



VALLEJO CITY UNIFIED SCHOOL DISTRICT

Ramona E. Bishop, Ed.D. • Superintendent

GOVERNING BOARD

Dr. A.C. "Tony" Ubalde Jr.	President
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August 27, 2014

The Honorable E. Bradley Nelson
Presiding Judge
Solano County Superior Court
600 Union Avenue
Fairfield, CA 94533

Re: **2013-2014 Civil Grand Jury Report**
Release of Confidential Information by the Vallejo Unified School District

Dear Judge Nelson:

The Vallejo City Unified School District ("District") has received a copy of the July 8, 2014 Grand Jury Report regarding "Release of Confidential Information by the Vallejo Unified School District" (hereafter "July 8, 2014 Report"). Pursuant to Penal Code section 933, subsection (c), this letter constitutes the District's official response to the Report.

The District respects the importance of the Civil Grand Jury's responsibility to investigate and report on the operations of local government agencies, and serve as an important check and balance against abuses of authority and misuse of public funds. As explained in detail below, before the Grand Jury's July 8, 2014 Report, the District's Governing Board had become aware of the concern set forth in the report and had conducted an investigation of those concerns through an outside investigator and, based upon the investigative report, concluded that no wrong-doing or improper disclosure of confidential information had occurred in February of 2014.

Nevertheless, the Board shares the Grand Jury's concern over the confidentiality of student information and information of minors in general and will continue, through the ongoing efforts of the Superintendent and her staff, to ensure the confidentiality and privacy of student information.

I. BACKGROUND:

In the last three fiscal years, the District's Superintendent has testified before the Grand Jury on three separate occasions in hopes of facilitating the Grand Jury's understanding of the very important educational issues the Grand Jury has been addressing. The 2012-2013 Grand Jury report recommended greater access to confidential student information, specifically discipline related information.

The District's August 7, 2013 Response to the Grand Jury informed the Grand Jury of the confidentiality requirements of pupil educational records regulated by the Federal Education Privacy Rights Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99) and by California Education Code § 49060 *et seq.* and Title 5 of the California Code of Regulations, § 430 *et seq.* (District August 7, 2013 response is Attachment 1) In general, those provisions define educational records as *any* information recorded in any way that directly relates to an identifiable student that is maintained by an education agency or institution or party acting on behalf of that agency or institution. Only school employees with legitimate educational interests, and other enumerated individuals or agencies, are authorized by law to access pupil educational records.

Since the District's 2013 Grand Jury Response, the District has continued to provide annual trainings to its leadership staff on the laws and District policies regarding confidentiality of student education records and similar records of minors.

The District's Superintendent has also continued to work collaboratively and encourage partnership on school safety and the safety challenges and opportunities with the City of Vallejo Police Department, Solano County Probation Department, and Solano County Sheriff's Office among other agencies – which has included sharing the District's programs and asking these agencies to partner with the District, including partnership around the District's Full Service Community Schools (VFSCS) program.

Finally, during the current 2013-2014 Grand Jury inquiry, on or about February 26, 2014, the District provided to the Grand Jury a detailed packet of information outlining the programs being implemented by the District and their positive impact on reducing student discipline and thereby increasing student attendance. (Attachment 2)

II. RESPONSE:

The District's response to the single finding and two recommendations in the July 8, 2014 Report is set forth below.

Finding 1:

An official of the Vallejo City Unified School District sent an email identifying minor student's names and further confidential information to an individual who should not have been privy to this information in apparent violation of the California Welfare & Institutions Code § 827.

Recommendation 1a:

The Vallejo City Unified School District Board of Education investigate the incident and take appropriate action.

Recommendation 1b:

The Vallejo City Unified School District Board of Education develop and implement procedures to prevent a recurrence of this type of incident.

Board's Response to Finding and Recommendation 1

A. Response to Finding 1:

California Welfare and Institutions Code provides specific provisions against revealing confidential juvenile criminal information. Under Section 827 of the Welfare and Institutions Code, all records contained in a juvenile court case file, including all documents filed in a juvenile court case, are protected from disclosure. The express language of the statute covers only case files maintained by a juvenile court and judicial decisions have extended this protection to police reports of arrests even if no juvenile criminal petition is filed.¹

Generally, juvenile records may only be released by order of the Juvenile Court. Nevertheless, certain individuals are statutorily authorized to inspect juvenile court records without court order, including the district attorney and the "superintendent or designee of the school district where the minor is enrolled or attending school". The July 8, 2014 Report does not indicate that any court records were inspected, or include that after inspection that information from those records was disclosed.

However, and notwithstanding Welfare & Institutions Code § 827, school District officials are required to maintain the confidentiality of minors' identities when they are taken into custody by law enforcement. In general, both the Federal Educational Rights and Privacy Act ("FERPA") and the California Education Code define pupil records as any information directly related to a pupil that is *maintained* by a school district. (FERPA is codified at 20 U.S.C. § 1232g and 34 CFR Part 99; and the California Education Code sections concerning pupil records is codified at section 49061, *et seq.*) FERPA classifies protected information into three categories: (1) educational information; (2) personally identifiable information; and (3) directory information. The limitations on disclosure imposed by FERPA varies under each category.

Personally identifiable information and directory information are similar and often related. Nevertheless, FERPA treats these two categories separately and provides different levels of protection for each category. Personally identifiable information is generally considered to be records maintained by an agency which contain information sufficient to identify a particular pupil, even if the pupil's name is not disclosed. Such records can only be disclosed, absent specific exemptions, if the educational institution obtains the signature of the parent or student (where the student is over 18). Failure to comply with these requirements will result in a violation of FERPA.

¹ *Wescott v. County of Yuba* (1980) 104 Cal.App.3d 103

Directory information is basic information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. This information is not protected from disclosure, however, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. In short, directory information can be disclosed provided the educational institution has given proper notice to parents and or students. Accordingly, it is clear that "directory information" such as a student's name is *not* confidential under FERPA and court decisions interpreting FERPA when notice is given.

