

*Every Child, Every School, Every Day... Making Equity a Reality*

# A Strategic Process for Creating Quality Schools in Every Neighborhood



Photo by Will Parson



**San Diego Unified**  
SCHOOL DISTRICT

[www.sandi.net](http://www.sandi.net)

January 2012 (DRAFT)

**NOTE:**

*The San Diego Unified School District – Strategic Process is a working document, a work in progress. This January, 2012 DRAFT is the product of diverse working groups who devoted long hours during the summer of 2011 to develop the 12 Indicators of Quality Schools. The Superintendent thanks all of the members of the Working Groups for their dedication to this important project.*

*The Board of Education conducted a workshop to review the 12 Quality School Indicators in November 2011 and provided further direction. The Strategic Process draft will now be presented to clusters, schools and community partners for review and input as part of the district’s commitment to engage the community in this vision to create quality schools in every neighborhood.*

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## Introduction

The San Diego Unified School District provides an education to more than 117,000 students from pre-school to high school at more than 180 schools throughout the City of San Diego.

In 2009, the Board of Education adopted its Mission Statement followed by the **Vision 2020 for Student Success**. This Vision outlines five areas that are critical to give the third graders in 2011 an opportunity for future success at the time of their high school graduation in the year 2020.

**Vision 2020** provides a broad outline for district goals to create quality schools in every neighborhood in the following areas:

- Focus on Student Achievement
- Schools as Neighborhood Learning Centers
- Parents and Volunteers Engaged with Learning
- Effective Teachers in Active Learning Communities
- A Supportive District

In early 2011, the Board of Education directed the superintendent to initiate a process to translate the Vision 2020 into a collaborative plan to create a quality school in every neighborhood.

This **Strategic Process** is intended to be more than just another plan that will sit on shelves and computers throughout the district. The choice of the word “Process” is intentional and is meant to convey action, direction and movement rather than just a passive plan for the future.

What follows in the Strategic Process is a guideline for implementing research-based strategies that will provide for continuous improvement at each and every school during the next five years. The overarching goal of the process is to identify successful schools where collaborative community based strategies are working to increase student achievement and then bring those strategies to all schools in the district.

We must create a shared sense of urgency to expand and transfer the research-based strategies that are working for students in some schools to all schools in the district. This Strategic Process seeks to build on the collaborative learning teams that are succeeding in many of our schools to

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### Process:

1. a systematic series of actions directed to some end.
2. a continuous action, operation, or series of changes taking place in a definite manner

Dictionary.com

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transform and improve student learning in all of our schools, rather than imposing the latest popular school reform strategy from the top.



## The Challenge

The Board of Education has challenged us all to achieve the goal of creating a quality school in every neighborhood throughout the district within five years.

For the last two decades, San Diego Unified has attempted to provide equity and equal access to educational opportunities by creating magnet schools, school choice and access to bus transportation to move students from their neighborhoods to schools throughout the district. In spite of these efforts, after more than two decades, the district has achieved disappointing academic results for its economically disadvantaged and students of color. In addition, the district now has a disconnected system of neighborhood schools and themed schools served by an expensive transportation system.

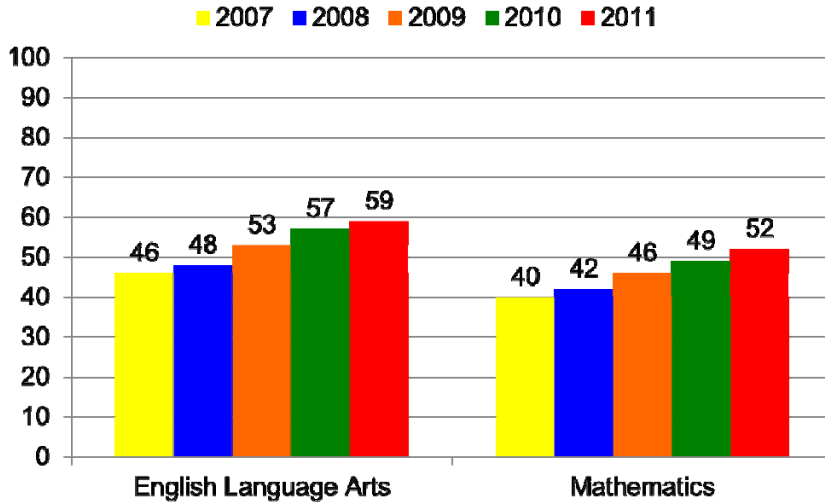
As part of Vision 2020 and in response to community input, the Board of Education has challenged district leadership to create a new vision for the district where all neighborhood schools offer quality education and the need for busing students to schools outside their neighborhood can be reduced.

