Answers

Presented by

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Vallejo City Unified School District

On this 19th day of October, 2013 – Equity Summit

Answers

- **Mindset Check - Is it Good Enough for _____?**

- **The Test – Are We Capable of Educating All Students?**

- **Roles and Responsibilities**

- **Hidden Curriculum – Risk**

- **Results**

- **Opportunities – Local Control Funding Formula**

Answers
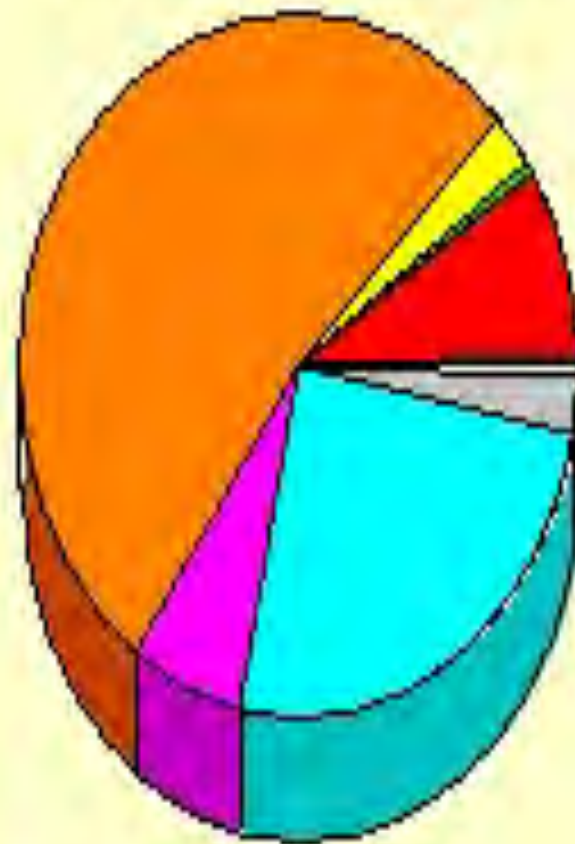
Is It Good Enough for _____ ?

The Kilan and Malia Test

The Test
Are We Capable of Educating All Students ?
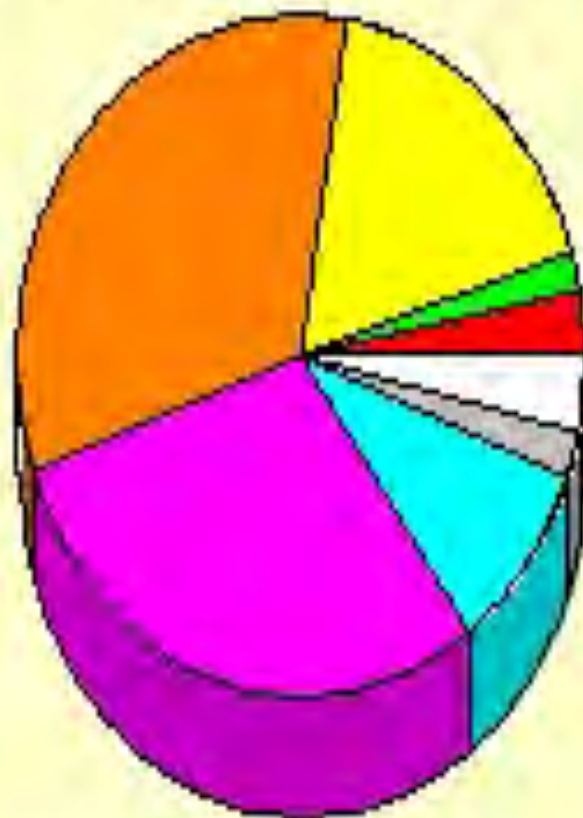

State Enrollment

- 0.7 American Indian or Alaska Native
- 8.6 Asian
- 0.6 Native Hawaiian or Pacific Islander
- 2.5 Filipino
- 52.7 Hispanic or Latino
- 6.3 Black or African American
- 25.5 White
- 2.4 Two or More Races
- 0.7 None Reported
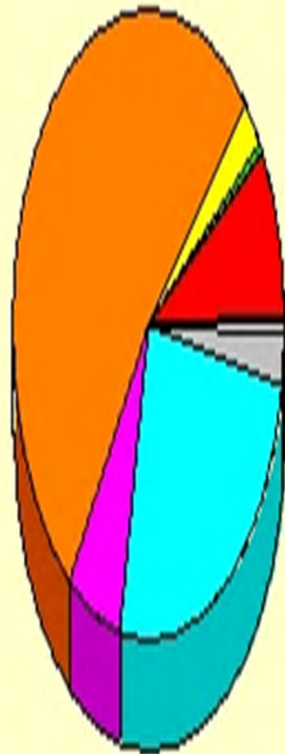
The Test
Are We Capable of Educating All Students ?

District Enrollment

(blue)	0.5 American Indian or Alaska Native
(red)	2.8 Asian
(green)	1.7 Native Hawaiian or Pacific Islander
(yellow)	17.2 Filipino
(orange)	33.4 Hispanic or Latino
(magenta)	29.5 Black or African American
(cyan)	9 White
(gray)	2.3 Two or More Races
(white)	3.6 None Reported

The Test

State Enrollment

0.7	American Indian or Alaska Native
8.6	Asian
0.6	Native Hawaiian or Pacific Islander
2.5	Filipino
52.7	Hispanic or Latino
6.3	Black or African American
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Your district
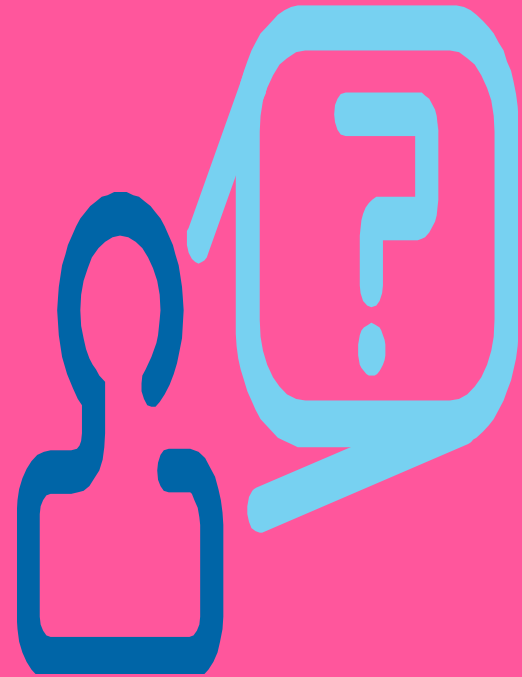
Gather Yourselves

Banish the word struggle from your vocabulary.

