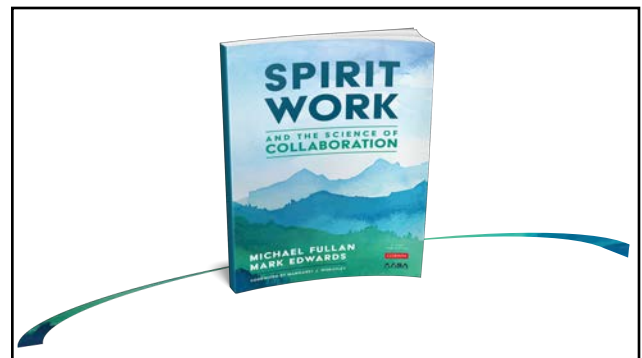
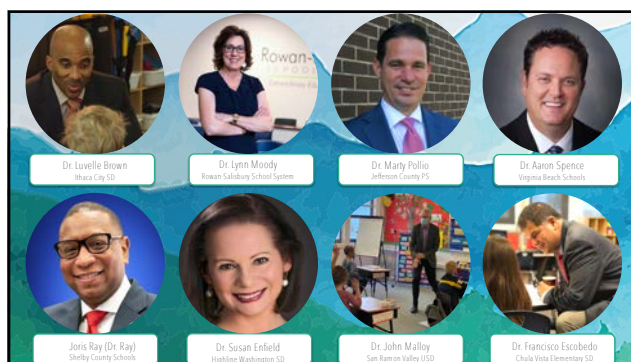




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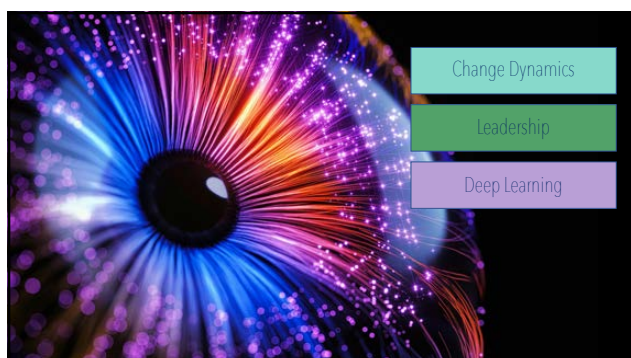
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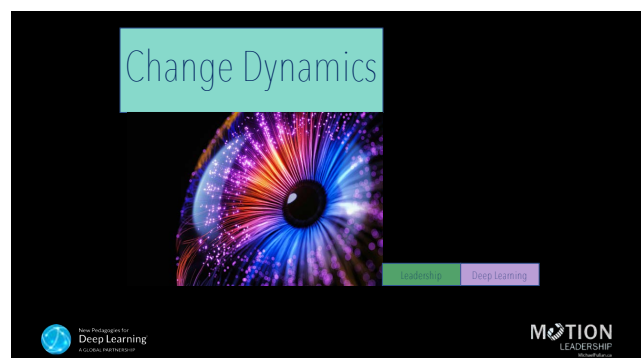
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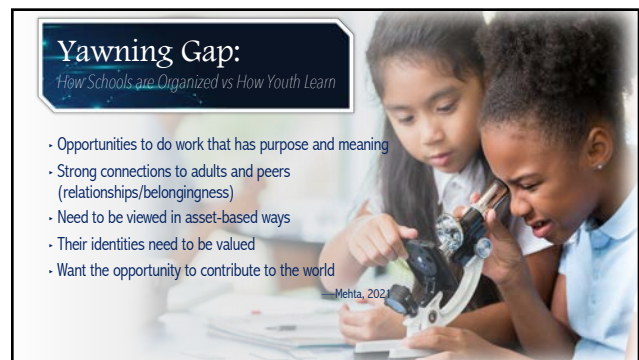
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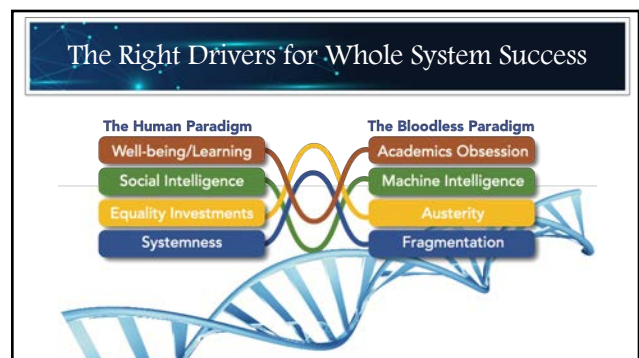
9



