

San Diego County District Promising Practices

The list below is based on comments from the leadership of our San Diego County Districts during the 2017-18 After Action visits. We hope you find this information valuable and that it promotes sharing of successful practices between districts and across San Diego County.

<i>District Name</i>	<i>Promising Practices</i>
Alpine	<ul style="list-style-type: none"> ● Greatest success with Native American student population ● Building equity through participation in Equity Symposium and working with parents from the community
Bonsall	<ul style="list-style-type: none"> ● Better tracking of who attends PD ● ELD training and WRITE Institute ● Added 30 minutes to Early Release Days ● i-Ready benchmarks
Borrego Springs	<ul style="list-style-type: none"> ● Data- maintaining and monitoring data connected to LCAP measures and goals ● Community outreach and engagement
Cajon Valley Union	<ul style="list-style-type: none"> ● S.E.L. – presentation literacy ● Family Engagement is strong ● Proactive Discipline, support for students (.5 counselor at each site) ● Career development mindset- strengths/interest/values; metrics for gainful employment; world of work ● Great Learning Opportunities
Cardiff	<ul style="list-style-type: none"> ● High Quality Teaching – release teachers and release days; PD on common core, helping teachers develop a deeper understanding of the standards ● Technology implementation and outreach ● Parent engagement – more connected to the classroom, and how parents can give meaningful feedback ● Critical Thinking – “Just Think Literacy” across content areas
Carlsbad	<ul style="list-style-type: none"> ● a-g for all - first graduating class under that initiative shows increase in a-g rates by 20% ● Improvement in math scores - new adoption (Go Math) with PD and focus on learning to mastery; principal leadership ● reclassification rates are increasing - training on ELD framework
Chula Vista ESD	<ul style="list-style-type: none"> ● Stakeholder Engagement - multiple ways for parents to access ● CELDT results – Achieve 3000
Coronado	<ul style="list-style-type: none"> ● LCAP building accountability and aligns to Board goals to build consistency and one voice across the district ● Focus on reading with a goal of uniformity K-12, including EL and SWD, with monitoring and a digital portfolio
Dehesa	<ul style="list-style-type: none"> ● PLCs anchored in data and benchmarking to close achievement gaps ● Increased salary schedule ● Implementation of Achieve 3000
Del Mar Union	<ul style="list-style-type: none"> ● Continued focus on high quality instruction ● Collective learner profile ● Creating cultures of thinking ● The involvement of site and district leadership in the room at all trainings has been critical to the success of the district

**San Diego County
District Promising Practices**

Encinitas	<ul style="list-style-type: none"> ● PD collaboration, early release day; student wheel for collaboration time; TOSA support ● Looking at technology/pedagogy balance; technology 1:1 – new ideas to facilitate instruction and communicate with parents
Escondido UESD	<ul style="list-style-type: none"> ● Stakeholder Centric – systemic parent engagement earned Golden Bell. Parent leaders know priorities of district, principals take parents on walk-throughs, parent training includes data analysis. ● Family liaison at each site, also social worker and instructional coach. ● Partner with community organizations. ● Attendance is increasing and suspensions are decreasing
Escondido UHSD	<ul style="list-style-type: none"> ● Math – intentional implementation of new standards, this year’s 11th grade has had 3 years of new math strategies; increase in students taking math ● SB359 growth ● 39% a-g; improving AP% and pass rate ● Social workers, counselors, parent liaisons - Increasing stakeholder engagement
Fallbrook UESD	<ul style="list-style-type: none"> ● CHKS – 90% in area of connectedness ● Math CAASPP scores and benchmarks are improving at every grade; PD by unit with emphasis on instruction in a newer way ● Instructional coaches focus on modeling
Fallbrook UHSD	<ul style="list-style-type: none"> ● Parent liaison – good for community, reaches out to Spanish speaking families and the military community to increase engagement ● CTE pathways – successful and growing – agriculture, Advanced Manufacturing, Cyber Security ● Saturday enrichment – FELA, parents and students ● College and Career Center ● Math Interventions
Grossmont UHSD	<ul style="list-style-type: none"> ● Improving SBAC scores ● Starting MTSS task force ● CHKS – great results ● Graduation rate is improving
Jamul Dulzura	<ul style="list-style-type: none"> ● Before and After School programs and tutoring after school; looking at ways to maximize instructional time for students who are not meeting grade level standards ● The "Wonders" Program - is the core curriculum for ELA and ELD; the reading content adjusts to student lexile levels. ● Imagine Learning-supplemental ELD program to be used by English Learners at levels 1, 2 and 3. ● In addition to Envision Math - Imagine Math and Imagine Math Facts were selected as a supplemental math curriculum to support all students, and especially the acquisition of concepts for ELs.
Julian Elementary	<ul style="list-style-type: none"> ● Participation in the Native American Grant to have guidance in serving this community more effectively ● Evening bus route to increase afterschool engagement ● Embedded Wednesday minimum day for professional learning
Julian High	<ul style="list-style-type: none"> ● Focused improvement on student achievement. ● All teachers observed this year, looking at instruction, when taught and timeline for mastery