All we do now must be done in a sacred manner

and in celebration.

We are the ones we have been waiting for

Hopi Elders, 2001

7 Core Assumptions

Everything We Need

to Make Positive Change
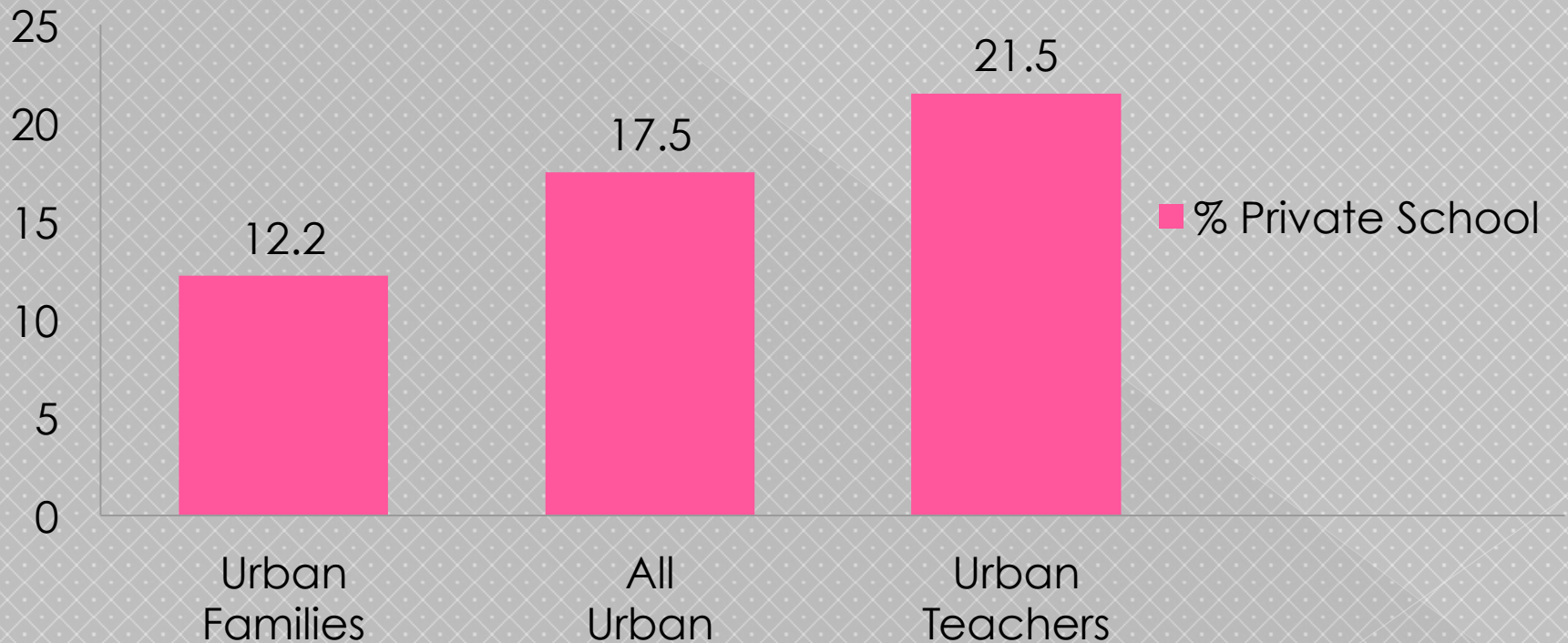
is Already Here

Heart of Hope Resource Guide

Is it Good Enough For _____?

Where Do Public School Teachers Send *Their* Kids to School?