## Achievement Gap Data

**San Diego Unified has made consistent gains over the last five years in student achievement overall.** These gains have been the result of focused leadership at school sites in the midst of superintendent turnover and budget reductions.

Overall student achievement in the district has climbed significantly since 2007 as shown in this chart.

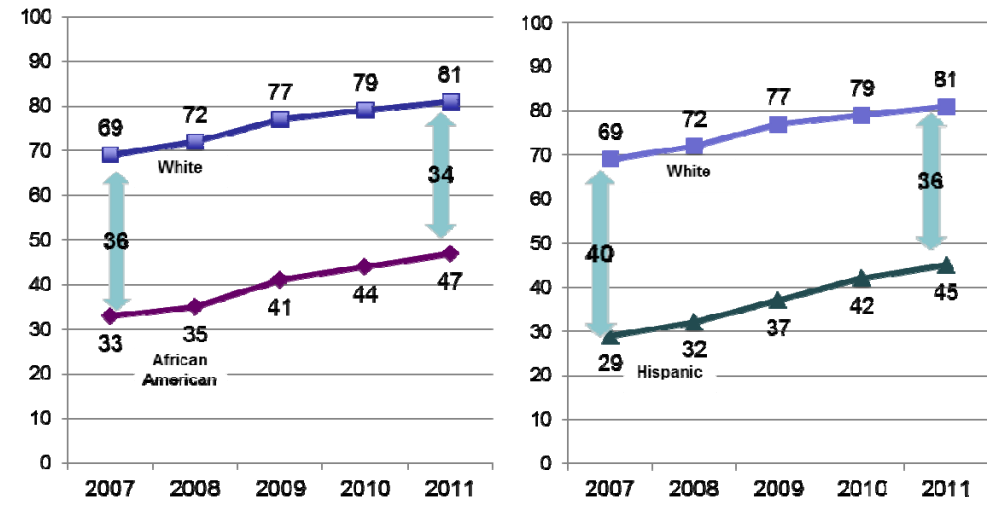




**Achievement Gap Data Tells Another Story**

This overall achievement data, however, fails to tell the complete picture. Looking at student sub-groups, the achievement picture is different with a persistent achievement gap over time.

**California Standards Test English Language Arts**  
 Grades 2-11 Percentage of Students At Proficient or Advanced



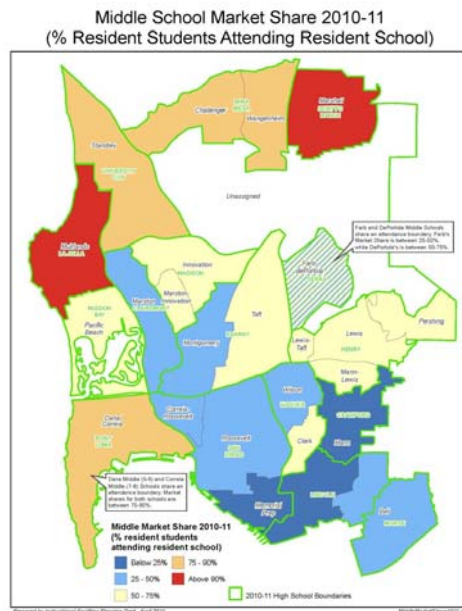
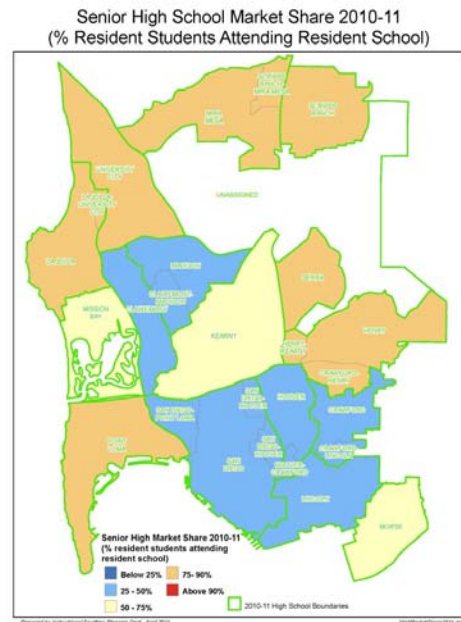
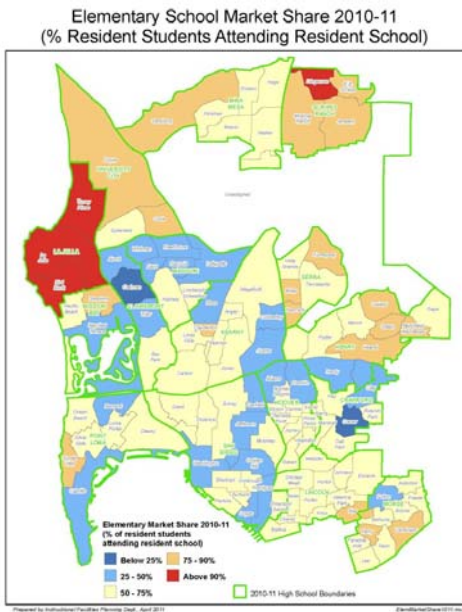
Similar gaps in achievement persist between economically disadvantaged students and students above poverty levels. Persistent achievement gaps also exist in Math and Science scores.



