



vision20|20
QUALITY SCHOOLS IN **EVERY** NEIGHBORHOOD



VISION 2020

QUALITY SCHOOLS IN EVERY NEIGHBORHOOD

Progress Report – September 25, 2018

Dr. John Lee Evans, Board Trustee

San Diego Unified School District

HISTORY

In 2008, the Board of Education adopted a Mission Statement; however, there was no clear cut plan to carry out that mission. In 2009, at the time of the adoption of Vision 2020, the Class of 2020 was in the first grade. The Board committed to achieving Vision 2020's goals by the time of their graduation. This document was to serve as our report card. We are now two years away from 2020. From 2009-2013, in spite of the financial crisis and reduced education funding, we continued to discuss and refine our goals. By 2013, with the appointment of a new Superintendent, Cindy Marten, Vision 2020 forums were held across the district and by 2015, we started to see real results from this initiative.

*Note: This report contains the original language of Vision 2020 with the goals the Board established (normal type). **The bold print is our progress report on those goals, with statistics in italics.***

MISSION STATEMENT

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.

VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD



To prepare our students for the competitive global economy they will face in the years ahead the San Diego Unified Board of Education has developed a focused, long term plan for student achievement. It culminates with graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020 we intend to develop a world-class school system for all of our students.

The Board of Education will hold itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board will review Vision 2020 at the end of each school year to

assess progress towards the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020.

Vision 1 STUDENT ACHIEVEMENT

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

At the time of the adoption of Vision 2020, the district was making steady, incremental progress in standardized test scores. Now we need to broaden the measures of student achievement to accurately reflect the skills that we want our students to possess. Then we need to accelerate the achievement gains. Third, we need those gains to include **all** students from all backgrounds in our district.



1a) Schools in San Diego Unified will provide a broad and challenging curriculum that aligns with the Common Core State Standards.

- Students will be offered a blend of rigorous college preparatory and career/technical courses to ensure their readiness for a full-range of post-graduation choices.
- All students will have equal access to all of the above programs, including the a-g college prep program.

In 2011, the Board of Education boldly approved a plan to make the college prep curriculum the default curriculum for all students, while increasing the offerings in career technical courses.* For example, students at Madison High can participate in courses in a state of the art auto tech lab. Upon graduation these students have the option of getting a job in a local garage, attending a technical school of a car manufacturer for one to two years or entering the university to study mechanical engineering.

This was designed to give students options upon graduation rather than prematurely putting them on a predetermined path in the old college prep vs. vocational track. Now every high school offers the courses needed for college eligibility and every comprehensive high school campus offers AP courses and college credit courses.*** The access to these courses at all schools has created the opportunity to narrow the achievement gap. In addition, the music and arts programs have been expanded to round out the student's education. Students can also participate in athletics and many extracurricular activities.**



**CCTE courses are available at every comprehensive high school across the District and many of them simultaneously meet UC/CSU a-g requirements.*

***From 2015 to 2017 the number of students enrolled in AP courses had increased by 12% overall. While the number of White students participating increased by 7%, the increase in the number of students enrolled from other groups has increased substantially: African American students by 36%, Hispanic students by 25%, low income students by 20%, and students with an IEP by 57%.*

****In 2015-16 there were 3,724 enrollments in college courses and the Board asked for an acceleration of college course offerings. That was increased by 107% in 2017-18 to 7,704 and projected enrollment in 2018-2019 is 10,915, nearly triple the number in a few years.*

- Students will have a strong foundation in English language arts, math, science and social studies.



For several years we scored at the top or near the top on standardized tests in English and math among California large districts, while also making dramatic improvements in science and social studies tests.* Since then the CSTs were suspended and the state has switched over to Smarter Balance Tests. Recently San Diego Unified ranked #1, among 25 big city school districts across the nation making the highest gains for our fourth and eighth graders' performance in English and math on the National Assessment of Educational Progress, known as the Nation's Report Card.**

**Under the previous California State Test from 2008 to 2012 the number of students proficient in English Language Arts increased by 30% and in math by 24%. The number of students proficient in science increased by 57% and in social studies by 51%.*

***From the baseline year of the new SBAC there was a 12.3% increase in two years in the number of students meeting or exceeding the standards in math and a 9.0% increase in the number of students meeting or exceeding standards in English Language Arts.*

- Students will be critical and creative thinkers, able to integrate and apply their knowledge, skills and interest.

