

VUSD Equity

Plan

Special Governing Board Workshop
February 5, 2022



Equity Impact Plan Presentation



01 INTRODUCTION AND BACKGROUND
The work we have done to get here

02 THE EQUITY PLAN
The components of the plan

03 NEXT STEPS AND FORMALIZING ETF
Suggestions for the future

04 DISCUSSION
Governing Board questions and comments

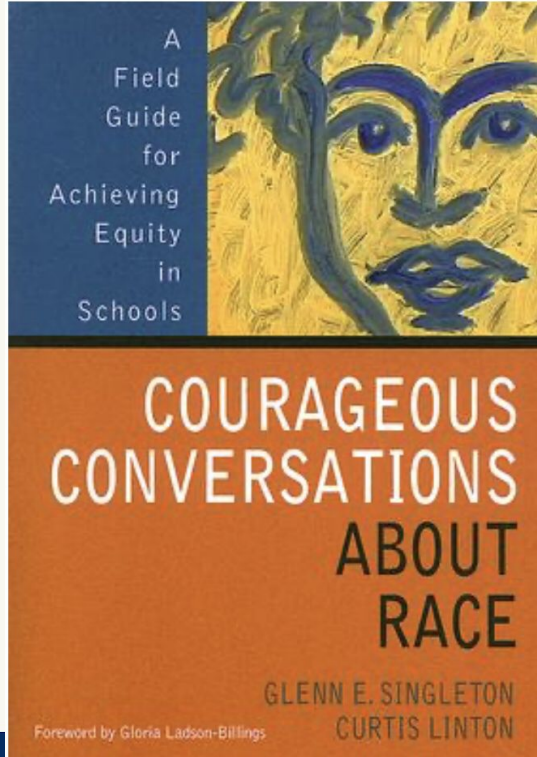
VUSD Equity Task Force
Introductions



“Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-

4



The Four Agreements of Courageous Conversations

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure

Our Individual and Collective Why

Please spend some time decorating your “t-shirt” to represent who you are.

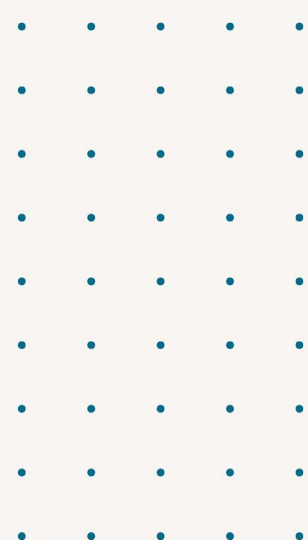
“Rep” yourself and on at least one side

- please include your why for providing public
- service as a Board Member, feel free to
- include an equity lens.



Who are our Students?

Student Group	VUSD	Fairmont	Kimme	BCCA	Total	Percent
English Learners	878	97	6	3	984	7.9%
Foster Youth	44	7	4	0	55	0.4%
Homeless	132	6	5	3	146	1.2%
Socioeconomically Disadvantaged	4,537	353	147	78	5,115	41.1%
Students with Disabilities	1,369	66	38	40	1,513	12.2%
Race/Ethnicity						
African American	628	47	28	37	740	5.9%
American Indian	45	1	2	2	50	0.4%
Asian	310	20	4	12	346	2.8%
Filipino	386	23	1	28	438	3.5%
Hispanic	4,398	312	135	116	4,961	39.9%
Two or More Races	967	49	23	59	1,098	8.8%
Pacific Islander	58	7	6	1	72	0.6%
White	4,254	119	113	198	4,684	37.6%



Total Enrollment

12,447

All data from the CDE Dashboard
<https://www.caschooldashboard.org/>



Who are our Students? Looking Beyond the Numbers...