### Attendance Market Share Data

Today, the enrollment patterns for San Diego Unified schools tell another dramatic story. Schools south of I-8 and Clairemont and Linda Vista areas have a far lower percentage of students attending neighborhood schools than schools in the northern and western areas of the district. This is especially true for middle and high school students. The correlation of this school market share data with poverty neighborhoods is especially disturbing since the data indicates the students from poorer neighborhoods are far more likely to be bused away from their neighborhood schools.

These school attendance maps below tell this dramatic story.



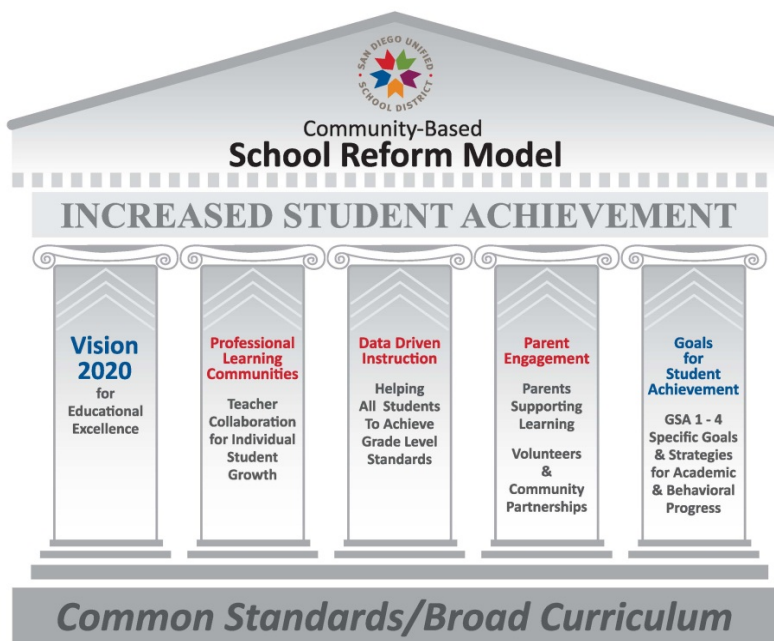
### Doing MORE of What We Know Works

Another important part of the student achievement story at San Diego Unified is only revealed when the achievement gains of individual schools are examined. **By the 2009/10 school year, San Diego Unified had 86 schools with an Academic Performance Index (API) of 800 or above,** an increase of 27 schools from the level in 2007. And the story for API 900+ schools and Title I schools are similar as shown below: The **Academic Performance Index (API)** is a measurement of academic performance and progress of individual schools in California, United States. It is one of the main components of the Public Schools Accountability Act passed by the California legislature in 1999. API scores ranges from a low of 200 to a high of 1000.

	07/08	08/09	09/10	10/11
<b>Number of schools with API score 900+</b>	13	20	22	28
<b>Number of schools with API score 800-900</b>	31	47	59	76

There are many schools in the district that have economically disadvantaged student population, students of color and English Language Learners (ELL) that have also achieved significant gains in achievement.

Community-based reform is working at our schools throughout the district to yield achievement increases. In looking at successful achieving schools, the district believes that the “Pillars” shown below need to exist and be embraced by all staff at a school site:



The community-based reform model is based on proven research based strategies including those highlighted in the book “It’s Being Done” by Karen Chenoweth.

These are a few of the promising practices demonstrated in our schools that are showing significant growth in the achievement of all students:

- Consistent school-wide instruction
- Strong Instructional Leadership Team (ILT) working collectively to ensure quality instruction
- Strong professional learning communities with teachers collaborating on a laser-like focus on using data to differentiate instruction
- Implementation of Response to Instruction and Intervention (RTI2) strategies to support student learning
- Strong AVID program to support student learning
- Use of common formative assessments that are developed and modified by teachers

In her book, Chenoweth also identifies qualities of teachers, principals and schools where progress is made to boost student achievement

- They teach their students
- They don't teach to the state tests
- They have high expectations for their students
- They know what the stakes are
- They embrace and use data
- They use data to measure individual student progress
- They constantly reexamine what they do
- They make decisions based on kids not adults
- They use time wisely
- They include all staff in the educational mission of the school Principals are a constant message
- Schools that are a nice place to work

Rather than deploying a new model of school reform, the San Diego Unified Strategic Process seeks to take these characteristics of successful teaching and school leadership to transform teaching and learning throughout the district, achieving the overall goal of creating a quality school in every neighborhood.