As we have adopted the Common Core State Standards we have replaced rote learning and memorization of material with critical thinking and analysis. The entire curriculum has been adapted to the higher order thinking of the Common Core. Classrooms are being revamped to facilitate collaborative conversations.

The results of this are obvious at Board of Education meetings where students make presentations on recycling and other environmental programs, as well as anti-bullying programs that are student run. Another example is an app developed at Hoover High School for students to find safe routes to their school from homes.



- Students will develop the ability to communicate in two languages.

With the more rigorous high school graduation requirements, every high school student now graduates with at least two years of world language instruction. Furthermore, we have increased our dual language, language immersion and language enrichment programs across the district.* We are also re-classifying our English Learners as proficient in English at an accelerated rate, reducing the number of Long Term English Learners. We celebrate the diversity of the 60 different languages that our students speak as a first language. Students are able to earn a Seal of Biliteracy on their diploma*** and can meet the world language requirement by demonstrating proficiency in their native language.******

**Besides Language Academy (Spanish and French), Longfellow (Spanish) and Barnard (Mandarin Chinese) language immersion schools, an additional language immersion school for*

Spanish and French has opened at John Muir Language Academy. Several elementary schools geographically spread across the district offer dual language curricula.

*** Long Term English Learners are defined as students five or more years in the system before reaching full proficiency in English. In 2013, we learned that we had 5,704 and that number has been reduced to 2,971 today, a reduction of nearly 50%.*

****The number of students receiving the Seal of Biliteracy increased from 372 in 2013 to 722 in 2018.*

*****In 2017-18: 1,631 students passed the LOTE, a test which demonstrates proficiency in their native language to meet the second language requirement. We are also producing trilingual students. (Example: a native Spanish speaker who has mastered English and is learning Mandarin Chinese)*

- Curriculum will be coordinated across the K-12 curriculum in each cluster to assure continuity across the curriculum.

As a first step, school support services were changed to ensure that the Area Superintendent supports the entire K-12 curriculum and vertical alignment in each cluster, rather than having elementary, middle and high schools in each cluster working independently of each other. For example, the Madison Cluster reconfigured elementary and middle school grade levels and gave students the option of pursuing an arts or a STEM specialization. High schools have identified career pathways and the feeder schools work on coordinating with that cluster identity.

1b) To advance student achievement goals, the district will implement clear measures of success that go beyond standardized achievement test scores.

- Staff will develop both quantitative and qualitative measures to measure the broad range of achievement.
- Such measures will incorporate an individual growth model.
- Such measures will facilitate the improvement of instruction.
- Such measures will be readily available and understandable by students, parents and community members.
- Student achievement will also include measures of Personal Development and Citizenship Development.

Students and teachers do not rely on single standardized test scores to measure student progress, but rather on common formative assessments and proficiency scales. Student portfolios display student learning in a way that typical tests cannot measure.

1c) Meaningful graduation - ALL students will graduate with the skills and knowledge necessary for academic and occupational success as productive citizens.



The graduation rate in San Diego Unified has increased steadily since Vision 2020 was adopted in 2009. In 2011, the Board approved a plan to make the UC/CSU a-g eligibility criteria for admission the default requirements for high school graduation. The Class of 2016 was the first to meet these more rigorous requirements and at the same time the graduation rate continued to rise.*

**In 2009-10 the graduation rate was 82.2% and by 2014-15 it was 89.4%. With the new requirements the graduation rate for 2015-16 was 91.3%. Since then the state has changed the method of calculation and 86.6% is the new baseline starting in 2016-17. Under the old system the 2016-17 rate would have been within 1% of the previous high year.*

With the more rigorous requirements the graduation rate increased to around 90%* with an increase in the total number of students graduating eligible for CSU and UC. The improvement by African American and Latino students was more dramatic than the general student population, which is one step toward closing the achievement gap.**

**The graduation rate in 2016 was 91.3% according to California state methodology and was verified by a citizens group.*

*** From 2015 to 2017 the number of graduates eligible for UC and CSU admission (a grade of C or better in all college required courses) increased by 24%. For African American students it increased by 59% and for Hispanic students it increased by 48%. All groups were substantially higher than the baseline of 2011 (the year the a-g plan was approved), which was 44% of all graduates versus 70% today.*

In terms of the meaningfulness of the San Diego Unified diploma the combined college prep/ career tech emphasis prepares our students for a variety of options upon graduation with a wide variety of career pathways across the district. Most high schools now offer specialized career pathways as preparation for career success. Three high schools now offer pathways to

all of their students in fields such as engineering, healthcare, social justice, information technology, business and the arts.

