



Annual Report

2019/20

Mobilizing community partners to ensure children
read proficiently by the end of third grade

www.deepsd.org

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Our Team



There are perhaps no days of our childhood we live so fully
as those we spent with a **favorite book**

-Marcel Proust



LETTER FROM OUR EXECUTIVE DIRECTOR

The year began like any other: packed with plans to engage multiple partners in providing opportunities for children in southeastern San Diego to achieve the shared goal of end-of-third-grade reading proficiency.

DEEP and its partners were busy supporting five schools. Families and children were actively participating in reading programs, workshops, and music lessons. Principals and teacher leaders were engaged in regular meetings focused on improving early literacy. After-school programs were supporting over 100 children, and planning for summer had begun.

On March 13, everything changed. Schools abruptly closed.

When they reopened a month later to remote learning, the school district was spurred to close the digital divide by providing families in the neighborhoods served by DEEP with access to computers and internet. Teachers stepped up to revamp their approach to instructional delivery. Despite these significant efforts, most students across the country experienced COVID-19-related learning loss. And, as with most aspects of the pandemic, low-income families of color were disproportionately affected. National studies predicted that Hispanic and Black students could experience 9 and 10 months of learning loss, respectively, compared to about 6 months for White students.

So DEEP pivoted to meet these changing needs. Thanks to the flexible support of donors, the commitment of our many partners, and the active engagement of school leaders, DEEP was uniquely positioned to meet an entirely new set of urgent needs. Our focus on literacy was compounded by the need to address issues of food insecurity, social-emotional wellbeing, and home schooling.

Fortunately, most challenges are accompanied by new possibilities. The pandemic, in exposing and heightening the decades-long inequities we seek to address, has fueled calls for truly meaningful – DEEP – change. If minds and hearts are open to new responses to these problems, we cannot allow this historic moment to pass by just addressing the symptoms while allowing root causes to persist. This year's report concludes with our response to COVID-19 and the reality that DEEP's mission to close opportunity gaps early in children's lives is now more important than ever.

As always, I urge those of you who are moved by our approach and impact to visit our website to learn how to support our programs.

In partnership,
Gina Gianzero

WHY WE DO THIS WORK

OUR MISSION

DEEP mobilizes community partners around a research-guided theory of change designed to ensure that children attending schools in a cluster of southeastern San Diego neighborhoods commonly referred to as “the Diamond Community” enter kindergarten prepared for success and complete third grade reading proficiently.

OUR VISION

Supported by a robust network of partner organizations, children attending public schools in San Diego’s Diamond Community enter kindergarten prepared for success and read proficiently by the end of third grade. Southeastern San Diego schools are places where the best principals and teachers want to work because they are powerfully supported by the community. They are also places where families want to send their children because all children achieve at high levels.

HOW WE DO THIS WORK

Our theory of change is guided by three strategic priorities.

Before
Children enter School

Preparing for Kindergarten

Strengthening the capacity of caregivers of young children to provide enriching early learning and healthy development experiences



During
the School Day

Reading by Third Grade

Supporting schools to ensure that children have access to high-quality in-school literacy instruction and social-emotional support