## The Process for Creating a Quality School in Every Neighborhood

We know what is working for student achievement in our district and we know where achievement gains are being realized for our students. The challenge of the Strategic Process is to outline a series of continuous actions that can translate what is working for students at some schools to be in place at all schools throughout the district over the next five years.

The Strategic Process builds on Vision 2020 with a **Statement of Purpose** on excellence and equity for all schools:

***It is our moral imperative to prepare ALL San Diego Unified students to succeed in college and careers by creating conditions that will eliminate racial and economic disparity in student achievement.***

Translating this statement of purpose in to actions is the goal of the continuous Strategic Process. This is done simultaneously by embracing the equity and access imperative uniformly across all schools and the community-based school reform model initiated by the district in the 2010/11 school year which recognizes that every school is unique in its culture, its student characteristics and in its location and physical elements.

### What is a “Quality School?”

Essential to the San Diego Unified Strategic Process is agreement about what makes a quality school. Beginning in May 2011, the Strategic Process Design Team and Working Groups identified and selected 12 Indicators of a Quality School that are consistent with the Board of Trustee’s mission statement, Vision 2020, and community-based reform model, and reflect research-based best practices. The 12 Indicators, as a whole, define quality in student terms – such as academic achievement, social-emotional and physical development, as well as in terms of a school being part of a neighborhood such as schools’ climate, operations and contributions to the community. The 12 Indicators describe the ideal that all schools should achieve within five years.

The Design Team and Working Groups identified evidence, for each Indicator, that can be gathered to measure progress toward the ideal over five years. Focusing on evidence signals a shift with past approaches. Often, strategic plans describe in detail the strategies or actions adults should take uniformly across schools. By focusing on measuring progress rather than adult actions, the San Diego Strategic Process is consistent with the beliefs embedded in the community-based reform model that each school must find the best ways to serve the needs of its students and community.

We have learned there is “no one way” or “cookie cutter” approach that will meet the needs of all schools. Schools need to know the destination and know how to measure their progress in reaching their destination. All schools sharing 12 Indicators based on equity and access and agreeing on the evidence used to measure progress will allow schools to learn from each other and from their experiences.



With the 12 Indicators and evidence in place, the Strategic Process calls for two simultaneous actions: each school identifies the strategies and actions it will use for each of the 12 Indicators, and central office and community partners identify the strategies and actions they will use to support the needs of school. Again, strategic planning processes are often “top-down”. Those outside of schools set direction and make resources available, and schools implement. The San Diego Unified Strategic Process is intended to be more interactive. Schools can use the 12 Indicators apply resources and assistance where they need it most based on multiple measures.

### **NEXT STEPS**

The San Diego Unified Strategic Process is underway. The three district-wide academic goals for 2011-12 – professional learning communities, parent and community engagement and college and career readiness – are helping build a foundation for quality schools. During the winter of 2011-12, clusters, schools, parents and community partners will learn about the 12 Indicators of a Quality School and will be asked for their feedback on the evidence that is collected to measure progress and generate learning.

Beginning in spring 2012, the 12 Indicators will be used with schools to plan their annual improvement efforts, and to align central office and community resources to create a Quality School in Every San Diego Unified Neighborhood.



# PART II

## Quality School Indicators –



## 12 Indicators of a Quality School

There are many models in educational literature about what makes a quality schools. Most of these models are consistent and most share some form of the following elements which are identified as the 12 Indicators of a Quality School for San Diego Unified. We believe that quality neighborhood schools exist only through a coordinated approach to meet the objectives in all 12 Indicators.

1. Access to a Broad and Challenging Curriculum
2. Professional Learning for All Staff
3. Parent/Community Engagement around Student Achievement
4. High Expectations
5. Quality Teaching/Data Driven Instruction
6. Quality Leadership
7. Quality Support Staff Integrated and Focused on Student Achievement
8. Valuing Diversity in the Service of Students
9. Pre-Kindergarten to Grade 12 Integration and Collaboration
10. Digital Literacy
11. Neighborhood Center with Services Depending on Neighborhood Needs
12. Supportive Environment, Safe and Well-Maintained Facilities

## Theory of Action

*If* San Diego Unified implements its Strategic Process, placing emphasis on the 12 indicators of a quality school, then in five years *then* ALL San Diego Unified students will have access in a quality school in their neighborhood and graduate from high school prepared for success in college and careers.



## The 12 Indicators – An Overview

The following is a brief description of each Indicator.