Education records are defined by FERPA as "records, files, documents, and other materials" that are "maintained by an educational agency or institution, or by a person acting for such agency or institution." Educational information includes a student's transcripts, GPA, grades, social security number, academic evaluations such as an IEP or 504 plan, and similar records. Courts have also included in this category certain psychological evaluations.

Under the California Education Code, pupil records refers to physically recorded information contained within District files. Similar to FERPA, there are several categories of pupil records under state law. Confidential pupil records include records such as test scores, official grades and transcripts, counseling records and discipline records including suspension/expulsion records, among other records. However, the definition of pupil record does *not include* "directory information" such as the *names* of pupils. (Educ. Code § 49061.) Similarly, the definition of pupil record does *not include* generalized non-specific comments about a student that does not reveal the content of pupil or educational records.

In March of 2014, the Board became aware of the assertion that a VCUSD official had improperly disclosed confidential student information in February of 2014. The Board promptly initiated, through its independent counsel, an investigation of that allegation. The investigation into the allegation was conducted and concluded in March of 2014.

On April 9, 2014, the Board received a written investigation report. The investigation and report concluded that no VCUSD employee or official had violated the law including Welfare & Institutions Code § 827 arising from the February 18, 2014 incident or subsequent communications, or had improperly disclosed any confidential student information arising from that incident or subsequent communications surrounding the incident.

B. Response to Recommendation 1a:

The Board of Education has already conducted and concluded an independent investigation into the alleged improper release of confidential information. The investigation and report concluded that no improper release or violation of the law occurred.

The Honorable E. Bradley Nelson
Presiding Judge
August 27, 2014
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C. Response to Recommendation 1b:

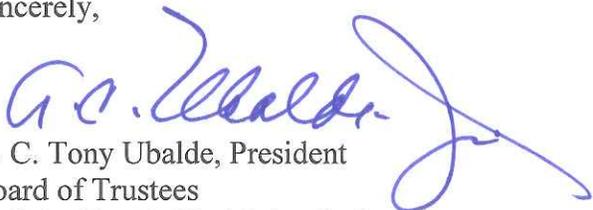
The District has both board policies and administrative regulations in place regarding confidential information and maintaining confidential student information. The District periodically reviews its Board policies and administrative regulations.

The Board, District leadership and staff are committed to protecting the confidentiality and privacy of student information, demonstrated in part by the staff training in this area at certain District high schools in the fall of the 2013-2014 school year. During the 2014-2015 year, the District will ensure that all staff are reminded of their obligations under FERPA and State law to maintain student confidentiality and student privacy.

III. Conclusion

As President of the Board of Trustees, and on behalf of the entire Board, I want to thank the Grand Jury for raising their concern regarding this issue and giving the Board the opportunity to document that an investigation was promptly done and that no improper disclosure of confidential information occurred. Equally important, the Board, through its senior staff, will continue to ensure and emphasize the importance of maintaining confidentiality of student information of all Vallejo City Unified School District students that is consistent with the law and Board Policies.

Sincerely,



A. C. Tony Ubalde, President
Board of Trustees
Vallejo City Unified School District

Cc: Board of Trustees, Vallejo City Unified School District
Dr. Ramona Bishop, Superintendent, Vallejo City Unified School District

ATTACHMENT 1

VALLEJO CITY
UNIFIED SCHOOL DISTRICT
Ramona E. Bishop, Ed.D., Superintendent

VCUSD Governing Board

President
Hazel Wilson
Vice President
Dr. A. C. "Tony" Ubalde, Jr.
Trustee
Raymond Victor Mommsen
Trustee
Ward "Ace" Stewart
Trustee
Adrienne Waterman

August 7, 2013

The Honorable Paul Beeman
Presiding Judge of the Superior Court
Solano Superior Court
600 Union Avenue
Fairfield, CA 94533

Dear Honorable Presiding Judge Beeman

The Vallejo City Unified School District ("The District") has received a copy of the 2012-2013 Grand Jury Report regarding "Safety at Vallejo High School." Pursuant to Penal Code section 933, subsection (c), this is the District's response to the Report. It should be clear that the District respects the function of the Grand Jury to investigate and report on the operations of local government agencies. The District has fully cooperated with Grand Jury requests, including production of documents and testimony of witnesses. The Grand Jury plays an important role as a check and a balance against abuses of authority and misuses of public funds. In this case, however, it appears that the Grand Jury's findings and recommendations suffer from factual and legal errors. Our responses to the Reports are set out below.

Finding 1

There are only a few teachers who have access to two-way radios to communicate directly with Campus Supervisors.

Recommendation 1

Vallejo City Unified School District provide all teachers with two-way radios to communicate directly with Campus Supervisors.

Response to Recommendation 1

Limiting access to two-way radios is necessary to prevent potential confusion caused by too many staff members having a radio. Additionally, radio traffic needs to remain minimal in order to aid staff in the event of an emergency. However, the administration will ensure that all staff has direct access to campus safety personnel.

Finding 2

There is currently no City of Vallejo Community Resource Officer or a County Probation Officer for Vallejo High School on the campus.

Recommendation 2

Vallejo City Unified School District provide a Vallejo Community Resource Officer and a County Probation Officer for the Vallejo High School campus.

