



**2020-2021**

# **ANNUAL REPORT**

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



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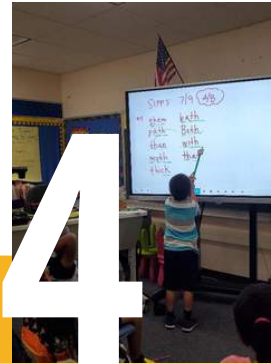
BEGINNING



Letter from our Executive Director



Theory of Change and Impact



Preparing for Kindergarten



Reading by Third Grade



Learning Beyond the Classroom



Our Team

END

## UPS BOOK DRIVE



DEEP and our partners at The San Diego Council on Literacy (SDCOL) hosted a Drive Thru Book Distribution in May. Many thanks to UPS for sponsoring this event!

## OUR PARTNER TREE



# LETTER FROM

## *Our Executive Director*

Children began the 2020 school seeing the faces of their teachers and classmates in little boxes on computer screens. For some, this was their first experience of school. It demanded of them self-discipline beyond their years. Their teachers were called upon to demonstrate patience and creativity in equal measure. Families were required to engage regularly to ensure children were logged on for learning and remained on task. Principals were expected to support all three.



In adjusting their roles to this new, disruptive reality, DEEP and its partners faced challenges. For example, DEEP had to suspend temporarily its after-school reading supports, because children could not be expected to spend more time online. Teaching early phonics online was difficult. But adjust we did. Most services were delivered remotely. Families participated in online workshops, with partners shuttling materials door-to-door. DEEP kept its Little Libraries fully stocked and gifted over 3,000 brand new books for the holidays. We co-hosted drive-thru events to help meet basic needs.

In the spring, we began to see the light as many children returned to school. By summer, the light was fully breaking the darkness. New support for summer learning poured in, and DEEP was able to offer one of its most powerful summer learning experiences yet.

Through it all, we couldn't help but draw several conclusions:

- The COVID crisis did not create, but did significantly exacerbate, the challenges and needs we had been seeking to address since 2013.
- The partnerships and strategies in which we had been investing enabled us to pivot on short notice to meet heightened needs in meaningful ways.
- The focus moving forward must be on ensuring that the setbacks produced by the pandemic not exact long-term costs on children and families.
- The investments must continue beyond the moment of crisis – because they have always been necessary.

My best day occurred on July 23. I joined over 100 families on the last day of our Summer Readers-Future Leaders program to watch children celebrating the culmination of five-weeks of growth as readers, eagerly sharing science and arts projects, performing indigenous dances, and singing that their "hearts are full" – as was every heart in the audience.

Once again, our children reminded us that they are the true source of light and investing in them still remains our best hope for the future.

In partnership,

*Gina Gianzero*  
EXECUTIVE DIRECTOR

**SCHOOL BOARD TRUSTEE SHARON WHITEHURST-PAYNE, HORTON ELEMENTARY PRINCIPAL DANIELLE GAREGNANI, AND MEMBERS OF THE SAN DIEGO FINE WOODWORKERS ASSOCIATION INSTALL LITTLE LIBRARIES OUTSIDE LOCAL SCHOOLS AND BUSINESSES.**