### 1. Access to a Broad and Challenging Curriculum

**Access to a broad and challenging curriculum** may be best-defined as the knowledge; skills and dispositions students need to be fully prepared to enter college as well as a career of their choice. Career choices may include long-term goals of advanced college degrees or entering the workforce during and immediately after high school. San Diego Unified must prepare ALL students to be successful in taking advantage of multiple opportunities after high school.

Currently, there is disparity among San Diego Unified schools in terms of college preparatory courses offered and available to students. While all San Diego Unified middle and high schools offer all courses required for eligibility to the University of California (UC) and California State University (CSU) systems, better known as UC “a-g” subject area courses, the variety and number of sections of those course offerings differ significantly from school to school. Further, as the requirements for high school graduation, college entrance and career readiness increase, students will have less choice in the courses available in their areas of interest.

The district must be committed to address and resolve these issues to ensure that all students have access to challenging courses and courses that meet their interests.

### 2. Professional Learning for All Staff

**Professional learning for all staff** is a significant part of the San Diego Unified’s response to the task of improving leadership and teaching and implementing a broad and challenging curriculum in each and every neighborhood school. The need for professional learning goes beyond just providing opportunities for teachers. If we want adults throughout the system to improve, we must show them how to do so.

Professional learning is and has been part of San Diego Unified’s strategies for continuous improvement.

### 3. Parent/Community Engagement around Student Achievement

Parents are the primary educators and advocates of their children. While schools have responsibility for student achievement, there can be no doubt that **parent and community engagement** is important to creating the expectations, and providing support, necessary in preparing all students for college and careers. San Diego Unified has an obligation to reach out to parents as partners in their children’s education, and to provide parents with the information necessary to know whether their sons or daughters are on track to success. It has begun to fulfill its obligation by establishing monthly meetings of 16 cluster councils whose members include parents, students, community and staff. Similarly, communities are necessary to provide the support and resources to raise expectations and provide encouragement for students.



#### 4. High Expectations

**High expectations** for students and adults recognize that students, parents, teachers and administrators need to examine our beliefs and re-think our approaches to learning. It is not enough to set the target that all students are to be proficient and successful in meeting grade level expectations each and every year. Systems of support need to be in place to help students close gaps in their achievement and prepare all students for success in college and careers. High expectations need to be integrated in all structures and practices that touch the lives of students and the adults who serve them.

#### 5. Quality Teaching and Data Driven Instruction

We know that the **quality of teaching** matters in preparing students for success in college and careers. Research shows that students who are assigned to less than effective teachers for three consecutive years may fall so far behind, that they simply do not catch up – ever. Our goal is to assure that every student has access to a highly effective teacher every year.

One of the tools used by effective teachers is **data-driven instruction**. Effective teachers collect, analyze and use a range of data to understand what students know, what they almost know, and what they need next for their learning. Teachers use data to better understand their students, their curriculum, and their instruction and they use these understandings to make informed instructional decisions.

Student success in San Diego Unified and beyond depends on establishing a high quality of instructional practice in every classroom Pre-K through Grade 12. If the curricula become consistent, then the quality of teaching practice must also. Teachers should be given a consistent and clear focus as well as support to improve their instructional practice.

#### 6. Quality Leadership

**Quality leadership** is best characterized as the actions of a leader(s) that positively and effectively contributes to heighten productivity and promotes the successful performance of an organization. Quality leadership is evidenced by the effective implementation of a clear vision with a unifying purpose that motivates, empowers, and inspires all stakeholders to achieve the common goal of improving student achievement and creating a quality, culturally responsive, neighborhood school.

School effectiveness research indicates that strong administrative leadership is a key factor in schools with high student achievement.

#### 7. Quality Support Staff Integrated and Focused on Student Achievement

**Quality support staff integrated and focused on student achievement** refers to appreciating and supporting the adults in schools who provide various services essential to educating students. Bus drivers, aides, clerks, secretaries, cafeteria workers, custodial staff, and outreach workers contribute to the well-being of students in order for them to learn. Just as with teachers and administrators, support staff need to be clear about their responsibilities, and receive appropriate training and direction to be effective.



## 8. Valuing Diversity in the Service of Students

The diversity within San Diego Unified is one of our strengths. **Valuing diversity in the service of students** means that we adults need to understand, appreciate and engage the differences among students so that all students learn to higher levels. Experiences of all students are richer when we embrace rich cultural heritages and languages other than English as learning opportunities. We also need to help students see the strengths in our diversity and how they can contribute in appropriate and respectfully ways that result in collaborative work among students of different backgrounds.

## 9. Pre- Kindergarten to Grade 12 Integration and Collaboration

Preparation for success in college and careers does not begin in high school, but on the first day that students arrive in a school. In order to prepare all students for success, adults in and across schools must work together from **pre-kindergarten through grade 12** to promote **vertical integration and collaboration**. To us, this means that San Diego Unified should develop ways to assure that as a student moves from one grade to the next, he or she receives continuous support to build on prior success and experiences. Decisions about appropriate levels of support should be made by adults closest to students. Therefore, it is the responsibility of the San Diego Unified area clusters to coordinate services and resources.