Student Voice #1: <https://youtu.be/zmREKmfcd3U>

Student Voice #2: <https://youtu.be/AQFHH867G1Q>

STUDENT VOICES®

Timeline

May 26, 2020 - National protests began

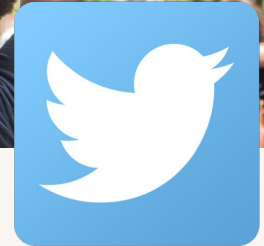
June 1, 2020 - VUSD social media incidents

June 11, 2020 - Letter to Community

July 16 - First Listening Session

August 10 - Community member selection applications made available

September 17 - First Full Task Force Meeting



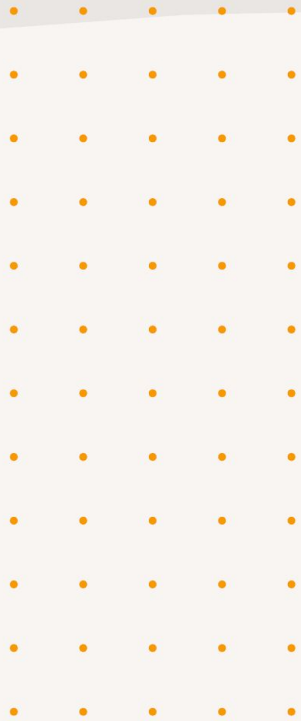
Membership

- ❖ Staff members were selected in collaboration with Vacaville Teachers Association and on recommendation of the already existing Vacaville Teachers Association Equity Team
- ❖ Community members were invited to apply for membership and existing staff members made selections based on application with a focus on inclusivity, representation and experience
- ❖ 25 members
 - 13 Community Members
 - 5 Teachers
 - 4 Site Administrators
 - 3 District Administrators



Outside Support to Get Started

- ❖ Nicole Anderson and Dr. Shelley Holt
 - Task Force Facilitation
 - Training with members of the Superintendent's Cabinet
 - Assistance drafting the Impact Plan



Focus Areas - Subcommittees



- **Discipline**
 - Disproportionality
 - Related to racism/discrimination
- **Staff Practices**
 - Hiring
 - Professional Development
- **Curriculum**
 - Culture and Curriculum
 - Culturally Responsive Teaching
 - Fidelity of Implementation

Discipline Sub-Committee

Equity Statement: Our schools shall empower all students, staff, and community members to develop, monitor, and maintain fair, and proportional disciplinary practices, policies, and professional development to ensure all students receive individual, purposeful access to their education.



What do you see?









Once you see it, you can't unsee it!

VUSD Suspension Data (2019-2020)

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	724	112	59	8.1%	59.3%	40.7%
American Indian or Alaska Native	63	4	3	4.8%	66.7%	33.3%
Asian	330	5	5	1.5%	100.0%	0.0%
Filipino	403	5	4	1.0%	75.0%	25.0%
Hispanic or Latino	4,723	256	173	3.7%	74.0%	26.0%
Pacific Islander	80	9	7	8.8%	71.4%	28.6%
White	4,736	183	116	2.4%	72.4%	27.6%
Two or More Races	1,035	79	44	4.3%	63.6%	36.4%
Not Reported	35	1	1	2.9%	100.0%	0.0%

Statewide Suspension Data (2019-2020)

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	340,492	40,122	23,151	6.8%	64.9%	35.1%
American Indian or Alaska Native	31,100	2,687	1,685	5.4%	69.2%	30.8%
Asian	588,964	5,322	4,063	0.7%	81.7%	18.3%
Filipino	148,753	1,602	1,281	0.9%	83.9%	16.1%
Hispanic or Latino	3,457,694	128,789	87,739	2.5%	74.1%	25.9%
Pacific Islander	28,220	1,281	941	3.3%	78.0%	22.0%
White	1,410,521	42,208	28,488	2.0%	74.1%	25.9%
Two or More Races	250,566	9,895	6,157	2.5%	69.2%	30.8%
Not Reported	50,624	1,847	1,213	2.4%	71.2%	28.8%

Goal 1: VUSD will track and monitor records to analyze, examine, report and address processes that affect the over representation of students of color in discipline referrals

Action Steps:

Short Term

- Schools will conduct assessments to identify effectiveness of programs currently at the school site that promote positive behaviors and interventions for students
- Collect data and identify patterns in student discipline referrals by staff and create opportunities to engage in dialogue on the disparity
- Educate staff on the Ed Code (old world vs. new world). Educating staff on other means of correction
- Engage with staff whose data shows discipline referrals discrepancies amongst students

Long Term

- Require ongoing (yearly) professional development for all staff that supports learning in areas focused on a deeper understanding of culturally biased actions based on race, ethnicity, gender and social class.
- Require ongoing (yearly) continual review of discipline policies and practices to identify inequities and combat areas of racism and inequalities.

Goal 2: VUSD will create culturally responsive discipline practices that allow for educators to draw on shared knowledge that honors students' heritage and cultural background.

Action Steps:

Short Term

- Provide mandatory Professional Development in Restorative Justice, Trauma Informed Practices, Social Emotional Learning to all staff
- Create opportunities for staff to engage in intentional data driven decisions based on disciplinary discrepancies at the classroom and school level

Long Term

- Engage staff to adopt a restorative justice/ trauma informed approach along with other disciplinary strategies that address inappropriate conduct in productive and meaningful ways and avoid techniques that invite negative outcomes associated with many traditional responses

Goal 3: VUSD will provide clear and honest communication to students, parents and staff on disciplinary policies and practices in order to empower, inform and educate. Schools will provide an array of resources and support available to students, staff, and parents.

Action Steps:

Short Term

- Develop a parent, student, staff handbook/pamphlet in multiple languages that can be provided to each member to improve their understanding of school policy, expectations, and resources
- Network with local (district/city/county) organizations to provide behavioral/counseling support and guidance to students and families who may be displaying social or behavior concerns

Long Term

- Engage students and parents at the school level to continue educating them on Policy, Procedures and Processes
- Continue seeking services and supports in school and out of school through referrals to outside agencies

