHIEVEMENT GAP
WITH HIGH EXPECTATIONS
FOR ALL
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
SDUSD
BUILDING ACADEMICS & AGENCY

A²

Enhancing Resilient & Responsive Classrooms
Exponentially Accelerating Outcomes for ALL
Academics
Developing Highly Reliable Schools

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

Strong Equity Leadership

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

Student Centered Coaching

High Quality IEPs

Student Centered PLCs

Learning Partnerships

#1 Strengthening Standards Based Tier 1 Instruction

#2 Providing Integrated Multi-Tiered Systems of Support

#3 Engaging Parents, Families, & Communities

Our work is about Widening the sphere of success with relentless focus on student learning.

We believe in Strong literacy instruction, authentic collaboration, meaningful engagement & assessment and relational trust.

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.
Strong Equity Leadership

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

SSCC

GVC

Strategic Plans

A2 MTSS

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

Critical Concepts

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

Hernan Baeza’s Leadership.

Sarah Ott’s Leadership
Essential Elements
Comprehensive Assessment System

Assessing whether students have reached the intended learning goals.

High Quality Standards based instruction for ALL students.
Essential Elements
Comprehensive Assessment System

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
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?

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

Positive School Environment, and culture with Equity at the Core and support for the whole child.
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
wealth disparity
poverty
bullying
racism
war on drugs
immigration
gender equality
LGBTQ+
human trafficking
gun control
farm workers
homelessness

SOCIAL JUSTICE 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
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 SEL 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 ADVOCACY
Youth Advocacy & Empowerment

Emerging

Student voice and agency across departments

Where we are:
- Student Equity Ambassadors and ASB Council of Presidents
- Restorative Justice Ambassadors (HS)
- Wellness Ambassadors (MS/HS)
- GSA Collaborative & GSA Leadership Academies (MS/HS)
- Counseling Champions (HS)

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

A^2

Enhancing Resilient & Responsive Classrooms
Exponentially Accelerating Outcomes for ALL
Public Testimony & Board Comments
Lunch Break
LCAP Goal #2

ACCESS TO BROAD AND CHALLENGING CURRICULUM
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

- Advanced Manufacturing
- Life Sciences
- Health Care
- Clean Energy
- Information and Communication Technologies
Qualcomm Thinkabit Lab @ Lewis
• 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

Intellectual Capital
Create
Center for Research on Educational Equity, Assessment & Teaching Excellence
KIDS ECO CLUB
Raytheon
Qualcomm thinkabit lab
SeaWorld
UC San Diego Extension

NORTHROP GRUMMAN
illuminar
biolabs
LAUNCH BIO
SeaWorld San Diego
SAN DIEGO WORKFORCE PARTNERSHIP
THE MARITIME ALLIANCE
USS Midway Museum
STEAM Partnership Work-Based Learning Experiences
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 am-noon // Afternoon sessions: 1-4 pm
*except for 4-week sessions, which are 8am-noon and 1-5 pm

Classes will be held at Mission Bay High School: 2475 Grand Ave, San Diego, CA 92109
sallyride-science.ucsd.edu // 858-534-0104 // srs@ucsd.edu

REGISTER TODAY!
sallyride-science.ucsd.edu

SALLY RIDE SCIENCE
@ UC SAN DIEGO

2018

Junior Academy
Summer STEAM Workshops for Middle & High School Students

June 25-July 20, 2018
sallyride-science.ucsd.edu
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 - Edspere

-- 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.

**Year 1**

- TK-K
- 6th Grade
- 9th Grade

**Year 2**

- 1st Grade
- 7th Grade
- 10th Grade

**Year 3**

- 2nd Grade
- 8th Grade
- 11th Grade
- 6-8th (sustain)
- 12th Grade

**Year 4**

- 3rd Grade
- 6-8th (sustain)
- 12th Grade
- 9th-12 Grade (sustain)

**Year 5**

- 4-5th Grade
- 6-8th
- 9th-12 Grade (sustain)
● 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
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

QUALITY
LEADERSHIP,
TEACHING, & LEARNING
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
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)
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.
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
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.
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

- Area 1 Parents Taught: 199
- Area 2 Parents Taught: 141
- Area 3 Parents Taught: 90
- Area 4 Parents Taught: 333
- Area 5 Parents Taught: 214
- Area 6 Parents Taught: 254
Data About HIHS

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

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<th>Percentage</th>
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<td>Agree (4)</td>
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Teaching the HIHS

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
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:
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  - All Public Library: Homework Centers
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  - 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
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
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
Webster
Encanto
Balboa
Spreckels
Linda Vista
Hamilton
Lafayette
Logan
Rodriguez

PARENT-TEACHER HOME VISITS

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

CONTACT COREWEL@SANDE.net FOR MORE INFORMATION
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)
7 Principles of Parent Engagement

● Linked to Learning
● Relational
● Collaborative
● Interactive
● Systemic
● Integrated
● Sustained
Public Testimony & Board Comments
Closing