Response to Recommendation 2

Vallejo High School, a Full Service Community School, will continue to improve collaboration/communication with the Solano County Probation Office through district Positive Youth Justice Initiative efforts

Positive Youth Justice Initiative (PYJI)

In 2012, the Vallejo City Unified School District received a \$75,000 implementation grant from the Sierra Health Foundation. The grant allowed for the school district as the lead agency to establish a collaborative with Solano County Probation, Solano County Office of Education, and Solano County Health and Social Services with the assistance of UC Davis Cress Center to improve life outcomes for “crossover youth”. “Crossover youth” are defined as students who are engaged in both the foster care system, and the juvenile justice system. Through this planning grant, the district has begun to build a system that will allow for crossover youth and other youth who have had some challenges in school, become positive contributing members of the Vallejo school communities and the community-at-large. Specific systems that will address the unique needs of Vallejo High are:

- Coordinated Student Success Team meetings with all relevant parties (including probation officers where appropriate) participating
- Positive Youth Justice Site Liaisons – dedicated point people at each comprehensive high school to case manage students that need intensive support and structure to successful at school

Full Service Community School Project Restore

Through the grant funding of the Elementary/Secondary Counseling Grant, also known as Project Restore we are able to provide Vallejo High School with a counselor and a social worker to provide the following support:

- Continued Professional Development with the Positive Behavior Intervention Support (PBIS) program, including the Restorative Justice Model which refocuses the emphasis within disciplinary processes from punishment to restoring relationships;
- Deployment of a team of support providers (a counselor and a social worker) to work with 9th grade students with multiple and intensive social-emotional/mental health needs;
- Culturally competent instruction and service delivery training.

The goals of Project Restore are as follows: to reduce discipline referrals, improve student, teacher, and parent perception of school climate and safety, and increase professional development training for teachers and administrators.

Site Safety Supervisors

Two additional Site Safety Supervisors have been added to the Vallejo High School campus.

Finding 3

There are several locations on Vallejo High School campus that are not secure and easily accessible by intruders.

Recommendation 3

Vallejo City Unified School District install adequate fencing on Vallejo High School campus to secure the campus.

Response to Recommendation 3

The Vallejo City Unified School District is finalizing plans that will complete the fencing project that began during the summer of 2012-13. Preliminary plans include gates between the science building and the commercial building; between the administration office and the music building; and between the music building and Corbus Field. Additional fencing with a gate is planned between the small gymnasium and the tennis courts. Repairs will be made to all existing fencing to prevent unauthorized access. This project will be paid through Measure A as previously approved by the Governing Board in May 2012.

The supervision schedule for Vallejo High School allows for high traffic areas and hidden areas to be monitored.

Finding 4

There are blind spots on Vallejo High School campus that the surveillance cameras cannot observe.

Recommendation 4

Vallejo City Unified School District upgrade the surveillance cameras on Vallejo High School campus.

Response to Recommendation 4

Vallejo High School Administration, and Vallejo City Unified School District cabinet members have discussed timelines for the cameras on the 9th grade campus as well as the additional cameras on the main campus. Cameras will be phased in during the course of the 2012/13 school year. Surveillance cameras were installed on the Vallejo High main campus in January 21, 2009. The removal of the temporary portables during the summer of 2013 has improved visibility throughout the campus.

The cameras have been useful as Vallejo High administrators investigate and handle issues on campus. Last year, there was a high profile issue brought to the attention of district from a Vallejo High staff member, where the staff member was apparently threatened by a student. The board asked the administration to respond to the matter, which the administration did by enlisting the support of a third party investigator. The board president has asked that the report as well as the video link be provided to, not only the grand jury but to the Positive Youth Justice Initiative leadership team for review and consideration.

Lastly, because of the advanced nature of our video surveillance efforts, the district has agreed to work with the Vallejo Police Department to coordinate location and monitoring of video footage. VCUSD video surveillance efforts are constantly being enhanced. The collaborative/cooperative work with the City of Vallejo and Vallejo Police Department began during the 2012/13 school year, and will continue in the 2013/14 school year.

Finding 5

Vallejo High School student handbook states that all students will visibly wear photo identification badges while on campus.

Recommendation 5

Vallejo High School Administration enforce the policy that all students must visibly wear their identification badges while on campus.

Response to Recommendation 5

Within the first two weeks of school, every student will have an identification card with a lanyard. Students with cell phones will be encouraged to take a picture of their identification cards as a backup to the original card. Students without cell phones can access replacement cards in the office.

Finding 6

In violation of the Vallejo High School Code of Conduct, students are not arriving to class on time.

Recommendation 6

Vallejo High School Administration enforce the policy that all students arrive to class on time.

Response to Recommendation 6

PBIS will continue to be utilized with a greater focus on attendance and incentives as well as referrals to SARB for those with chronic truanancies. The Vallejo High PBIS team will meet regularly to review the effectiveness of it's processes and make the necessary adjustments. Specific goals, expected behaviors, and rewards for attendance will be added to the PBIS matrix and plan, and will be monitored on a regular basis. Additionally, systemic issues affecting student's ability to come to school on time will continue to be reviewed and addressed by the Vallejo High Administration in partnership with the Vallejo City Unified School District Executive Cabinet.

Finding 7

Vallejo High School Administration is not informing teachers of a student's prior criminal or disruptive conduct at the time a student is enrolled in their class.

Recommendation 7

Pursuant to California Education Code §49079, Vallejo High School Administration inform teachers at the time a student is enrolled in their class of a student's prior criminal or disruptive conduct.

Response to Recommendation 7

Education Code section 49079 requires that a school district inform a classroom teacher of a pupil in that teacher's classroom who has engaged in, or is reasonably believed to have engaged in, various prohibited behavior outlined in sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7 of the Education Code. The reporting requirement, however, is strictly limited only to that information

contained in records maintained in the normal course of business by the District, or to information provided by a law enforcement agency.

Pursuant to section 49079, VHS has developed a process where teachers are being informed of these students in a confidential format. Through the Coordinated Student Success Team (CSST) process, to be implemented in 2013/14 students coming to Vallejo City Unified School District schools who have been on probation will participate in a CSST meeting, with the probation department and teachers of record sitting as a part of the team, to map out a plan for success on campus. The plans will be monitored by our PYJI Liaisons who will work in partnership with the Vallejo High Administration to establish strong relationships with the students and their families to ensure student success on campus.

The process will be reviewed at the mandatory Vallejo High School staff training which will take place on August 15, 2013.

Finding 8

Vallejo City Unified School District teachers' access to the student disciplinary portion of the Aeries system has been blocked by the District Administration.

Recommendation 8

Vallejo City Unified School District reinstate teachers' access to the Aeries student disciplinary portion of the system.

