



Spanish

Vietnamese

Somali

Tagalog

Dedications

This vision and these profiles are the work of every student, family, staff, and community member who participated in an input session, completed a survey, attended a workshop, gave feedback, submitted artwork, or suggested a title. It is truly the work and vision of our entire San Diego Unified community, and we thank everyone who was a part of it! Collectively, we are Vision for 2030, and this is for all of us.

Gabriella

My work is dedicated to all students with IEPs. We are under-represented, yet worthy of taking up space in positions of leadership.

Throughout this project I got the opportunities to work closely with people who allowed me to build knowledge and advocate for a better school district. I am forever grateful for those experiences and I would like to dedicate this book to current and future students who want to create change for their communities.

Ava

Emilia

For the students and teachers of Mission Bay High School.

This is for all the students who deserve the best education possible. With your talents, tenacity, and knowledge, you will continue to build this community to be better.

Anyia

Angelica

This is for my Chicano community, especially for those who are going through the education system alone. Keep your head up, you got this!

For those that want to see a change and make a difference with our support. I hope this can help make our district a better place to teach, learn, and share new ideas.

Scarlet

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Our Story

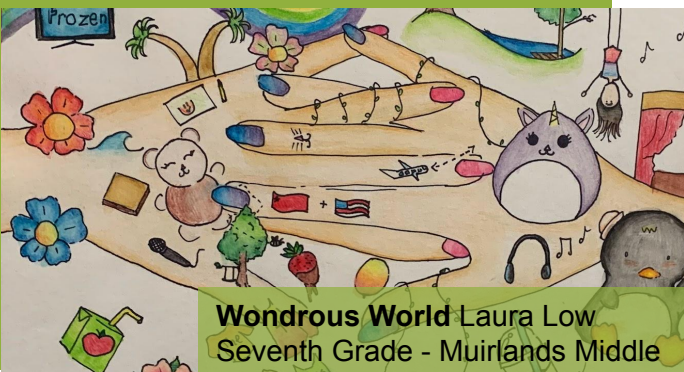
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Vision for 2030 is a vision that is **relevant to the current needs** of our **community**.

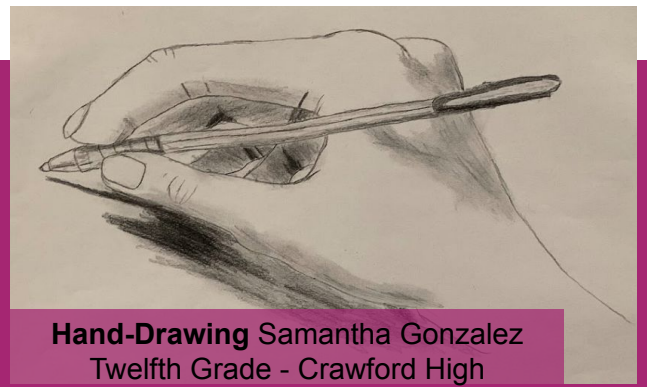
As Vision 2020 came to an end we knew it was time to reassess a vision for the new decade. In 2019 we began an engagement process that was interrupted by the pandemic, and have now re-engaged our community to gather input for the Vision for 2030. Vision for 2030 is a vision that is relevant to the current needs of our community, developed and defined by our educational partners.

As we began this process, we knew that we wanted students at the center so this work needed to be student-led and we wanted an applicant pool that reflected the demographics of each site and of the district as a whole.

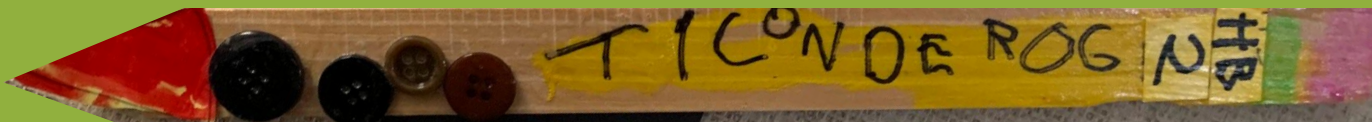
Our initial outreach efforts led to equity gaps, so we rethought our entire approach to recruit student interns representative of our district. We redesigned our flier to be more visually appealing to our students. We called site administrators and school counselors to coordinate connecting directly with students. We expanded our outreach and visited 7 underrepresented high schools during lunch and spoke directly with students (who were previously unaware of the opportunity). The result of those intentional efforts was a large applicant pool that included over 500 students and was representative of our extremely diverse student body.



Wondrous World Laura Low
Seventh Grade - Muirlands Middle



Hand-Drawing Samantha Gonzalez
Twelfth Grade - Crawford High



Not a stick, I'm a pencil Roy Ronoh
Transitional Kindergarten - Zamorano Fine Arts Academy

The Vision for 2030 Team (student interns and project leads) began work by studying data that had already been collected in 2019-20 when we first began considering the creation of Vision for 2030, as well as survey results from the superintendent search process led by National Center for Education Evaluation. After a few months of discovering, learning, and planning, our student interns led community input sessions, workshops, and feedback sessions from June 2022 through April 2023 in order to gather input from students, staff, family members, and the community. Student intern community engagement efforts resulted in 22 community engagement sessions and the vision includes input from over 2,000 students, families, certificated staff, classified staff, site staff, central office staff, advisory groups, and community members.

