

Escondido Union
School District

Framework for the Future



Escondido Union School District is committed to
actualizing the unlimited potential of every
learner.



eusd.org



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MISSION & VISION



Vision

The Escondido Union School District will actualize the unlimited potential of every learner. We will be empowered, encouraged, engaged, and committed.

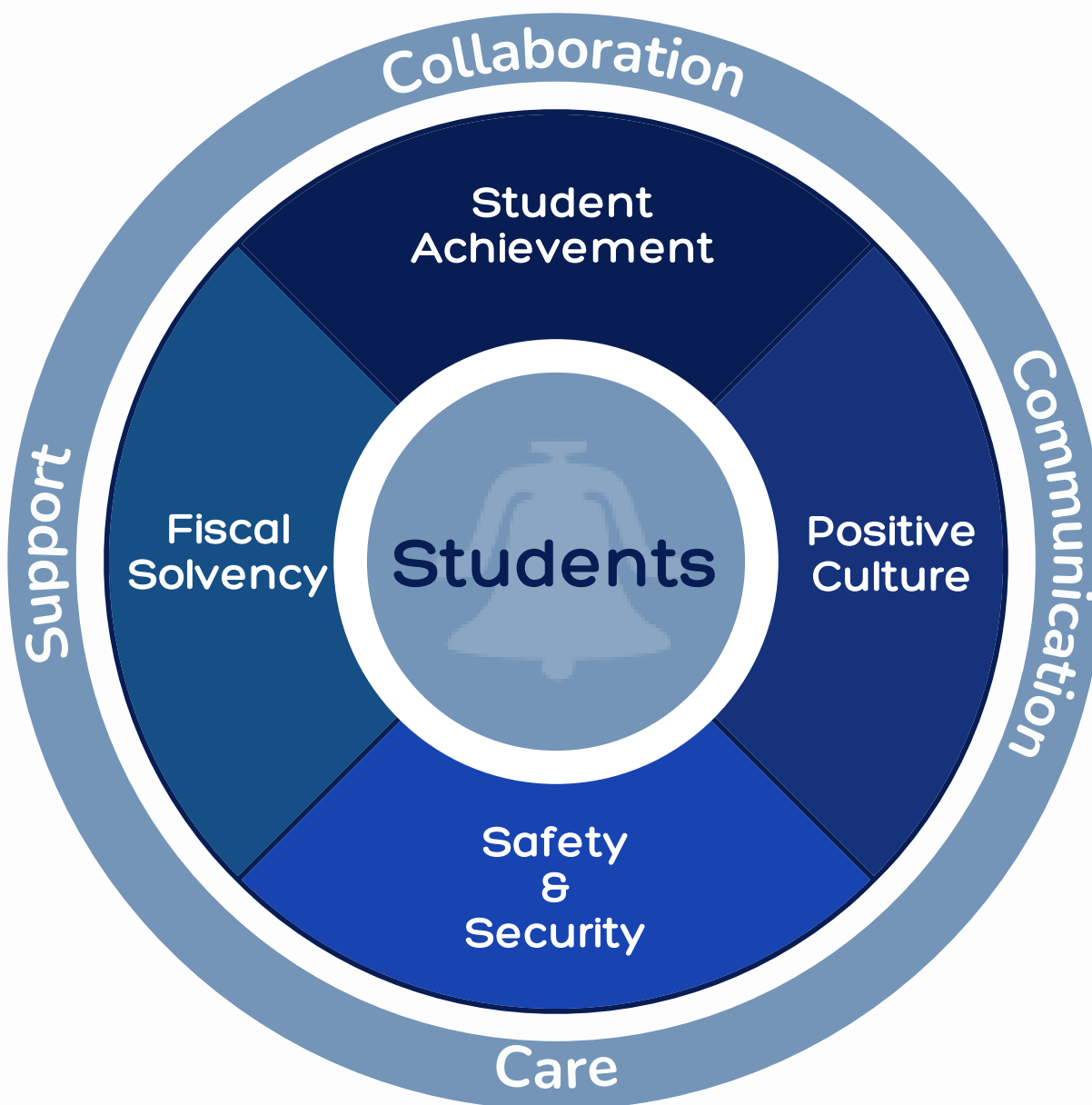


Mission

The Escondido Union School District, in partnership with our community, is committed to providing quality learning experiences for all students in a supportive environment, enabling them to be lifelong learners, productive members of the community, and positive contributors. Our teachers, classified employees, and administrators work collaboratively with parents and the community to actively engage all students in daily learning. Our goal is to ensure accountability for continuous student academic achievement at a high level for our more than 14,000 students in grades Transitional Kindergarten (TK) through 8.



FOCUS GOALS AND GUIDING PRINCIPLES





LETTER FROM THE SUPERINTENDENT

Dear Esteemed Members of the Escondido Union School District Community,

It is with immense pride and excitement that I introduce the EUSD Framework for the Future, the culmination of an extraordinary collaborative journey.

The Framework for the Future is the North Star of EUSD, a declaration of our purpose and principles. **This framework defines the learner outcomes, learning experiences, and enabling conditions to inform the district's decision-making and prioritization.**

Crafted through the visionary EUSD Design Team - consisting of equal representation from parents, teachers, support personnel, and administrators - this transformative Framework for the Future stands as a testament to our shared commitment to nurturing the holistic development of our students.

The **EUSD Vision** is at the heart of this remarkable journey: "To actualize the unlimited potential of every learner." In close alignment with our Vision, the EUSD Framework for the Future identifies the core learning outcomes that will enable our students to transcend boundaries and explore their capabilities to the fullest. This comprehensive guide, meticulously formed by stakeholders, signifies our collective dedication to providing an education that empowers, challenges, and propels our learners toward greatness.