**Discipline Disproportionality
Overview**

**Culturally Responsive Positive
Behavior Interventions &
Supports (PBIS)**

**Racial Disparities
in School Discipline**

**Restorative Justice/ Restorative
Practices**

Alternatives to Suspension

Privilege for Sale



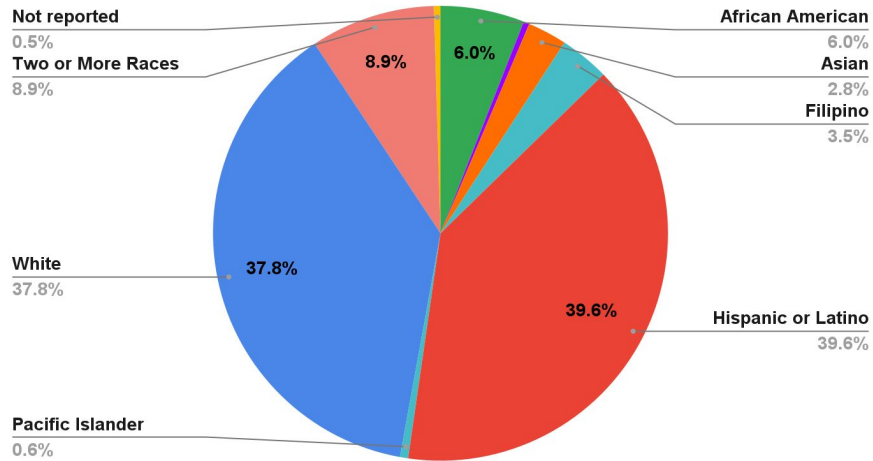
Staffing Equity Statement



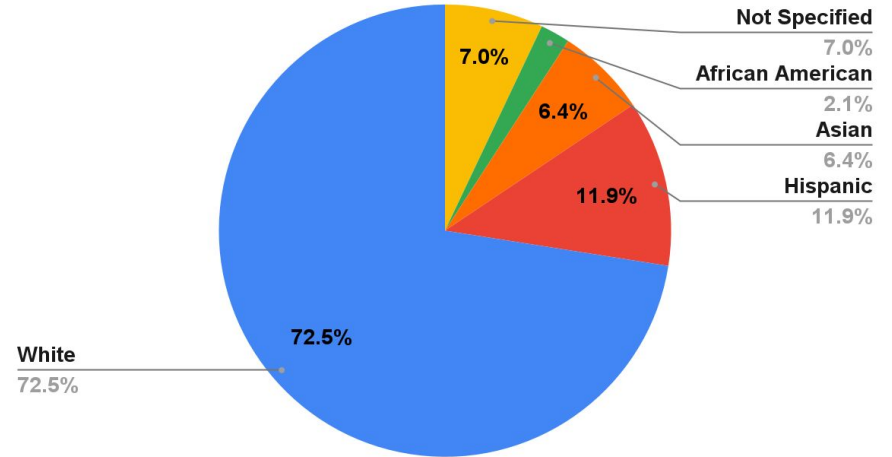
VUSD will display a commitment to valuing the diversity of it's staff by actively recruiting and retaining staff who are reflective of our student demographic and displaying a focus on promoting students' equitable access to their education, while also supporting current employees with professional development opportunities that prioritize topics which lead to greater equity across the organization.