After
School

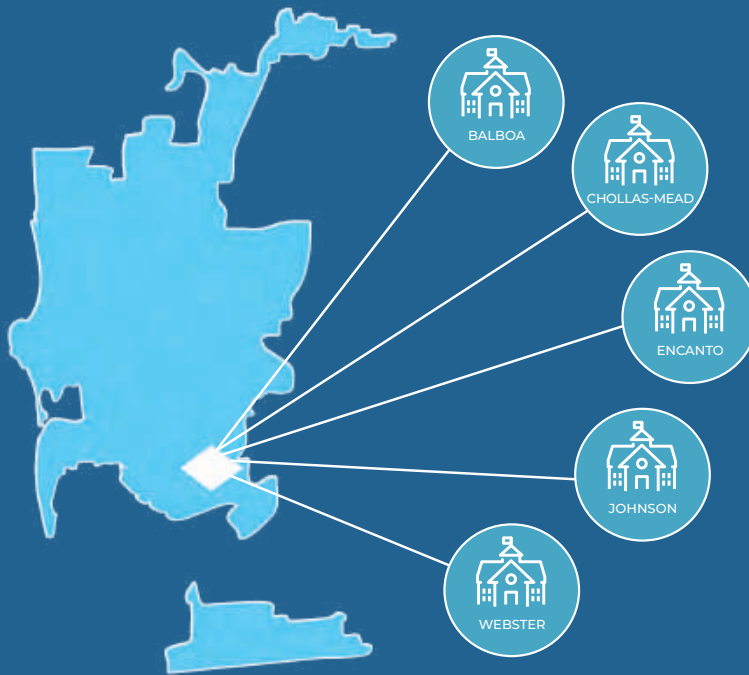
Learning Beyond the Classroom

Offering children extended learning opportunities that expand upon strong in-school teaching and learning



OUR IMPACT

DEEP currently serves 5 schools, attended by over **1600 students** in grades PK-3

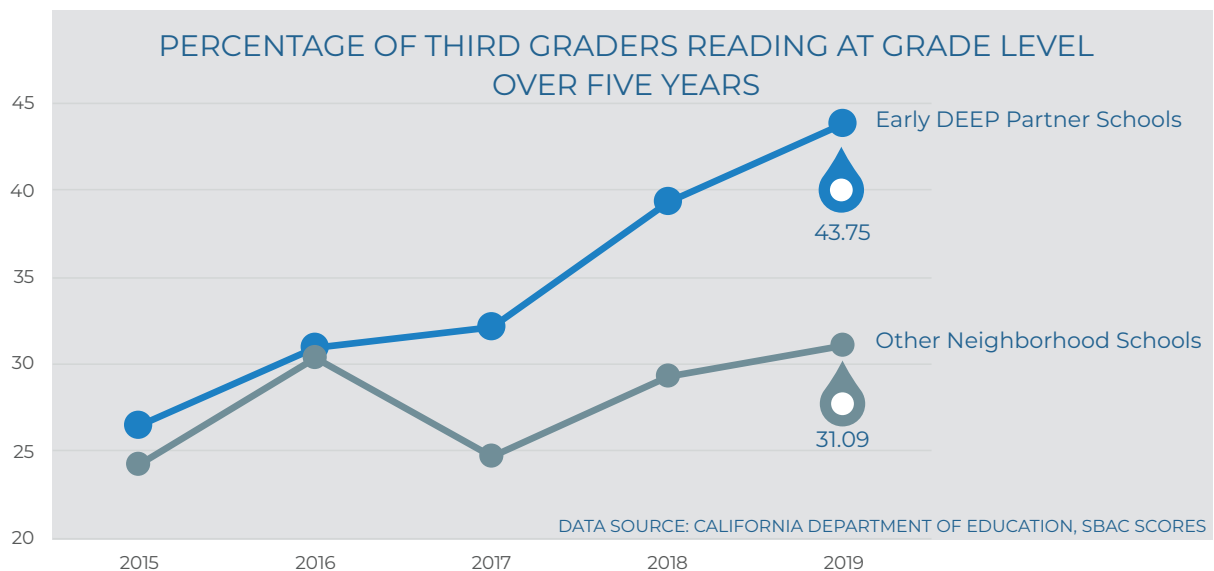


DEEP began supporting its first two partner schools in 2013-2014. These schools have implemented programming focused on all three of DEEP's strategic priorities.

In 2015, less than 30% of third graders at these two schools were reading proficiently. Over the following four years, both schools saw increases every year in the percentage of third graders reaching grade-level standards, outperforming all eight neighborhood schools that serve similar student populations and feed into Lincoln High School.

Since 2017, DEEP has steadily grown strategic supports at its newer partner schools.

DEEP'S FIRST PARTNER SCHOOLS ARE OUTPERFORMING OTHER NEIGHBORHOOD SCHOOLS IN READING



1,000 BOOKS BEFORE KINDERGARTEN

Each year, DEEP challenges and supports families with children ages 0-5 to participate in the San Diego Public Library's 1,000 Books Before Kindergarten Program.



x 10

**243
families**



x 10

**304
children
(age 0-5)**



x 1000

**52,361
books**

30 families reached their 1,000 Book Goal!