The **EUSD Framework for the Future** embraces not only academic excellence, but also personal growth and character development. As a community, we recognize that true success encompasses critical thinking, emotional intelligence, adaptability, and collaboration. This framework outlines the skills, attributes, and knowledge that will prepare our students to become confident leaders and lifelong learners who shape the world around them.

As we move forward, we are committed to seamlessly integrating the EUSD Framework for the Future into our educational system. Professional development initiatives, workshops, and collaborative projects will equip our educators and support staff members with the skills and knowledge to bring this framework to life, **creating an educational experience that is unparalleled in its depth and impact.**

I want to extend my deepest gratitude to every individual who contributed to the creation of the EUSD Framework for the Future. Your dedication is a testament to the strength of our community and reaffirms our collective commitment to providing the highest quality education for our students.

Thank you for your unwavering support.

Sincerely,

Luis Rankins-Ibarra, Ed.D.
Superintendent of Schools
Escondido Union School District



LETTER FROM THE GOVERNING BOARD PRESIDENT

Dear Respected Members of the Escondido Union School District Community,

With a great deal of enthusiasm, it is my pleasure to introduce you to the **EUSD Framework for the Future**. This framework, meticulously sculpted in **collaboration with parents, educators, support staff, and administrators**, embodies our shared dedication to nurturing the full potential of every student. As the Board President, I am honored to unveil this visionary Framework for the Future, one that harmoniously resonates with our Vision: "To actualize the unlimited potential of every learner."

The EUSD Framework for the Future stands as a **testament to the incredible power of community collaboration** and the significance of parental engagement in shaping our educational landscape. Conceived through the insights and contributions of parents, who understand their children's unique needs and aspirations, this framework encapsulates the skills, qualities, and knowledge imperative for our students to flourish in an ever-changing world. Rooted in our commitment to fostering growth mindsets, promoting inclusivity, and nurturing collaboration, this profile is not just a document but a guiding light, steering us toward cultivating empathetic leaders, critical thinkers, and lifelong learners.

