



Vision 2020 for Student Success

Our Mission:

All San Diego students **will graduate** with the skills, motivation, curiosity and resilience **to succeed** in their choice of college and career in order **to lead and participate** in the society of tomorrow.

A Path to Success for Every Student

To prepare students for the new world they will face in the years ahead, the San Diego Unified School District has developed a focused, long-term plan for student success culminating in the graduation of the Class of 2020.

Since 2009 the Board of Education has worked with district academic leaders to develop **Vision 2020 for Educational Excellence**. Lasting transformation of education does not result from short-term reforms, which is why the Board has chosen to focus this plan on the Year 2020.

The Vision 2020 plan foresees a very different school system by the year 2020. The overarching goal of the plan is to ensure a quality educational experience for today's students as well as the students who will graduate in the year 2020.

The Vision will create a school district that:

- **Demonstrates national and international leadership** through educational innovation and student achieve-



ment, contributing to a viable, stable economy, clean environment and community participation.

- **Continually attracts and retains the best** and most experienced employees with competitive salaries and benefits.
- **Operates efficiently, effectively, transparently and democratically.**
- **Actively engages all parents, staff and citizens** resulting in a high level of community confidence and a willingness to invest boldly in public education.

"All human beings are born with unique gifts. The healthy functioning of our community depends on its capacity to develop each gift."

Peter Senge
The Learning School.

Board of Education Commitment

The Board will review Vision 2020 at the end of each school year to assess progress, make revisions and adjust mid-term plans as needed.

The Vision 2020 sets the following standards for the Board of Education:

- **The San Diego Unified School District Board of Education will provide visionary leadership** by setting policy-level direction, including budget development, and by effectively monitoring district performance against established standards.
- **The Board will consider its performance and the performance of the district to**

be identical, and will delegate appropriate authority to the Superintendent to manage and lead the internal processes of the district, both in academic and operational areas.

- **The Board will hold the Superintendent accountable for the results** of delegated decisions.
- **The Board will hold itself accountable** for performing its responsibilities in an exemplary fashion for maintaining an ambitious vision for San Diego Unified School District, and for effectively communicating with the full breadth of the citizenry.

Vision 2020 for Educational Excellence



Student Achievement



The Vision 2020 recognizes that we cannot be satisfied with current levels of achievement and that more needs to be done.

During the last five years, district student achievement as measured by California STAR testing, has shown modest gains. From 2005 to 2009, English language arts increased from 42% to 52% proficient; mathematics from 37% to 46%. These results are consistent with other urban school districts and better than most other California districts.

Underlying these results is a persistent achievement gap between ethnic and socioeconomic groups and with special education students.

To advance student achievement goals, the district will implement clear measures of success that go beyond standardized achievement scores. These measures will be coordinated in a full K-12 continuum using the district's new cluster focus

(elementary, middle and high schools) model led by area superintendent academic leaders.

With individualized instruction focused on annual progress for all students, the Vision will boost achievement levels for all and reduce the achievement gap.

The Vision 2020 sets the following goals:

- **Meaningful Graduation**
All students will graduate as productive citizens with the skills and knowledge necessary for academic and occupational success.
- **Individualized Instruction**
Each student will have an individualized learning plan and will be evaluated based upon progress according to the plan. Students will be allowed to progress through the system at an accelerated or individual pace, and graduate when all requirements have been fulfilled.
- **Access to Technology**
Students will have access to the latest technology, at

school or home, and will be proficient in its use. Students, their parents and teachers will be able to monitor individual student performance continuously.

- **Annual Growth**
Every student will meet the district's performance expectations, make at least one year's progress each year and graduate on time prepared for success academically, socially, physically and ethically.
- **Broad Curriculum**
Instruction will include a blend of rigorous college preparatory and career/technical courses to assure a student's readiness for a full range of post-graduation choices. Students will be critical and creative thinkers with a strong foundation in English language arts, math, science, social studies, and the creative arts with the ability to communicate in two languages. All students will have access to A-G college-bound courses.