Many of the pathways have been developed in response to the identification of those sectors in San Diego which have high demand for highly qualified employees: life sciences, information and communication technologies, healthcare, clean energy and advanced manufacturing.

- Student success following graduation in college and career will be measured by staff for continuous improvement of instruction.

San Diego Unified and the San Diego Community College District have developed a unique collaboration plan in which we make sure that our students are adequately prepared for college by having our teams work together matching necessary curriculum and skills. We are in our sixth year of this collaboration.

1d) Individualized instruction and annual growth

- 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.
- Every student, whether starting at a high or low achievement level, will make at least one year's academic growth each year.

We have started developing Innovation Centers at high schools that allow students to flexibly remediate or accelerate their learning while staying at their comprehensive high school. Students at all levels are receiving common formative assessments to monitor their growth on an individual level. In terms of annual growth, Marzano's proficiency scales are highlighting the critical concepts and gauging whether the students are meeting the California Standards. Teachers meet in grade level and academic subject groups in Professional Learning Communities to plan how to make sure that the students at all levels are progressing. Dashboards monitoring student progress are being developed and more can be done to customize the educational program for each student.



1e) Access to technology

- Students will have access to the latest technology at school and at home and will be proficient in its use.
- Technology will enhance classroom instruction and individual instruction.
- Students, their parents and teachers will be able to monitor individual student performance continuously in real time.

San Diego Unified led the nation in the introduction of technology in the classroom in the early years of Vision 2020 with smart boards and personal devices. Many students are able to take their devices home and this has resulted in the narrowing of the digital divide. We have flipped classrooms (students take home a video presentation of the math lesson, for example, and then are able to use the class time to obtain help from the teacher). Through our locally approved bond program we are constantly updating our systems as we adapt to all of the technological changes. Parents are able to access information on their student's progress through Power School in most cases, but there are some gaps.

Vision 2 SCHOOLS AS NEIGHBORHOOD LEARNING CENTERS

- At the time Vision 2020 was adopted, many students attend schools outside their neighborhoods. Many of the close neighborhood connections of the schools have been lost. Vision 2020 seeks to re-establish a strong bond between a community and its schools. Our goal is to achieve quality schools in every neighborhood through community based school reform.



One of our indicators of a quality school is a high neighborhood participation rate. The overall percentage of students attending neighborhood schools across the district has remained stable. It has not increased significantly yet on a district-wide basis. Simultaneous to the development of Vision 2020 there have been many new charter schools added to the district portfolio, which has decreased enrollment at district schools. The fact that the neighborhood participation rate (which takes into consideration students leaving for charter schools) has remained stable suggests that parents keeping their students in district schools are opting more for their neighborhood school rather than transporting their students across the district.

The increase in neighborhood enrollment should happen gradually over the next decade as a new generation of parents become aware of the quality of their neighborhood school. Mira Mesa is a good example of a diverse community that has a high rate of neighborhood enrollment.

In addition to the emphasis on neighborhood schools, a school choice program is available for students across the district. Some students will continue to attend a school outside their neighborhood due to specialized programs (Mandarin or specialized arts programs, for example).

Several schools have greatly increased the enthusiasm and participation of their neighborhood families including McKinley, Jefferson, Birney, Gage, Golden Hill and Franklin, among others.

2a) Schools will be safe, attractive neighborhood learning centers.

- **School facilities will be congruent with the needs of the neighborhood.**

At the time of the adoption of Vision 2020 the voters had just passed Proposition S to modernize our facilities that were in dire need of renovation and voters also approved Proposition Z in 2012 to further upgrade the schools for their rapidly changing needs. Since that time, we have already spent nearly \$2 billion on school renovation and replacement*

**Since 2008, 126 major construction projects have been completed; 56 new classroom buildings and 531 old portables removed or replaced.*

We have interactive technology in our classrooms and all K-12 students and teachers have access to technology devices, giving San Diego Unified a reputation as a national leader with our i21 technology implementation program.*

**5,571 classrooms have upgraded technology; student and teacher device replacement on a five-year cycle; technology infrastructure/connectivity across the entire district.*

For the safety of our students, we have made security upgrades, including controlled access to school sites and emergency communications equipment to prevent or manage any intrusions.