# THEORY OF CHANGE & IMPACT

## *Why We Do This Work*

### 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.

### 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.

## HOW WE DO THIS WORK

Our theory of change is guided by 3 strategic priorities



**BEFORE**  
Children Enter School

**DURING**  
The School Day

**AFTER**  
School

#### PREPARING FOR KINDERGARTEN

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

#### READING BY THIRD GRADE

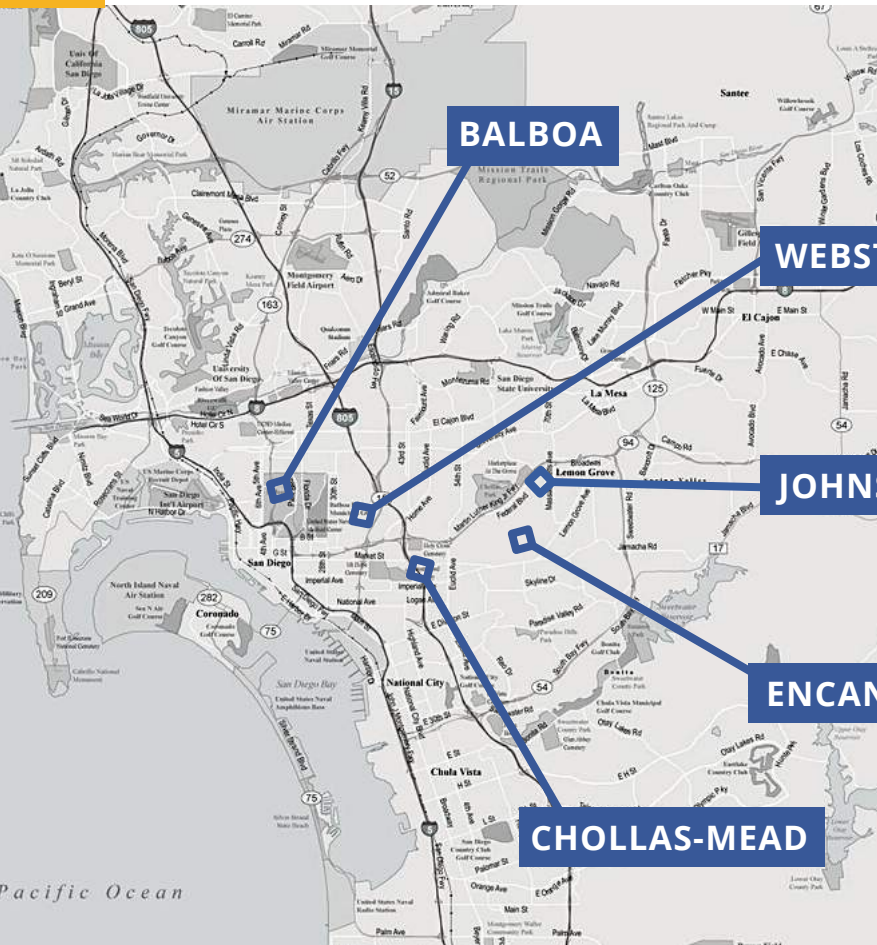
Supporting schools to ensure that children have access to high-quality in-school literacy instruction and social-emotional support

#### LEARNING BEYOND THE CLASSROOM

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

# OUR IMPACT

DEEP currently serves 5 partner schools, attended by over 1,600 students in grades PK-3



With each passing year, DEEP intensifies its focus on a subset of schools. We like to say, we are an inch wide and a mile "DEEP." Our goal is to provide comprehensive supports that simultaneously address the multiple roots of the challenges facing students and families in the Diamond Community of southeastern San Diego.

## GETTING BOOKS OUT INTO THE COMMUNITY

DEEP distributed over

**3,000** 

books as holiday gifts through our 5 partner schools, including Balboa Elementary School and Horton Elementary School. Thank you to our partners at SDCOL for the books!





# PREPARING FOR KINDER

## *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. Below are the results from the 2020-2021 school year.

### THE RESULTS



**253**  
**FAMILIES**



**311**  
**CHILDREN**



**124,350**  
**BOOKS**



**30 FAMILIES**  
 reached their  
**1,000**  
**BOOK GOAL**

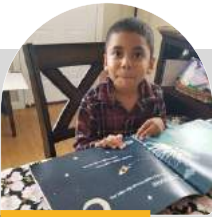
**90%**  
 of families read  
**200 BOOKS**  
**OR MORE**

**100%**  
 of families read  
 at least  
**100 BOOKS**



# THEY MET THE CHALLENGE

## *Congratulations to our readers...*



**ELIAS**

Elias's mom, Maria, noticed one of the changes in Elias is that now he enjoys and has an interest in reading.



