



San Diego Unified
SCHOOL DISTRICT

Vision 2020/Quality Schools in Every Neighborhood

District Accountability Report

**LCAP Goal 1: Closing the Achievement Gap with High
Expectations for All**

Focus on Student-Centered Coaching

May 15, 2018





Student-Centered Coaching Cycles

- Voices from the Field: Jones
- Background and Rationale
- Integrated Teams
- Schools
- Structure
- Impact on Students
- Voices from the Field: Spreckels



Voices from the Field: Jones

Allison Buell

Peggy Beninger



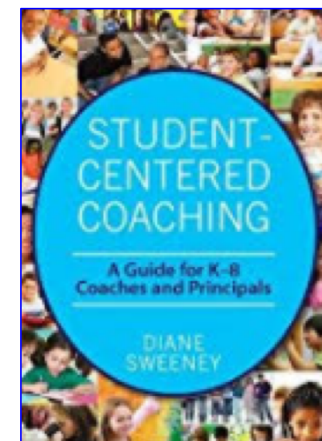
Parent Involvement

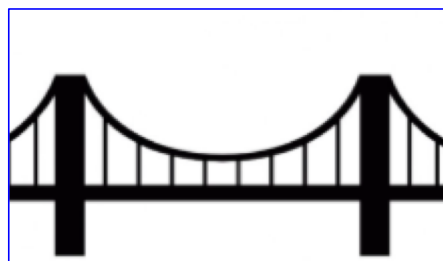
Jillene Patterson
Jones Elementary School



Diane Sweeney

The more student centered we are in our coaching work, the greater the impact will be on our students.





What do students know? How well do they know it? How do we know? Which students are on track? Which are not?

What do teachers need to know and be able to do to support learning and learners?

What do students need to know and be able to do? What are the stepping stones in achieving these end-of-year outcomes?

Elementary Coaching Teams

Early Literacy and Language Acquisition (ELLA)

- Grades TK-K-1
- Focus: Best First Teaching of Reading

ELA

- Grade 3
- Focus: Reading Growth and Development

Math

- Grade 2
- Focus: Developing Mathematical Problem Solvers





Integration: Maximizing Diverse Areas of Expertise

- Common Core Support Resource Teachers
- Early Literacy Resource Teachers
- English Learner Resource Teachers
- Educational Technology Resource Teachers
- Special Education Resource Teachers
- FACE Resource Teachers



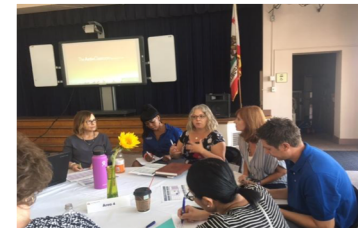


70 Schools

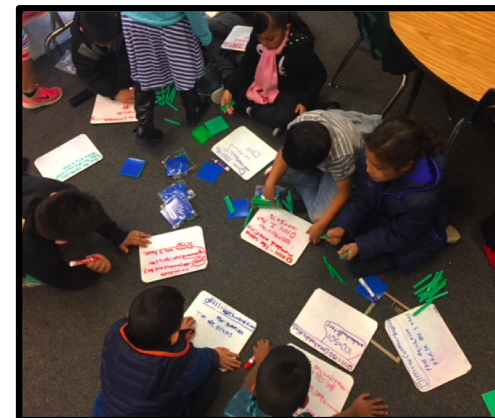
Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
<p><u>ELLA</u> Encanto Valencia Park</p>	<p><u>ELLA</u> Boone Mason</p>	<p><u>ELLA</u> Jones Ross</p>	<p><u>ELLA</u> Central Rosa Parks Whitman</p>	<p><u>ELLA</u> Logan Rodriguez</p>	<p><u>ELLA</u> Foster Ibarra Rolando Park</p>
<p><u>ELA</u> Baker Horton Chavez Encanto Nye</p>	<p><u>ELA</u> Mason Walker Bethune Spreckels Curie</p>	<p><u>ELA</u> Ross Juarez Linda Vista Fletcher</p>	<p><u>ELA</u> Hamilton Edison Lafayette/Sequoia Cadman Alcott Joyner</p>	<p><u>ELA</u> Burbank Perkins Rodriguez Logan Golden Hill</p>	<p><u>ELA</u> Ibarra Marvin Marshall Dailard</p>
<p><u>Math</u> Chollas-Mead Johnson Webster Balboa</p>	<p><u>Math</u> Freese Paradise Hills Penn Pacific View Leadership</p>	<p><u>Math</u> Cubberley Wegeforth Cabrillo Ross</p>	<p><u>Math</u> Field Sequoia Rowan Normal Heights Hawthorne Whitman</p>	<p><u>Math</u> Jefferson Golden Hill Sherman Kimbrough</p>	<p><u>Math</u> Clay Rolando Park Gage Green</p>