*Each material
fact*

*is a pose,
an answer
waiting to be chosen.*

*"Just so," it says.
"Ask again!"*

From the poem, "Fact,"
by Pulitzer Prize recipient and
San Diego Unified graduate,
Rae Armantrout

Schools as Neighborhood Learning Centers



The Vision 2020 sees our schools as true neighborhood learning centers, where on campus student learning extends beyond the school site to benefit the surrounding neighborhoods they serve.

The plan will seek to link neighborhood schools with community in new ways, through expanded partnerships with social service agencies and businesses. Services will be uniquely de-

signed to each communities needs.

The Vision 2020 sets the following goals:

- **Schools will be safe, attractive neighborhood centers** supporting learning and interaction for citizens of all ages.
- **Neighborhood schools will promote growth though increased community participation** and integration into the neighborhood, resulting in in-

creased attendance by neighborhood students.

- **Schools and clusters will have the flexibility to establish instructional strategies** designed to assure the success of each student. The district will hold schools accountable to meet standards.
- **Schools will extend beyond the fence** with broadband connections to allow home learning and collaboration with other schools.

EDUCATE ... ELEVATE.. GRADUATE

Parents and Volunteers Engaged with Learning

Educational research validates that support at home is critical to a student's academic success.

Community involvement with active school volunteers and business partnerships add to the success of students.

As the district builds dynamic school clusters, neighborhood schools will become vibrant learning centers with actively engaged parents, guardians and volunteers supporting learning programs.

A high priority is placed on parent and community engagement.

The Vision 2020 sets the following goals:

- **Parents/guardians will be an integral element** in each student's educational experience.
- **Parents/guardians will be active home-learning guides** for their child(ren) to support student learning.
- **Parents/guardians, students and teachers will collaborate** in designing individual learning plans for students.

Parents/guardians will be able to constantly monitor their child's performance in real time.

- **Parents/guardians will play an integral part in school site governance and councils.**
- **Community volunteers and partners will augment the work of teachers** in support of helping each student succeed.



Effective Teachers in Active Learning Communities

An effective teacher in every classroom is central to Vision 2020.

The Vision sets a course for the district to improve overall teaching effectiveness with the following goals:

- **Teachers will have freedom to use creativity in their classrooms**, within established parameters, and will be held accountable for student achievement.
- **Teachers will participate in school-based learning communities** to encourage best practices and shared problem solving.

Teachers will be provided with useful data systems that allow them to improve the learning of each student. Evaluations will be used as a vehicle for enhancing a teacher's skills.

- **Low student-teacher ratios** will be a priority to permit productive interactions with students.
- **All staff will have access to professional development opportunities** that are directly tied to the needs of students.

- **District staff will parallel the demographic mix** of the student population for more effective multicultural interaction.
- **Salaries and benefits will rank among the top** in the state and career advancement opportunities will be available to provide professional growth.

"Come to the edge", he said.

They said, 'We are afraid'

'Come to the edge', he said

They came

He pushed them...

and they flew."

Guillaume Apollinaire, Poet

Support and Guidance from District Leadership

A supportive central administration that facilitates the work of the principals, teachers and school communities within each cluster is an overarching goal of Vision 2020.

The cluster support model led by area superintendents will provide oversight and guidance to schools within a cluster to facilitate successful articulation of students up the K-12 ladder. The Superintendent will manage central office support functions to minimize overall costs and maximize a focus on student and classroom support.

The Vision 2020 sets the following goals:

The district central administration will be technologically advanced and highly efficient in all divisions in order to best serve the learning needs of students and citizens.