Staffing Data

VUSD Student Population 2020-2021

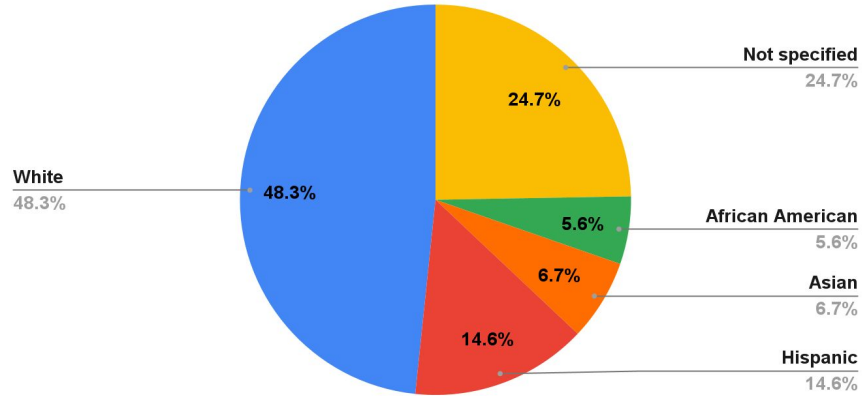


VUSD Teacher Population 2020-2021

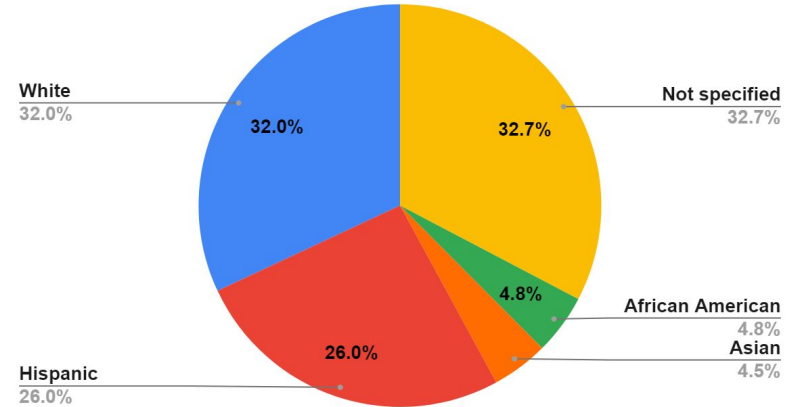


Additional Data

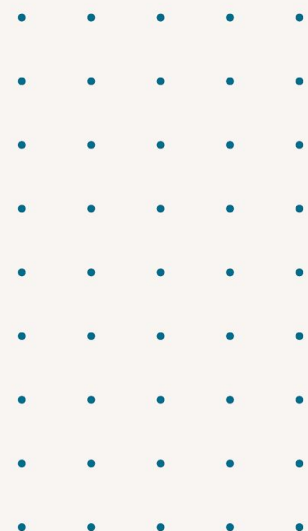
VUSD Administrators 2020-2021



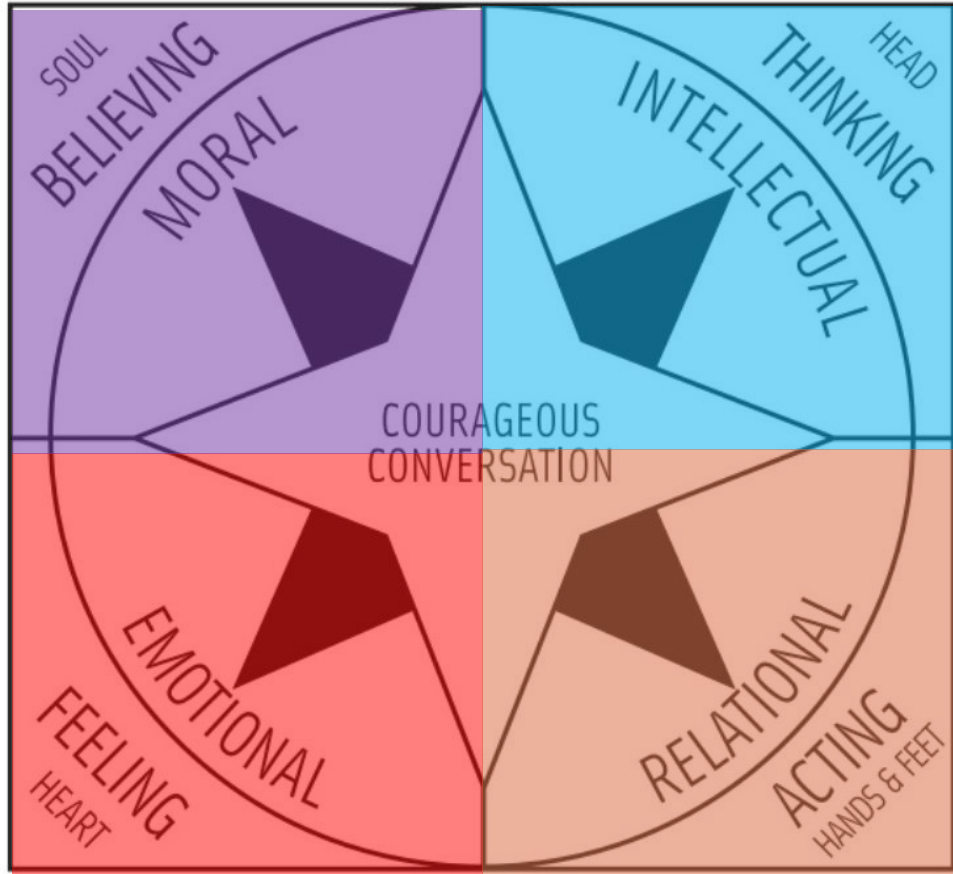
VUSD Classified Staff 2020-2021



Compass Activity



Courageous
Conversation
Compass



Source: Singleton & Linton (2006). Courageous Conversations about Race.

Goal 1: VUSD will have an equity focused professional development program that is consistently delivered, dynamic and mandatory.

Action Steps:

Short Term

- Research and identify areas of need for staff training
- Provide one mandatory training for all staff (certificated and classified)

Long Term

- Embed professional development for all staff to participate annually in equity and diversity training

Goal 2: VUSD will incorporate equity based practices into hiring practices.

Action Steps:

Short Term

- Craft an equity statement for hiring to be displayed on job advertisements
- Require every interview to have at least one equity based question
- Strive to create diverse and inclusive interview panels

Long Term

- Facilitate collaboration among administrators focused on incorporating best practices into hiring procedures

Goal 3: VUSD will work toward better alignment of our employee and student demographic.