## 10. Digital Literacy

San Diego Unified has made significant progress in preparing students for **digital literacy**. In order for students to be as comfortable in using technology in their learning as they are for their entertainment, students must have access to the latest technologies in their classrooms, and to teachers who know how to use technology to engage and empower students to take control of their learning. Access for parents, particularly in communicating with schools, is also part of our definition of digital literacy.

## 11. Neighborhood Center with Services Depending on Neighborhood Needs

Schools are central to their neighborhoods. As such, schools should be utilized as **centers for community services** that offer academic and social services. Services can impact student success directly, such as tutoring and after-school programs, or indirectly such as wrap-around services to address physical or emotional growth.

## 12. Supportive Environment, Safe and Well-Maintained Facilities

It is San Diego Unified's obligation to assure that each school is **safe, secure and a well-maintained facility**. Safety, security and appearance are essential to creating a positive learning environment. But there is more. The "feel" and "tone" of the school – how adults and students act with each other, how welcoming the school is to parents, families and community - contributes to student learning.



# PART III

## Quality School Indicators –

## Destinations and School Level Evidence



## Quality School Indicators

### Destinations and Evidence of Arrival

#### 1. Access to a Broad and Challenging Curriculum

**Destination:** All students have equitable access to a broad and challenging curriculum, aligned to California/common core state standards, that engages them in inquiry, critical thinking and creativity and provides them with a strong foundation in the academic disciplines, broad exposure to the liberal arts and opportunities to pursue individual interests. Teachers are prepared to provide a broad and challenging curriculum. All students who begin school speaking a primary language other than English receive strong and supported Tier 1 or classroom instruction that includes English language development and the use of appropriate instructional strategies.

**School-level Evidence:**

- 100 percent of students will graduate and complete UC A-G subject requirements;
- Full implementation of common core curriculum and assessments pre-kindergarten to 12;
- Opportunities/access to liberal arts courses (music, arts, languages, physical education);
- Students receiving academic interventions show progress;
- Professional development for common core curriculum implementation;
- Adequate teachers to staff A-G courses;
- Guaranteed access to A-G courses and CTE;
- Establish multiple pathway on-line courses;
- Pre-K and transitional kindergarten program;
- Access to honors and AP/IB courses;
- Access to STEM courses;

**School-level Strategies:**



## 2. Professional Learning for All Staff

**Destination:** All San Diego Unified employees are engaged in continuous, strategic, intentional and differentiated professional learning for the purpose of supporting excellence and equity in all schools. A continuous and annual system of professional learning for all staff in implementing established district-wide initiatives or focus areas is in place.

### School-level Evidence:

- Professional development topics are focused on promoting equity and based on data;
- Professional learning plans are based on identified needs, evidenced by appropriate data and connected directly to annual focus areas:
- Resources are allocated and aligned with achievement goals;
- Targeted on achievement gaps and performance groups;
- Highly functioning PLCs and ILTs;
- Develop teachers to assume leadership;
- Build regular professional development time into the work day;
- Feedback on professional development is used in designing follow-up;

### Strategies:



### 3. Parent/Community Engagement around Student Achievement

**Destination:** All schools reach out to parents as partners in their children’s education and provide parents with the information necessary to know whether their sons and daughters are on-track to success. Entire communities provide the support and resources to raise expectations and encourage students to graduate ready for success in college and careers.

**School-level Evidence:**

- Knowledge of San Diego Unified graduation requirements (A-G) and grade level expectations;
- Number of parent/community volunteers;
- Number of parents engaged in decision-making;
- Parent satisfaction surveys;
- Sign-in sheets;
- Parent/teacher interaction on student academic support;
- Number of parent complaints;
- On-line grading with parent access (Parentconnect);
- Effective site governance;
- Teaches connect with families before problems occur;
- Increased enrollment of resident students in neighborhood schools;
- Parent attendance at school events;

**Strategies:**



## 4. High Expectations

**Destination:** All schools are places in which high expectations for success in meeting the requirements of a broad and challenging curriculum are held by ALL students and the adults who serve them.