At the heart of our endeavor is the steadfast belief that each student carries within them the boundless potential that deserves to be nurtured and celebrated. The EUSD Framework for the Future mirrors this belief as we work tirelessly to empower students to transcend expectations and embrace their individual brilliance. It underscores the significance of parents as partners in this journey, reinforcing our commitment to creating a learning environment that thrives on their invaluable insights and involvement.

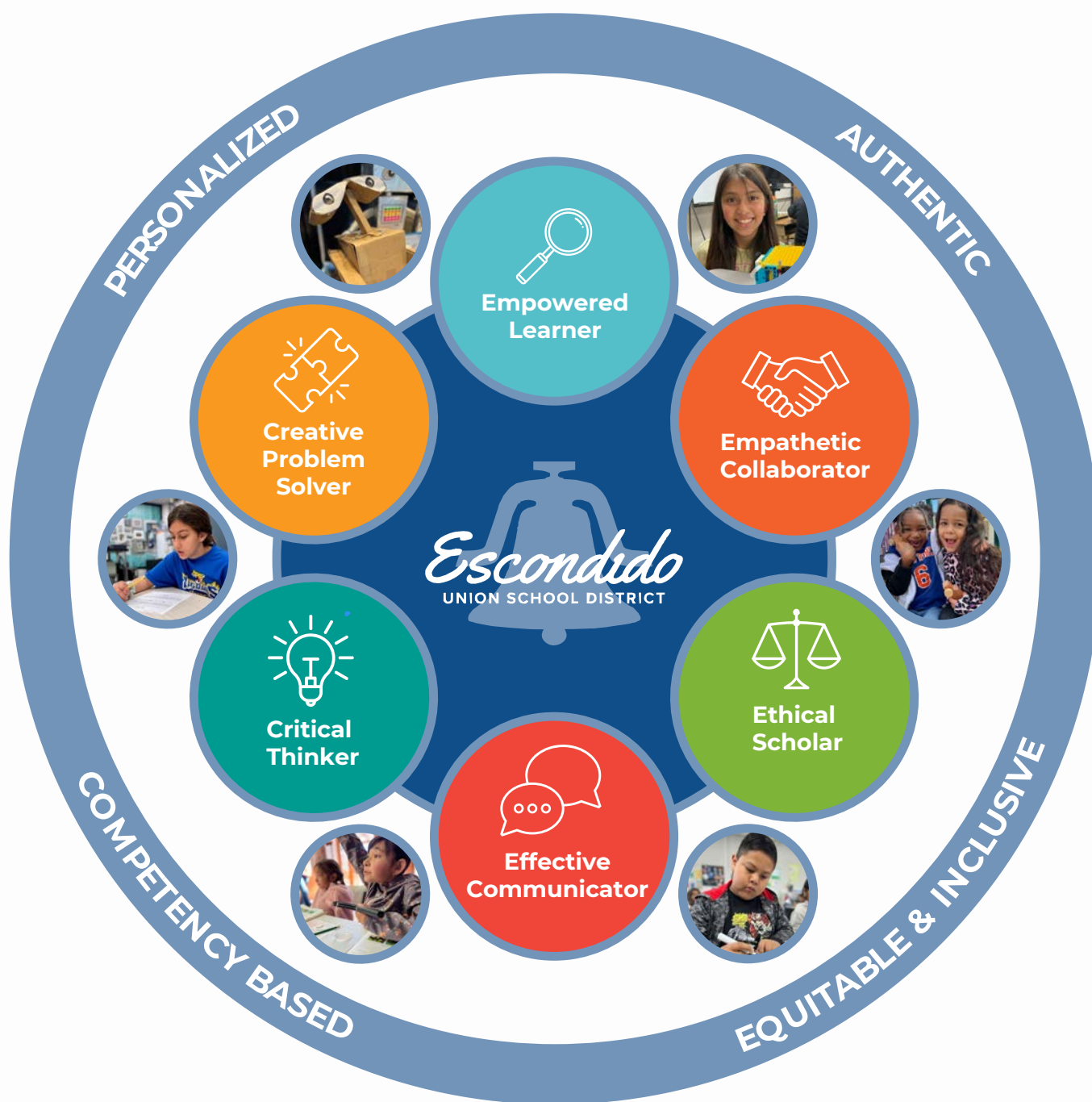
Thank you for your enduring partnership and support.