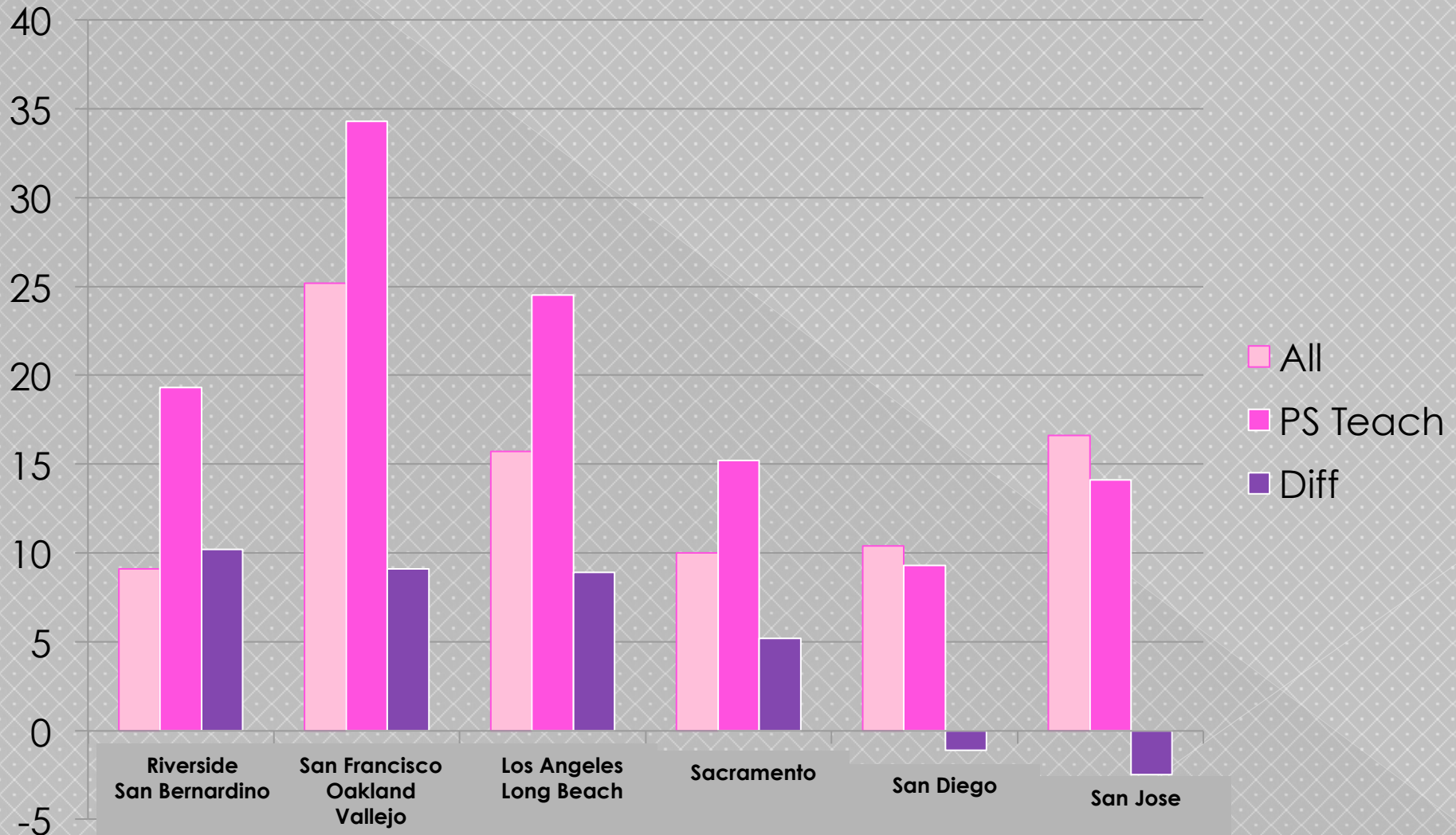**Fordham Institute, 2004**

Private School Enrollment, Nationwide

Bar chart with y-axis from 0 to 25:
- Urban Families: 12.2
- All Urban: 17.5
- Urban Teachers: 21.5

Legend: ■ % Private School

Is it Good Enough for _____?

Where Do Public School Teachers Send Their Kids to School?

Fordham Institute, 2004

But they all share this:

A school of choice – whether it is a well-heeled suburban public school, and urban private school, a charter school, or a traditional private school – is self evidently better to the family that selects it, in precisely the way that any other choice is better, be it political, social, cultural, religious or commercial – p.5

Is it Good Enough for _____?

The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study
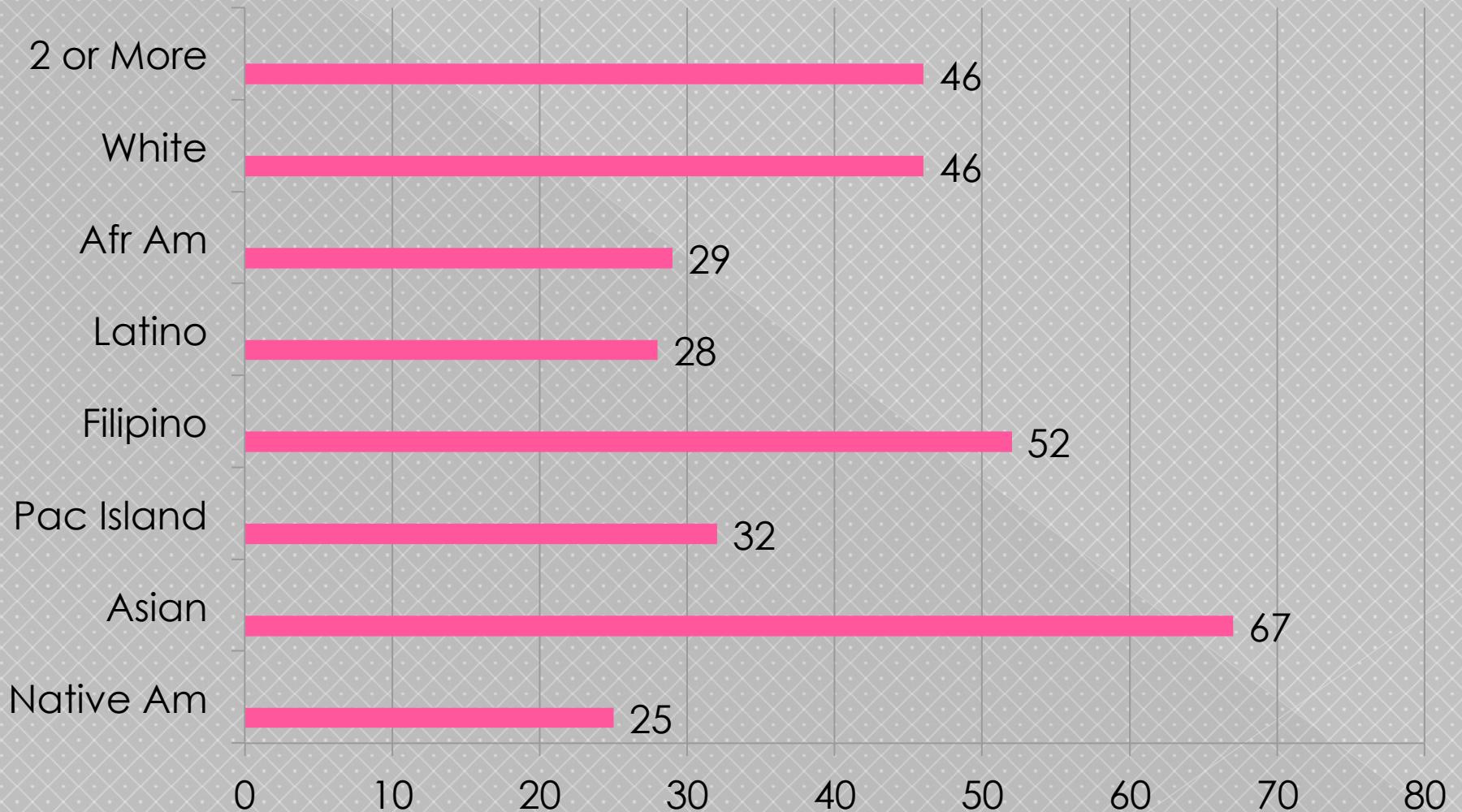
www.ucop.edu

Is it Good Enough for My Child

Subject Matter	Years	Detail
History/Social Science "a"	2 years	1 – World History, cultures, geography 2 – US History (.5) & American Government or civics(.5)
English "b"	4 years	Reading of classic and modern literature and writing
Mathematics "c"	3 years	College preparatory math including advanced algebra and geometry
Laboratory Science "d"	2 years	Fundamental knowledge in two of three disciplines: Biology, chemistry, physics
Language other than English "e"	2 years	Same world language for two years
Visual and performing arts "f"	1 year	Including dance, drama/ theater music or visual art
College Preparatory elective "g"	1 year	Approved electives

Is it Good Enough For My Child?