Action Steps:

Short Term

- Identify key hiring metrics to monitor
- Investigate marketing and branding ourselves as a welcoming, diverse community
- Partner with the City of Vacaville in regards to equity work to help with the overall community perception
- Pursue relationships with teacher preparation programs that have historically demonstrated graduating cohorts of a highly diverse ethnic makeup.

Long Term

- Develop and implement a consistent and agreed upon approach to “hiring for equity”

Curriculum Equity Statement



Ensure equitable access to education and all students have high levels of academic success by honoring and valuing all members of our community by providing intentionally designed curricula that incorporate perspectives and experiences that are reflective of our students' diverse identities.

National Trend Data

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	229	76	44	12
Black	15	203	47	18	3
Hispanic	28	208	54	23	4
Asian	5	239	82	57	22
American Indian/Alaska Native	1	204	50	20	3
Native Hawaiian/Pacific Islander	#	209	55	24	4
Two or more races	4	225	72	40	11
Gender					
Male	51	216	62	31	7
Female	49	223	69	37	10
National School Lunch Program					
Eligible	54	207	52	21	3
Not eligible	45	235	81	50	15

Rounds to zero.

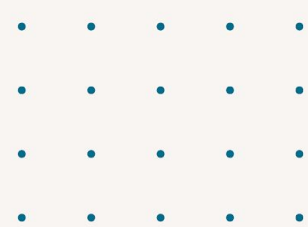
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

<https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014NP4.pdf>

Suggested Reading:



VUSD Dashboard (data from 2019)



LEARN MORE Mathematics

All Students State



Orange

33.3 points below standard

Maintained -1.8 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	7	2	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

Students falling Below the District Average:

- Homeless
- Foster Youth
- Students with Disabilities
- African American
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Two or More Races

LEARN MORE English Language Arts

All Students State



Green

1 points above standard

Increased 3.5 Points Ⓢ

EQUITY REPORT

Number of Student Groups in Each Color

0	2	5	5	0
Red	Orange	Yellow	Green	Blue

View More Details →

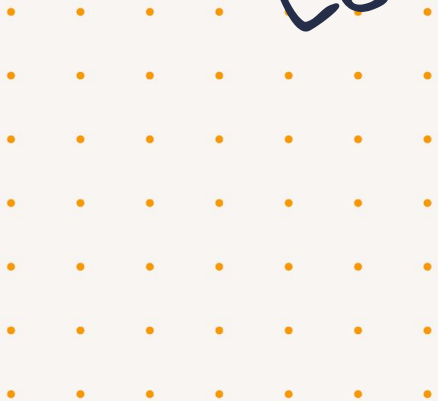
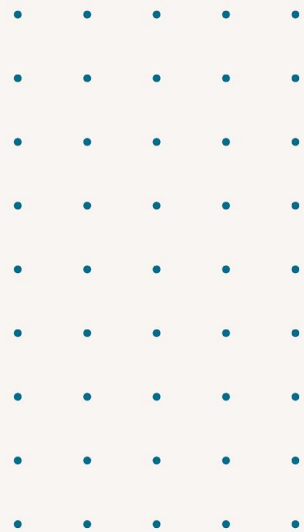
Students falling Below the District Average:

- Foster Youth
- Students with Disabilities
- African American
- English Learners
- Hispanic
- Homeless
- Socioeconomically Disadvantaged

Suggested Reading:



Let's take a break...before
heading to class





Curriculum: Activity

Model Lesson

Group 1:

- John Jansen
- Shelley Dally
- Cecil Conley
- Kelly Welsh
- Ramiro Barron
- Alan Cole
- Ana Vargas

Group 2:

- Michael Kitzes
- Santiago Serrato
- Daniel Santellan
- Jane Shamieh
- Sasha Begell
- Angela Higdon
- Aumrey Moland

Elementary Lesson

Presented by Tiffany Donahue

Secondary Lesson

Presented by Laura Roberts

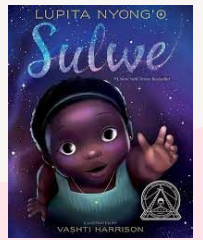
Secondary Lesson

Presented by Laura Roberts

Elementary Lesson

Presented by Tiffany Donahue

Suggested Reading:



The What and Whys of Culturally Responsive Teaching?