Structures and Processes

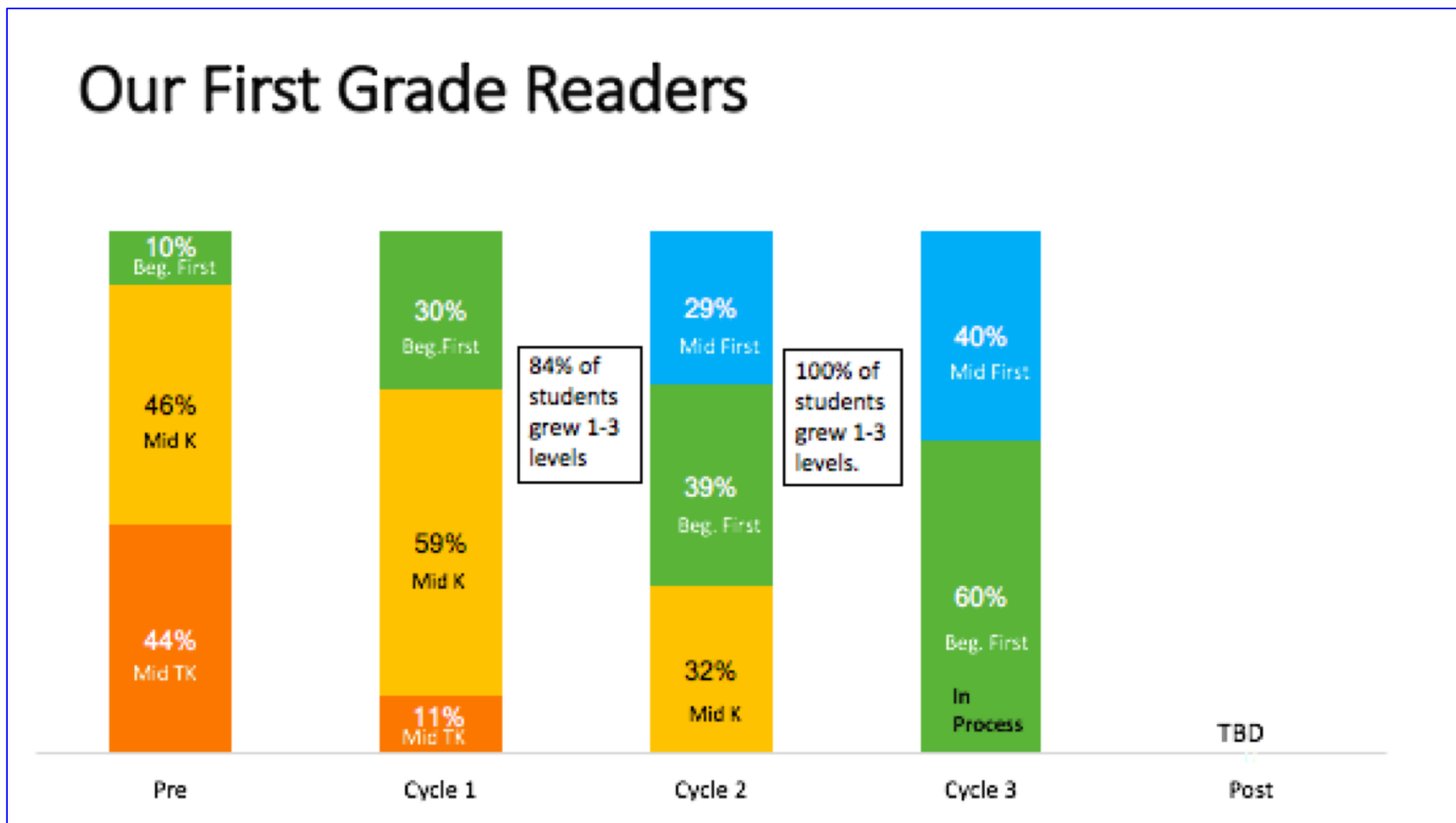
- Loopbacks/Multiple Cycles
- Launch - Final Walkthrough
- Network Retreats
- Side-by-Side Assessments
- Collaborative Planning/Lesson Design
- Co-teaching
- Micro Modeling
- Focus Students