Once a robust data set was gathered, the Learner Profile, Educator Profile, and System Profile characteristics were constructed from the attribute data that was collected from the input sessions and surveys. Input from the community, including district staff, students, and families representing all clusters revealed the characteristics that are most important to our community. After analyzing the data, student interns held six workshops

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**Input from the
community, including
district staff, students, and
families revealed the
characteristics that
are most important to
our community.**

to engage the community in co-developing the meaning and relevance around the data as they defined the Learner, Educator, and System Profiles for the Vision.

Following the workshops, the Vision for 2030 Team, alongside the lead faculty advisors, analyzed the input and constructed definitions for each profile characteristic from the workshop data. The team then brought the definitions back to the community for feedback to ensure we captured community input accurately. The Vision for 2030 Team then made adjustments according to the community feedback and created **I Am Vision for 2030**.

Core Student Intern Team

Due to graduation and other demands, the intern group shifted over time to a core team of 8 student interns who began the project and continued through Spring 2023. This group of high school students engaged in designing how to collect community input, facilitating input sessions, analyzing data, writing profiles, and conducting workshops. These are the young leaders who guided this work every step of the way.

These are the **young leaders** who guided this work every step of the way.



Angelica Campos



Alex Dowie



Fayyad Hassan



Emilia Godinez



Ava Mulno



Scarlet Ni



Gabriella Sayas



Anya Yu Swanson

Student Intern video to be embedded

This internship, to me, has become a responsibility in my life to see what can be done in the system and elsewhere to create a better school experience.

Gabriella, San Diego High School, Class of 2023

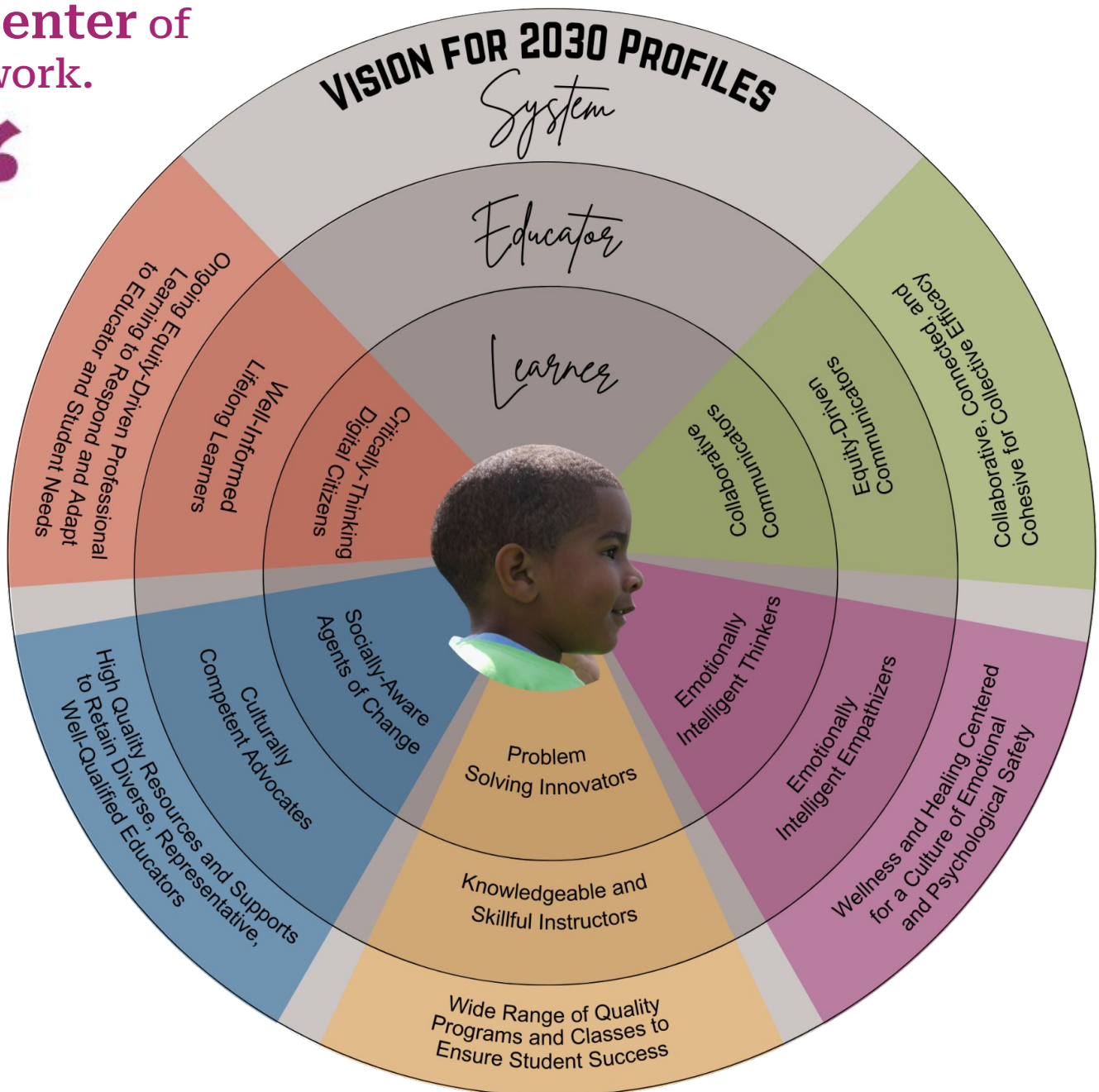
Vision for 2030 has let us better the district from the inside, from students to parents to teachers to district leaders. I can't wait to see how it continues.

