The Board of Education is pleased to recognize another great year of progress under the leadership of Superintendent Marten. Throughout the year, the Superintendent and her staff have provided updates on district progress to the Board of Education and the public, and this month the Board conducted its annual review of the Superintendent’s performance in meeting the district’s six LCAP Goals and creating quality schools in every neighborhood under Vision 2020. The Superintendent serves as the district’s executive instructional and business leader with responsibility for ensuring the district’s success at every level. The annual evaluation of the Superintendent by the Board of Education is synonymous with the Board's evaluation of the district's progress as a whole, including a self-evaluation of the Board's own efforts.

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 1, Closing the Achievement Gap with High Expectations for All, the Board assigns an overall rating of Accomplishing. Progress is evident as the district’s fourth and eighth grade students outperformed other large urban school districts by demonstrating significant grade-level gains in both reading and mathematics on the 2017 National Assessment of Educational Progress (NAEP), also known as the “Nation’s Report Card.” The Council of the Great City Schools recognized San Diego Unified’s efforts, stating, “The gains are evidence of, and testimony to, the serious academic work the school district has been doing over the last several years.”

Progress is also evident in Lincoln High School’s improvement in UC ‘a-g’ completion with C or better, 88% of the Class of 2018 accepted into college, and its six year WASC accreditation. The Superintendent's leadership, along with senior management’s presence at Lincoln each week and targeted coaching have contributed to the beginning of a turnaround at Lincoln. Ninth grade students at Lincoln High School successfully participated in an elective ethnic studies course, that will expand districtwide into a US History/Ethnic Studies course and a World History/Social Justice course.

As the Superintendent and staff have shared throughout the 2017-18 school year via LCAP reports, significant progress is being made to close the achievement gap for students with disabilities, English Learners, African American and Latino students. Student-centered coaching, differentiated instruction, critical concepts and proficiency scales, along with the implementation of and Early Warning System to identify at-risk students and Integrated Multi-Tiered Systems of Support are all contributing to closing the achievement gap.

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 2, Access to Broad and Challenging Curriculum, the Board assigns an overall rating of Accomplishing. Progress is evident in the expansion of access to college classes districtwide, including opportunities for high school students to earn college credits through City, Mesa and Miramar Community Colleges and UCSD Extension. The district’s partnerships with local businesses such as Raytheon, Qualcomm, SeaWorld, the San Diego Workforce Partnership, Northrup Grummon and others has provided opportunities for students to participate in real world project based learning that enhances their academic coursework. The Strategic Arts Plan
has stayed on track, and the creation of the Visual and Performing Arts Foundation ensures sustainability of the district’s commitment to arts experiences for every student.

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 3, Quality Leadership, Teaching and Learning, the Board assigns an overall rating of Accomplishing. Significant progress and positive impact is evident in the improvement of recruiting staff members who reflect the diverse backgrounds of our students, and in offering early employment contracts to high quality, diverse candidates in hard-to-staff areas such as math, science and special education. Principal leadership development is evident in the district’s high quality site administrators who reflect the district’s commitment to knowing each and every student’s needs and building quality schools in every neighborhood. Excellence in leadership is recognized through our QSIEN awards, given annually to sites exemplifying Vision 2020 and the six LCAP Goals. Significant progress has been made on the E3 Teacher Evaluation in partnership with SDEA, and the long-awaited teacher pipeline for district students to become teachers in the district is now in development with Mesa College.

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 4, Positive School Environment, Climate and Culture, the Board assigns an overall rating of Developing. The Superintendent continues to make gains in improving support services for students. Counseling services, restorative practices, trauma informed care and student wellness now offer reliable supports to students that contribute to overall school success. Collaboration among departments is evident across the district to ensure the needs of the whole child are being met. Youth Advocacy included a variety of supports for all students to thrive in inclusive environments. Students’ rich diversity and unique identities are reflected in the curriculum with a focus on historical and social events leading to today’s current climate and culture. Over 9,000 school site staff and administrators were trained on the FAIR Education Act and received Out for Safe School badges to create a welcoming and safe school environment. School Police Services and district leaders have provided timely responses to safety concerns of students, staff and community.