We have adapted our facilities for changing academic needs, including Career Technical Education facilities ranging from auto tech to business to culinary arts to engineering.* We have Innovation Centers at five high schools for students to remediate and accelerate their high school program. Another example is the reconstruction at Innovation Middle School, which includes collaborative learning spaces, while other schools are creating this learning environment with new furniture.

**Since 2008, we have built 25 new Career Technical Education facilities.*

Neighborhood schools focus on the students' specific needs, such as a health center for students who do not have regular access to healthcare and joint use recreational facilities,

particularly in park deficient neighborhoods.* We have also responded to community needs by providing state-of-the-art athletics facilities for sports and physical education.

**In addition to 79 current joint use fields, we are in the process of adding 45 new fields combining our resources with the City of San Diego, simultaneously improving the schools and the neighborhood.*

Our climate action plan has resulted in solar energy systems at many campuses across the district, reducing energy costs.*

**Photovoltaic projects have been completed at eight schools with an additional 12 schools under construction in the current phase, which will together produce 10.5 million kWh annually for a savings of \$2.8 million in electrical costs and a reduction of 4,000 tons of CO2 emissions annually. The next phase will include 14-16 more schools.*

We are bringing air conditioning to every classroom across the district before 2020 for a healthy learning environment at all schools.*

**In 2008, only 40% of classrooms were air conditioned. Currently, 74% are air conditioned and by Fall 2019, 100% will have air conditioning.*

Propositions S and Z are pumping millions of dollars into the San Diego economy, while employing local workers, particularly in our highest poverty neighborhood schools.* Because of the long term nature of the bond programs, many of our current students will be employed in these projects.

**Approximately \$1 million is spent per day on the school facilities renovation. This has resulted in 16,312 jobs created. Due to goals of the Project Labor Agreement, we have been able to employ vast numbers of local workers, but of particular importance is that 26% of our workers come from the highest poverty neighborhoods. Our school families are benefitting from this economic boost.*

- Instructional strategies will be adapted to ensure the success of every student in that neighborhood.

Teachers are working on differentiated instruction with a focus on “Unlocking the Genius” in every child and there is a strong focus on data to strategize. One example of this focus on every child is the K-3 literacy pilot program in which teachers provide additional support to the one or two students who are most at risk.

- Partnerships with social service agencies and businesses will be established.

Meaningful relationships with regional industry partners have been greatly expanded, including Raytheon, Rady Children’s Hospital, Qualcomm, SDG&E and many others.

Opportunities include informational sessions at the school, job shadowing at the worksite and internships. Some of the partners offer lab/excursions, including the Qualcomm Think-a-Bit Lab, the Sea World Ocean Link Lab, the Raytheon Innovation Lab and the USS Midway Shipboard Engineering experience.

- Schools will serve as cross-generational neighborhood learning centers promoting interaction between residents of all ages.

We have long had senior citizen tutors in certain schools, but more could be done in this area to increase cross generational interaction.

- Classified support staff will play a key role in the school's relationship with its neighborhood and as active participants in the mission of improving student achievement.

Classified paraeducators who work with students with special needs have been included in professional development programs. Office staff members have worked on creating a welcoming environment at each school. We need to continue to find ways to incorporate all classified employees into the learning mission of the district.

2b) Schools will extend beyond the school site.

- Improved technology will allow increased contact between school and home.

See 1e: Access to technology

- Internships in the community will facilitate real life experiences.

The number of internships with the above business partners has increased. We now have over 1,300 students participating in internships with that number projected to grow substantially.

- Schools will have connections with other schools in the cluster and throughout the district.

See 2c below

2c) Schools will be organized into clusters for greater community cohesion.

- Clusters will consist of a high school and the middle and elementary schools that feed into it.
- Clusters will ensure that there is continuity for the neighborhood students in the K-12 program.
- Cluster councils will promote the schools in their communities.

- Cluster councils will work with schools, community and district staff to improve the quality of their neighborhood schools.
- Cluster councils will be a democratic representation of the school community including teachers, administrators, support staff, students, parents and community members.

Prior to 2009, there were only three or four active cluster councils. Now there are cluster councils for all 16 clusters with varying levels of activity and effectiveness. Support by district staff is vertically aligned and communication and collaboration between principals in the clusters is facilitated. Parents are able to simultaneously see what is available to their students from kindergarten to graduation. Academic pathways are being aligned throughout the cluster, so that special programs offered in elementary and middle school can continue in high school. Conversely, elementary and middle schools can prepare their students for the specific pathways available in their high school.