With deep appreciation,

Mark Olson
Board President
Escondido Union School District



EUSD LEARNER PROFILE





EUSD LEARNER PROFILE

Empowered Learner

I am curious, self-directed, and able to overcome challenges in pursuit of my interests and goals.

- Consistently applies learned skills and knowledge to real-world problems
- Self-advocates and persists through challenges
- Takes risks and approaches learning with a growth mindset

Empathetic Collaborator

I actively listen, engage, and recognize diverse perspectives to achieve a common goal.

- Ensures equity of voice, ideas, and compromise
- Builds on the strengths, interests, and assets of others
- Honors others' experiences and points of view through respectful dialogue

Ethical Scholar

I find opportunities to make a positive impact on my community and demonstrate integrity, respect, and compassion.

- Stands up for what is right in pursuit of making a positive social impact
- Holds oneself accountable for thoughts, words, and actions
- Seeks to understand diverse perspectives and cultures





EUSD LEARNER PROFILE

Effective Communicator

I am an effective listener and can clearly express ideas.

- Communicates with purpose and expresses coherent ideas
- Receptive and responsive to others' input and ideas
- Communicates with confidence across various media and maintains a responsible digital footprint
- Communicates with an awareness of audience and context

Critical Thinker

I am an inquisitive learner who can reflectively and critically analyze information.

- Asks questions with confidence and seeks to understand how the world works
- Demonstrates mastery of essential knowledge and skills through reflection and revision of my thinking
- Willing to reconsider personal views when presented with a compelling perspective

Creative Problem Solver

I seek opportunities to creatively design solutions, solve complex problems, and act on novel ideas.

- Asks questions, explores multiple points of view, and pursues solutions to major problems
- Embraces challenges and understands that failure is part of the learning process
- Approaches challenges with a "can do" attitude





Learning Model

We believe this is what learning should be in order to achieve the outcomes defined in our Learner Profile.

Personalized

Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.

- Develop learners' self-awareness, self-regulation, and perseverance
- Amplify learner voice and choice
- Customize the learning experience for the whole learner

Competency-Based

Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.

- Use assessment and data as tools for learning
- Employ a mastery approach to learning
- Create performance-based assessments