Response to Recommendation 8

Access to and dissemination of pupil educational records is regulated by the Federal Education Rights and Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99) and by the California Education Code section 49060 *et seq.* and Title 5 of the California Code of Regulations section 430 *et seq.* Educational records are defined as *any* information recorded in any way that directly relates to an identifiable student which is maintained by an educational agency or institution or party acting on behalf of that agency or institution. Only school employees with a *legitimate educational interest* are authorized by law to access pupil educational records. In compliance with FERPA, these confidential records are thus only accessible on a need to know basis.

During the 2011/12 school year, Vallejo City Unified School District managers participated in a training on FERPA and made relevant changes in access to student records for staff. There is an existing process for teachers, who are authorized to have the information under FERPA to review student records. Vallejo City Unified School District staff members have been responding to a grievance filed in the 2012/13 school year, by the Vallejo Education Association on this matter, and will continue to work within the grievance structure to address this issue.

At the mandatory Vallejo High School staff training on August 15, 2013, staff members will receive information on FERPA, and be trained on VCUSD Board policy regarding confidentiality.

Finding 9

The Positive Behavior Interventions and Support program may be an effective program to assist the teachers in controlling disruptive behavior on the campus. The program is not being implemented

effectively. Teachers at VHS informed the Grand Jury that this program has been unsuccessful because VHS administration is not holding the students accountable for their inappropriate behavior.

Recommendation 9a

Vallejo City Unified School District and Vallejo High School Administration provide a comprehensive explanation of the PBIS program.

Response to Recommendation 9a

The Grand Jury's findings with regard to staff training on the PBIS program are incorrect. Staff has received numerous trainings that includes behavior management and PBIS support interventions. In fact, the Vallejo High staff had an additional day of training (over and above what other schools received). At the beginning of May 2013, VHS conducted a survey of its teaching staff with regard to PBIS training. That results of that survey revealed that 41 of 52 staff members attended the one day PBIS training session at the beginning of the school year and only 11 staff members stated they did not have an understanding of PBIS. The Vallejo High School Design Team and PBIS teams will continue to work to implement PBIS and make adjustments to their plans and matrixes when there are systemic issues that need to be addressed.

Recommendation 9b

Vallejo City Unified School District and Vallejo High School Administration adhere to written policies regarding discipline.

Response to Recommendation 9b

The Parent/Teacher handbook outlines the disciplinary process and disciplinary referrals at VHS. VHS administration will review handbook with staff to clarify the process for teachers when dealing with disruptive students. The Vallejo High School PBIS matrix will be sent home to all families, as a part of the "welcome back" packet on the first day of school.

Finding 10

Vallejo High School Site Safety Plan is incomplete and only available on the Vallejo City Unified School District website.

Recommendation 10

Vallejo City Unified School District update their website to include all missing documentation regarding the Vallejo High School Site Safety Plan, and include the safety plan on the Vallejo High School website.

Response to Recommendation 10

VHS will review and revise the Site Safety Plan for the school year 2013-14 and include this on the website when complete.

Finding 11

There is a Bullying Section on the Vallejo City Unified School District website but is not included on the Vallejo High School's website.

Recommendation 11

Vallejo City Unified School District incorporate information on bullying currently included in their website and also include it on the Vallejo High School website.

Response to Recommendation 11

The Vallejo High School website has been updated to contain this information.

Finding 12

Vallejo High School website does not contain any information about the Positive Behavioral Interventions and Support, Restorative Justice.

Recommendation 12

Vallejo City Unified School District incorporate information on Positive Behavioral Interventions and Support and the Restorative Justice Program be included on the Vallejo High School website.

Response to Recommendation 12

The Vallejo High School website has been updated to contain this information.

Finding 13

One of the major issues on Vallejo High School campus is the use of marijuana.

Recommendation 13

Vallejo High School Administration and Vallejo City Unified School District implement an effective plan to deal with the marijuana issue.

Response to Recommendation 13

VHS is continuously doing health and safety checks. As we move forward as a Full Service Community, there will be continued work in this area, including the implementation of support groups that will address substance abuse. Presently, Youth and Family Services include a comprehensive array of mental health and substance abuse prevention, education, intervention and treatment services. They also provide holistic and family-centered care focusing on health development, recovery-oriented psychotherapy, client advocacy, client self-sufficiency, and community development. They provide over 16 different education and counseling programs for children, high-risk youth, adults, families, and special populations such as children of incarcerated parents, foster and probation youth, pregnant women and teens.

Finding 14

Vallejo High School's daily detention is monitored in the Supervising Campus Supervisor's Office by individuals who may or may not be present.

Recommendation 14

Vallejo High School's daily detention be monitored in a classroom setting by a credentialed teacher.

Response to Recommendation 14

VHS administration has implemented policy that involves an administrator supervising the students during detention.

Finding 15

In-house suspension is "usually" held only once a week and may or may not be on the day the student was placed on suspension.

Recommendation 15

Vallejo High School Administration create in-house suspension on a daily basis monitored by a credentialed teacher.

Response to Recommendation 15

VHS administration has implemented a policy that involves a credentialed teacher and/or administration supervising the students

We appreciate the opportunity to respond to the Vallejo High School Grand Jury report and will continue our efforts to make all the Vallejo schools safe places for our students, staff, and community members.



Hazel Wilson, President
VCUSD Board of Education



Ramona Bishop Ed.D., Superintendent
VCUSD



Clarence Isadore, Principal
Vallejo High School

ATTACHMENT 2



VALLEJO CITY

UNIFIED SCHOOL DISTRICT

Ramona E. Bishop, Ed.D., Superintendent

VCUSD Governing Board

President
Dr. A. C. "Tony" Ubalde, Jr.
Vice President
Ward "Ace" Stewart
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Raymond Victor Mommsen
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Adrienne Waterman
Trustee
Hazel Wilson

February 26, 2014

To: E. Bradley Nelson, Presiding Judge Solano County
Morland McManigal, Grand Jury Foreman

From: Ramona E. Bishop, Superintendent

C: Vallejo City Unified School District Board of Education

RE: Documents for the Grand Jury Investigation

Gentlemen,

Though I have yet to receive a formal letter from the current Solano County Grand Jury indicating the topic or nature of the investigation being conducted this year, I am sending some documents to give information to provide additional context for the innovative work we are doing to ensure that all of our campuses in the school district are safe and secure. I heard, from someone who identified themselves as a Grand Jury member, that the investigation this year was regarding police presence on campus and graduation rates, but have yet to confirm that to be the case.