% Meeting A-G Requirements- California   www.cde.org

Category	Value
2 or More	46
White	46
Afr Am	29
Latino	28
Filipino	52
Pac Island	32
Asian	67
Native Am	25
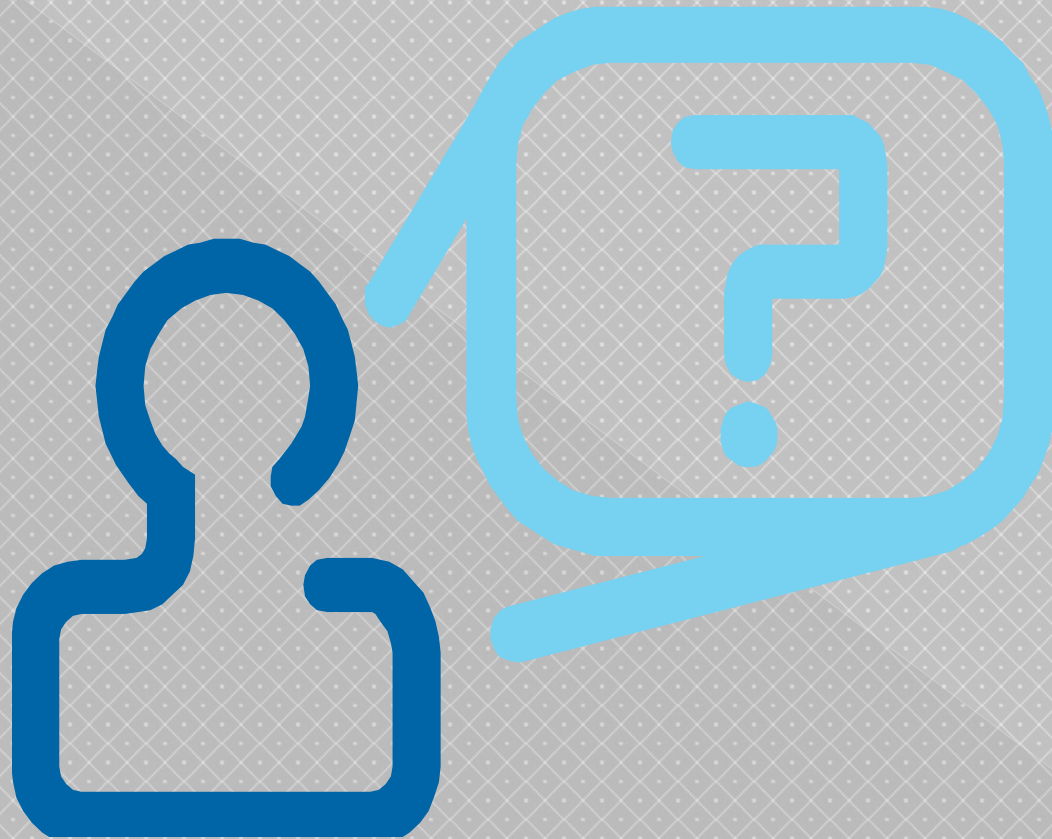
Roles and Collective Responsibilities

Stakeholder Groups – What is our Role in Creating Schools that Pass the _____ Test?

- **Education Administrators**
- **Teachers**
- **Other School/District Staff Members**
- **Parents/Community Leaders/Advocates**
- **Students**
- **Educational Researchers**

Roles and Responsibilities

teachers

1. _____
2. _____
3. _____
4. _____
5. _____

parents/community leaders

1. _____
2. _____
3. _____
4. _____
5. _____

What is Our Role

- Move to stakeholder group – choose a facilitator and a reporter

- Discuss with partner - agree on three

- Form group of four – agree on three

- Form group of eight – agree on three

- As a large group – agree on five

- Reporter will report to the large group

Education Administrators

- Create a common *Mission/Vision/Values and Goals*

- *Systematize* and *celebrate* success

- Build *strong teams* through *training* and *support*

- Know the data, understand historical context and *question past practice*

- Research other systems, know what works and what is *generalizable* to your population

Teachers

- *Expect excellence* from all students
- Build strong *relationships* with all students and their families
- *Differentiate*
- Develop *success plans* for students that need the most assistance
- Stay current on *best practices* in the field and seek opportunities for leadership
- Spend time *connecting* with and *understanding the community* you serve

Other District Staff Members

- Be *connectors*/we are all teachers
- Understand the data and know how *your role connects* to the overall vision
- *Ask* for what you need to be successful
- Know your core and make sure your *position is aligned with your core*
- Seek out *opportunities to contribute* to the vision of the school and school district

Parents/Community Leaders

- Be present and *pay attention*
- Expect *equity*
- *Partner* with the *principal* and *teachers*
- *Visit* classrooms
- Check *homework* and *get help* when necessary
- Understand *school programs*
- Choose and *build relationships* with *adult allies* on campus
- Hold the system *accountable*

Researchers

- Ask the questions that matter and *publish solutions*

- Ensure that readers know the *demographics* of the students you studied

- Ask those in those who are doing *great work* in trenches for their perspectives

- Study *political trends* and how they impact the *focus on students*

Answers – Risk

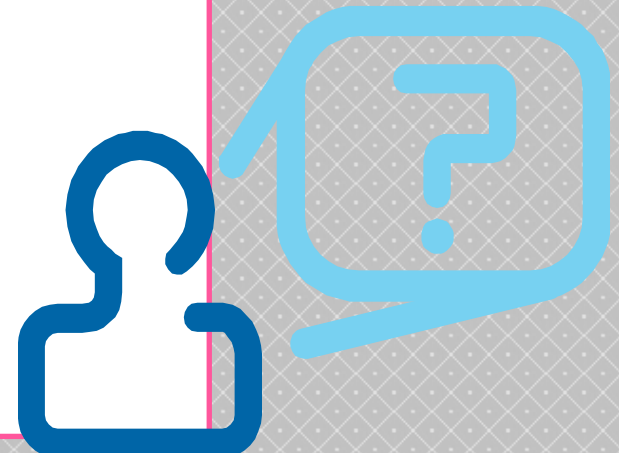Why have we tolerated the hidden curriculum?