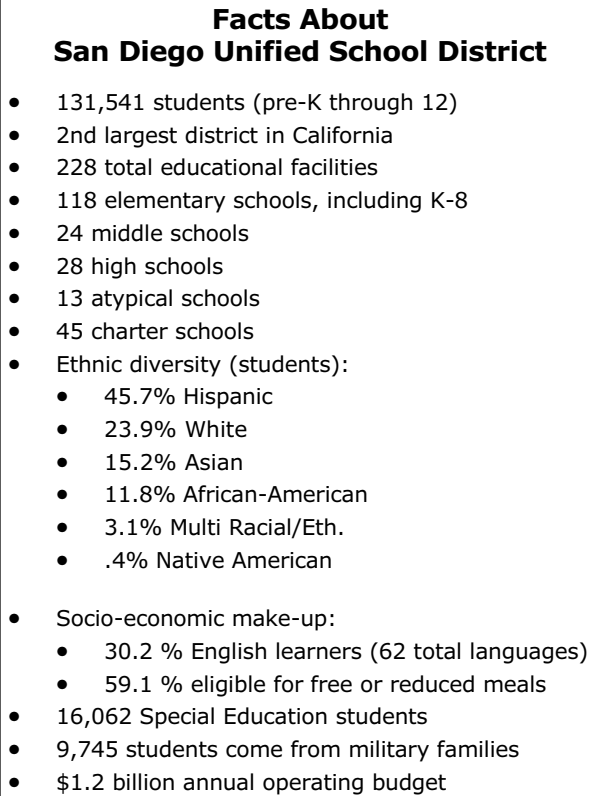
- **The district central administration will be technologically advanced** and highly efficient in all divisions in order to best serve the learning needs of students and citizens.
- **District support will enable schools and teachers to effectively monitor each student's academic progress.**

- **Effective long-range fiscal planning** will result in the ability of the district and schools to make multi-year plans with confidence.
- **The district will maintain a strong advocacy and communications program** to promote adequate school funding.





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San Diego Unified
SCHOOL DISTRICT

Community-Based School Reform Model

The San Diego Unified School District is committed to a community-based school reform model to elevate all schools within the district to higher levels of student achievement. This model empowers teachers, students, and parents within a cluster community to improve student achievement. The premise of the community-based model is that true school reform can only be successful if built on a solid foundation across grade levels and collaboration between schools and through active parent engagement in the learning process.

To implement the Board adopted *Vision 2020 for Educational Excellence*, this reform model will incorporate learning resources from national and global knowledge bases to deliver a balance of both academic and social learning. This approach will help students gain the academic confidence to take ownership for their education and put them on the path to lifelong success. The neighborhood schools cluster model will coordinate the efforts of all schools to work with students at each grade level to achieve success.

A Pre-K to Grade 12 Model for Building Academic and Social Skills

The San Diego Unified School Reform Model prioritizes the development of a core set of foundational skills at each level that prepare students for success in their educational careers. This model includes a complete integration of academic and behavioral supports through the use of “[Response to Instruction and Intervention](#)” (RTI²) which provide students with the skills needed for success.

The San Diego Unified School Reform Model seeks the integration of academic standards within and between grade levels. While articulation of students grade to grade is an important goal, the reform model emphasizes that students must master the skills and

personal qualities necessary to be successful at the next level.

To support the success of this approach, RTI² strategies such as technology will be used to enhance and streamline student instruction and to support the teacher in the classrooms. Over the next five years, the District’s i21 technology program will transform classrooms with digital tools designed to create an engaging and personalized learning environment.

Academic success will be strengthened through the implementation of A-G course work for all students, a strong biliteracy program and special programs to increase the graduation rate.



Critical Thinking and Academic Confidence

The District’s model takes a new approach to reform by increasing the focus on teaching students critical thinking skills that will benefit students in future college studies. The District will continue to teach core content standards that are needed for success on high stakes tests, but students will also learn how to develop critical thinking skills necessary to understand and apply what they have learned. With this broader focus, students will learn how to transfer their knowledge to apply in new situations as they prepare for success in the future.

Teachers Working Together

The San Diego Unified School Reform Model encourages teachers to be leaders in grade level and school wide Professional Learning Communities and to participate in Instructional Leadership Teams (ILT’s).