Making a Difference for Our Children



Student Impact: ELLA



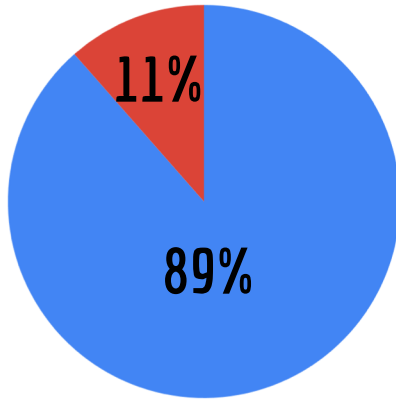
More detailed data are available upon request.

Student Impact: ELA



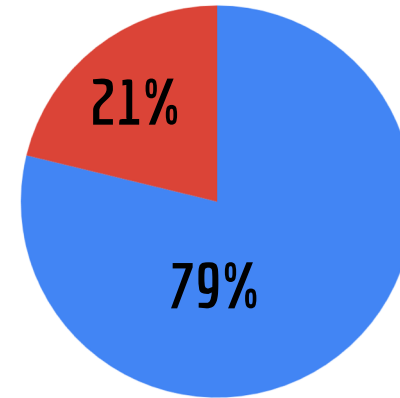
Total Number of Third Grade Students Impacted in Elementary ELA Coaching Cycles: **1,475**

Measurable Growth:
All Pre and Post Assessed
Students



- Showed Measurable Growth - 893 out of 1,009
- Did Not Show Measurable Growth - 116 out of 1,009

Growth in Reading Levels:
All Pre and Post Assessed
Students



- Increased One or More Levels - 795 out of 1,009
- Did Not Increase a Level - 214 out of 1,009