State Standards

Over **350** California State Standards require students to be able to reflect on the societal, cultural and/or historical perspectives of others, starting as early as Kindergarten



Student Engagement

Student Engagement is directly related to Achievement
Students are more likely to engage when they have connections to the material taught in the classroom

Portrait of a Graduate

Key concepts that emerged from VUSD investigation included:

- Empathy
- Critical Thinking Skills



Duty of Care

VUSD classrooms are diverse environments
Educators have a community obligation to ensure that students feel safe and represented in the school pedagogy and culture of the school

Goal 1: All classrooms in VUSD will provide curricula that reflects diverse perspectives and cultures, promotes diverse perspectives, provides a safe learning environment and ensures success for all.

01

School culture must generate a community that promotes equitable educational practices

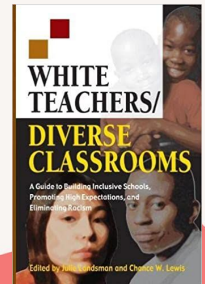
02

Teachers must be supported in their efforts to develop student centered learning opportunities from diverse perspectives

03

Materials provided in the classroom reflect diverse perspectives

Suggested Reading:



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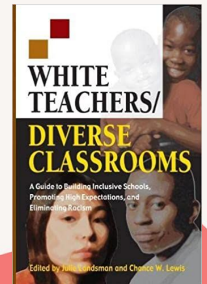
01

School culture must generate a community that promotes equitable educational practices

Action Steps:

- Individual school sites engage in reflection of values and generate/incorporate an equity statement that is reflective of these values and student/community need
- Ensure that all learning environments provide opportunities for students to learn perspectives of others by normalizing equitable pedagogy as an established practice in VUSD

Suggested Reading:



Goal 1: All classrooms in VUSD will provide curricula that reflects diverse perspectives and cultures, promotes diverse perspectives, provides a safe learning environment and ensures success for all.

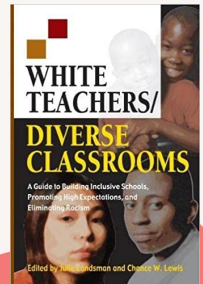
02

Teachers must be supported in their efforts to develop student centered learning opportunities from diverse perspectives

Action Steps:

- Ensure that Teachers and students are supported in the promotion of equitable practices, symbols, and curriculum that comply with board policy related to equity.
- Additional supports outlined in Goal 2

Suggested Reading:



Goal 1: All classrooms in VUSD will provide curricula that reflects diverse perspectives and cultures, promotes diverse perspectives, provides a safe learning environment and ensures success for all.

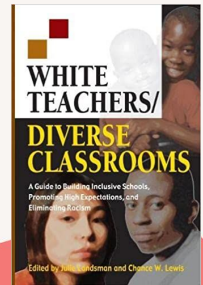
03

Materials provided in the classroom reflect diverse perspectives

Action Steps:

- Ensure that school libraries (physical, digital and virtual) provide materials that reflect diverse cultures and perspectives
- Provide an Ethnic Studies course to adhere to California AB101 high school graduation requirement.
- Provide culturally relevant lessons to elementary and middle school students by expanding Ethnic Studies curriculum.
- Include a Culturally Responsive Teaching rubric to all proposed new curriculum. Curriculum that does not meet requirements for Culturally Relevant Teaching should be considered only with a supplement.

Suggested Reading:



Goal 2: All teachers will be proficient in delivering curriculum that incorporates culturally responsive pedagogy and administration will be able to support teachers in honing their craft and effectively monitor established site equity frameworks.