Also, in light of the fact that we received no formal response to our response last year, (hand delivered August 12, 2013) we share the following updates so that those considering the status of educational programs in the Vallejo City Unified School District will have more recent information. Documents submitted are as follows:

- Positive Youth Justice Initiative – Superintendent's Report - February 19, 2014
- Positive Youth Justice Initiative – Briefing Paper
- Positive Youth Justice Initiative Grant Announcement and Agenda
- Op Ed Article Written by Chet Hewitt – Sierra Health Foundation
- Select Committee on Boys and Men of Color- Summary of VCUSD Programs

Please let us know if there is any more information we can provide, and thanks for your commitment to our community.

Respectfully,

Ramona E. Bishop, Ed.D.
Superintendent

665 Walnut Avenue · Vallejo, CA 94592 · 707-556-8921, ext. 50002 · fax 707-649-3907



VALLEJO CITY

UNIFIED SCHOOL DISTRICT

Ramona E. Bishop, Ed.D., Superintendent

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Hazel Wilson

January 28, 2014
Vallejo, California

Contact: Dr. Alana J. Shackelford
Director of Partnerships & Community Engagement
707 556.8921, ext. 50057

VALLEJO CITY UNIFIED SCHOOL DISTRICT RECEIVES \$400,000 GRANT TO TRANSFORM SOLANO COUNTY JUVENILE JUSTICE SYSTEM

Solano County, Calif. – Vallejo City Unified School District today announced that it has been awarded a \$400,000 grant to implement an innovative new approach to juvenile justice reform known as the Positive Youth Justice Initiative. Managed through the Center for Health Program Management, the Positive Youth Justice Initiative is being funded by three California health foundations: Sierra Health Foundation, The California Endowment and The California Wellness Foundation. As part of the Positive Youth Justice Initiative, Vallejo City Unified School District will be working to implement major reforms to improve the lives of youth involved in the local juvenile justice system. (Alameda County Probation Department, San Diego County Probation Department, San Joaquin County Probation Department and Vallejo City Unified School District in Solano County) also received grant funding.

*"We are here in Vallejo creating
a system in which all young
people will succeed."*

-Dr. Ramona E. Bishop, Ed.D., Superintendent

Vallejo City Unified School District is leading a local collaborative of all major institutions that touch the lives of children involved in the system. This includes Solano Probation Department, Solano County Office of Education, Kaiser Permanente and Solano County Health and Social Services, and many others.

"The Positive Youth Justice Initiative was developed to ensure children in the juvenile justice system receive the support, guidance and structure they need to move beyond the trauma and neglect most experience prior to being engaged by the justice system," said Chet P. Hewitt, president and CEO of Sierra Health Foundation and the Center for Health Program Management. "We are thrilled to partner with Solano County as they lead the charge for juvenile justice reform in California. Their willingness to focus on the healthy development of system-engaged youth will enhance their individual prospects for a healthy, productive life while improving public safety for us all."

Children in the juvenile justice system often face a number of unique challenges that remain unaddressed. Research has shown that 75% to 93% of youth entering the system have experienced traumatic victimization, but there is little support for them that addresses exposure to trauma and violence. After reaching adulthood, the majority of these children lack education, are disconnected from family and social networks, face poverty and, without any support, often remain in the criminal justice system.

The Positive Youth Justice Initiative aims to improve the lives of the state's most vulnerable youth. The effort is designed to improve public safety, create pathways to opportunities, and to reverse the tremendous social and economic costs of the current juvenile justice systems' failures by ensuring communities invest in the health and success of local youth.

The Positive Youth Justice Initiative will provide funding and technical assistance to Vallejo City Unified School District to integrate and implement the initiative's approach made up of four elements:

- **Investment in Youth:** To ensure that youth can make a healthy transition to adulthood, counties are investing in youth health, social and educational development, including providing them with mentorship and career development opportunities.
- **Treatment of Trauma:** The initiative supports the training of key county staff to identify and treat the root causes that have led a young person astray, including childhood exposure to violence, neglect and abuse.
- **Systems Changes:** With technical support from national experts, counties are changing local juvenile justice policies and practices, to help sustain long-term improvements.
- **Wraparound Services:** Grantees are forming unprecedented partnerships among the many agencies and people who touch the lives of juvenile justice-involved youth, such as probation, child welfare and other public departments, local nonprofits and school districts, which help provide young people and their families with individualized and comprehensive care.

The Positive Youth Justice Initiative is funded by three California foundations: Sierra Health Foundation, The California Endowment and The California Wellness Foundation, and is managed by the Center for Health Program Management.

More information can be found at www.shfcenter.org/pyji.

About the Positive Youth Justice Initiative

Sierra Health Foundation, through the Center for Health Program Management, launched the Positive Youth Justice Initiative in 2012 to reform juvenile justice in California by treating the root issues affecting youth in the system. Based on experience and extensive research, the initiative is a comprehensive, data-driven approach that combines the best models for change and targets the highest-risk youth. By focusing on the population of *crossover youth* (youth who have a history in the child welfare system, have experienced trauma and are now engaged in the juvenile justice system), successful interventions will have a broader impact on all youth in either system.

About Sierra Health Foundation

Sierra Health Foundation is a private philanthropy investing in and serving as a catalyst for ideas, partnerships and programs that improve health and quality of life in Northern California and beyond through convening, educating and strategic grant making. For more information about Sierra Health Foundation and its programs, visit www.sierrahealth.org.