San Diego County District Promising Practices

La Mesa Spring Valley	<ul style="list-style-type: none"> ● Special Academic Instruction Model (SAI) –no more Special Education Teachers, collective responsibility ● EL program - TOSA, Newcomers and recent immigrants – foundational skills; LTELS – parent involvement and take-home iPads for literacy and math practice ● Restarting PLC process – teacher efficacy through collaboration
Lakeside	<ul style="list-style-type: none"> ● Language immersion – Spanish immersion; trilingual program; expanding pathway K-12 (working with El Capitan High) ● Performing Arts programs ● NGSS Early Adopter; STEM
Lemon Grove	<ul style="list-style-type: none"> ● Closing the achievement gap for English Learners and addressing the needs of LTELS ● Supporting students with Disabilities, especially in math; push in model, working on LRE
Mt. Empire	<ul style="list-style-type: none"> ● English Learner program - revamped assessments for ELs; transition from CELDT to ELPAC with classroom teachers leading the assessing ● Beginning work with Grossmont College and Adult Ed
National	<ul style="list-style-type: none"> ● Collaborative planning by data teams during student Enrichment Wheel; concentrating on EL and SWD ● Added technology resource teacher for 1:1 implementation
Oceanside	<ul style="list-style-type: none"> ● Hired designated ELD teachers for all secondary schools - cover all levels of ELD. Student progress in ELD and academic classes, as well as reclassification rates have improved. ● Hired EL Intervention Teachers for EL Level 1 and 2 students in secondary to provide language support in core academic courses. ● Provided all teachers with PD on the new ELD standards. ● The EL Coordinator works collaboratively with site staff to monitor and respond to the progress of EL and RFEP students.
Poway Unified	<ul style="list-style-type: none"> ● RTI TOSAs for secondary (.5 @ each site) and elementary (shared) working on academic and social/emotional; TIP, tracking of SST referred students; universal screening tool ● Cultural Proficiency work ● Changing school cultures, as evidenced by changes in dialogues at the sites.
Ramona City	After action meeting did not occur
Rancho Santa Fe	<ul style="list-style-type: none"> ● Looking at each individual student's growth ● Beginning process of creating goals by classroom and grade level; 2 year process
San Diego Unified	<ul style="list-style-type: none"> ● Improving a-g and graduation rate ● Focus on equity; process and board reports ● Fiscal and program cooperation
San Dieguito UHSD	<ul style="list-style-type: none"> ● The addition of social workers; social emotional supports for high achieving students ● TOSAs – subject area special assignments ● Spiraling the science curriculum ● Cross district elementary to secondary district collaboration ● Multi-year methodical transition to common core in math ● Establishing a culture of embracing district led Professional Learning
San Marcos Unified	<ul style="list-style-type: none"> ● High Schools have benchmark data showing improvement in D/F rate ● Designated and Integrated ELD

San Diego County District Promising Practices

San Pasqual	<ul style="list-style-type: none"> ● FIT (Focused Instruction Time) - focus on intervention and enrichment, using 2 teachers released to push in to the classrooms. ● Benchmark assessments are used to instruct students based on progress. ● ELD Strategies with a focus on vocabulary, supported by Program Evaluation
San Ysidro ESD	<ul style="list-style-type: none"> ● Several schools are showing success, looking to replicate ● Increasing involvement in the arts
Santee	<ul style="list-style-type: none"> ● Intervention staff –LA specialists that work with kids in need; Curriculum Resource – not direct services to students ● Additional counseling staff to work on MTSS at each school part-time ● Technology 1:1
Solana Beach ESD	<ul style="list-style-type: none"> ● Child Nutrition program - Chef designed meals ● Quality PD -Deep dives on topics aligned to goals ● Strategic Planning process - voice for parent and community input; Cohesion - Vision and Goals share consistent message ● STREAM - (R = research) Inquiry based model that won a Golden Bell
South Bay	<ul style="list-style-type: none"> ● Stakeholder Engagement - clear priorities, more arts, science and engineering in all schools for all kids ● Literacy - everyone know the goal; lab schools and job-embedded PD; benchmark reading assessment leading to increase in percent of students reading at grade level.
Spencer Valley	<ul style="list-style-type: none"> ● Added additional staff to support reading groups ● Having a motivated and engaged school psychologist ● Utilizing NWEA, Compass and teacher assessment to monitor student progress ● Incorporating the Wonders program into the curriculum
Sweetwater	<ul style="list-style-type: none"> ● District culture - Equity plan and focus on putting students first has led to improvement in district culture for all stakeholders, based on survey results. Strategies include school-based learning and equity walks, ● Stakeholder engagement - student voice is heard throughout the LCAP process; strong involvement of community leaders and parents ● Added 3 days to work year so PD is provided without impacting instructional time with students.
Vallecitos	<ul style="list-style-type: none"> ● Curriculum and PLCs – committed teachers, structure and routines ● Minimum Days ● Tier 3 meetings with teachers and Special Education Director; intervention plans; after school tutoring
Valley Center-Pauma	<ul style="list-style-type: none"> ● Social emotional learning success, suspension/expulsion rates dropped; counselors/mental health ● 96% graduation rate and continuation school ● Coaches at every school site all trained in ELA and Math curriculum
Vista Unified	<ul style="list-style-type: none"> ● Vista Blueprint makes the LCAP operational for the district ● Data analysis and review process to monitor progress
Warner	<ul style="list-style-type: none"> ● Focus on culture first, seeing movement in developing respect and engagement; instilling the importance of education with local speakers ● Improving the environment with modernized library, Maker Space, technology, etc....