**As part of the Teddy Bear Challenge,
sixty-five families read 1,300 books.**

After noticing a drop in reading during school breaks, DEEP challenged its 1,000 Books families to read 20 books over the Thanksgiving break.

Families at each school received Teddy Bears donated by United Way San Diego.





Beatriz D - Balboa Elementary



Alejandra B - Chollas-Mead Elementary



Gesuhita C - Webster Elementary

Beatriz joined the 1,000 Books Before Kinder program through DEEP in 2018. She started reading to her 4-year-old daughter, Joanna.

Beatriz recalls that her greatest challenge was finding time to dedicate to her children. DEEP's monthly calls to her home helped her become more engaged in her children's lives. **"On days when I get busy, my children remind me of the importance of reading with them."**

This year, Beatriz and Joanna reached the 1,000-book mark. "DEEP feels like a Reading Family. They are always offering families different types of tools to use with our children."

Like Beatriz, Alejandra also joined the 1,000 Books program in 2018 and started her reading journey with four-year-old Valeria.

Because DEEP has been able to deliver prizes of new books during school closures, **Alejandra was encouraged to continue reading with Valeria during COVID.**

"I feel that the support DEEP has given me has helped me prepare my daughter for kindergarten." Just as Valeria is about to enter kindergarten, Alejandra and her daughter celebrated reaching their 1,000 books goal.

Gesuhita joined the 1,000 Books program in 2018. She started reading to her son, Joab, when he was two. They reached their goal of reading 1,000 Books before kinder this June.

As she became more active in the program, Gesuhita realized that Joab demonstrated a love of reading that her older son had never experienced. Through DEEP, Joab was able to have a variety of books at home. **According to his mother, he is full of joy every time he earns a book.** Gesuhita is thankful to DEEP for providing so many books at no cost.

As a parent, she was also thrilled that the program gave her the opportunity to meet other parents in similar situations who encouraged each other to keep up the reading!

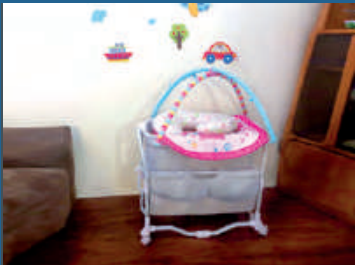
**They met
THE challenge**



CHILDCARE PROVIDER WORKSHOPS

Childcare professionals play a critical role in ensuring that young children engage in enriching early learning experiences. In 2019-2020, DEEP launched an exciting collaborative with the San Diego County Office of Education and the San Diego Public Library.

SDCOE supported 31 local childcare providers representing 29 home-based businesses through workshops focused on building early math and reading skills. These businesses, serving over 240 children, also received new math supplies to use in their homes.



BEFORE

BUILDING A NETWORK OF HIGHLY SKILLED CHILDCARE PROVIDERS

As a result of these workshops, childcare business owner Sahira M. has since transformed her home to create special reading and math areas. She proudly shared before-and-after photos at DEEP's Winter All-Partners Meeting.



AFTER

“THESE WORKSHOPS
HELP YOU
GROW AND
PUT INTO PRACTICE
WHAT YOU LEARN”

-SAHIRA M.



**93% of Providers Report Implementing
New Practices Following Workshops**



Informed and engaged parents can make a huge difference in their children's early development. In 2019-2020, DEEP worked once again with partner organizations to bring inter-generational workshops to five school campuses.

11 of 17 planned workshops had been completed when schools closed - Over 150 adults had participated AND 67 families "graduated" (attended 70+% sessions of each workshop series)



Family Literacy

DEEP's Family Literacy partners include Words Alive and Read San Diego



Pediatrician Health Talks

Through Rady's Center for Healthier Communities, pediatricians promote healthy practices in the home



FAMILY WORKSHOPS

Science for Tots

With support of SDGE, DEEP piloted a new Science for Tots program at Encanto Elementary with the Fleet Center