About the Center for Health Program Management

The Center for Health Program Management works to reduce health disparities in underserved communities. With commitment, creativity and collaboration, we promote efforts to eradicate health inequities across the state. Please visit www.shfcenter.org

In December 2011, the Sierra Health Foundation board of directors approved a framework for a new youth development initiative. The framework built upon the foundation's recently concluded REACH Youth Development Program and incorporated findings and recommendations from the highly regarded *Healthy Youth/Healthy Regions* and *Renewing Juvenile Justice* reports released by the foundation earlier in the year.

Common among findings from each of these efforts was serious concern expressed for cohorts of young people who typically are at the margins of society and are more likely to experience disproportionately poor education, employment, social and, ultimately, health outcomes. These youth are likely to be of color, live in communities that have high rates of poverty, have experienced violence or other forms of trauma, often are engaged in systems such as child welfare and/or juvenile justice, and are more likely to attend alternative school settings.

The *Healthy Youth/Healthy Regions* and *Renewing Juvenile Justice* findings also supported an important lesson that emerged from the REACH Program: While inclusive youth development approaches are important, one of their shortcomings is the likelihood for young people most at risk for poor health, education and economic outcomes to be unengaged. In response to this information, the foundation pursued a course of inquiry that sought to combine on-the-ground experience and research to design a program for youth who have experienced documented neglect, abuse and/or trauma, have been formally involved in the child welfare system and who currently are engaged in the juvenile justice system. Often referred to as *crossover youth*, the initiative seeks to affect developmental paths — repeat criminal behavior, education failure, lack of employment experience, untreated trauma, social and familial disconnection — that have been shown to have negative long-term effects for this extraordinarily vulnerable population. Moreover, to ensure the initiative has as broad an impact as possible, the foundation endeavored to identify and include design elements that have the potential to benefit all children who come into contact with the juvenile justice system.



SIERRA HEALTH FOUNDATION
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Programmatically, the initiative combines positive youth development with an innovative behavioral health approach known as trauma-informed care, and delivers both approaches using a service model known as wraparound. Operationally, it seeks to remove systemic deficiencies and bias that have for far too long exacerbated the over-representation of youth of color in county juvenile justice systems across the state. Numerous studies have shown that these systemic shortcomings – data collection, validated screening tools, assessment instruments – contribute to disproportionality and impede juvenile justice systems from meeting public safety and rehabilitative expectations.

The initiative seeks to set a new path for juvenile justice

in California by establishing a vanguard of select county systems and leaders to produce what noted researcher Jeffrey Butts and his colleagues describe as “Positive Youth Justice.” In seeking to foster this major shift in juvenile justice practice and policy, we balance the risk of falling short of expectations with the fortuitous opportunity to improve the health and life chances of one of California’s most vulnerable youth populations – youth with child welfare histories who are currently engaged in the juvenile justice system. Accordingly, this briefing paper describes the policy context in which the Positive Youth Justice Initiative will operate and presents the rationale for the targeted population and selected design elements.

In January 2011, Gov. Jerry Brown proposed a significant shift in juvenile justice policy long called for by child and family advocates – closing all of the state’s youth prisons and shifting oversight for wards to the counties. The proposal eventually was revised, but the subsequent closure of one of the state’s four remaining youth facilities and the decline in the Division of Juvenile Justice (DJJ) population from a high of 10,000 in 1996 to less than 1,100 today signaled that the devolution of the state juvenile justice system was under way. As anticipated by many youth advocates, when the governor released his 2012 budget, he again proposed to close the DJJ.

Interestingly, the most significant example of state efforts to change its approach to criminal/delinquent behavior is the passage of AB 109, which devolved elements of the adult system from the state to counties. While state budget considerations were central to the bill’s passage, the idea of facilitating a radically different approach toward public safety was central to the bill’s design. AB 109 realigns elements of the adult correctional system along with short-term state

revenue to support the treatment of non-serious, non-sexual and non-violent offenders at the county level. Most relevant to the juvenile justice conversation is the fact that AB 109 provides evidence of broad-based public policy support for more rehabilitative and cost-effective approaches to treating offenders. As noted in the Public Policy Institute of California report on realignment, at the core of this policy change is funding flexibility to support the availability of employment and treatment-oriented services. (*Rethinking the State-Local Relationship: Corrections*. Public Policy Institute of California, 2011.)

While the shift in public policy toward adult corrections should not be interpreted as broad public support for “smart on crime” approaches, it does present a window of opportunity for advancing reform in the juvenile justice system. Another important and encouraging signal that significant reform may be possible is the emergence of a small but influential group of senior public safety officials, including several chief probation officers, who are committed to transforming their county’s approach to juvenile justice. These innovators and early adopters acknowledge that the status quo represents a poor use of public funds, as evidenced by its inability to produce positive outcomes for the youth it encounters. They

have become passionate and vocal proponents of change and, with support, could be instrumental in reshaping the administration of juvenile justice in California.

With regard to the Positive Youth Justice Initiative's approach, support for focusing on its target population can be found in the report, *Young Adult Outcomes of Youth Exiting Dependents or Delinquent Care in Los Angeles County* (Culhane D.P., Metraux, Stephen, et al, 2011). The path-setting report, funded by the Conrad Hilton Foundation, assessed adult outcomes for three cohorts of system youth: those who exit to care from child welfare, those in juvenile probation and crossover young adults with histories in both systems. While there was no good news for any of the cohorts, it was clear that youth who aged out of care with a child welfare and probation history did more poorly as adults than members of the other groups. In their summary of key findings, the authors state that "membership in the crossover group is a strong and consistent predictor of less desirable [adult] outcomes." Compared to the probation subgroup, system costs for the crossover group over a four-year period were 110% higher; they were far more likely to be heavy users of public services, to experience a jail stay and were 91% less likely to have high educational attainment. Crossover youth had the highest rates of inpatient and outpatient service use, and their rate of emergency department use was about double the rate of the probation and child welfare subgroups. With regard to the use of outpatient mental health treatment, crossover youth utilization rates were more than four times higher than the probation group.