01

Both Teacher and Administrators are provided Professional Development on Equitable Educational Practices

Action Steps:

- Provide Professional Development opportunities for all teachers and expand the focus of academic collaboration to include equitable practice and culturally relevant teaching.
- Integration of new teacher professional development to include cultural responsiveness and lesson development. Identify venues to provide teacher training (e.g., BTSA, Teacher collaboration sessions, site/district PD).
- Provide training to VUSD administration on how to evaluate classroom instruction/learning environments for cultural relevancy and inclusion
- Incorporate equity topics into all future VUSD professional development as equity training is not a separate issue and should be incorporated into all aspects of teacher professional development

Goal 3: VUSD will effectively monitor incorporation of equity frameworks and pedagogy at both the site and District level.

01

Systems of accountability will be established to monitor both school community targets and progress

Action Steps School Sites:

- Sites establish a systematic method to monitor identified targeted areas based on the data collected for the development of their mission statement.
- Sites establish a systematic method to collect data and monitor areas of potential need on a regular basis in order to develop a site action plan to address need areas.
- Incorporation of equity metrics into school site presentations to the VUSD Governing Board that outlines their data and proposed action plan
- Establish a system that regularly monitors disproportionality in student participation in both accelerated and alternative programs. Data collected informs the development of an action plan to address findings of disproportionality by identifying both root cases and steps for remediation.

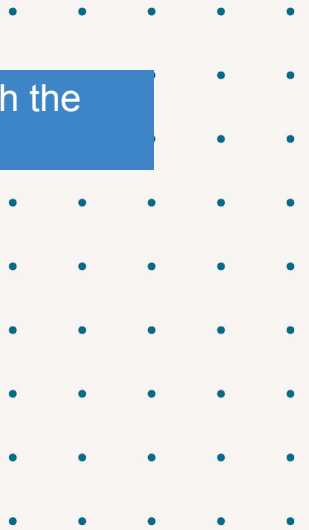
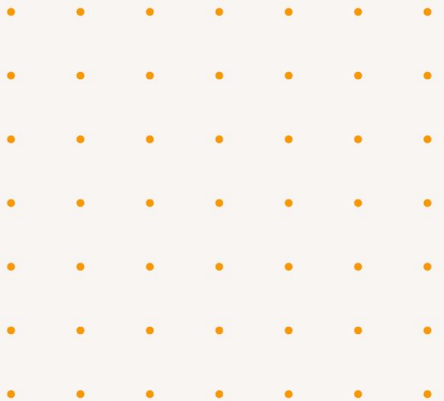
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Systems of accountability will be established to monitor both school community targets and progress

Action Steps:

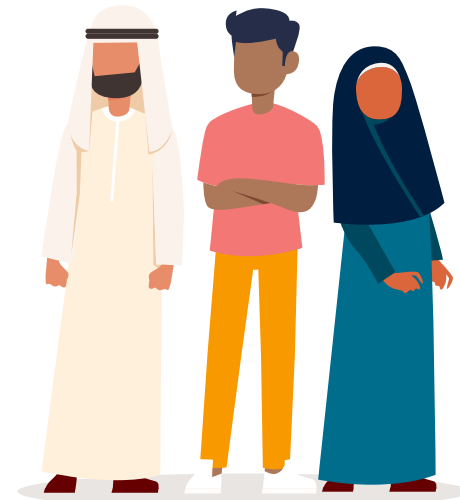
- Following teacher professional development, teacher evaluations to include one district prescribed focus on equity in the development of goal areas for the evaluation period.



Additional Plan Recommendations

Equity Task Force Membership

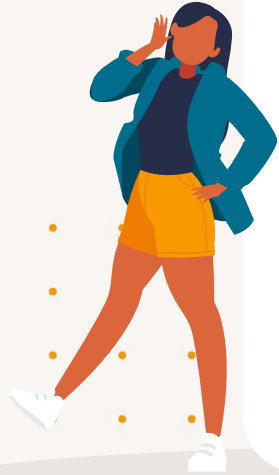
- Create leadership roles
- Add students and Governing Board members
- Create process for attendance and engagement requirements



Next Steps

Discussion

Clarify and add/amend



Approval

Would like to bring this to a future Board meeting for approval.