Clusters have participated in important decisions, such as academic programs, school attendance boundaries, community partnerships and facilities needs. Clusters are at the core of the neighborhood school concept.

Vision 3 ENSURES EFFECTIVE TEACHING IN THE CLASSROOM

Effective teaching in every classroom is central to Vision 2020. At school, the teacher has the most direct effect on student achievement. Principals have a central role as instructional leaders of the school community.



3a) Teachers will participate in school-based professional learning communities to encourage best practices and shared problem solving.

- Teachers will be encouraged to exercise individual creativity while being held accountable for results.
- Teachers will be provided with useful data systems that allow them to improve the learning of each student.
- Effective evaluations will be used as a vehicle for enhancing a teacher's skills to improve student achievement.

Teachers across the district have been participating in professional learning communities that allow them to collaborate with and learn from their peers at grade level or subject matter to allow for every student in the school to be supported. Proficiency Scales have allowed teachers to access meaningful data to meet the state standards.

Teachers and district staff are co-developing a ground-breaking professional growth and development system to replace the outdated pass/fail evaluation system. This is being carefully developed in stages and could serve as a national model.

3b) The most important role of the principal will be as an Instructional Leader for the campus.

- Principals will work collaboratively with teachers, support staff and the community.
- Principals will also be provided the ongoing training needed to be professional site managers.

All principals view their primary role as that of an Instructional Leader. Budget limitations sometimes place too many operational duties on the principal, but they do see improving instruction as their primary focus. Principal Institutes and close collaboration with the Area Superintendents have increased the capacity of principals.

3c) The district will collaborate with the teachers' association and other stakeholders to improve teacher effectiveness for improved student achievement.

- Professional development that is needed for teachers will be identified by the school community and will be supported by the district.
- Student-teacher ratios will be low enough to permit productive interactions with students.

Much of the professional development is related to the professional learning communities and priorities developed by teachers at the school site and SDEA.

In spite of major budgetary restraints over the past decade, San Diego Unified has consistently maintained some of the lowest class sizes in the state.

3d) San Diego Unified will continually attract and retain the best teachers and principals, as well as support staff and senior management.

- The district will identify and support district students who would like to become teachers, work with schools of education for better teacher preparation and provide direct support and guidance in the first years of teaching.
- Career advancement opportunities will be available to teachers for professional growth and to mentor junior teachers.
- Competitive salaries and benefits will attract the best teachers, principals, support staff and senior management.
- Excellent working conditions at a district with a superior national reputation will attract stellar teachers and principals.
- District teachers, principals and staff will parallel the diversity of the San Diego Unified student population for effective multicultural interaction.

The teacher pipeline, developed between SDEA and district staff, identifies and encourages future educators among our own students. We are developing plans with the San Diego Community College District and San Diego State University to support these students at every

step along the way. This is a long term generational project to increase the diversity of our teaching staff.

We are able to recruit new teachers based on our salaries, benefits and supports offered. Our salaries are competitive with the other districts in San Diego County. Our benefits are superior to most other districts. Another recruiting advantage is the support offered to new teachers in our induction program. Because we recognize years of service in other districts on our pay scale, this allows us to recruit experienced, successful teachers. Our retention rate is well above the national average.*

In terms of professional advancement opportunities some of our classroom teachers become Resource Teachers to mentor other teachers.

**San Diego Unified's teacher retention rate is 93%.*

Vision 4 PARENTS AND COMMUNITY MEMBERS ENGAGED IN 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 adds to the success of students.



4a) Parents/guardians will be an integral element of each student's educational experience.

- Parents will be active home learning guides for their children to support academic learning.
- Parents and students will collaborate with teachers in designing individual learning plans for each student.
- Parents will be able to constantly monitor their child's performance in real time with appropriate technology.
- Parents will play an integral role in school site governance councils and cluster councils

A program has been offered to some parents focusing on High Impact Home Strategies to assist student learning. This is done through a neighborhood center in each area and they work with all of the clusters in the area. Resource teachers help principals develop programs to increase the involvement of parents in their child's learning. This program has not yet reached all of the schools in the district.

The ability of parents to constantly monitor their child's performance in real time is variable across the district.

Parents continue to participate in school governance councils and some parents have additionally become involved in cluster councils and committees.