A reasonable question arising out of our intention to focus on the crossover subgroup would be, "Why start with the most challenged group?" There are three reasons. First, the subgroup is small enough in most counties to be able to identify, treat and evaluate to determine the extent and ways the initiative impacts their development. This is important given the limited resources available. Second, a strong argument for extending the initiative to other populations could be made if the most challenged group derives benefits from the model. Third, in the report cited above, the 25% of youth who made the most extensive and expensive use of public services as adults – of which this group is very likely to be overrepresented –

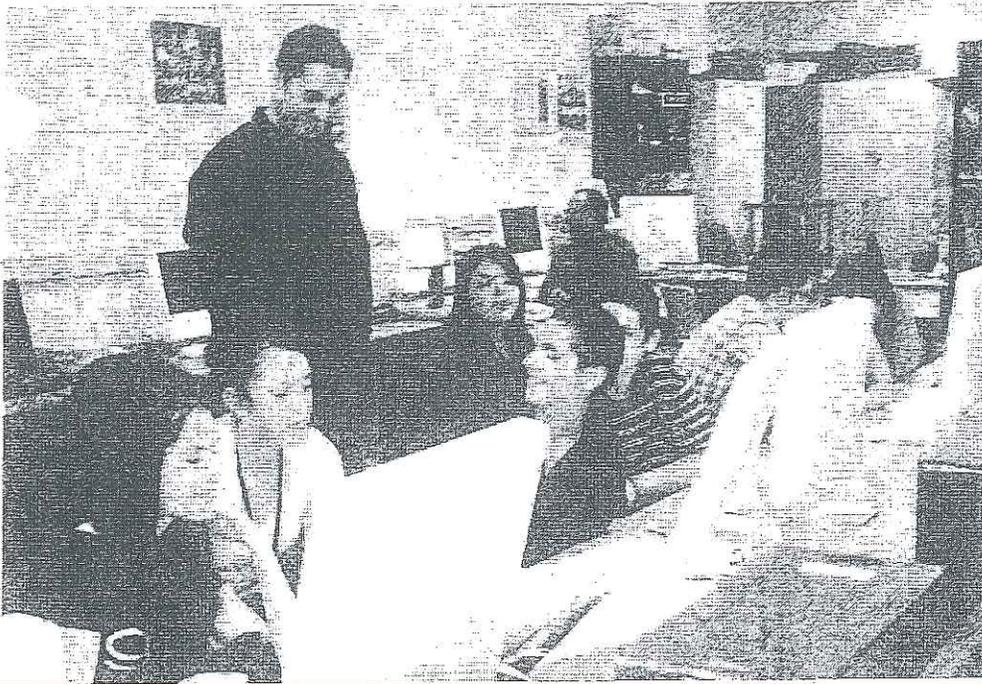
accounted for 75% of the overall cost of public services used by all three groups. This fact raises important public policy considerations that could be used to provide additional support for change in this austere budget period.

Below are descriptions of the four design elements that comprise Sierra Health Foundation's Positive Youth Justice Initiative.

In the seminal youth development report, *Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development*, the authors state, "There are abundant good reasons to help youth (both inside and outside of the court) to access and develop their pro-social strengths and attributes to increase their ability to contribute to healthy, safe family and community life." Unfortunately, as the report also states, positive youth development is not the dominant intervention framework in the juvenile justice system.

(Jeffrey A. Butts, Gordon Bazemore and Aundra Saa Meroe, 2010. *Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development*.) In fact, as documented in *Renewing Juvenile Justice*, local juvenile justice systems rely on a crumbling and dated probation-centric service model that prioritizes supervision and incarceration, rather than rehabilitation and community-based support. Research and data suggest this response is simply inadequate to meet the developmental needs of young people.

Shifting the juvenile justice field toward a positive youth development framework would apply a youth-as-resources lens, an approach tested in Sierra Health Foundation's REACH Program and a recommendation called for in the Healthy Youth/Healthy Regions study. This lens redefines youth within these systems and sends a clear message that all young people, even those engaged in juvenile justice systems, should be considered assets to their community and given every opportunity to be supported and meaningfully engaged. Reorienting juvenile justice systems to a youth-as-resource framework will help ensure the highest-needs youth are not denied access to appropriate community-based



developmental supports and opportunities that include the participation of family, community providers, faith leaders and others who have an interest in the child's health and well-being. This framework prioritizes local interventions that contribute to youths' developmental needs around education, workforce, healthy relationships and community/civic engagement, rather than the current approach, which attempts to "...control, punish, treat, supervise and incapacitate youth..." (*Youth Development: Issues, Challenges and Directions*, Public/Private Ventures, 2000.)

Taken from the aforementioned *Positive Youth Justice* report, the framework on page 5 states the primary intervention is focused on meeting a young person's needs for skill development, attachment, engagement and pro-social behavior.

While the proposed Positive Youth Justice framework acknowledges the need for an array of community-based supports for youth and that one size does not fit all, it also recognizes that limits to service delivery need to be in place to ensure efficiency and cost effectiveness. We, therefore, include a tested model for expanding individuation within large systems – wraparound services – as a component of the overall initiative design, discussed later in this paper.

Significant research on the effects of trauma on youth and its impact on youth involvement in both the juvenile and criminal justice systems shows that identifying children who have

experienced trauma is either being done inappropriately or not as often as necessary. This may be leaving many of these young people without the services and treatment they need, thus making them more at risk for future involvement in the justice system. (*Healing Inevitable Wounds: Why Investing in Trauma-Informed Care for Children Makes Sense*, Justice Policy Institute, 2010.)

Many of the nation's most traumatized youth are found in the juvenile justice system, and a large percentage of adults in the criminal justice system report having experienced trauma in childhood. Illegal behavior is not an inevitable consequence of childhood trauma; however, based on the diverse range of traumatic exposure observed among youth in the juvenile justice system, trauma can be considered a specific risk factor for future involvement with the justice system (Shaffer, J.N., Ruback, R.B. *Violent Victimization as a Risk Factor for Violent Offending Among Juveniles*, *Juvenile Justice Bulletin*, December 2002, Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.) Moreover, one of the most unfortunate repercussions of childhood trauma is that children exposed to violence often grow up to engage in or become repeat victims of violence. People who experience childhood trauma are more likely to be arrested for serious crimes both as youth and adults. (Craig, C.D., et al. 2007, Neigh, G.N., Gillespie, C.F., Nemeroff, C.B. *The Neurobiological Toll of Child Abuse and Neglect*, *Trauma, Violence and Abuse*, 2009, 10: 389.)