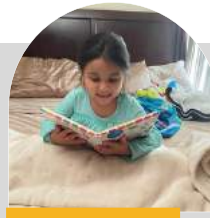
**ABEL**

Abel's favorite book is "Robert the Rose Horse" by Joan Heilbroner (under the Dr. Seuss Collection).



**NATHAN**

Nathan used to struggle with his sight words but nows he reads more fluently.



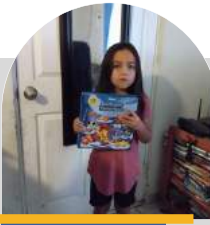
**AMACIA**

DEEP provided resources so Valerie (Amacia's mom) can read more with her children.



**LAYLA**

Layla is a much stronger reader since completing the challenge. She enjoys reading more now!



**HAZELL**

Hazell has a big imagination and reading so many books has helped it to grow even more.



**STEPHANIE**

Stephanie has read so many books, she now has a full vocabulary and can identify words and objects easily.



**CHRISTOPHER**

Christopher was happy to complete the challenge! He continues to become a stronger reader with each book.

*"Our happy DEEP moment is that every time she would get a prize for reaching a 100th goal, she got so happy and that motivated her to read even more. The result of this is that now she loves to read when before she didn't."*

- **Layla's mom, Lucia**

# PREPARING FOR KINDER

## *Family Workshops*

Informed and engaged parents have an outsized impact on their children's early literacy development. In the 2020-2021 school year, DEEP worked once again with partner organizations to bring inter-generational workshops online as part of our pandemic pivot. 64 parents with 72 children ages 0-5 participated in workshops on:

**FAMILIES: 22**  
**CHILDREN: 19**



### SCIENCE FOR TOTS

With support of SDGE, DEEP offered bilingual remote Science for Tots workshops with the Fleet Science Center for families from all partner schools

**FAMILIES: 24**  
**CHILDREN: 35**



### FAMILY LITERACY

Words Alive led remote Let's Read Together workshops

**FAMILIES: 18**  
**CHILDREN: 18**



### UNDERSTANDING CHILDREN'S BEHAVIOR

DEEP worked with First 5-funded provider, delibrainy, to offer remote workshops on children's social-emotional development

# EARLY YEARS MUSIC EDUCATION



Delivered remotely in 2020-2021, this program always generated high levels of student engagement.

## 574 CHILDREN

*in grades PK - 1 at four DEEP partner schools participated in weekly Early Years Music with the San Diego Children's Choir*



# PREPARING FOR KINDER

## *Childcare Provider Workshops*

In 2020-2021, with funding from The San Diego Foundation, DEEP launched an exciting series of Saturday workshops focused on children's early skill development.

SDCOE supported

**53** LOCAL CHILDCARE PROVIDERS representing

**38** HOME BASED BUSINESSES

through workshops focused on building early math and reading skills.

These businesses, serving over

**300**  
CHILDREN



also received gift cards, books, and activity materials at each workshop.

## BUILDING A NETWORK OF HIGHLY SKILLED CHILDCARE PROVIDERS

Reyna shared some of the positive changes she has made after attending DEEP workshops.

"My experience with the workshops is that it has given me a motivation to do more activities with the children. I have learned that these workshops are very valuable to me because they motivate me a lot; they are a great instrument for me. The materials, such as the "Keep Calm Kit" that they give us are very useful too! The kids love to do yoga now! As a result of attending the workshops I have been more consistent with teaching the children. I have seen great results."

- Reyna



93% of Providers Report  
Implementing New Practices  
Following Workshops

# READING BY 3RD GRADE

## *Principals & Teacher Learning Networks*



**WEBSTER PRINCIPAL**  
**CARMI STROM**

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 2020-2021, 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:

### HOW HAS THE DEEP PRINCIPAL NETWORKING EXPERIENCE HELPED SHAPE YOUR LEADERSHIP PRACTICE?

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.

### WHAT BENEFITS EXIST WITHIN THE DEEP PRINCIPAL NETWORKING EXPERIENCE?

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!