Understanding Children's Behavior

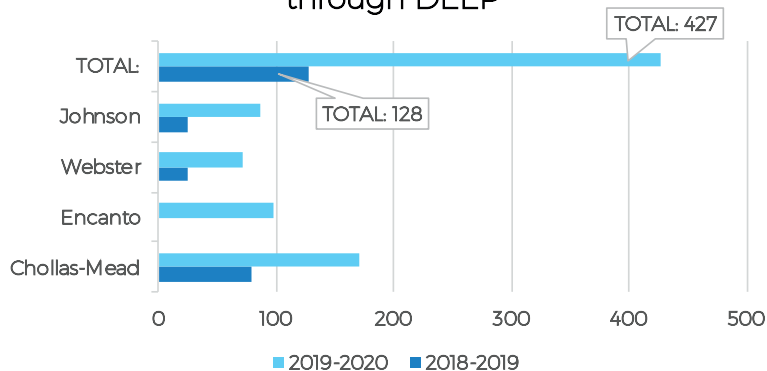
DEEP worked with First 5-funded providers, delibrainy and Motiva Associates to offer workshops on behavior at five schools



EARLY YEARS MUSIC EDUCATION

For the second year in a row, the San Diego Children's Choir brought its "Early Years Music Program" into preschool and kindergarten classrooms at DEEP partner schools.

Total Students in SDCC Outreach through DEEP



In 2019-2020, 427 children participated in music programming that supports early language and literacy development, compared to 128 the previous year.

ENGAGING
children in
enriching
early learning
experiences



“ The children LOVE the choir class and are engaged completely. This type of program is so important for the population of young minds we serve. ”

Nick V., Teacher
Encanto Elementary

“ Five of my students require special services, however when they are with you, can you identify them? I think not! Thank YOU!!! ”

TJ L., Teacher
Johnson Elementary

“ They are so engaged and love singing the songs after music time is over. This is an amazing experience for the kids. ”

Claudia R., Teacher
Encanto Elementary

Tania's story provides a powerful example of how multiple DEEP programs empowered her to support her young son.

A mother of three, **Tania recognized early that her youngest child, Daniel, was different from her older two.**

"Instead of saying words, he would make sounds to indicate objects," she explained. As he got older, he became increasingly frustrated because he couldn't express himself. Tania shared her concerns with her son's pediatrician. "It took over six months to get the approval from the insurance to get an evaluation." By that time, Daniel was over two years old, and Tania recalled, "I couldn't get my son to sit down to read a book or sing a song. **I didn't know what to do.**"

She began to look for outside help. "That's when I found out that, at Webster Elementary, DEEP had brought several morning workshops to campus to help parents with children ages 0-5." She and Daniel first attended family literacy workshops. Daniel refused to sit down and often ran out of the room. Despite this, she continued to bring him to the workshops. "The instructor made reading fun. By the end of the program, Daniel would sit and listen to her read. And at home, I finally was able to sit down with

him and read him a book."

Around the same time, the family began to experience some financial hardship. Soon after, she heard about the 1,000 Books Before Kindergarten Program that DEEP was encouraging parents at Webster to join. Every month, DEEP would give away gently used books to families. "I took as many books as I could," Tania remembered.

"I can't forget the first time I won a new book for reading 100 books. It was a nice big book. When I showed it to my older son, he said, 'Finally! A hard-covered book!' That almost made me cry. He had wanted a hard-covered book for a long time, but because they are more expensive, I couldn't buy him one. Now, because of the program, we have a full library of books, even hard-covered books!"

Tania began attending other DEEP workshops, including those funded by First 5 on children's behavior. "The class not only helped me be a better parent, but it also helped with my



son's speech."

The instructor gave Tania a referral for a complete evaluation for Daniel through the Healthy Development Services program. At the evaluation, specialists noted that Daniel needed speech therapy, and also recommended occupational therapy and physical therapy.

"Imagine how grateful I am that they caught these things. Now my son and I read between one and five books per day! He is the happiest kid! People even compliment me on how well and clearly he speaks! We are now getting ready for kindergarten. The DEEP program helped me and my family when I needed it the most."

PRINCIPALS LEARNING NETWORK

DEEP's in-school investments have always focused on supporting principals and teachers in their efforts to provide high quality early literacy instruction in grades PK-3.

In 2019-2020, DEEP collaborated with San Diego Unified School District and SDCOE to hire a Leadership Coach to convene its monthly Principals Network meetings. Together, principals established goals to improve early reading instruction. They used a common framework to focus their classroom observations. The Leadership Coach also provided individual coaching support to interested principals. Webster's principal, Carmi Strom, reflects on his experience:

Q

What benefits exist within the DEEP principal networking experience?

