

2021-22 ANNUAL REPORT



A silhouette of a young child sitting on the ground, leaning against a large tree trunk on the left. The child is holding an open book and appears to be reading. The background is a warm, orange-hued sunset sky with soft clouds. The overall mood is peaceful and focused on learning.

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VISION & MISSION

VISION: We envision 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.

MISSION: We mobilize community partners around a research-guided theory of change designed to ensure that children attending schools in a cluster of southeastern San Diego neighborhoods enter kindergarten prepared for success and complete third grade reading proficiently.

LETTER FROM OUR EXECUTIVE DIRECTOR

When my children were young, a frequent topic of dinner conversation was “the accident of birth.” They realized early on that life circumstances result largely from forces over which we had no control or for which we deserve neither credit nor blame.

Indeed, the gender, race, country, and families into which we are born place us in either virtuous situations where wind is frequently at our backs, pushing us toward greater things, or in more vicious cycles, with wind battering our faces, forcing us into less desirable life outcomes. Sometimes that wind is strong; other times we barely notice it.

But notice it, we must.

Those who lead DEEP acknowledge that we have been fortunately positioned – and that reality has afforded us great opportunities. Those born into different realities – due to no fault of their own – have significantly fewer opportunities. For the children of southeastern San Diego, these limitations include equal access to the gateway for most learning – the ability to read.

A child who has learned to read is empowered as a thinker, a scholar, and a creator. A child who reads well is on the path to becoming a highly skilled worker and engaged citizen.

At DEEP, we believe that ensuring that children become readers entails a sequence of strategic investments during the first eight years of life – investments in home environments and early healthcare; early learning experiences that foster language, cognition, and socialization; research-guided reading instruction that enables access to context and builds readers’ confidence; supports that address social-emotional barriers to success; and opportunities that reinforce and expand learning outside school. Too often, we make one of these investments for a short time and hope for the best. But that was never the way we created life-long opportunities for our own children. And that is not how we can improve life outcomes for other children.

For ten years, DEEP has pursued third-grade reading proficiency by drawing upon the resources of many partners. Our outcomes demonstrate that, together, we generate sufficient energy – a tail wind, if you will – that pushes these children forward toward better life outcomes.

It has been my great honor to have been a part of seeding these investments. It is my DEEPest wish that they continue. Onward.



DEEP's Executive Director with the Principals of Encanto, Johnson, Webster, and Chollas-Mead elementary schools.

Gina Gianzero
Executive Director, DEEP

AN INCH WIDE AND A MILE DEEP

OUR COMMON GOAL:

- THIRD GRADE READING PROFICIENCY

HOW WE WORK:

- COLLABORATIVE
- PLACE-BASED
- RESEARCH-GUIDED THEORY OF CHANGE
- LITERACY AS THE GATEWAY SKILL TO LEARNING
- FOCUSED ON CHILDREN AGES 0-8 AND THEIR FAMILIES