Angelica, Morse High School, Class of 2023

Elements of the Vision for 2030

The learner is at
the **center** of
our work.

“



Our goal for Vision for 2030 was to create a concentric circle with three layers as part of an overall vision that will be implemented in the San Diego Unified School District by 2030. This vision is our collective responsibility and includes profiles that detail what we, as an entire community, want for all students. If the learner profile holds our aspirations for students at the center of all we do, then we recognize that both the educators and our system as a whole need to be considered and included.

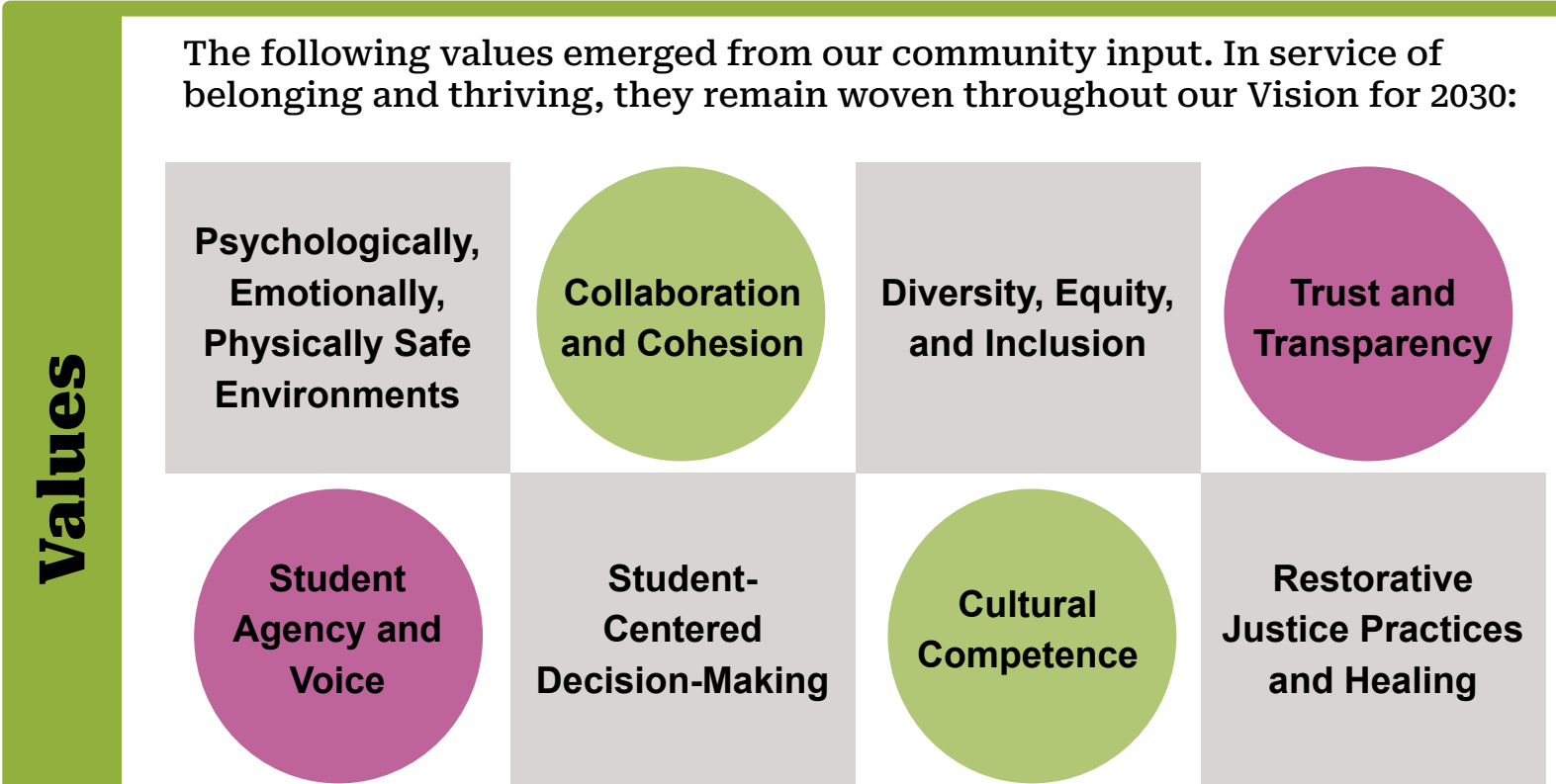
“ **This vision is our collective responsibility.**

The Learner Profile is at the center of our work and will provide strategic direction for the design of the overall educational experience for students. A Learner Profile is a collection of characteristics we want students to develop and is the commitment we make to our students and families. It is what drives every adult action and every system change.

The Learner Profile cannot be achieved without educators who directly support our learners by intentionally modeling, teaching, and creating the conditions students need to succeed. The Educator Profile defines the characteristics we value in our educators and unites our system in student-centered practices.