A

Meeting with the DEEP coach and other principals kept me grounded and focused on instruction. I always leave these meetings with an idea and a take-away about what to do next. I really value the walkthroughs. When you get on another campus, you can see if you are on the right track. It's validating!

Q

What suggestions and/or feedback might you offer with regard to the experience?

A

It's hard to improve. I enjoyed both the network and the 1-on-1 sessions. The support is both professional and emotional. It's nice to have another adult who can visit my campus regularly enough to help guide ongoing change. It's important to be part of the DEEP network – giving back and asking ourselves how we know what we are doing is working.

Q

How are the DEEP principal networking sessions aligned with SDUSD's mission and goals?

A

There was a clear push for close reading and student talk, which was aligned with the District's work. The Network's focus on English learners and its use of the Five Dimensions Framework narrowed our lens to a few key instructional areas and gave us common language to use when observing and analyzing instruction.

Q

How has the DEEP principal networking experience helped shape your leadership practice?

A

I have more confidence in my decision making and the direction of the school. I increased the clarity of focus around quality literacy instruction. As a result of the classroom walkthroughs, my feedback to teachers has become more precise with more concrete next steps.

AN INTERVIEW WITH
**Webster Principal
Carmi Strom**



TEACHER PROFESSIONAL DEVELOPMENT

Since 2013, DEEP's partnership with the California Reading and Literature Project (CRLP), based at UCSD, has been at the center of its investments in teacher professional development. In 2019-2020, DEEP funded the participation of 17 teachers in CRLP's training institutes and follow-up coaching focused on early literacy instruction and English Language Development. Each year, CRLP supports also include ongoing coaching for K-3 teachers trained in previous years.

In 2019, CRLP initiated a Teacher Leader Network (TLN) to regularly bring together teacher leaders from four partner schools. Participating teachers welcomed the opportunity to work collaboratively to sustain strong early literacy practices.



No one has arrived. There is always something more to learn. Once you put yourself in the position of showing others you are a learner, I think that makes it easier for other teachers to be open to your support. The Teacher Leader Network helped me grow into my role as a coach.

Kim B.
Johnson Elementary

There are different structures we can use to support our colleagues. If some are not comfortable with 1-on-1 coaching, we can use other methods like our Professional Learning Communities or Lesson Study sessions. I am excited about what we can learn from the Network to sustain good practice at our sites.

Kimberly Z.
Chollas-Mead Elementary





DEEP BRINGS THE “EVERYONE A READER” PROGRAM TO FIRST GRADE

In the spring of 2020, DEEP piloted its first “Everyone A Reader” program at Chollas-Mead Elementary, training and supporting six adult volunteers to read with first graders every week.



“ONE OF THE
GREATEST
GIFTS ADULTS
CAN GIVE TO THEIR
OFFSPRING - AND TO
THEIR SOCIETY - IS TO
READ TO CHILDREN”

-CARL SAGAN



MEETING THE NEEDS OF THE WHOLE CHILD

Children attending DEEP partner schools regularly confront multiple barriers to academic success. With the help of partners that support schools in overcoming many of these challenges, DEEP can change life trajectories.



Monica M.

Counselor, Encanto Elementary

"I could not believe the skill set that the interns came with. They understood exactly where the kids were developmentally. They understood the trauma that kids were going through. I was not expecting the high level of service we received. It left a lasting impact on our school".



Marisol C.

SDSU Student

"It has been a neat process to see what conversations have opened up. Parents shared how their own childhood affected their parenting. We even had conversations about some of the larger race issues that have been going on. They appreciated having a safe space to talk".



Andrea C.

SDSU Student

"The most important thing we did was to create a safe space where students felt comfortable talking. We provided interventions that were both developmentally appropriate and individualized. Some liked more active interventions like tossing a balloon together, while others preferred sitting and telling stories".

SDSU graduate students, specializing in early childhood mental health, provided over 163 hours of counseling support to children in grades Pre-K to 3 and their families.