### PARTNER SCHOOL PRINCIPALS

Students' reading performance is inextricably linked to the leadership and instructional skills of their principals and teachers. Despite the restrictions on in-person instruction in 2020-2021, the DEEP partnership persisted, finding creative ways to support school leaders and teachers in delivering strong instruction remotely.

In collaboration with the California Reading and Literature Project (CRLP) and the San Diego County Office of Education (SDCOE), DEEP supported educators at partner schools through monthly classroom observations and regular coaching sessions.



"With an emphasis on empowering both teachers and students, the Lead Teacher Network promotes implementing research-based practices in the classroom and meeting the needs of the whole child"

**- BJ Schweitzer, Webster Elementary**



# LEARNING BEYOND THE CLASSROOM

## Summer Online Learning

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.



# 92%

of parents saw  
**IMPROVEMENT**



in their  
children's skillset

On average, our active  
participants earned a  
**PERFORMANCE  
SCORE OF**



# 92%

# 96%

of parents could see  
their children



**CONTINUING**  
to use the program  
independently

*"I am extremely proud of my son's progress. He is an English Learner and very shy. [DEEP's summer] program made him feel more comfortable, confident, and feel less different. Thank you so much!" - **DEEP Parent***

*"DEEP and associations I partner with through DEEP, do not just help me be a better teacher. They help me forge relationships with the community in a way that has led to incredible takeaways for my personal and professional growth." - **Tom Courtney, Teacher, Chollas-Mead Elementary***



# LEARNING BEYOND THE CLASSROOM

## Summer Readers-Future Leaders



Summer Readers – Future Leaders (SRFL) has been a signature program of DEEP since 2013. This 5-week, full-day literacy-enriched program is integral to DEEP’s overarching efforts to mobilize community partners to ensure that children attending elementary schools in southeastern San Diego are able to reach proficiently by the end of third grade. The summer of 2021 marked an important juncture in the program’s evolution for several reasons. With significant funding provided by the San Diego Foundation and the San Diego Unified School District, DEEP was able to bring children high-quality early literacy morning instruction and afternoons packed with activities offered by several new partner organizations. For the first time ever, DEEP expanded its program to serve children who had just completed kindergarten and served children from four instead of three local elementary schools.

### WHO ARE OUR SUMMER READERS?



4

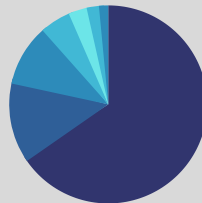
PARTNER SCHOOLS

126

CHILDREN  
ENROLLED

26% Rising K  
31% 1st Graders  
43% 2nd Graders

65% LatinX  
13% Black  
10% Multi-Racial  
5% Asian  
3% No Answer  
2% Pacific Islander  
1.5% White



## LITERACY COMPONENTS

1

### CREDENTIALLED TEACHERS

Deliver nearly 4 hours of morning literacy instruction tailored to students’ reading levels, and supported by teacher training and collaboration with CRLP.

2

### USE OF RICH MENTOR TEXTS

Motivate students with rich language and themes in books such as *Ada’s Violin*, *The Boy who Harnessed the Wind*, and *Manfish*.

3

### SMALL CLASS SIZES

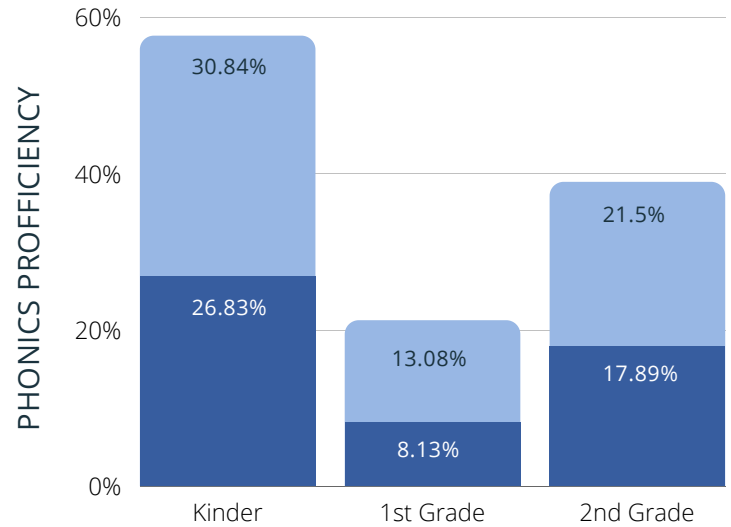
Enable daily conferring with individual students; giving each student a voice; and holding students accountable for their learning and growth.