The System Profile attends to what needs to happen within our system to create the conditions to actualize the Learner and Educator Profiles. The System Profile demonstrates our organization’s priorities and how we operate. It applies across the organization and creates the conditions that support and encourage adults to model the Educator Profile and students to achieve the Learner Profile.

The following values emerged from our community input. In service of belonging and thriving, they remain woven throughout our Vision for 2030:





Learner Profile

Collaborative Communicators

San Diego Unified students communicate appropriately in multiple ways for different situations and audiences. They intentionally write, speak, and listen in diverse ways that foster connection between people, including those with disabilities or who are multilingual, as well as those with differing learning and communication styles. Students use effective communication to support quality relationships and build trust and a sense of safety.

Students are solution-oriented collaborators who express their ideas freely. They value working on teams and use interpersonal skills as they take risks, interact with others, and build on others' thoughts. Students expand their understanding by learning new perspectives and hearing others' stories. They interact with others in more than one language and are able to navigate social situations with flexibility and kindness.

Students collaborate and communicate locally, nationally, and internationally. They exhibit cognitive flexibility by actively listening to others and recognizing various viewpoints and experiences. They embrace and value diversity and multiple viewpoints in shared spaces by respecting various cultural identities allowing an open and even flow of ideas. Students understand that diversity of thought, identity, and experience are an asset, and we don't always need to agree to foster strong collaboration and community. They know how to disagree with others as they learn from and work with others.

Diversity of thought, identity, and experience are an asset.


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Students are solution-oriented collaborators who express their ideas freely.



Problem Solving **Innovators**

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Students have the **confidence and determination** to take risks and **bounce back from failure** as they learn and grow.



San Diego Unified students are proactive and persistent innovators in the face of any challenge. They adapt readily and are confident in tackling new problems as they participate in the contexts that matter to them. They can understand and solve problems and address complexities in new and creative ways grounded in their strengths, including strengths as multilingual or neurodiverse learners. Students have the confidence and determination to take risks and bounce back from failure as they learn and grow, knowing that they will learn from trying and that failure is an opportunity to learn.

Students are open-minded and use cultural competence to create innovative solutions for global issues in order to help and benefit others. They listen to feedback and actively contribute to solutions. They are open to new ideas and diverse perspectives as they adapt to new situations. They are open to the innovations and ideas of others, even as they seek to make improvements. Students incorporate outside sources and are logical when analyzing data to support solutions to problems.

Emotionally Intelligent Thinkers

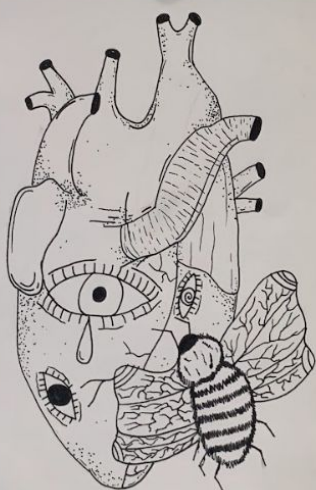
San Diego Unified students consistently exhibit emotional intelligence.

Students engage in conversations regarding their well-being to make sure they get what they need. They use and maintain tools and skills to reflect on their mental and emotional health and advocate for what they need, and they are open to receiving help to address conflict and prevent escalation. They are confident, use positive self-talk, and respond to stress in healthy and productive ways. All students, including multilingual learners and students with special needs, have high self-esteem inside and outside the classroom, stand up for themselves, ask questions, and take control of their education and lives. They access mentorship and support opportunities if struggling with any skill.

Students have a growth mindset and emotional resilience. They know that mistakes are stepping stones and intentionally persevere through difficulties. They feel safe to learn, knowing they are seen and heard and their voice is important. Effective coping skills leave them prepared to face stress and failure in positive, healthy ways. They take accountability for their actions and words and practice forgiveness of themselves and others.

Students value human connection.

Students are skilled at perceiving and honoring the needs and wants of others and addressing those needs in a compassionate way. Students value human connection and are kind, empathetic, and accepting of others' perspectives. They deftly maneuver through social challenges and are aware of how their actions affect others while being aware that other people's actions reflect past trauma and experience.



Sting My Heart
D'arcy Denessen
Tenth Grade
San Diego High



Orgullo
Viviann Coronado
Twelfth Grade
San Diego High

Socially Aware **Agents of Change**

“ San Diego Unified students **advocate for changes small and great.** ”



**Students
empower
others to
make their
voices heard.**

San Diego Unified students are courageous and knowledgeable members of society who advocate for changes small and great, local and global. They have a strong sense of identity while also accepting and appreciating others who are different in our local or global community. Students see themselves and their peers as leaders responsible to themselves and others. They connect globally as well as with their local community in a spirit of respect and collaboration so they can address, adapt to, and solve the current needs of society. Students express concern and care towards a multitude of issues, including societal and environmental issues.

Students are environmentally aware and advocate for and work to positively impact climate policies. They are aware of circumstances, locally and in other communities or different countries, that lead to inequities as well as solutions for multiple concerns, from access to resources to health conditions.

Students interact with diverse cultures and perspectives. They are effective in recognizing and interrupting racism and other forms of oppression as they have a deep understanding of others who do not share their same identity, background, culture, or experience. Students are self-confident, know their voice matters, and use it to fight inequities as an essential part of a democratic society. They actively seek the tools to become agents of change and can provide connections to the world outside the classroom. They advocate and engage in allyship for self and others, especially those that have historically been denied a voice, and they empower others to make their voices heard and be agents of change.