GETTING BOOKS OUT INTO THE COMMUNITY

DEEP distributed more than

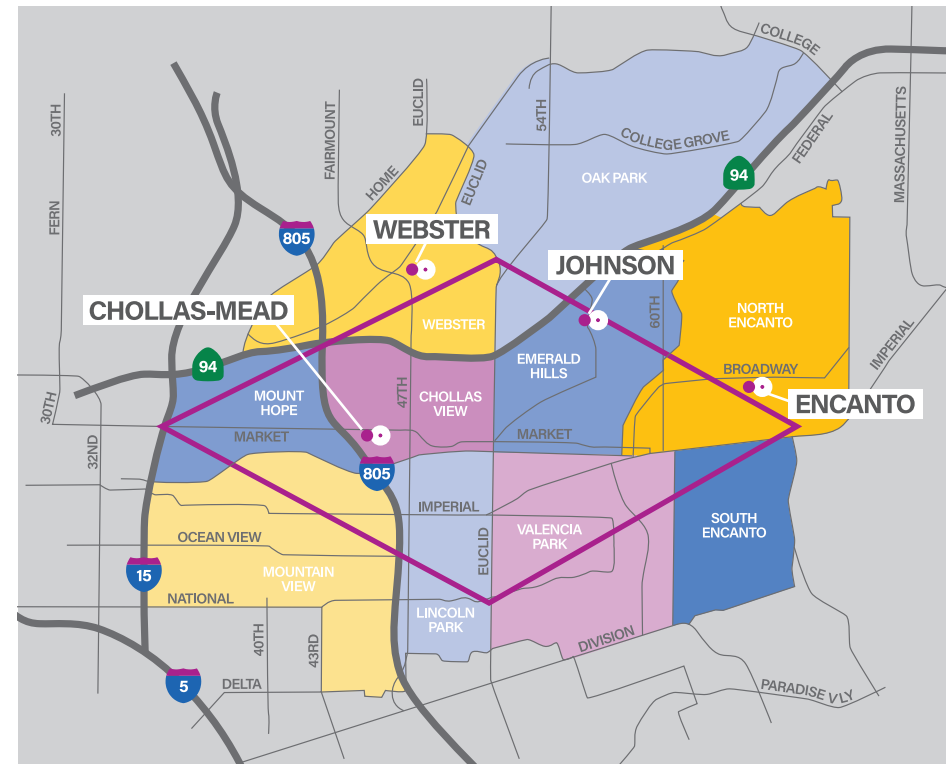
3,000

books through its programs and DEEP's eight little libraries located throughout the community.

OUR IMPACT

DEEP CURRENTLY SERVES 4 PARTNER SCHOOLS, ATTENDED BY MORE THAN 1,600 STUDENTS IN GRADES PK-3.

With each passing year, DEEP intensifies its focus on a subset of schools. 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.



DEEP'S THEORY OF CHANGE

PREPARING FOR KINDERGARTEN ►

READING BY THIRD GRADE ►

LEARNING BEYOND THE CLASSROOM ►

We believe that raising reading proficiency by the end of third grade for children in southeastern San Diego will change lives, families, and entire communities.

Our research-guided theory of change organizes investments around three strategic priorities.

STRATEGIC PRIORITY: PREPARING FOR KINDERGARTEN

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

STRATEGIC PRIORITY: READING BY THIRD GRADE

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

STRATEGIC PRIORITY: LEARNING BEYOND THE CLASSROOM

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



04 ▪ STRATEGIC PRIORITY: PREPARING FOR KINDERGARTEN

1000 BOOKS BEFORE KINDERGARTEN

DEEP encourages families to read with their children starting at birth by challenging them to participate in the **San Diego Public Library's** 1000 Books Before Kindergarten Program. DEEP reaches out to families monthly to support ongoing reading and, with help from the **San Diego Council on Literacy**, presents families with new books for every milestone they reach.

2021-2022 PROGRAM OUTCOMES

ACTIVELY
READING
FAMILIES

264

TOTAL
CHILDREN
READING

362

AVERAGE NUMBER
OF BOOKS READ
PER FAMILY

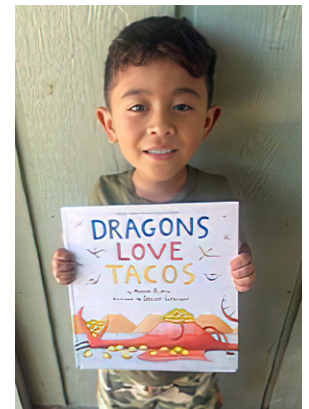
346

TOTAL
BOOKS
READ

91,427

1000 BOOKS WINNERS

This year, 32 families completed their 1000-book journey!
Meet some of our winners!



114

NUMBER OF FAMILIES
TO DATE WHO HAVE READ
1000 OR MORE BOOKS

"I've been part of the program for two years already, and it has helped my family establish a reading routine that works for us. At first it was hard to get my children to sit down and read, but they became more interested in books, and now they get excited for reading time."

– Parent

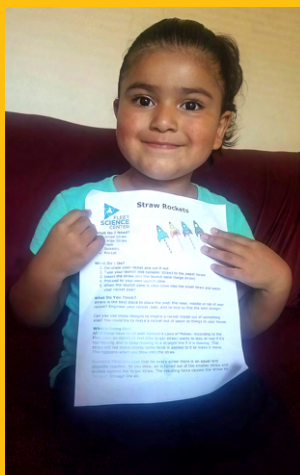
PROGRAM PARTNERS



Public
Library



FAMILY WORKSHOPS



DEEP works with multiple partners to build the capacity of families to serve as their children's first teachers. Through partnership with **Words Alive**, **Motiva Associates**, and the **Fleet Science Center**, DEEP brings bilingual workshops on early reading, children's social-emotional development, and science for tots to partner school campuses. In 2021-2022, DEEP also partnered with **Computers 2 Kids** to provide laptops to ten of its 1000 Books Families so that they could participate in remote workshops.

