Answers

Presented by

Dr. Ramona E. Bishop, Superintendent
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
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

- 0.5 American Indian or Alaska Native
- 2.8 Asian
- 1.7 Native Hawaiian or Pacific Islander
- 17.2 Filipino
- 33.4 Hispanic or Latino
- 29.5 Black or African American
- 9 White
- 2.3 Two or More Races
- 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
- 25.5 White
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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
Everything We Need
to Make Positive Change
is Already Here

Heart of Hope Resource Guide
Where Do Public School Teachers Send *Their* Kids to School?

Fordham Institute, 2004

Private School Enrollment, Nationwide

<table>
<thead>
<tr>
<th>Category</th>
<th>% Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Families</td>
<td>12.2</td>
</tr>
<tr>
<td>All Urban</td>
<td>17.5</td>
</tr>
<tr>
<td>Urban Teachers</td>
<td>21.5</td>
</tr>
</tbody>
</table>
Is it Good Enough for ________?

Where Do Public School Teachers Send Their Kids to School?
Fordham Institute, 2004

Private School Enrollment - All Families and Public School Teachers
Why? Answers?
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
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.
<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Years</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science “a”</td>
<td>2 years</td>
<td>1 – World History, cultures, geography</td>
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<td></td>
<td></td>
<td>2 – US History (.5) &amp; American Government or civics (.5)</td>
</tr>
<tr>
<td>English “b”</td>
<td>4 years</td>
<td>Reading of classic and modern literature and writing</td>
</tr>
<tr>
<td>Mathematics “c”</td>
<td>3 years</td>
<td>College preparatory math including advanced algebra and geometry</td>
</tr>
<tr>
<td>Laboratory Science “d”</td>
<td>2 years</td>
<td>Fundamental knowledge in two of three disciplines: Biology, chemistry, physics</td>
</tr>
<tr>
<td>Language other than English “e”</td>
<td>2 years</td>
<td>Same world language for two years</td>
</tr>
<tr>
<td>Visual and performing arts “f”</td>
<td>1 year</td>
<td>Including dance, drama/theater music or visual art</td>
</tr>
<tr>
<td>College Preparatory elective “g”</td>
<td>1 year</td>
<td>Approved electives</td>
</tr>
</tbody>
</table>
% Meeting A-G Requirements - California

- 2 or More: 46%
- White: 46%
- Afr Am: 29%
- Latino: 28%
- Filipino: 52%
- Pac Island: 32%
- Asian: 67%
- Native Am: 25%

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Why? Answers?
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

<table>
<thead>
<tr>
<th>parents/community leaders</th>
<th>teachers</th>
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| 1 | 2 | 3 | 4 | 5 |
| 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
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
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**

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

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

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

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

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

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Dr. Bishop is hired

9th Grade Academy
Cave Language Academy K-8
Mare Island Health & Fitness K-8
School Consolidations:
  Hogan HS
Vallejo MS

Loma Vista Environmental Sci Academy K-8
Full Service Community Schools
STEAM Program (Sci, Tech, Engin, Arts, Math)

Vallejo Regional Edu Ctr
Transitional Kindergarten
Wall to Wall Academies
Supper Program
Common Core
Restorative Justice
PBIS (Positive Behavior Intervention Support)
VCUSD’s Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment*</th>
<th>Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 CBEDS</td>
<td>16,103</td>
<td></td>
</tr>
<tr>
<td>2009 CBEDS</td>
<td>15,533</td>
<td>4%</td>
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<td>14,852</td>
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<td>14,613</td>
<td>2%</td>
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<td>2012 CBEDS</td>
<td>14,418</td>
<td>1%</td>
</tr>
<tr>
<td>2013 CBEDS</td>
<td>14,308</td>
<td>1%</td>
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*Enrollment based on CA Basic Edu Data System (CBEDS) Day - First Wed of Oct
## Decrease in Enrollment's Decline

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<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Difference</th>
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<tr>
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<td>14,308</td>
<td>110</td>
</tr>
</tbody>
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*Decrease in Enrollment Each Year*
Discipline 2011-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
<th>Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1086</td>
<td>3731</td>
<td>777</td>
</tr>
<tr>
<td>2012</td>
<td>3608</td>
<td>447</td>
<td>4</td>
</tr>
<tr>
<td>2013</td>
<td>3608</td>
<td>447</td>
<td>1</td>
</tr>
</tbody>
</table>
Vallejo City USD 2010-2012 Graduation Rate

- Graduation Class 2009-10: 53.97%
- Graduation Class 2010-11: 53.96%
- Graduation Class 2011-12: 58.97%
Results

VCUSD STEAM Pipeline

Urban Children

Robust STEAM Instructional Practices and Systems

Poor Student Outcomes

STEAM College & Career Ready Graduates

K-8 Choice Schools

STEAM Middle Schools

Wall to Wall Academies 9-12

Dual-purpose STEAM Curricula

Professional Development

Out-of-School Learning

STEAM Internships & Partnerships

Choice Schools

STEAM

Middle Schools

Professional Development

Out-of-School Learning

STEAM Internships & Partnerships

Robust STEAM Instructional Practices and Systems

Urban Children

STEAM College & Career Ready Graduates

Poor Student Outcomes
## Local Control Funding Formula

<table>
<thead>
<tr>
<th>Grade Spans</th>
<th>Base Grant</th>
<th>K-3 (10.4%) 9-12 (2.6%)</th>
<th>Supplemental Grant</th>
<th>Concentration Grant (50% more for students above 55%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>$6,845</td>
<td>$711.88</td>
<td>$1,511</td>
<td>$3,788.44</td>
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<tr>
<td>4-6</td>
<td>$6,947</td>
<td></td>
<td>$1,389</td>
<td>$3,473.50</td>
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<tr>
<td>7-8</td>
<td>$7,154</td>
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<td>$1,431</td>
<td>$3,577.00</td>
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<tr>
<td>9-12</td>
<td>$8,289</td>
<td>$215.51</td>
<td>$1,701</td>
<td>$4,252.26</td>
</tr>
</tbody>
</table>
Our Job is to turn Advocates into Ambassadors by building inclusive systems that work for all students – and all means all

- Ronald