4b) Community volunteers and partnerships will augment the work of teachers in helping each student succeed.

- Volunteers will provide special support for students who do not have sufficient family support.
- Community members will participate in cluster councils alongside parents and staff.

We have streamlined the volunteer application process. Volunteers are recruited and utilized at the school level, so district-wide statistics are not available.

Longstanding advisory groups (for special education programs, low income programs, English Learners, etc.) have been maintained and have been offered greater opportunities to present at board meetings and to collaborate with staff. Additionally, every school now has a Wellness Council that includes staff and parents. Some community members (city library, community groups, clergy, etc.) have additionally found a way to connect with the schools through cluster councils.

Vision 5 COMMUNICATION SUPPORT AND GUIDANCE FROM DISTRICT LEADERSHIP

A supportive central administration will facilitate the work of the principals, teachers and school communities within each cluster for community-based school reform. It will be a bottom-up rather than a top-down organizational style. The district administration will facilitate effective communication between all stakeholders for the dissemination of best practices and to foster community support.



5a) The district will maintain a robust communications system.

- Communication between teachers and schools across the district will facilitate sharing and promote best practices.
- The district will facilitate ongoing communication with parents.
- The district will facilitate communication with the broader community.
- The district will facilitate communication with elected leaders at all levels.

The district faces an ongoing challenge to keep parents, community, staff and elected officials “in the loop” on decisions that are made in real time. One example of good management of a crisis with transparency was the discovery of lead in the water at certain schools. Parents were informed and remediation was quickly undertaken.

Upon the appointment of Cindy Marten, a series of Vision 2020 forums across the district were held to work closely with the community in the priorities and implementation of this plan. Now the Vision 2020/Local Control and Accountability Plan provides annual updates on

these long range goals with input from stakeholders throughout the year. District staff utilize multiple forms of communication and social media as another means to keep the public informed and in touch with the District.

5b) The district administration will monitor academic progress at all schools.

- Central staff will provide guidance and support for the improvement of instruction.
- District support will enable schools and teachers to effectively monitor each student's academic progress to improve instruction.
- Central staff will hold every school and cluster accountable for student achievement.

The Instructional Cabinet and particularly the Area Superintendents, have greatly increased both the support and accountability of principals and staff to carry out the mission of closing the achievement gap, increasing the graduation rate, increasing third grade literacy and unlocking the genius in every child.

5c) The district administration will be technologically advanced and highly efficient in all divisions to best serve the learning needs of students.

- Academic programs will creatively utilize technology to maximize student achievement.
- Business divisions will also utilize technology to maximize efficiency to keep resources focused on improving student achievement.

Classroom technology is available to students at all levels and some students have home access as well. One example of district cooperation is district IT staff training teachers on how to use Google Classroom. Attendance records and other office processes are more accurate and efficient with new technology.

While we are one of the most technologically advanced school districts in the nation, it continues to be a challenge to maintain the infrastructure and maximally utilize it due to limited operational resources.

5d) Effective long range fiscal planning will result in the ability of the district and schools to make multi-year financial and academic plans with confidence.

In the early years of Vision 2020 in the midst of the economic crisis, the Board had to improvise to keep our schools open and operating one year at a time. Now all financial decisions are made with an eye to the long term fiscal health of the district and all financial decisions are made based upon a predetermined set of priorities, outlined in Vision 2020 and our LCAP.

Over the past eight consecutive years, our bond programs have received the highest opinions that auditors can offer on both financial and performance audits.* The Project Stabilization

Agreement approved in 2009 has resulted in many projects being completed on time and under budget with a low change order rate.**

**Audits provided by two different independent external auditing firms (Christy White and Crow Horowath).*

***Cumulative change order rate is 2.6% (active projects 1.4%).*

5e) The district will maintain a strong advocacy program to promote adequate school funding to ensure the success of our students.

The school district has consistently maintained strong advocacy efforts in Sacramento and Washington DC and with our own taxpayers. This has resulted in millions of dollars to support our students that we would not otherwise have received. One example was our strong advocacy for back payments from the state for mandated activities that resulted in about \$25 million more to the district each year for several years.

While continuing to advocate at the state and federal levels, we need to also develop local sources of revenue. We gained majority voter approval for a local parcel tax increase for our operational fund in 2010, but needed a two-thirds vote. Our bond measures for capital improvements have consistently passed.