FAMILY WORKSHOPS

59/99

59 SESSIONS DELIVERED TO 99 UNIQUE FAMILIES

PROGRAM PARTNERS

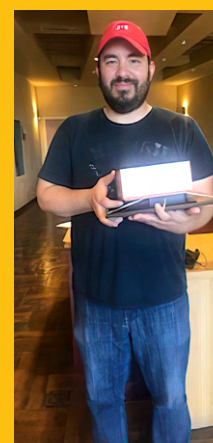
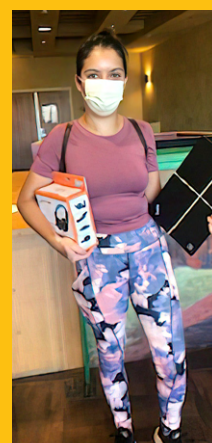


FAMILIES LOVE WORKSHOPS

"Thanks to you and your team so much. Trust me, I am tired from work, and having to add extra tasks to my day is so exhausting, but to see [my children] have so much fun and enjoy that extra learning time and experience makes it so worth it."

– Angelica

PARENTS LOVE DEEP-DONATED COMPUTERS



06 - STRATEGIC PRIORITY: PREPARING FOR KINDERGARTEN

CHILDCARE PROVIDER WORKSHOPS



PROGRAM PARTNERS



Addressing the impact of trauma on early children's learning and development is critical to DEEP's Preparing for Kinder Priority. With funding from **San Diego Foundation** and support from the **YMCA Childcare Resource Service**, DEEP offered a growing cohort of local home-based childcare businesses, a series of Saturday workshops focused on trauma-informed care. More than 92% of providers were inspired to try new things following the training.

"I'm a foster child, and I'm trying to break the cycle of trauma ... I'm trying to do better and be better because kids deserve that. I've created a center that is a child-led in some ways, with a lot of choices and listening to what the kids want to see."

- DEEP Childcare Provider

2021-2022 PROGRAM OUTCOMES

WORKSHOPS
DELIVERED

8

COMBINED WORKSHOP
PARTICIPANTS

128

UNIQUE
PARTICIPANTS

48

BUSINESSES
REPRESENTED

42

LICENSED CAPACITY OF
BUSINESSES REPRESENTED

505



08 • STRATEGIC PRIORITY: READING BY THIRD GRADE

EARLY YEARS MUSIC

DEEP has collaborated with the **San Diego Children's Choir (SDCC)** since 2017 to integrate music into the PK through first grade curriculum. Strong links between music, early language development, and literacy inform this investment. Engaging in music also boosts social-emotional well-being – an important quality in the post-pandemic world.

In 2021-2022, more than 600 children learned about rhythm, beat, melody, and teamwork with weekly 30-minute music sessions.



PROGRAM PARTNER



SDCC and DEEP co-funded Early Years Music Sessions in 32 PK-1 classrooms at four partner schools.



SDCC has served more than 1,800 PK-1 students at DEEP schools since 2017.

LITERACY ACCELERATION



DEEP's investments in strengthening the capacity of its partner schools to deliver high-quality, research-based early literacy instruction took a giant leap forward. With funding from the **American Rescue Plan**, the **San Diego Unified School District** integrated the work of DEEP and its primary literacy partner, the **California Reading and Literature Project (CRLP)**, into its new Literacy Acceleration Plan. CRLP will train and coach all early grades teachers at DEEP's four partner schools.

TRAINING EMPOWERS TEACHERS

"My students are responding and learning better using this program than any other program I've been taught over the 24 years of teaching."

- Teacher
DEEP Partner School

"I think this year has been my most successful year of teaching."

- Teacher
DEEP Partner School

PROGRAM PARTNERS



10-YEAR OUTCOME

TEACHING
FOUNDATIONAL
READING SKILLS

40

40 TEACHERS (87%) OF
UTK-3 STAFF TRAINED
BY CRLP AT FOUR
PARTNER SCHOOLS

TEACHING
READING
COMPREHENSION

26

26 TEACHERS (57%) OF
UTK-3 STAFF TRAINED
BY CRLP AT FOUR
PARTNER SCHOOLS

TOP PERFORMERS IN CLUSTER

DEEP aims to increase the percentage of third graders reading at grade level on state tests. In 2021-2022, three of the four highest performing elementary schools on this indicator in the Lincoln Cluster were DEEP schools.

10 - STRATEGIC PRIORITY: READING BY THIRD GRADE

“

DEEP invests in teaching strategies that motivate children to want to be readers.”