Critically-Thinking Digital Citizens

San Diego Unified students are socially- and self-aware digital citizens who understand that there are norms of appropriate and responsible behavior with regard to the use of technology. They fluently navigate multiple platforms, including social media, and use technology effectively to complete work and research, collaborate or communicate with others, collect and evaluate evidence, and analyze and interpret data.

Students have a strong sense of self-efficacy and identity.

Students have a strong sense of self-efficacy and identity when they utilize social media and/or the internet as spaces to express themselves in ways that are safe and healthy. They feel a sense of responsibility to use technology in ways that build community and belonging, and they exercise caution and self-regulation before posting anything online. They demonstrate integrity and emotional intelligence when they digitally navigate social situations and are ethical and kind in digital interactions.

Students navigate online information carefully by critically analyzing and evaluating information to determine the integrity, bias, and credibility of the information, source, and author. They are able to identify misinformation and disinformation and do their part to help prevent the spread of it.

Students demonstrate integrity when they digitally navigate social situations.



Gouache Fish Eye Lens
Stella Campion
Eleventh Grade - La Jolla High



Modern Media Naya Palumbo
Eleventh Grade
Mira Mesa High



Educator Profile

Equity Driven Communicators

San Diego Unified educators are flexible in finding ways to connect with families by providing various communication forms such as email, in-person, phone, or video call. They focus on building respectful relationships with open communication with students, families, and other staff and communicate in ways that strengthen their relationships as they get to know the people they serve and their backgrounds.

Educators focus on social justice and equity and embrace cultural diversity by working to remove the barriers students and families might experience in school systems. They are understanding of needs and can recognize trauma and individualized needs in order to best support partnerships with families. Educators are cautious of their own bias and are considerate of the beliefs of their diverse students and families, looking to empower them. Educators are culturally competent and approach every interaction with curiosity, flexibility, compassion, open-mindedness, and understanding that truly shows the care educators have.

Educators are considerate of the beliefs of their diverse students and families, looking to empower them.

Educators focus on building respectful relationships with open communication.

Ripped From the Page Evelyn Burnett
Twelfth Grade - San Diego High



Knowledgeable & Skillful **Instructors**

San Diego Unified educators understand students' diverse needs and establish safe and flexible learning environments that can accommodate individual differences, abilities, and learning styles so every student feels valued, heard, and welcomed. They use inclusive practices that build connections with students to increase access, opportunity, confidence, and student agency. Their skillful teaching practice and knowledge of students support them in an assets-based approach. They differentiate instruction based on student needs as they provide opportunities for ALL students, including multilingual learners and students with disabilities, to learn and develop skills. They explicitly model strategies and provide meaningful opportunities for practice and application as they work to make learning relevant to students' lives. Quality Teaching Practices are evident in their student-centered adaptable instruction that meets learners' needs, ensuring equitable outcomes for all. Educators use a variety of anecdotal, observational, and academic data as tools for ongoing formative assessment.

Educators have strong content knowledge, which enables them to plan for and set clear expectations for all. They know the standards and are subject matter experts with clear expectations for student outcomes. Educators consistently create rich learning experiences that elicit curiosity and empower students to creatively problem solve, collaborate, and participate in real-world learning opportunities with clear expectations for learning and engagement. They provide opportunities for students to look at different perspectives, voice their opinions, and figure things out as they work to achieve the high standards teachers hold.

Educators design lessons in which students take the lead to develop student agency. Educators value mistakes as learning opportunities and compassionately foster the idea that making mistakes is part of the learning process.



Emotionally Intelligent **Empathizers**

San Diego Unified educators prioritize students' emotions and mental health. They create opportunity and space for student voice and social, emotional, or mental needs, and they respond with empathy. Educators create restorative healing-centered environments in which students feel comfortable asking their teachers and each other for support academically, physically, and emotionally.

Educators are conscious of how they model their own social-emotional competencies (including mindfulness), work ethic, and learning habits. They are well-informed and put mental health first, sharing information and resources while also being equipped to deal with bullying and other tough issues. They adapt to students' mental and emotional needs and make a conscious effort to improve students' well-being. Educators are patient and ensure their body language is regulated as they understand its impact on culturally diverse students.

Educators utilize Quality Learning Interactions to foster strong teacher-student relationships and alliances through consistent social and emotional check-in opportunities. They offer opportunities for learners to grow by co-constructing classroom agreements and expectations. Educators offer learning opportunities that empower students to grow in self-advocacy, and go beyond what is expected for their grade level standards.

Educators are trustworthy listeners who are patient and gifted practitioners of restorative justice practices. Educators are emotionally intelligent and purpose-driven. They hold students accountable with love, respect, and kindness as they model the characteristics of learner profiles and what restorative means.

“Educators utilize Quality Learning Interactions to foster strong teacher-student relationships through consistent social, and emotional check-in opportunities.”

Culturally Competent **Advocates**

San Diego Unified educators create psychologically and emotionally safe spaces to discuss difficult yet relevant topics, such as racism and oppression, that students want and need to discuss. They model advocacy skills and courageously take risks when standing up for historically marginalized groups. They are open-minded, reflective, and aware of their own implicit bias and missteps as they ally with students, families, and other staff. Educators are critically self-aware and encourage inquiry, critical thinking, and action as they amplify student voice and empower students.