Authentic

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration

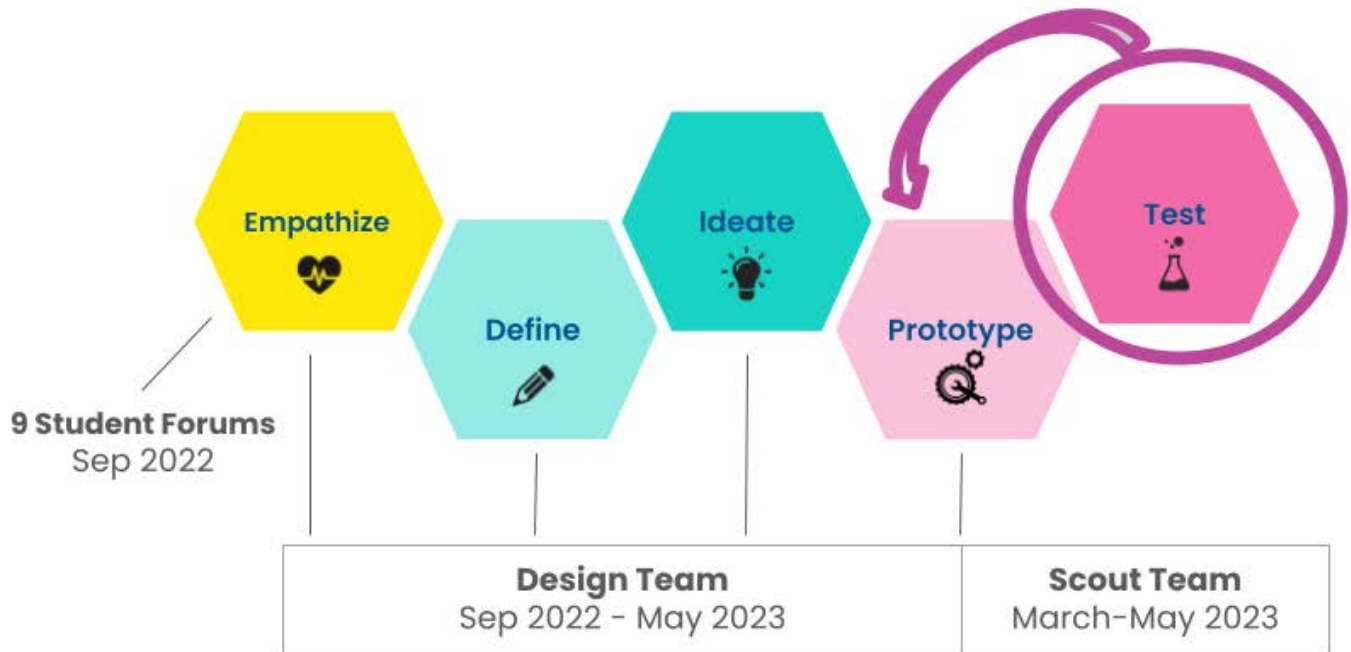
Inclusive & Equitable

Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full potential, contributing to the collective success of their community.

- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential



PROCESS



Source: Stanford d.school Design Thinking Process

EUSD educational stakeholders, including students, parents, teachers, board members, classified employees, and district and school leaders, collaborated to develop our Framework for the Future, which serves as the vision for our learners. We initiated the process with student forums to gather data about the learning experiences students value and the skills they need for success. The Design Team utilized these insights to define whole-learner outcomes and essential learning experiences outlined in the **EUSD Learner Profile** and **Learning Model**. Additionally, the Scout Team conducted 6 school visits and participated in 2 full-day design sessions, leading to the development of our **5 Big Moves** that align with the Framework for the Future.





BIG MOVES OVERVIEW



Big Move 1: School Redesign

Each school designs and implements a learner-centered Redesign Action Plan that promotes the whole-learner outcomes and learning experiences detailed in the EUSD Blueprint.



Big Move 2: Learning Model Implementation

Schools will provide learner-centered, competency-based, inclusive, and equitable learning experiences that cultivate actively engaged students.



Big Move 3: Maximized Educator Collaboration Time

Educators will be provided guaranteed and protected collaboration time to maximize learner achievement, personalize learning, and exchange innovative methods of teaching.



Big Move 4: Authentic Learning Experiences

Sustain and leverage a network of community partners to increase student access to authentic community learning experiences.



Big Move 5: Preparing Learners for Future Challenges and Opportunities

Students will explore their passions, foster a deep sense of self-awareness, and forge connections that align with future opportunities for personal growth and success.



EUSD'S STRATEGIC PROMISE

BIG MOVES & OBJECTIVES



Big Move 1: School Redesign

Each school designs and implements a learner-centered Redesign Action Plan that promotes the whole-learner outcomes and learning experiences detailed in the EUSD Blueprint.

Objective 1.1:

Beginning 2023-24 and for the subsequent four school years, a cohort of 4-6 schools will successfully complete the school redesign exploratory phase and create a prototype Redesign Action Plan for the subsequent school year.

Objective 1.2:

Each year additional cohort of 3-5 schools will begin the redesign process

Objective 1.3:

By 2026 all schools will complete a Redesign Action Plan

Objective 1.4:

The Redesign Action Plan will ...