These professional learning communities allow teachers work together to engage in collaborative discussion to set rigorous standards and develop common assessments that measure student progress. Teachers will be involved in continuous opportunities for collaboration and assessment that is part of an ongoing cycle of continuous improvement.


The San Diego Unified School Reform Model prioritizes the development of a core set of foundational skills at each level that prepare students for success in their educational careers


Data Driven Instruction

The Reform Model makes constant use of student achievement results to inform teachers how best to refine and improve student learning on a daily basis. Within professional learning communities, teachers and administrators continuously review results. Teachers assess their instructional practice and modify their daily lessons when needed.

The district will continue to improve and enhance data management systems that assist teachers in ongoing analysis of student data. Through the consistent use of the DataDirector student achievement database, teachers will have access to individual student data on which to base their decisions on instructional strategies and refinements. This analysis is critical to increasing student achievement and closing the achievement gap.

Parent Engagement to Support Student Learning

Parent engagement and active involvement in our schools will be encouraged as a critical element to increase overall student achievement.

It is not enough for parents to just visit the school on Open House night or to communicate with the teacher when problems arise. Parent support of the learning process, both at home and at school is critical to student success.

The District is committed to providing parents with family friendly schools and supporting parents in actively participating in their child's learning at every grade. To accomplish this goal, the District will continue to offer parent engagement and learning programs to help parents develop the skills they need to work with their children on the learning process in the home environment.

Effective Collaboration for Success

The San Diego Unified School Reform Model will embrace collaboration at all schools, between teachers, parents and the community. Within school clusters, a renewed focus on collaboration will ensure that elementary, middle and high schools actively work together on common instruction and standards.

The Superintendent and other district leaders will provide continuous support and guidance in

establishing common core standards while allowing flexibility and maintaining accountability.

Student Responsibility

Student responsibility and confidence is as important as learning content and developing transferrable skills. As students progress to higher grades they take more responsibility for their learning, they will grow in their understanding of content, begin to set personal educational goals and will increasingly seek out independent learning opportunities in projects, internships and group study.

This model encourages teachers to give increasing responsibility to students as they progress on the learning pathway. As students discover their areas of interest, they develop the independent study skills that will prepare them for college or career.

Best Practices

In schools that are improving, common threads have been identified that the District will seek to replicate with the reform model.

- Strong principal leadership and support
- Focused and frequent collaboration
- Consistency of rules, expectations, and instruction
- High expectations
- Strong and effective organizational structures
- Consistent and fair student management
- A positive, highly visible staff
- Use of assessment data via DataDirector
- Strong sense of ownership

Summary

The San Diego Unified School Reform Model incorporates research-based teaching strategies with the goal of increasing student achievement. This model recognizes that collaboration and the distribution of leadership to all stake holders is necessary.

This community-based school reform model maintains a laser-like focus on student achievement, and is sustained through a collaborative process. As a result of these efforts the District expects all students will become fully prepared for lifelong success.



The San Diego Unified School Reform Model encourages teachers to be leaders in grade level and school wide professional learning communities.



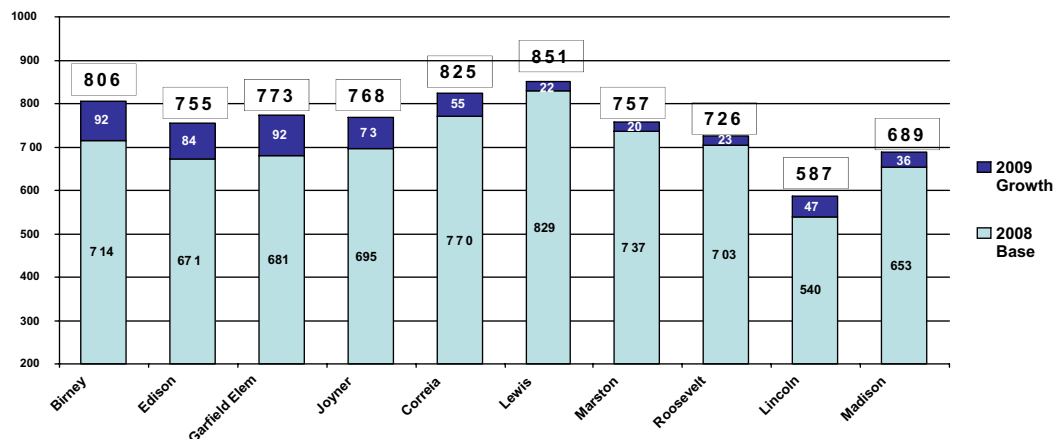
Where Community-Based School Reform Is Already Working for Student Success!