Academic **Tracking**

School **Pushout** Programs

Disproportionality in Special Education Referrals

Disproportionality in **Advanced Placement** Enrollment

Charter Schools with **Admission Criteria**

Everything We Need

to Make Positive Change

is Already Here

A Smart System Structure

Enter a School-Wide Systems for Student Success

Academic Systems		**Behavioral Systems**

Intensive, Individual Interventions
 Individual Students
 Assessment-based
 High Intensity
 Of longer duration

5-10%

Intensive, Individual Interventions
 Individual Students
 Assessment-based
 Intense, durable procedures

Targeted Group Interventions
 Some students (at-risk)
 High efficiency
 Rapid response
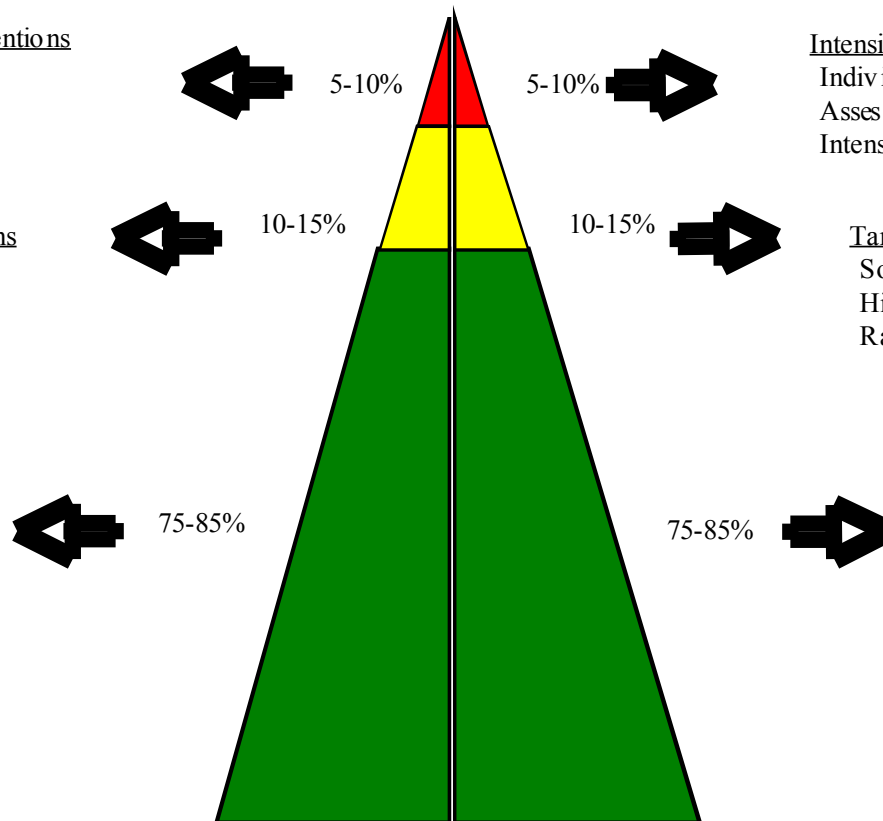
10-15%

Targeted Group Interventions
 Some students (at-risk)
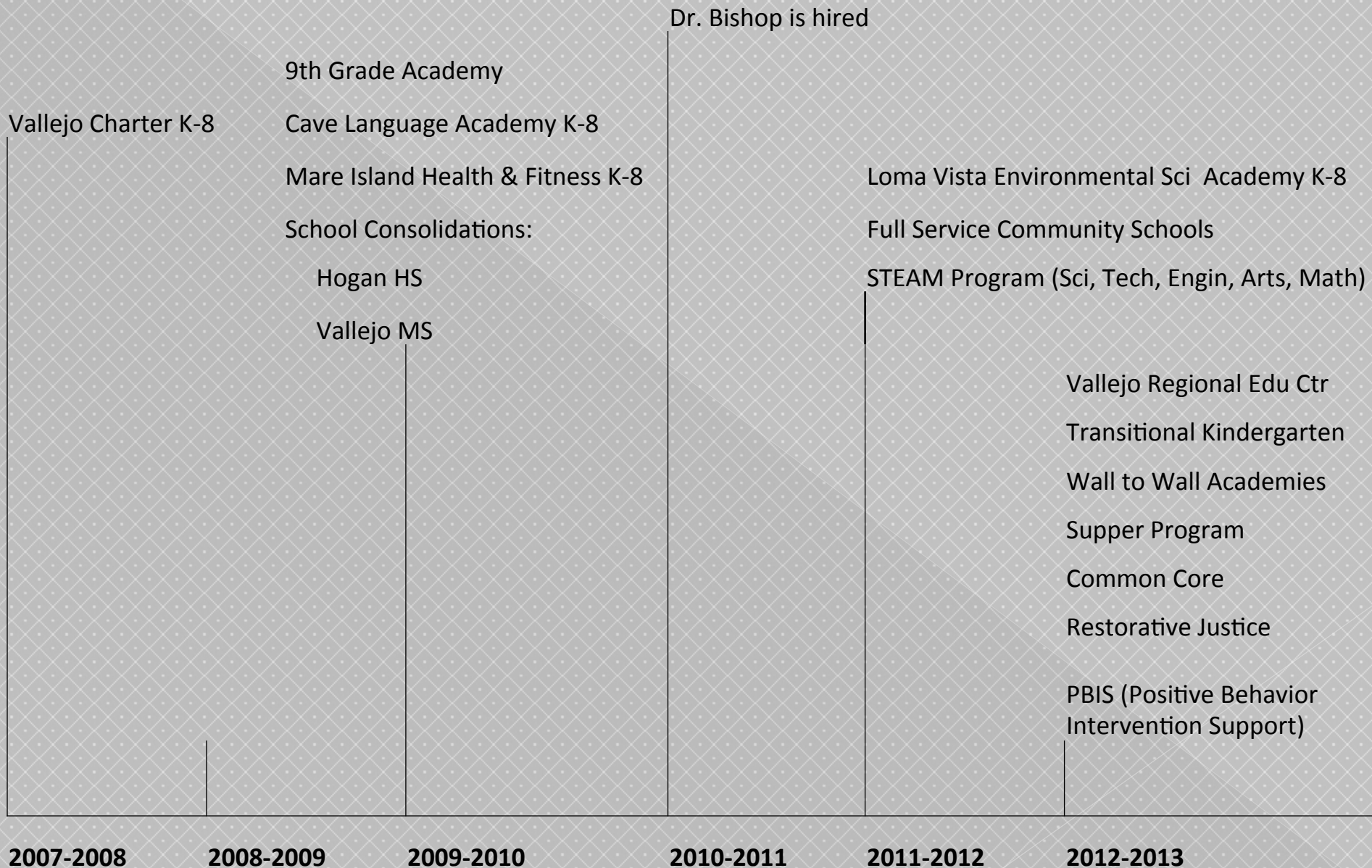 High efficiency
 Rapid response