- Be aligned with the EUSD design principles.
- Include a method for reporting out/up results of the redesign elements.
- Have a mechanism for parent, student, and community feedback.
- Define what they want every student to know and be able to do.





EUSD'S STRATEGIC PROMISE

BIG MOVES & OBJECTIVES



Big Move 2: Learning Model Implementation

Schools will provide learner-centered, competency-based, inclusive, and equitable learning experiences that cultivate actively engaged students.

Objective 2.1:

Increased accounts of students exhibiting voice and choice, having multiple paths to demonstrate learning, and greater use of competency-based assessments, rubrics, and portfolios.

Objective 2.2:

Evidence that students are co-designers in their learning experiences as demonstrated in classroom observations, student produced products, and opportunities for meaningful participation.

Objective 2.3:

Student reports of increased satisfaction with learning experiences, levels of engagement and positive perceptions of relationships with adults.

Objective 2.4:

Improved school climate indicators, such as attendance, celebration of diversity and inclusion, opportunities for personal and academic growth, and positive behavior.





EUSD'S STRATEGIC PROMISE

BIG MOVES & OBJECTIVES



Big Move 3: Maximized Educator Collaboration Time

Educators will be provided guaranteed and protected collaboration time to maximize learner achievement, personalize learning, and exchange innovative methods of teaching.

Objective 3.1:

Student feedback, interviews, and learning outcomes will be used to evaluate how collaboration efforts are positively influencing student achievement and adjust the collaboration strategies as needed.

Objective 3.2:

Input from parents through surveys and/or focus groups will be used to gauge their perception of increased engagement and impact on learning experiences.

Objective 3.3:

Documentation and action plans will be used to monitor progress, responsibilities assigned, and to identify efforts to be celebrated and areas that require further attention.





EUSD'S STRATEGIC PROMISE

BIG MOVES & OBJECTIVES



Big Move 4: Authentic Learning Experiences

Sustain and leverage a network of community partners to increase student access to authentic community learning experiences.

Objective 4.1:

An increase in the number of community partners, as well as in the diversity of learning opportunities and resources offered to students.

Objective 4.2:

Greater student participation rates in authentic learning experiences, such as field trips, community service projects aligned with academic goals, and project-based learning units.

Objective 4.3:

Utilization of technology tools and resources to enhance authentic learning experience, including virtual field trips, multimedia presentations, interdistrict collaboration, and the use of apps and simulations.

Objective 4.4:

Positive feedback from students gathered through surveys, interviews, and focus groups.

Objective 4.5:

Positive feedback and insights from community partners.





EUSD'S STRATEGIC PROMISE

BIG MOVES & OBJECTIVES



Big Move 5: Preparing Learners for Future Challenges and Opportunities

Students will explore their passions, foster a deep sense of self-awareness, and forge connections that align with future opportunities for personal growth and success.

Objective 5.1:

Students can identify their areas of strength and growth using self-assessments and interest inventories.

Objective 5.2:

Students experience diverse career exploration activities.

Objective 5.3:

Parents report their student(s) see their learning is relevant beyond the classroom.

Objective 5.4:

Students make connections between their strengths, interests, and values and their learning experiences.





THANK YOU

Thank you! We are grateful to the students, teachers, administrators, Governing Board, Design Team, Scout Team, families, and community leaders who collaborated with us to develop our Framework for the Future and EUSD's Strategic Promise.





ACKNOWLEDGEMENTS

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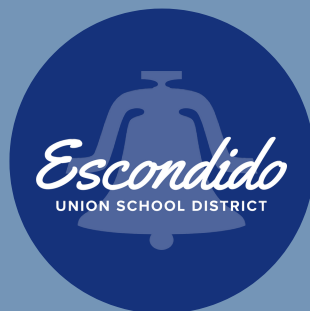
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