– DEEP Partner

”



STRATEGIC PRIORITY: READING BY THIRD GRADE - 11



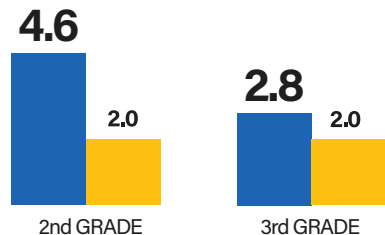
SUPER READERS

With support of the **Conrad Prebys**, **Dr. Seuss**, and **San Diego** foundations, DEEP offered 28 weeks of Super Readers. This small-group, after-school literacy support program is designed to accelerate early reading skills for children who need extra learning time and attention. In 2021- 2022, teachers at all four sites delivered weekly support to over 100 children in grades 1-3.

SUPER READERS IN GRADES 2 AND 3 OUTPERFORMED EXPECTED ANNUAL GROWTH EXPECTATIONS

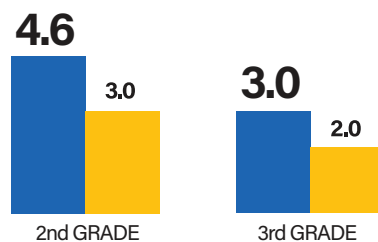
Super Readers in grades 2 and 3 outperformed expected annual growth expectations on assessments of phonics, fluency, reading comprehension, and vocabulary. They also outpaced the growth of non-Super Readers.

PHONICS: AVERAGE LEVELS OF GROWTH



■ SUPER READERS (N-81)

READING COMPREHENSION / FLUENCY: AVERAGE LEVELS OF GROWTH



■ EXPECTED



"Not only the children benefited, but I learned a lot. I studied the lessons before each class – I developed resources that also helped me to teach better during the school day. If I learn, the children are going to learn."

– Super Readers teacher

"Students love coming to Super Readers. Their confidence has already grown since I have been working with the group. It feels like they are unlocking a secret code as they figure out how words work."

– Super Readers teacher

PROGRAM PARTNERS

THE
CONRAD PREBYS
FOUNDATION



SUPER TUESDAYS-THURSDAYS



Super Readers also participated in DEEP's Super Tuesdays-Thursdays Program. This enrichment opportunity, offered on each school's half-day, engages children in music, art, and science activities delivered by multiple DEEP partners.

Our Super Tuesdays-Thursdays partners in 2021-2022 included: **Science Delivered**, **Elementary Institute of Science**, **Mundo Gardens**, **Earth Kidz Adventurez**, **San Diego Children's Choir**, and **Art with Mr. Isaac**.

"My daughter loves music and always has a smile when I pick her up. She tells me everything she did in her science and music lessons and says it's the best time ever. Thank you for offering these programs. My daughter loves them!"

- DEEP Super Tuesdays parent

SPRING STUDENT SURVEY RESULTS 2021-2022

"I get excited about doing science class at Super Tuesdays-Thursdays."

100%



"I like science more now that I did before I came to Super Tuesdays-Thursdays."

95%



"I am good at science."

87%



"I get excited to sing/make art at Super Tuesdays-Thursdays."

95%



"I like singing/making art more now than I did before I was coming to this program."

87%



"I am good at singing/making art."

89%



PROGRAM
PARTNERS

THE
CONRAD PREBYS
FOUNDATION



A Sempra Energy utility®



**EARTH KIDZ
ADVENTUREZ**



**SAN DIEGO
CHILDREN'S CHOIR**



SUMMER READERS – FUTURE LEADERS

The summer of 2022 marked DEEP's 9th year of Summer Readers-Future Leaders, a 5-week literacy enriched summer learning experience. Every morning, teachers supported children in honing phonics skills followed by reading and writing about environmental issues. Afternoons were reserved for DEEP's many enrichment partners with whom children sang songs and choreographed dances about the environment; built solar cars, solar ovens, and mini windmills; composted and cared for community gardens; and produced amazing portfolios of artwork. The summer experience culminated in final awards ceremonies and performances for families.



97%

OF FAMILIES WERE
PLEASED WITH SRFL

94%

SAW IMPROVEMENT IN THEIR
CHILDREN'S READING SKILLS

PROGRAM PARTNERS



DEEP TEAM

IN GRATITUDE: None of this work could be achieved without our DEEP team, board, partners, institutional investors, and individual donors.

STAFF

Gina Gianzero	Executive Director
Rhianna Basore	Director of Operations and Outreach
Tania Luken	Family Engagement Partner
Isaac Santillan	Family Engagement Partner

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Sharon Whitehurst-Payne	District E School Board Trustee



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Don Duford

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Rosa Vargas
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Kerry Wystrach
Ellen Yaffa

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