**School-level Evidence:**

Performance data by student group over three years:

- Number of students in GATE;
- Number of student in AP/IB;
- Open access to AP and honors course;
- Grades (particularly the number of Ds and Fs);
- Student performance - Proficiency and above;
- Retention rates;
- Number of special education referrals;

Other Evidence:

- Higher order thinking reflected in instructional activities and assignments;
- Intervention system;
- College-going culture;
- Decrease the number of students classified as English learners and special education;
- Students engaged/have a voice in decision making;
- Students counseled to enroll in A-G course offerings and enrichment opportunities;
- Multiple entry points/multiple opportunities to succeed;
- Celebrations of student success;

Strategies:



## 5. Quality Teaching/Data Driven Instruction

**Destination:** Every student has access to a highly effective teacher every year. Effective teachers collect, analyze and use a range of data to understand what students know, what they almost know and what they need next for their learning. Teachers collect enough of the right data aligned to learning goals, which include the results from high stakes assessments as well as periodic district-wide assessments and more frequent classroom assessments. Teachers analyze data using collaborative processes. Teachers act on their analysis to improve student achievement.

**School-level Evidence:**

- Using data on students in planning instruction;
- Using assessments;
- PLCs conduct “public”, collaborative discussions of student performance data;
- Frequent monitoring of student data;
- Use of best practices;
- Use of interventions to support instruction and behavior;
- Grading policies and grades reflect student learning;
- Differentiated instruction;
- Students are on-track to meet San Diego Unified (A-G) graduation requirements;
- Accountability for outcomes;

**Strategies:**



## 6. Quality Leadership

**Destination:** Leaders positively and effectively contribute to heighten productivity and promote the successful performance of the school/department/division. Quality leaders set a unifying direction with a focus on student learning (including the analysis of data to monitor and inform instructional decisions); develop people by providing targeted professional development to build their capacity and knowledge to support student learning success; and structure their organization to fully support teaching and learning.

**School-level Evidence:**

- Shared leadership that fosters equity;
- Climate of trust;
- Use of the cycle of continuous improvement;
- Written professional development plan;
- Monitoring student progress;
- Teachers have opportunities to initiate and demonstrate leadership beyond their classrooms;
- Low-teacher turnover;
- Ethical leadership;
- Shared accountability and support;
- Survey of teachers, parents, students;
- Examples of situational leadership;
- Supports risk-taking;
- Coach teachers/learn from teachers;
- Students on-track to meeting San Diego Unified graduation requirements (A-G);
- Creative management of resources;
- Providing feedback on professional development effectiveness

**Strategies:**



## 7. Quality Support Staff Integrated and Focused on Student Achievement

**Destination:** All schools and departments are staffed by effective classified and certificated support staff who contribute to high level student achievement and advance the site's efforts in creating quality, equitable, neighborhood schools.

**School-level Evidence:**

*Classified and certificated staff are:*

- Clear about expectations for them;
- Valued;
- Involved/empowered to make decisions;
- Trained;
- Evaluated;
- Performance outcomes – attendance, counseling support services, medical, customer service, cleanliness;
- Willing to accomplish tasks necessary for student success;

Other Evidence:

- Number of support staff;

**Strategies:**



## 8. Valuing Diversity in the Service of Students

**Destination:** All employees have knowledge and skills necessary to make equity a reality as they support and serve the learning needs of diverse student populations. Students demonstrate the knowledge and skills, and act respectfully in order to learn collaboratively with, and value the contributions of, students of different backgrounds.

**School-level Evidence:**

- Access to full-range of opportunities for all students;
- Students meeting all expectations of San Diego Unified curriculum;
- Accelerating the achievement of all students towards full proficiency;
- Cultural proficiency training;
- Multicultural education;
- Number of staff who reflect the ethnic/racial diversity of their students/community;
- Teaching Tolerance;
- Eliminate overrepresentation in special education;

**Strategies:**



## 9. Pre-Kindergarten to Grade 12 Integration and Collaboration

**Destination:** Vertical clusters of schools provide continuous, integrated academic and social emotional development programs beginning in pre-kindergarten and build at each grade to assure that all students graduate from high school prepared to succeed in college and careers.

### School-level Evidence:

- Focus on providing access to a full range of A-G courses;
- Cluster programs that serve the needs of students based on analysis of cluster data;
- School participated in preK-12 cluster and vertical articulation;
- Curriculum/program-based tours for students;
- Dual credit;
- Articulated pathways from elementary to high school for special program offerings;

### Strategies:



## 10. Digital Literacy

**Destination:** All schools are equipped and capable of bridging the “digital divide” among students, staff, parents and their communities and their peers in other high quality schools.

### School-level Evidence:

- One-to-one computing;
- After school access to technology by parents;
- Digital literacy of teachers;
- Teachers trained and using the most up-to-date instructional and communication technology and applications;
- Parent real-time information on student progress;
- Immediate feedback to students;
- Teachers use data to inform practice;
- Use of Parentconnect;
- I21 classrooms evolve and are sustainable;

### Strategies:



### 11. Neighborhood Center with Services Depending on Neighborhood Needs

**Destination:** The school site is a hub connecting families to wrap-around services (including academic and social services) and/or resources needed by students and communities to ensure equity. Services can impact students' academic development directly, such as tutoring or after school programs, or indirectly such as services to address physical or emotional growth.