Additional initiatives not contemplated at the adoption of Vision 2020 but closely aligned with the mission of Vision 2020 include:

- **A goal to have all students at a proficient level of literacy by Grade 3 by the year 2020.**
- **Promoting student safety by surpassing all state and local standards for water purity in our schools.**
- **A transition to Healthy Start Times for all high school students (8:30 a.m. or later) by Fall 2020.**

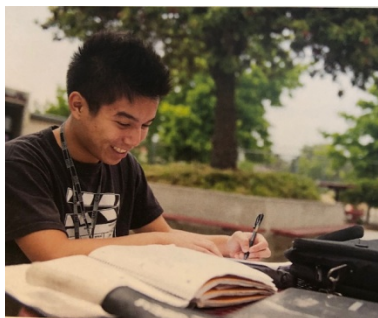


MAJOR AREAS OF IMPROVEMENT UNDER VISION 2020

We set lofty goals in 2009 and the District has much to be proud of in bringing those goals on paper to life in the classroom. In some cases, the state and federal government have caught up with the goals we set in 2009. For example, we set a goal of focusing on critical thinking and the state adopted the Common Core. We prioritized certain spending on high needs schools and the state then developed the Local Control Funding Formula that provides extra funds for the neediest students. We approved a plan to move to Healthy Start Times for our high school students and the state is not far behind on this requirement.

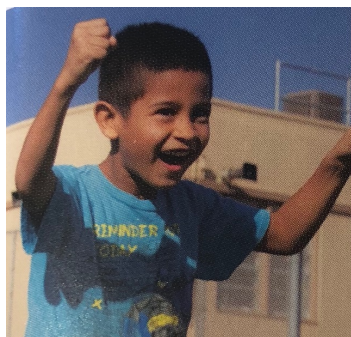
Summary of major areas of progress:

- 1) Improve achievement levels for all students through district-wide access to a broad and challenging curriculum with college prep and career technical courses at all high schools, an increase in arts programs, an increase in language programs, more focus on STEM, increased AP and college course offerings.**
- 2) A focus on critical and creative thinking with the implementation of the Common Core State Standards.**
- 3) Development of multiple measures of learning that go beyond the one state test score ranking to include the full development of the child ranging from standardized tests to physical fitness tests to school climate surveys to graduation rates to reduced suspensions. This success is reflected in the recent Nation's Report Card in which San Diego Unified's gains led large districts across the country.**
- 4) Schools organized into clusters for greater community cohesion in a very large district and with improved alignment of programs and pathways K-12.**
- 5) Transformation of our high schools to real world learning centers with increased pathways, partnerships and internships and the ability to meet the needs of all students through opportunities for both acceleration and remediation, all of which creates a more meaningful diploma from San Diego Unified.**
- 6) Engaging parents more directly in their students' learning by providing the resources parents need at each neighborhood school.**
- 7) Improved teaching through Professional Learning Communities, instructional leadership by the principals and the development of a growth and development model for teachers.**
- 8) Acceleration of the learning progress of our English Learners and a focus on world language learning by all of our students to operate in a global society.**
- 9) National leaders in educational technology to close the digital divide and improve learning.**
- 10) Development of world class facilities for specialized academic programs, for enhancement of the school building in the neighborhood, improved athletic facilities, music and art facilities, air conditioning and collaborative spaces for a new style of learning.**



The Class of 2020 is our current junior class in high school. During the next two years we must continue the development and implementation of these goals. Examples of areas to continue working on include:

- **Continue to increase the graduation rate and the college eligible rate.**
- **Continue to focus on K-3 literacy with the goal of proficiency by all third graders by 2020.**
- **Continue expansion of parent engagement programs.**
- **Continue ongoing and urgent advocacy for full funding.**
- **Continue to develop individualized learning plans for all students.**
- **Continue to problem solve on maintenance of our vast technology network.**
- **Continue to develop a growth and development evaluation and support system for teachers.**
- **Continue to increase internships for high schools students through partnerships.**



NEXT STEPS

As we approach 2020 we need to begin to think about Vision 2030. This year's first graders comprise the Class of 2030. We need to begin to focus on what we want to accomplish between now and the time they graduate. Just as our students perform better when we have higher expectations, so must our District have high expectations for what we want to accomplish with our students. Great accomplishments start with great dreams. If we have a clear long term plan we can be more effective in our implementation each year. We dreamed big for 2020 and it has worked. Let's do it again for 2030.