10



11



12



13

The Nature of the Right Drivers Report

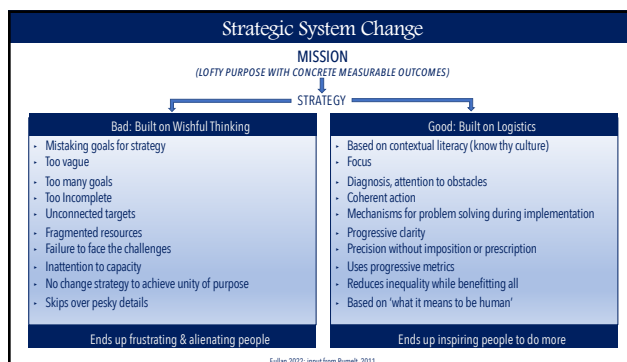
- Not a blueprint or strategy for implementation
- An invitation to crowdsource ideas and implementation within and across the Drivers
- A requirement that leadership must occur within & across all levels

14

Societal Development

- Shelter
- Poverty
- Health
- Well-being
- Safety
- Jobs
- Racism/Classism/Gender/Ableism
- Social Trust

15

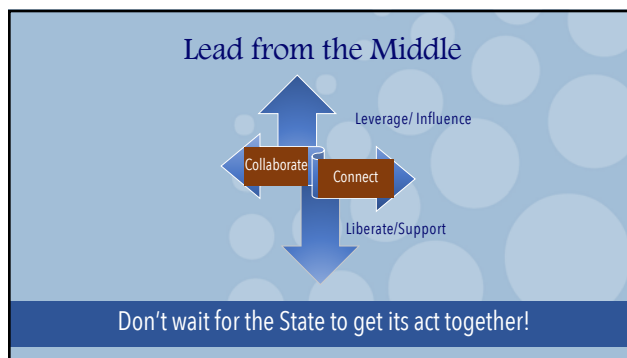


16

California's Golden Opportunity?

The Dream	The Nightmare
<ul style="list-style-type: none"> • A re-energized public education system • All children, youth and communities thrive • High public trust in California's public schools • California leads the nation in education revitalization and improvement • California's public schools at leading edge of tackling climate change, extreme inequity, mental health, and social division. 	<ul style="list-style-type: none"> • Collapsed public education system • A few students thrive and many are lost • Families leave public schools and opt for private schooling • California loses the ground gained over the past decade and descends • California's public schools passively witness and contribute to environmental, social, and political collapse.

17



18

Seize the Day: Build the System Together

- Collectively create a strong theory of action
- Act, interact and reflect with others purposefully to increase system knowledge and success
- Build learning communities: leaders at all levels with a persistent curiosity about how to improve the system and a passion for collaboratively moving it forward through cycles of evidence informed action and attention to impact.
- Build collective action: connect with others horizontally and vertically to share, implement, and refine effective and promising practices.

Fullan & Gallagher (2021), *The Devil is in the Details*

19

Community Schools: Two Scenarios

The Promise	The Peril
<ul style="list-style-type: none"> • Children and youth nurtured as agents of change (environmental, inequity, democracy, etc.) • Schools and communities learn from and improve each other • Community Schools create a positive force for change and coherence across the entire state system • Billions of dollars invested in Community Schools translate into remarkable gains in student learning, well-being, and equity across the state 	<ul style="list-style-type: none"> • Grammar of schooling stays intact; students pushed to catch up with old game of schooling • Community partners merely provide wraparound services for students • Community Schools become one more silo in the clutter of policies and initiatives of the state • Billions of dollars wasted in the absence of clarity, guidance, capacity building, organizational learning, or strategy

Fullan, Gallagher, Rincón-Gallardo, 2021

20

New Community Schools

Community Schools (2.0) are a "whole child," whole school improvement strategy where districts and their schools work closely with teachers, students and families, and partner with community agencies and local government to align community resources behind improving student outcomes.

It is NOT a collection of co-located or "wrap-around" programs & services.


—Community Schools Learning Exchange, CSLX, 2022



21

Unpacking 'improving student outcomes'

- Including but beyond Literacy, Numeracy, Postsecondary
- The SKR Legacy: The Arts as central to life
- Learning from your past
- Misery loves new company
- Engage the World Change the World



22


Transitional Kindergarten: Necessary Change Conditions

- ✓ Need
- ✓ Political Support
- ✓ Money
- ✗ Good strategy



23

Systemness



A deliberate attempt to realize the system you are in; and the system you should want.

24



Ignite Engagement and Meaning

When curriculum content is animated through the engagement of the six competencies, the content triggers higher order thinking and sharpens understanding, reasoning, analysis and the building of patterns and relationships.

The knowledge and skills gained stick with learners for life.

<https://deep-learning.global>

49

Follow this Strand:
San Diego County
Office of Education
(42 Districts)

Lower the percentage of students who qualify for free and reduced lunch from 50% to 35% (out of total of 500,000 students)



50

Poverty and Learning



As students come out of poverty—ie, moving 75,000 students out of poverty—they need a place to grow.
That place is a revamped school system steeped in Deep Learning.

51


Admit that we have been resisting change;
No more tinkering, nothing short of transformation

BECOME THE EYE OF THE STORM



52

Prosper or Perish
The Choice Facing Us:
Liberate: Activate for Good (or by default) for Evil



Either Way the World will Never be the Same

53