**School-level Evidence:**

- Approved services exist within geographic areas easily accessible in more than one modality by all community members;
- Communication surveys with support providers;
- Facilities;
- Partnership with neighborhood agencies;
- Open use of school facilities to community;

**Strategies:**



## 12. Supportive Environment, Safe and Well-Maintained Facilities

**Destination:** All schools are clean, safe, and well-organized and have a positive climate that supports the academic, emotional and physical needs of students through appropriate supervision, positive behavior intervention and support and customer service.

**School-level Evidence:**

- Aesthetically pleasing/clean campus;
- Character education program;
- Advisory program;
- Counseling services;
- Compliance with Williams Act;
- Implementation of a Response to Intervention system;
- PBIS implementation;
- Food service;
- Customer services – family-friendly;
- Space;
- Transportation network that supports quality schools;

Data by student group over three years:

- Suspension and expulsion data;
- Number of serious disciplinary infractions;
- Number of SST referrals;
- Number of bullying offenses (particularly those related to racial and ethnic tensions);

**Strategies:**



# Appendix

- Work Group Teams – Summer 2011
- Strategic Process Timeline



## Strategic Process Work Group Teams

### Quality Teaching and Data Driven Instruction

<b>Mitzi</b>	<b>Merino</b>	Area Superintendent, <b>Team Leader</b>
Laura	Bellofatto	Principal, Construction Tech Academy
Tavga	Bustani	Principal, Edison Elementary
Sam	Cisneros	Teacher, Muirlands Middle
Tabatha	Footman	Teacher, Edison Elementary
Joe	Frescatore	Principal, Carson Elementary
Chris	Hargrave	Principal, Muirlands Middle
Donna	Marriott	Resource Teacher, Special Education
Ana	Morales	Manager, Translation and Communication Services
Tim	Suanico	Principal, Ross Elementary
Donna	Tripi	Principal, La Jolla Elementary
Terry	Walter	Director, Office of Language Acquisition

### Professional Development for All Staff

<b>Marian</b>	<b>Phelps</b>	Area Superintendent, <b>Team Leader</b>
Michael	Dodson	Principal, Bell Middle
James	Jimenez	Principal, Lee Elementary
Harlan	Klein	Principal, Innovations Middle
Sherry	Lawson	Content Area Program Manager (Math)
Ron	Little	Chief Financial Officer
Kimie	Lochtefeld	Principal, Dingeman Elementary
Julie	Martel	Principal, Pacific Beach Middle
Tami	Mason	Detective, School Police
Eileen	Moreno	Principal, Fay Elementary
Richard	Nash	Principal, Madison High
Darin	Noyes	Human Resource Technician

### Quality Leadership

<b>Shirley</b>	<b>Wilson</b>	Area Superintendent, <b>Team Leader</b>
Fabiola	Bagula	Principal, Balboa Elementary
Yasmin	Bozin-Mendoza	Parent and Community Member
Art	Hanby	Officer Strategic Sourcing & Contracts
David	Koonin	Project Resource Teacher, Rosa Parks Elementary
Susan	Levy	Principal, Farb Middle
Lillie	McMillan	Principal, Porter Elementary
Jeremiah	Potter	Teacher, Millennial Tech



Drew	Rowlands	Executive Director Auxiliary Services
Albert	Servin	Parent Support Liaison
Harry	Shelton	Principal, Morse Hgh
Reashon	Villery	Principal, Crawford (CHAMPS)
Cathy	Whitley	Program Manager Special Education

**Access to Broad and Challenging Curriculum**

<b><i>Sid</i></b>	<b><i>Salazar</i></b>	Assistant Superintendent for Instructional Support Services , <b>Team Leader</b>
Mark	Alcorn	Teacher, Lee Elementary
Milena	Aubry	Human Resource Officer
Ana	Diaz-Booz	Principal, Kearny International Business
Debbie	Foster	Director Budget Operations
Joe	Fulcher	Chief Student Services Officer
Gina	Gianzero	Parent and Community Member
Andrea	Guerrero	Parent and Community Member
Alma	Hills	Principal, Freese Elementary
Shawn	Loescher	Director, College, Career & Technical Education
Esther	Omogbehin	Principal, Mann Middle
Nannie	Osawa	Parent and Community Member
Sonia	Picos	Program Manager, Special Education
Roxanne	Pompilio	Advanced Placement Teacher, School of Creative and Performing Arts
Ron	Rode	Executive Director, Office of Accountability
Kimberly	Samaniego	Teacher, Mira Mesa High
Sarah	Trueblood	Resource Teacher, Roosevelt Middle
Mary	Waldron	Program Manager, Office of Language Acquisition