Universal Interventions
 All students
 Preventive, proactive

75-85%

Universal Interventions
 All settings, all students
 Preventive, proactive

District Initiatives

Dr. Bishop is hired

9th Grade Academy

Vallejo Charter K-8

Cave Language Academy K-8

Mare Island Health & Fitness K-8   Loma Vista Environmental Sci Academy K-8

School Consolidations: Full Service Community Schools

    Hogan HS   STEAM Program (Sci, Tech, Engin, Arts, Math)

    Vallejo MS

Vallejo Regional Edu Ctr

Transitional Kindergarten

Wall to Wall Academies

Supper Program

Common Core

Restorative Justice

PBIS (Positive Behavior Intervention Support)

| 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |

VCUSD's Enrollment

Year	Enrollment*	Decline
2008 CBEDS	16,103	
2009 CBEDS	15,533	4%
2010 CBEDS	14,852	4%
2011 CBEDS	14,613	2%
2012 CBEDS	14,418	1%
2013 CBEDS	14,308	1%

*Enrollment based on CA Basic Edu Data System (CBEDS) Day - First Wed of Oct

Decrease in Enrollment's Decline

Year	Enrollment	Difference
2008 CBEDS	16,103	
2009 CBEDS	15,533	570
2010 CBEDS	14,852	681
2011 CBEDS	14,613	239
2012 CBEDS	14,418	195
2013 CBEDS	14,308	110