BEING ABLE TO MEET WITH A SMALL GROUP OF STUDENTS WHO ARE WILLING TO EXTEND THEIR DAY OF LEARNING AND RECEIVE TARGETED INSTRUCTION IN READING COMPREHENSION IS A GREAT USE OF OUR TIME"

-JANICE A., SUPER READERS TEACHER

SUPER READERS

Many children need opportunities to hone their reading skills beyond the school day. DEEP's Super Readers before/after school literacy program supported 60 emerging readers at three partner schools. Certificated teachers led small-group learning opportunities focused on phonics, fluency, vocabulary, and reading comprehension.

SUPER READER STAR

Natu is an English Learner from Africa, and English is his third language. When he started second grade, he was still learning his letters and sounds. He recognized fewer than ten high-frequency sight words.

Natu participated in Super Readers for two years. His attendance in the program was nearly perfect both years. According to his teacher, "He works hard and loves to learn." He now knows 179 of 180 high-frequency words and **has grown eight reading levels over the past year and a half.**

Natu's father is especially proud of his son's progress. "Natu really likes reading and drawing." When asked about Super Readers, Natu shared, "I liked going ... I liked the Read-Alouds. I also got to read different books, and I got to keep a book!"



SUPER TUESDAYS

Super Tuesdays is an after-school enrichment program offered to children at two DEEP partner schools on their weekly half-day.



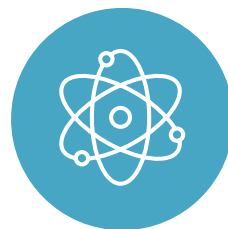
LITERACY

Small-group reading, writing, and Readers Theatre activities

Working with different visual arts media



ART



SCIENCE

Learning engineering concepts and team work

With support from DEEP, SDGE, EIS and SAYSD, 100 children engaged in three hours of literacy, art, and science activities on their school campuses every Tuesday.



SUMMER ONLINE LEARNING

FOR THE FIRST TIME IN EIGHT YEARS,

DEEP was not able to offer its Summer Readers - Future Leaders literacy-enriched summer program. This high-quality, hands-on literacy program simply could not be replicated in a remote setting.

Fortunately, the flexibility of DEEP donors, including the Ackerman Foundation and the Downtown Lions Club, enabled DEEP to offer summer learning opportunities that were more responsive to the immediate challenges facing children and families.

Due to the pandemic, children in kindergarten and first grade missed critical instructional hours during an important stage in their reading development. DEEP worked with four teachers to provide 51 children with summer online learning opportunities to hone early reading skills. Teachers checked in weekly with children and their parents, and most students completed 100 learning activities during the first six weeks.



80% of parents surveyed shared that they saw positive change in their children's early reading skills as a result of the program.



“

The program really pushed my son to reach his potential. Every section helped him learn to recognize, spell, and express himself with whichever sight words he was working on.

Gina F., Parent
Encanto Elementary

”

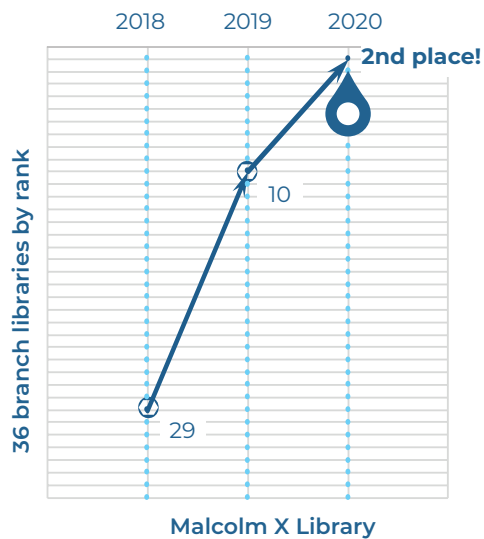
“

Since the program is set up as a game, students seemed to be more willing to engage in the content.

Briana N., Teacher
Chollas-Mead Elementary

”





SUMMER READING CAMPAIGN

IN SUMMER 2020, DEEP and the San Diego Public Library co-hosted the second annual "Summer Time is Reading Time in the Diamond" campaign. This effort boosted participation by southeastern San Diego families in the Library's city-wide summer reading program.