Educators understand systemic racism and are willing to take a stand and be agents for change. They are anti-biased and anti-racist educators and stay curious and inquisitive to better support and validate students and families in their inclusive classroom environments where identity is valued, and different backgrounds and experiences are viewed as assets.



**Educators are willing to take a stand
and be agents of change.**

Educators are culturally competent and provide instruction and encourage discussion around diverse global perspectives, helping students to appreciate and understand different cultures and the importance of working for equity. They ensure learning experiences are relevant to students' lives by considering multiple aspects of identity, including gender, family, experience, and culture. They provide opportunities for students to explore injustices and design solutions while teaching the standards and content in meaningful ways. Educators employ interactive problem-solving focused lessons that lift student voice and student leadership while illuminating current events and community context. They demonstrate self-efficacy as advocates for change, empowering students to do the same. Educators are open-minded and value different thoughts, opinions, and ideas.

Educators provide continually relevant instruction that educates students on past and present issues and future implications as they help students develop the problem-solving skills needed to become change agents. They provide students with solution-based learning opportunities to connect with the community, helping them to build interpersonal skills and a sense of responsibility for their community. Educators include information about career opportunities and emphasize the importance of collective action and leadership to inspire students to create change in their school, community, and on a global level.

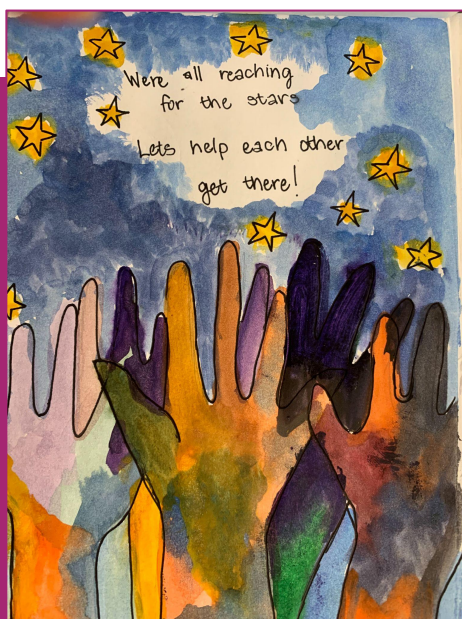
Well-Informed Lifelong Learners

San Diego Unified educators are reflective life-long learners who remain curious and learn from open dialogue with colleagues from their school and other schools, as well as with students, families, and community members. Educators are adaptable and stay well-informed about current events and global issues so they can relate these ideas to curriculum and students' lives on a local level. They continue to grow their knowledge of both content and teaching practice by engaging with other professionals and participating in ongoing professional growth and development. They stay up to date with new technology and platforms throughout their careers.

“

Educators remain curious and learn from open dialogue.

San Diego Unified educators are open-minded and act with integrity and professionalism. They serve as models for their students when it comes to encountering new, unfamiliar, and different ideas and when creating their own digital footprint and using new technology. They value diverse perspectives and are able to communicate and connect with a wide range of people. They look at issues from various angles and respect opposing viewpoints. They listen and ask questions in order to build understanding, encourage discussion with their students, and even challenge existing ideas.



Reaching for the Stars
Ava Gatewood
Tenth Grade
Clairemont High



Life Drawing
Zoe Ozereko
Eleventh Grade
Lincoln High



System Profile

Collaborative, Connected, & Cohesive for **Collective Efficacy**

San Diego Unified School District operates in a collaborative, connected, and cohesive way to achieve collective efficacy (the ability to produce a desired result). Professional learning is aligned to common district goals. It supports achieving the Learner Profile and focused, common goals. Training for educators is provided for any expected implementation, and educators are supported in partnership with families.

Technology is used effectively to support cohesion across sites. Parents, students, and staff are supported in using technology to stay connected and well-informed. We prioritize effective communication and ensure adults and students in our system are seen and heard to maximize collaboration and maintain strong connections. Our district website and other tech tools are streamlined, kept up to date, and utilized for transparent and effective communication, information, and access to resources. As we connect, collaborate, and build cohesion, we move toward collective efficacy, which greatly influences student achievement. By working together and believing we will make a difference, our students will achieve more. We emphasize community bonding and making sure our schools are unified.

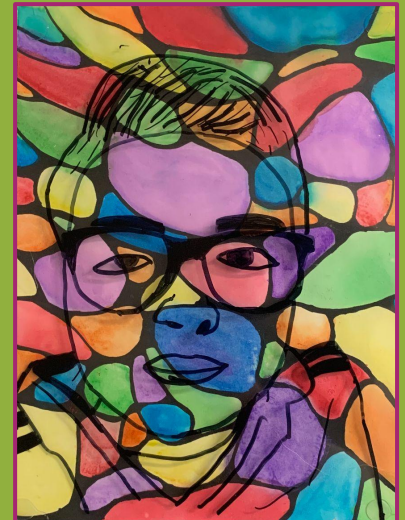
Strung Out Memories

Elkannah Scura
Tenth Grade
SCPA



Neurographic Mark

Mark Bell
Sixth Grade
Taft Middle



Eternal Peace

Nathan
Hernandez
Sixth Grade
Taft Middle



We prioritize **effective communication** and ensure adults and students in our system are seen and heard.