Decrease in Enrollment Each Year

Discipline 2011-2013

	Referrals	Suspensions	Expulsions
2011		1086	
2012	3731	777	4
2013	3608	447	1
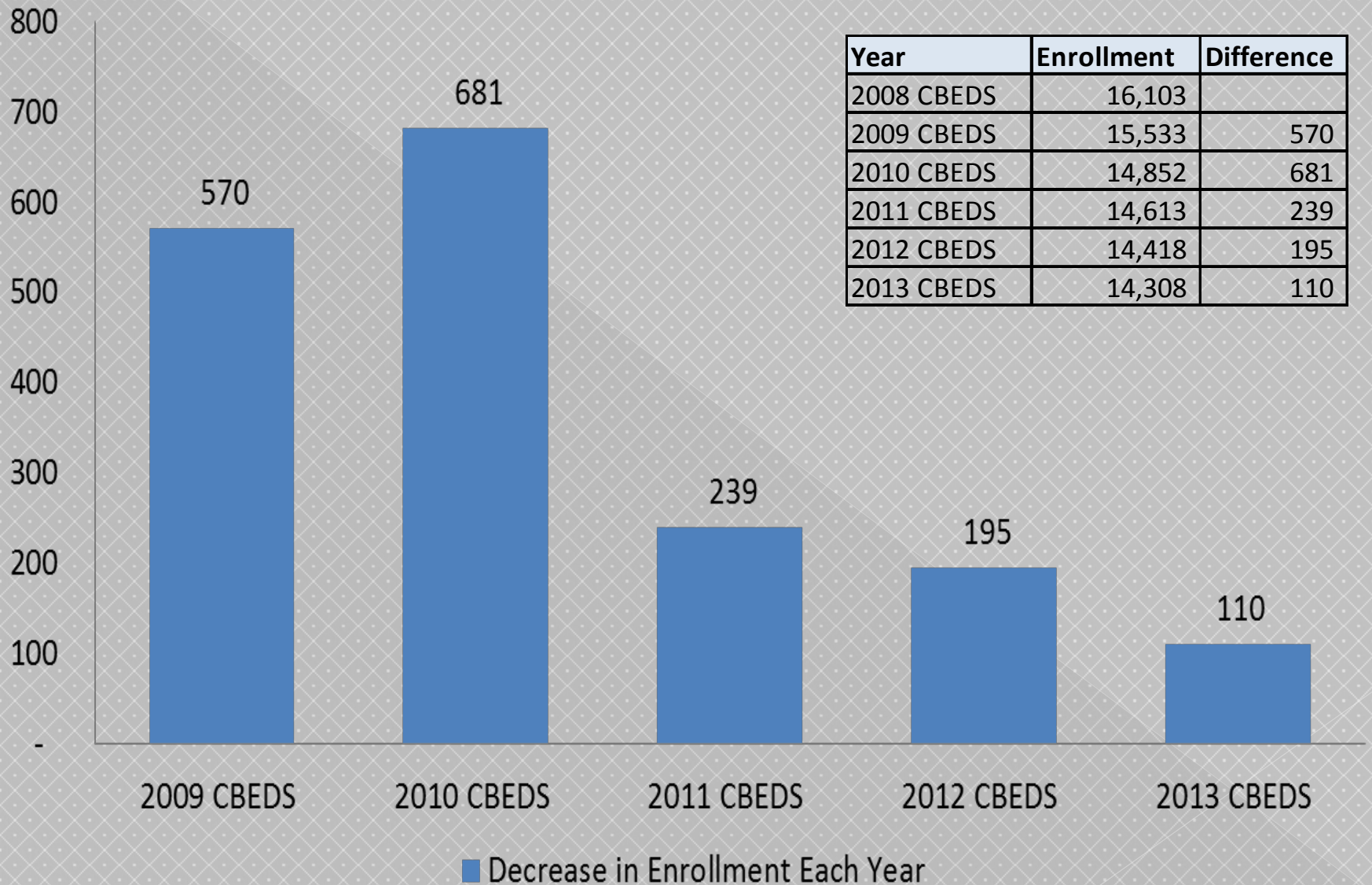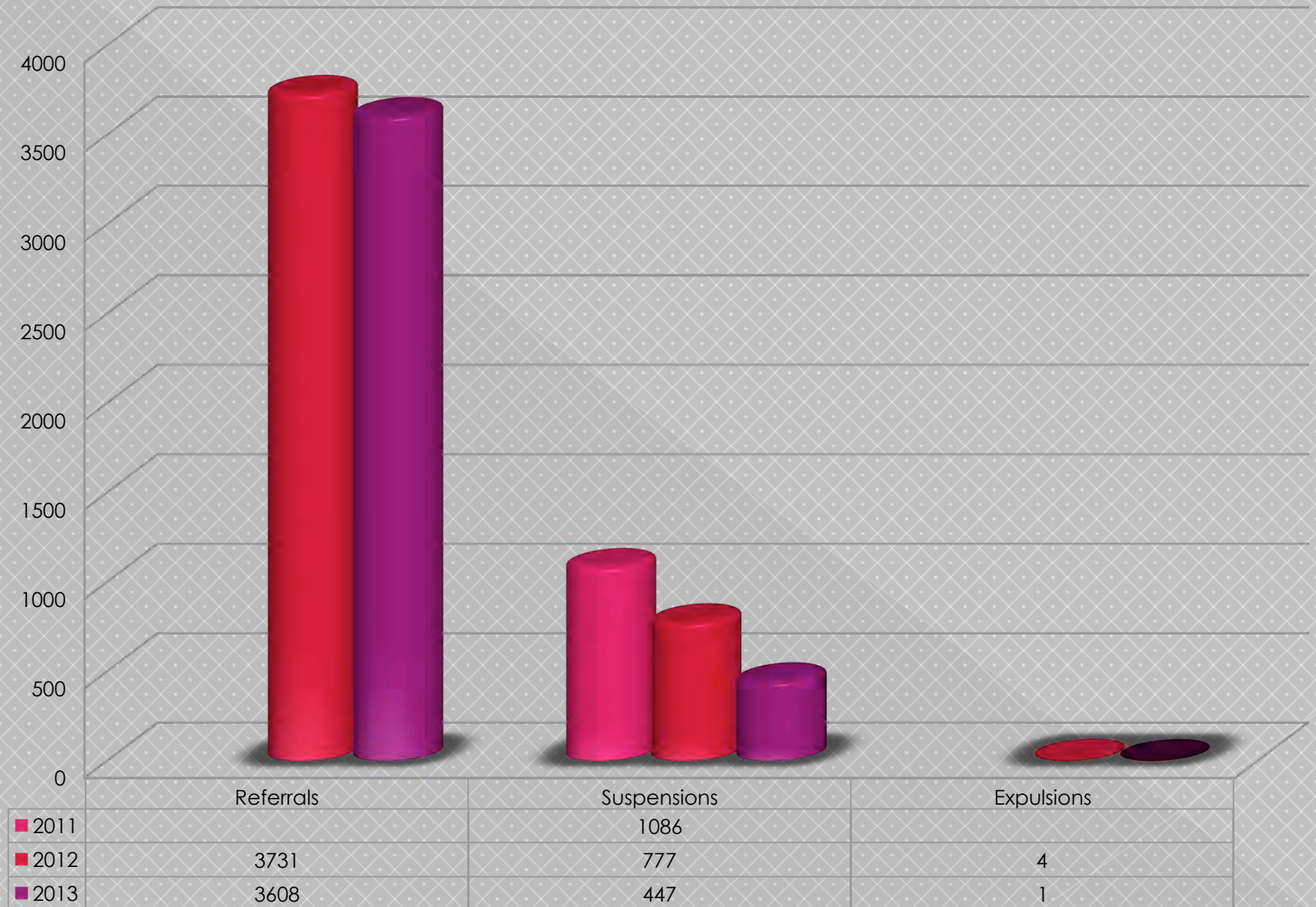
Results