In summer 2019, the local Malcolm X Branch Library had the 10th highest participation rate out of all 36 branches, up from 29th place the previous summer. By the summer of 2020, the library moved up to 2nd place, logging over 8980 books/hours of reading!



During the summer of 2020

the campaign migrated to digital media. In collaboration with 15 partners, DEEP offered ten weeks of remote art, music, science, exercise, and reading activities. Each week focused on a new theme and engaged public servants, pediatricians, scientists, musicians, healthcare workers, and naturalists in engaging with children. Hundreds of families joined DEEP's Facebook Groups, and many shared photos of their children engaging various campaign activities.

Fabio Rojas with Refugio Music demonstrates melody



Dr. Moreira reads as part of Pediatricians and Pillows Books Before Bedtime



Stacey Roberts entertains kids with music and stories



COMMUNITY READ-ALOUDS

Before the pandemic closed down much of the economy, DEEP had committed to monthly Read-Alouds at local businesses to promote reading in the Diamond. Starbucks in Market Creek, the Elementary Institute of Science, and Tocumbo Ice Cream all eagerly stepped up to host our first three Read-Alouds in December, January, and February.



DEEP Holiday Read-Aloud at Starbucks in December



at EIS in January



at Tocumbo Ice Cream in March

ONLINE READ-ALOUDS

As soon as schools closed in March, DEEP's focus shifted from offering in-person community Read-Alouds to keeping students connected to reading through a variety of remote experiences.



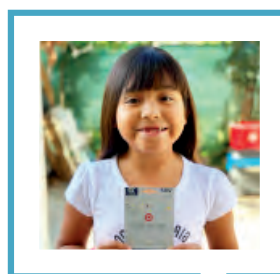
Home Reading CHALLENGE

DEEP encouraged children in its five partner schools to record the Read-Alouds and any other reading they did in a Home Reading Log. At the end of May, 17 families received gift cards celebrating their efforts to keep the reading going during school closures.



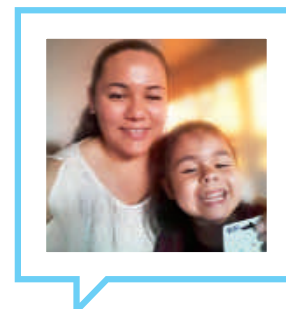
"Thank you very much for having given me the opportunity to participate in this program. It has served my children and me a lot because books make children think more and make them more curious."

-Janet R.
Balboa Elementary



"Reading every day has really helped my daughter to improve her reading, especially now that they aren't in school. Thank you."

-Nancy M.
Chollas-Mead Elementary



"It was great to make the challenge part of our daily routine. We look forward to bedtime stories every day. Thank you so much for the opportunity to be a part of the program"

-Alma
Johnson Elementary

DEEP PARTNERS COM COMMUNITY SCHOOL

CORONA

Words!
Alive!

Rady Children's
HEALTH STARS
KOHESION

Six DEEP Partners

joined forces to provide much-needed items -- grocery cards, sanitary supplies, backpacks, gently used and new books, school supplies, and snacks to local families.



Teachers

at partner schools, unable to access their classrooms, received new books to use in online teaching.



DEEP families

had ongoing access to books during school-meal distribution events and through four DEEP little libraries located near their schools.



Pandemic Pivot

ME TOGETHER TO SUPPORT DLS DURING PANDEMIC



SD Public Library

THE SCRIPPS
RANCH
COMMUNITY

We know all too well

the importance of attending to the needs of the whole child in order for learning to take root. DEEP's strong

relationships and continuous communication with school leaders during the pandemic enabled us to address critical needs that were not being met with existing resources. DEEP's work with multiple partners expanded our capacity to offer a range of support.

**School staff
distribute
essential items,
provided by
DEEP partners,
to families**





CHALLENGES OFTEN PRESENT OPPORTUNITIES

With rules to shelter-in-place, families were spending more time eating dinner together. This created the perfect opportunity to pilot Dinner with DEEP.

DINNER WITH DEEP

Using research from the Family Dinner Project, DEEP designed word games, questions, and story-telling activities for families to integrate into daily dinner conversation. These activities support the development of children's speaking, listening, and story-telling skills.