Wide Range of Quality Programs and Classes to **Ensure Student Success**

San Diego Unified School District values and supports a wide range of quality teaching and learning. To stay current, we support students, staff, and families in using technology through training and access to devices. Digital literacy is prioritized and curriculum is provided to support it. Educators have access to technology training, and there is consistency in the integration of technology with learning grounded in content and technology standards.

We provide ethnic studies courses for all students. Students have opportunities for higher level critical-thinking and exploration of careers through project-based, STEAM, CCTE, college, and vocational courses. We emphasize academic achievement and align resources to provide students with choice and experience.

The San Diego Unified School District's guaranteed and viable curriculum is high quality, rigorous, culturally and linguistically responsive, and inclusive. It emphasizes higher-order thinking skills to build students' knowledge and skills.

**Curriculum is
high quality,
rigorous,
culturally and
linguistically
responsive,
and inclusive.**



“

Students can see themselves reflected in the curriculum, and the content and context are **relevant to our school communities.**

It demonstrates respect for students' cultures, languages, and lived experiences and ensures that ALL students have access to multiple tiers of support and acceleration. Students can see themselves reflected in the curriculum, and the content and context are relevant to our school communities. The curriculum is balanced across discipline standards and includes social-emotional learning integration.

We provide resources to integrate social-emotional learning with academics and have aligned our grading system with monitoring learner profile characteristics.

Because the curriculum is guaranteed, every student has access, and there is cohesion and consistency across the district. We make learning and teaching decisions by connecting with staff and evaluating the effectiveness of implementing priorities with quality data. Professional development for curriculum implementation is collaborative, equity-driven, data-driven, and student-centered and it embraces Universal Design for Learning. It empowers educators to design effective learning as it is responsive to different teaching and learning styles.

We build cohesion and support our students and families by providing consistency with grading platforms and learning management systems, including standards-based learning and grading.



Wellness and Healing Centered for a Culture of **of Emotional and Psychological Safety**

We **support and protect** educators, students, and communities working towards **equity, inclusivity, safety, and social justice.**

“

San Diego Unified School District is committed to establishing and maintaining a culture of physical, emotional, psychological, and cultural safety for all. We support and protect educators, students, and communities working towards equity, inclusivity, safety, and social justice, especially in the face of resistance and hostility as we enact these policies. Our physical environments are comfortable and give a physical foundation to develop creativity, take risks, collaborate, and engage in restorative practices. We maintain healing-centered spaces that are adequately resourced and conducive to wellness and learning for students and staff. We offer myriad student support services for learning and mental health.

San Diego Unified School District prioritizes the well-being of district staff, students, and families. We have established clear guidelines and expectations and provide access to mental and emotional health training, resources, and support.

We connect with community and area resources to supplement district resources and personnel.



We listen to our adults and ensure they have the support, training, balance, and mentors they need for themselves and to support students.

We support Quality Learning Interactions in every classroom and at all levels in conjunction with restorative justice practices to ensure safe spaces for learning and working. We monitor student and staff well-being and maintain feedback loops. We encourage and practice transparency and provide the structures, resources, and steps to support our students and staff if they ever feel unsafe. Discipline systems are restorative, and language is affirming for diverse identities.

San Diego Unified School District prioritizes effective communication between staff, students, and families to address their needs and allow for effective collaboration. Translation services are offered to accommodate parents and their input is held in the highest regard. Our community-oriented system eliminates any sense of hierarchy, and we value input from staff and the community. Our system centers on culturally relevant ideals, and we seek to understand multiple viewpoints before making big decisions for the district. We provide resources and training for parents.

We are collaborative advocates for students and families and are committed to positive change in our communities and society. As part of this commitment, we focus on environmentally friendly infrastructure and operations and work to promote environmental justice at our schools and across the district.

Untitled Portrait Samuel Popow - Eighth Grade - Wilson Middle

“

San Diego Unified School District prioritizes effective **communication** between **staff, students, and families** to address their needs and allow for effective collaboration.

High Quality Resources and Supports to

Retain Diverse, Representative, Well-Qualified Educators

San Diego Unified School District is an inclusive and affirming district that values a diverse and representative staff. We use equitable hiring practices that support access, opportunity, and diversity and we ensure teachers' needs are met so that our learners' needs are met. District systems serve and support employees,

and there is a committed and caring quality educator in every classroom. Classrooms and schools are fully funded, staffed, and provided with resources and support (including competitive pay) to ensure equity so that all district students, regardless of demographics, graduate with the same skills and opportunities.

“ District systems **serve** and **support** employees.

Untitled
Robin Hewitt
Seventh Grade
CPMA Middle

Here is where I belong,
Where I have taken root,
Where I have flourished,
And where I have blossomed.
Here is where birds chirp gleefully,
Where the sun's rays dapple the soil,
Where flower petals dance in the breeze,
And where bees buzz in delight.
Here is where I belong.





Systems and structures are consistent across the district, and all staff, including support staff, are included in learning opportunities. General education, special education, and multilingual education teachers utilize regular collaboration and planning time so all benefit from each other. San Diego Unified serves as a model for continuous improvement by utilizing a growth and development model that helps educators and the system improve.