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 5, Parent and Community Engagement, the Board assigns an overall rating of Accomplishing. Significant improvement has been made in parent and community relationships with schools and the district as a whole. The foundational work started by the FACE team provides the structure for continued implementation and expansion of services. A variety of events and opportunities were offered on High Impact Home Strategies and implementing literacy strategies in the home. The Neighborhood Schools and Enrollment Options team has made significant improvements to the Choice process and customer service to families enrolling in district schools. The pilot that focused on improving attendance resulted in significant improvement at seven schools that achieved greater than 5% increases in attendance, and identification of best practices in addressing chronic absenteeism (engaging families as partners, personalizing communication, recognizing and celebrating improvements).

In reviewing the Superintendent’s performance for the 2017-18 school year relative to LCAP Goal 6, Well-Orchestrated Districtwide Support Services and Communications, the Board assigns an overall rating of Accomplishing. The district has cultivated and sustained valuable community partnerships with entities including SAY San Diego, the Center, National Conflict Resolution Center, Anti-Defamation League, and others that provide mutual support. The Superintendent has successfully improved the relationships with our bargaining units, and communication with the Board and public is frequent and open. Progress has been made on
marketing the district’s programs, helping families select the school that best fits their students’ needs.

In conclusion, the Board is extremely proud of the district’s continuing progress under Superintendent Marten’s leadership. We are certain that the district is heading in the direction to completely close the achievement gap, and that all students will experience a meaningful graduation that prepares them for college, career and community. We look forward to working with Superintendent Marten in bringing Vision 2020 to a close, and working with her to develop Vision 2030 that will take us into the next decade of educational excellence for San Diego’s students.

To continue the work that has been accomplished over the past five years and to ensure uninterrupted stability to the district, the Board will extend the Superintendent’s contract through the 2021-22 school year.

**Areas of Focus, 2018-19**

1. Provide necessary support for foster, homeless youth, and youth in transition to thrive and succeed; specifically focusing on Perkins K-8.

2. Develop a weighted allocation strategy or other method for schools in critical need to receive targeted supports that meet the unique needs of the individual site, such as large populations of students with disabilities, homeless/foster youth, etc.

3. Conduct a comprehensive review of K-8 schools including current status, what’s working, what needs to be done, what effects would occur if eliminated, and report findings to the Board.

4. Expand Civics Education and College, Career and Technical Education.

5. Develop a late start implementation plan for all high schools, with finalization by the end of 2018-19; communicate the plan one year in advance (during the 2019-20 school year) to students and parents; implement the plan effective with the 2020-21 school year.

6. Continue cluster development and support; stabilize executive leader structure to ensure continued and uninterrupted support to sites and communities.

**Continued Areas of Focus from 2017-18**

**LCAP Goal 1, Closing the Achievement Gap:**
- Foster, Homeless, Youth in Transition
- Students with Disabilities
- UC ‘a-g’ with C or better
- K-3 Literacy and Numeracy
- Lincoln High School
- Hoover High School

**LCAP Goal 2, Access to Broad and Challenging Curriculum:**
- VAPA/Music-Band-Clairemont and Kearny HS
- Expand college classes/equity across the district
• Ethnic Studies

LCAP Goal 3, Quality Leadership, Teaching and Learning
• Refine Equity Leadership in Identified Schools
• Teacher Evaluation-Growth and Development
• Diversity and Cultural Proficiency

LCAP Goal 4, Positive School Environment, Climate and Culture
• Plan to recognize gaps between staff and students
• Expand Climate Survey to include staff and parents
• Anti-Bullying, Wellness and School Safety

LCAP Goal 5, Parent and Community Engagement
• High Impact Home Strategies
• Attendance and chronic absenteeism
• Enrollment
• Marketing

LCAP Goal 6, Well-Orchestrated and Districtwide Support Services and Communications
• Engaging community partners
• Labor relationships
• Board and Superintendent relationships
• Communications