Community-based reform is working at schools throughout the district to yield achievement increases in API levels. Here are some examples of schools that are successfully applying reform strategies:

- **Edison Elementary**
 - Daily English Language Development (ELD) instruction: Students are grouped by proficiency levels
 - Student data is made transparent to all stakeholders with in and across the campus
 - Consistent school-wide instruction
 - Daily exit slips to inform instruction
 - Cross teacher visits and daily small group instruction
- **Valencia Park Elementary**
 - Strong Instructional Leadership Team (ILT) working to ensure quality instruction
 - Teacher collaboration with a focus on using data to differentiate instruction
 - Response to Instruction & Intervention (RTI²) strategy to support student learning
 - Positive Behavioral Intervention Strategies (PBIS) are in place and consistently implemented
 - Governance team including parents takes an active role in resource allocation and instruction
- **Correia Middle School**
 - Differentiated curriculum
 - Strong professional learning communities in place
 - Project- based learning
 - Use of common assessments
 - Resources creatively aligned to support students
- **Lewis Middle School**
 - Teacher leaders monitor and share best practices
 - Desire to teach/organize in a “release of responsibility” model
 - Strong alignment of coursework
 - Strong AVID (Advancement Via Individual Determination) program to support student learning
 - Family groups (all staff members adopt/mentor students throughout the year)
- **Madison High School**
 - Strong emphasis on writing across the curriculum
 - Co-teaching
 - Implementation of advisory periods that fosters a college going culture
 - Teacher teams, design benchmarks, rubrics, analyze student work and create interventions
 - Well rounded extra-curricular activities
- **Middle Schools Removed from School Assistance and Intervention Team (SAIT) Monitoring**
 - Mann Middle School
 - Wilson Middle School
- **Number of SDUSD Schools With State Academic Performance Index (API) at +800**
 - 80 schools in 2008/09. An increase of 13 schools from 2007/08 (16% improvement)

Academic Growth at Selected Schools- 2009 State Academic Performance Index - API Growth

2009 API Growth



San Diego Unified Community-Based School Reform *Best Practices and Educational Research*

The San Diego Unified Community-based Reform Model is grounded in proven best practices and educational research. Here is a sampling of works that have guided reform in San Diego Unified Schools:

1. Chenoweth, Karin, 2007. **"It's Being Done"**. Harvard Education Press.
2. DuFour, DuFour, Eaker, 2005. **"On Common Ground – The Power of Professional Learning Communities"**. National Education Service.
3. Gabriel, John G., 2005. **"How to Thrive as a Teacher Leader"**. Association for Supervision and Curriculum Development.
4. Marx, Gary, 2000. **"Ten Trends – Educating Children for a Profoundly Different Future"**. Educational Research Service.
5. National Association of Secondary School Principals, 2009. **"Breaking Ranks – A Field Guide for Leading Change"**.
6. Reeves, Douglas B., 2004. **"Accountability in Action – A Blueprint for Learning Organizations"**. Advanced Learning Press.
7. Seashore Louis, Karen; Leithwood, Kenneth; Wahlstrom, Kyla L. and Anderson, Stephen E, 2010, **"Learning from Leadership: Investigating the Links to Improved Student Learning"**. University of Minnesota.



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