By raffling grocery cards to participating families, DEEP was able encourage dinner conversation while simultaneously addressing issues of food insecurity during COVID, and the need to support community businesses.

The Miranda Family shares the dinner conversation jar they made as part of Dinner with DEEP.



DEEP inspires us to read and explains the importance of reading for children's learning and the development of their imaginations. DEEP also gives us ideas and tools to support children's reading, as well as family communication and integration.

Yvonne M.,
Balboa Elementary



The Dinner with DEEP experience has been very gratifying as it has helped us to know how to engage with our daughters even more.

-Mayra I.,
Encanto Elementary



Dinner with DEEP created the opportunity for quality family time every evening.

-Anai C.,
Johnson Elementary

WORKING IN PARTNERSHIP

Through you we grow...

Every DEEP program is undertaken in collaboration with both funding and implementing partners. Implementing partners often bring their own resources to the table. In 2019-2020, **DEEP leveraged \$118,000** through in-kind donations or services paid for by partners - This number was lower than in past years, only because DEEP was not able to implement its in-person summer program, which typically accounts for an additional \$60,000+ in leveraged resources.

MAJOR INVESTING PARTNERS

The Thomas C. Ackerman Foundation
Dammeyer Charitable Trust Gift Fund
Downtown Lions Club Welfare Foundation
The Dr. Seuss Foundation
The Duane Roth Legacy Fund
Duford Family Foundation
Harford Family Trust
Jacobs Family Foundation
The Parker Foundation
SDGE
Social Venture Partners
Timmstrom Family Fund

COMMUNITY PARTNERS

Family Health Centers of San Diego
Jackie Robinson YMCA
Malcolm X Branch Library
NCRC: Center for Community Cohesion
Pillars of the Community
San Diego County Family Childcare Assoc.
San Diego Promise Zone
Starbucks Market Creek
St. Stephens Church
Tocumbo Ice Cream
Urban Barber College
Urban Collaborative Project

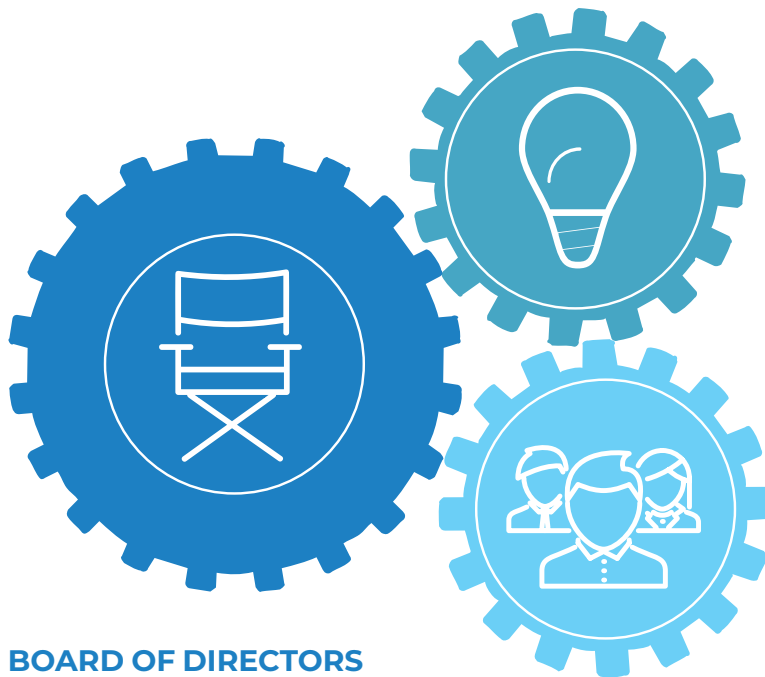
IMPLEMENTING PARTNERS

(Partners who brought their own funding/in-kind services)



THE DEEP TEAM

We Believe Early Readers = Future Leaders



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Community and school partnerships are vital to student success. The DEEP partnership helps our schools strengthen bridges across community, home, and school. These partnerships are essential for public-school survival and our last vestige of hope for both our democracy and our humanity.

Bruce Bivins

Area Superintendent, San Diego Unified School District

Annual Report

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SEND US AN EMAIL
OR
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