# Literacy Outcomes

The morning literacy block is an essential feature of SRFL. Children rotate through small-group instruction in phonics and fluency activities.

Teachers expose children to content through rich mentor texts focused on the program's environmental themes of earth, wind, water, and sun. These themes are then reinforced through afternoon enrichment activities.



PHONICS PRE-PROGRAM PROFICIENCY N=123

PHONICS POST-PROGRAM PROFICIENCY N=107

## PHONICS RESULTS

53% of students demonstrated grade-level phonics proficiency pre-program compared to

**65%** POST-PROGRAM

**59%**

of children experienced growth in PHONICS SKILLS

On average children grew

**1.2** LEVELS

## FLUENCY RESULTS

**60%** Of children experienced growth in FLUENCY SKILLS

On average children grew **.79** LEVELS

**55%** Demonstrated grade-level proficiency PRE-PROGRAM compared to

**71%** POST-PROGRAM

## WRITING RESULTS

**89%** Of children IMPROVED their ability to provide evidence to support their claims

**81%** Of children IMPROVED in their ability to express claims (hypotheses) in their writing

**50%** Of children IMPROVED their ability to explain their reasoning in writing



# ENRICHMENT ACTIVITIES

SRFL constituted not only a powerful opportunity to accelerate early reading skills development, but it also exposed children to a variety of enrichment opportunities that encouraged problem-solving, creativity, teamwork, and self-expression. Children identified science, dance, and singing as their three favorite enrichment activities. Parents' survey responses confirmed this.



97%

Of children were able to identify one or more sources of clean energy in nature

83%

Were able to identify one or more sources of water pollution

## **HANDS-ON SCIENCE** *with EarthKidz Adventurz*

Each week, children explored environmental issues and learned about clean energy sources associated with earth, wind, water, and sun. Hands-on activities included making air and water filters, paper airplanes, wind turbines, and solar ovens and cars.



## **DANCE CHOREOGRAPHY & PERFORMANCE**

Led by veteran SRFL dance instructor, Roxanne Rojas, students learned traditional dances from Latin America with roots in Indigenous and African cultures that honor the four elements of earth, water, wind and sun. They creatively expressed these elements by developing and performing their own dances.

## **MULTICULTURAL CHORAL SINGING**

Instructors from the San Diego Children's Choir provided SRFL students with daily music sessions that explored ear training, healthy singing, beat-keeping, literacy, focus, intonation, and improvisation. Music sessions and final performances reflected several SRFL themes, including African culture, positive self-focus, and diversity.

## **DIGITAL MEDIA**

In their weekly sessions with Outside the Lens, students learned about such concepts as vantage points and elements of design. They used digital media to capture their experiences of nature and its elements.

## **AFRICAN ADVENTURE**

Instructors with Black-Owned.com's Upward Institute introduced students to aspects of African culture and history through activities that involved making African drums, necklaces, kufi hats, and kente cloth.



# THE DEEP TEAM

*We Believe Early Readers = Future Leaders*

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*"As long standing partners in DEEP's high quality collaborative work, we are proud to be a part of DEEP's dedication to ensuring that children in southeastern San Diego enter kindergarten prepared for success and complete third grade reading proficiently." - **San Diego Children's Choir***



**2020-2021**

# **ANNUAL REPORT**

## **CONTACT US**

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