The district is always working to adapt to the varied needs of students and staff in alignment with our vision. Job-embedded, high-quality professional learning and coaching is ongoing, timely, supported,

inclusive of support staff, and gives educators opportunities to grow professionally and drive their learning in a collaborative process. We provide adequate training and time for professional goal setting, mentorship, collaboration, and implementation so all staff are equipped to make students, families, and staff feel valued and successful in innovative ways.

We maintain environments that are loving, welcoming, and emotionally safe, and we include various aspects of mental health, self-advocacy, and social-emotional learning in every decision we make.

“

We maintain environments that are loving, welcoming, and emotionally safe.

Ongoing Equity-Driven Professional Learning to **Respond and Adapt to Educator and Student Needs**

San Diego Unified School District creates inclusive and affirming educational spaces for staff in which educators share ideas and resources in a strengths-based approach to adult learning. All staff has access to relevant professional learning that is consistently equity-driven and differentiated for sites and staff.

Professional learning is aligned with the Vision for 2030 and informed by a sustained feedback loop that includes student and staff needs. It is grounded in data supporting our equity approach and ensures all students and staff get what they need.

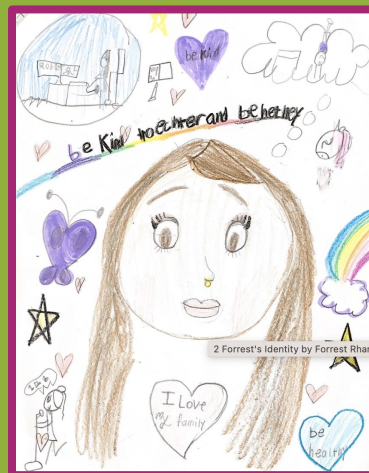
Adults in San Diego Unified are lifelong learners who are always growing and reflecting. We honor this by investing in ongoing professional learning for all adults in the system, particularly around inclusiveness, critical self-awareness, culturally responsive pedagogy, and instructional technology. Professional Learning is aligned with district goals such as restorative justice practices and ethnic studies, and the Vision for 2030 profiles are systematically implemented and practiced.



“

Measurable data shows that training and professional learning positively impact student learning.

Our professional learning supports multilingual learning and students with disabilities. We include student voice and data as feedback and as part of our ongoing efforts to improve our practices. Professional learning is not only focused on “what” to teach but engages staff in “how” to teach in culturally responsive and sustaining ways as well as “why” we need to do so as we prioritize social justice, diversity, and inclusion. Measurable data shows that training and professional learning positively impact student learning and well-being across all student groups. San Diego Unified is committed to ensuring all staff and students get the support and resources needed to thrive and succeed.



Jazlyn's Identity

Jazlyn Juarez Salgado
Second Grade
Balboa Elementary



Self Awareness

Lydia Schiff
Twelfth Grade
Scripps Ranch High



I Will Be Strong

Kalel
First Grade
Chesterton Elementary

Love Grows

Bettye Wood

Second Grade - Sequoia Elementary

Acknowledgments

Student Interns

Cipriana Bethea, East Village
Angelica Campos, Morse
Vanessa Castro, SD Met
Abbie Darling, Patrick Henry
Alex Dowie, SD School of Creative and Performing Arts
Leonardo Garcia, Kearny
Emilia Godinez, Mission Bay
Fayyad Hassan, Mount Everest Academy
Maya Hotta, University City
Ava Mulno, Point Loma
Sharlena Nguyen, Madison
Emily (Scarlet) Ni, Crawford
Alexandra Quach, Hoover
Gabriella Sayas, San Diego
Giovannie Smith, Lincoln
Evelyn Soto, Hoover
Roy Vijay, La Jolla
Anyu Yu-Swanson, Scripps Ranch

Impure Portrait Lyn Alba
Eleventh Grade - Crawford High



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Deputy Superintendent

Dr. Fabiola Bagula



Untitled Anna Gnip
Seventh Grade - De Portola Middle

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Esther Brown, Academics Through Agency
Jeralyn Johnson, Academics Through Agency

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School of Digital Media and Design

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Marissa Allan, Multilingual Education Department
Max (Henry) Maxfield, Youth Advocacy

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Jessica Navarra, Literacy Acceleration Program
Sylvia Ulloa, Multilingual Education Department
Pamela King, Family Engagement Department
Jen Carpenter, Academics Through Agency
Dr. Haydee Zavala, Equity and Belonging
Sarah Mathews, Instructional Innovation
Elizabeth Perry, Instructional Innovation
Maria Schembri, Youth Advocacy
Mick Rabin, Youth Advocacy

Digital Portrait Tessa Macrano
Eighth Grade - Marshall Middle



Illustration and Photo Credits

All artwork and photography was sourced from our community. Lori Sokolowski and Donald Masse (Visual and Performing Arts Department) coordinated the art contest. Thank you to all of the students and teachers who submitted work for consideration!

Title Credit “I Am Vision for 2030”

Many community members contributed ideas for the title of our vision. The title selected for this document was suggested by George Lappas and Omar. Thank you to everyone who offered a title for this Vision!



Digital Portrait Marshall Gerber
Eighth Grade - Marshall Middle



Season to season
A community painted
Various colors

Under the same sky
Connect with one another
The voices of youth

Reach for a future
Uncertain what awaits us
We run hand in hand

Vision Minda Nguyen
Eleventh Grade - Kearny High School