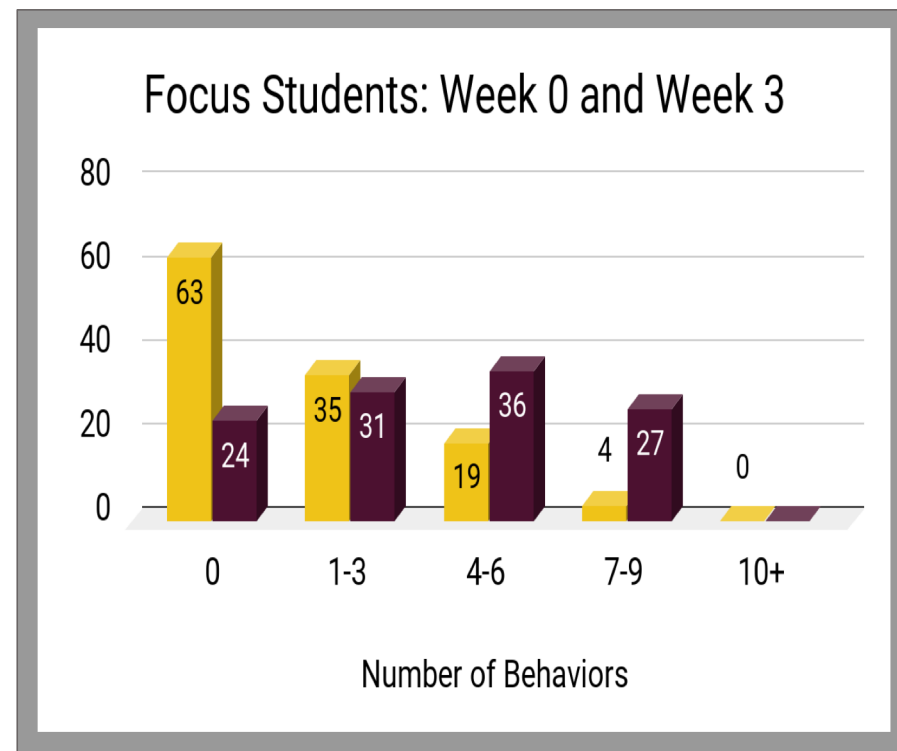
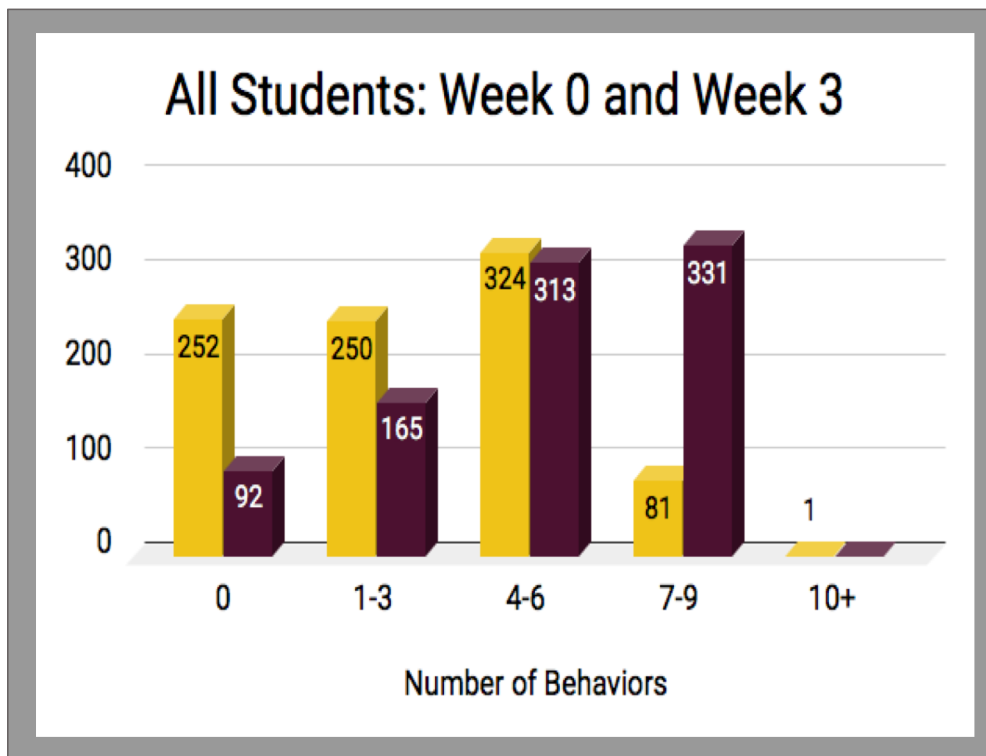
Measurable Growth:
Pre and Post Assessed
Students by Subgroups

Target Students	English Learners	Students With Disabilities
188 out of 202	529 out of 586	113 out of 139
93%	90%	81%

More detailed data are available upon request.

Student Impact: Math Cycles 1- 3

Student Performance Data on Grade Level Standards-Based Task



Pre Post

More detailed data are available upon request.



Voices from the Field: Spreckels

Michel Cazary
Marisela Sparks



- Questions
- Reflections
- Feedback