Vallejo City USD 2010-2012 Graduation Rate
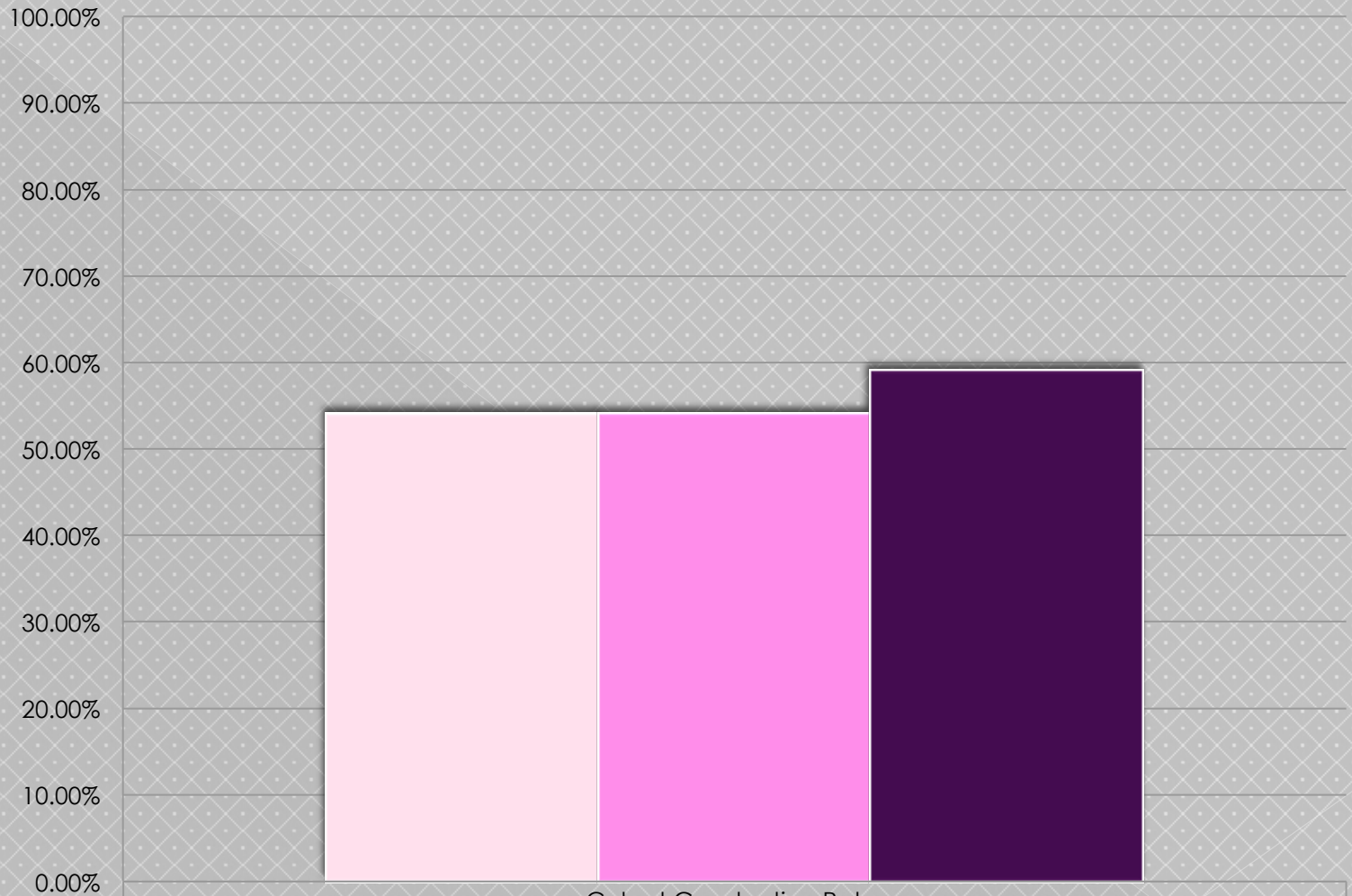
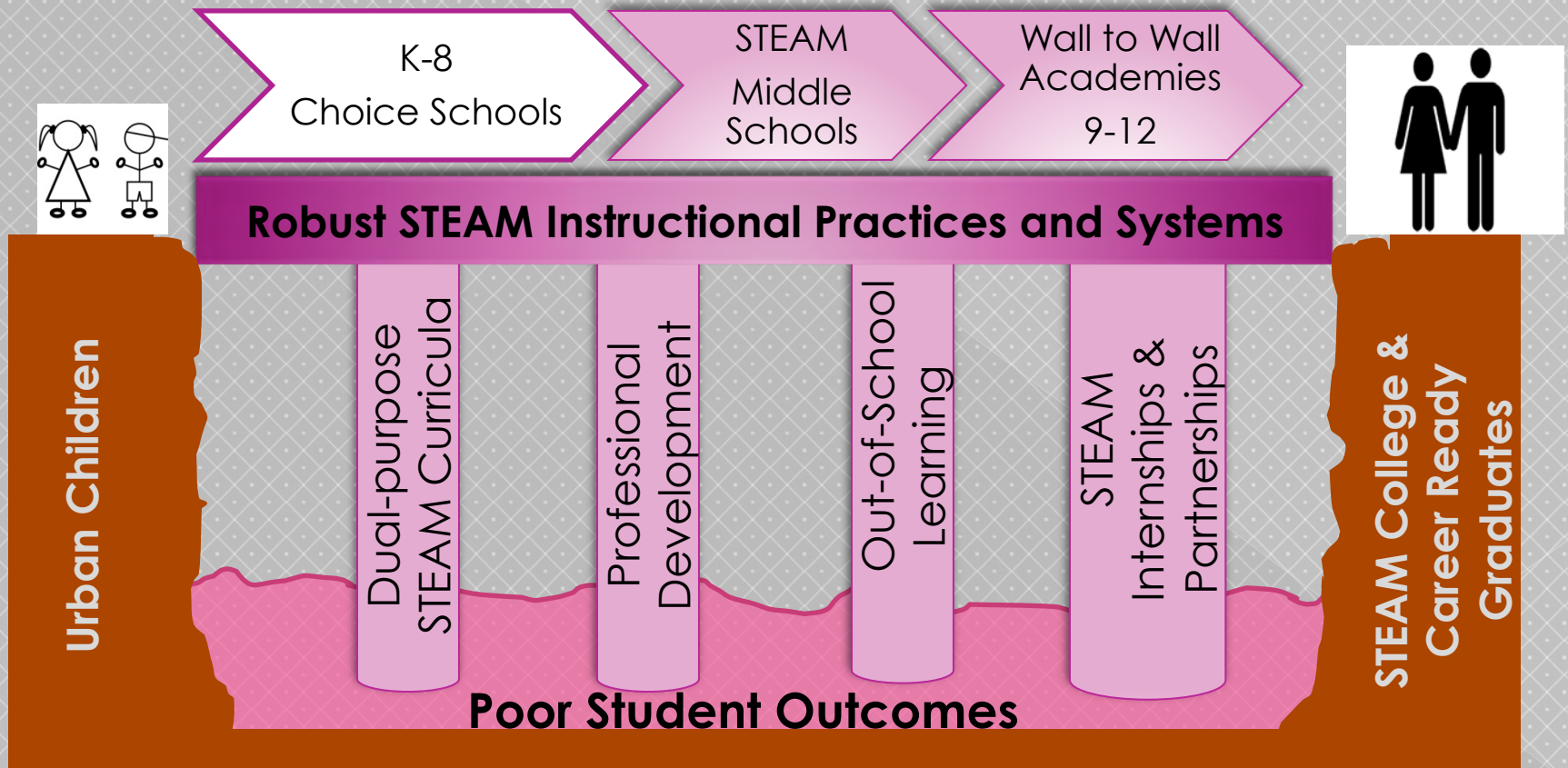|	Cohort Guaduation Rate
Graduation Class 2009-10	53.97%
Graduation Class 2010-11	53.96%
Graduation Class 2011-12	58.97%

Local Control Funding Formula

Grade Spans	Base Grant	K-3(10.4%) 9-12(2.6%)	Supplemental Grant	Concentration Grant (50% more for students above 55%)
K-3	$6,845	$711.88	$1,511	$3,788.44
4-6	$6,947		$1,389	$3,473.50
7-8	$7,154		$1,431	$3,577.00
9-12	$8,289	$215.51	$1,701	$4,252.26

The Answer

Our Job is to turn Advocates into Ambassadors by building inclusive systems that work for all students – and all means all

◉ Ronald