Youth as Victim

Youth as Villain

Youth as Resource

Origins of Most Delinquent Behavior	Symptom of underlying disturbance	Anti-social impulses, lack of restraint due to permissiveness and the absence of punishment	Normative response to adolescent needs for status, belonging, power and excitement, lack of empathy
How Delinquent Youth Compare with Other Adolescents	Fundamentally different in psychological and emotional makeup	Fundamentally different motivations and impulses toward deviant behavior	Largely similar to other adolescents but with fewer social assets
Delinquent Youth Capacity for Behavior Change	Incapable of conventional behavior without therapeutic interventions	Incapable of conventional behavior without strict discipline and the threat of punishment	Inherently capable of conventional behavior with sufficient access to supports and pro-social opportunities
Principal Intervention Strategy	Individual or family-based therapeutic treatment	Deterrence and retributive punishment	Skill development, attachment and engagement
Role of Treatment	Primary	Secondary	Secondary
Risks of Treatment	Could fail to address underlying cause(s)	Could delay or impede deterrence	Could introduce stigma or harm—i.e., iatrogenic effects

Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development

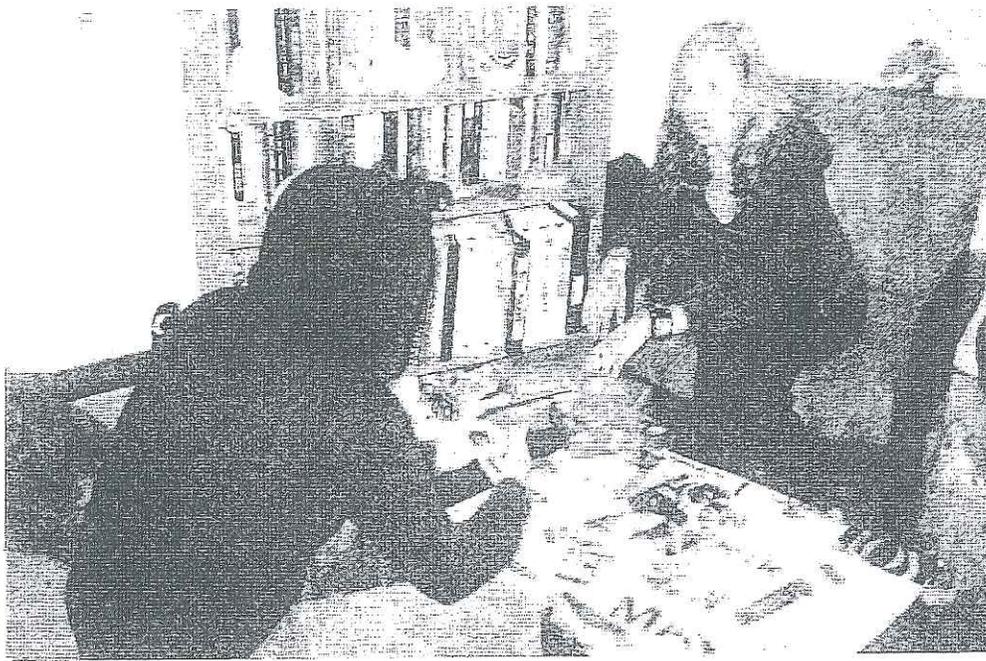
A number of other studies have examined the relationship between childhood trauma and justice involvement.

- Kilpatrick, D.G. 2003; Sprague, C. 2008; Maschi, T. *Unraveling the Link between Trauma and Male Delinquency: The Cumulative Versus Differential Risk Perspectives*. Social Work, 2006. This report found that between 75% and 93% of youth entering the juvenile justice system annually are estimated to have experienced some degree of traumatic victimization.
- Abram, K.M., Teplin, L.A., Charles, D.R., Longworth, S.L., McClelland, G.M., Dulcan, M.K. *Posttraumatic stress disorder and trauma in youth in juvenile detention*. Archives of General Psychiatry, 2004, 61: 403-410. This study of children held in a Chicago detention center found that more than half of them had experienced more than six traumatic events prior to their detainment.
- Stouthamer-Loeber, M., Wei, E.H., Homish, D.L., Loeber, R. *Which family and demographic factors are related to both maltreatment and persistent serious juvenile delinquency?* Children's Services: Social Policy, Research, and Practice, 2002, 5: 261-272. Lemmon, J.H. *How child maltreatment affects dimensions of juvenile delinquency in a cohort of low-income urban youths*. Justice Quarterly, 1999, 16: 357-376. These two studies reviewed the link between childhood maltreatment and juvenile justice involvement and

found that among urban males who experienced maltreatment prior to 12 years of age, 50% to 79% became involved in serious juvenile delinquency.

Nationally, there is a growing awareness of the negative effects childhood trauma has on the disproportionate involvement of youth in the justice system. In 2000, Congress established the National Child Traumatic Stress Network and funded the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services to create a network of stakeholders to raise the standard of care and improve access to services for children who have experienced trauma, their families and communities throughout the United States. In California, several foundations are exploring the effects of trauma on high-need youth, though none have yet to design an effort to test the impact of this treatment method. As stated in the Justice Policy Institute report referenced earlier, "...although there is growing recognition of the far-reaching effects of childhood trauma... a unified push for trauma-informed juvenile justice systems in states has yet to occur."

It is also important to acknowledge there are differences in the traumatic events that young men and young women experience prior to entering the juvenile justice system. One study cited by the Prison Law Office states justice-involved girls experience sexual and physical abuse at 200 to 300 times that of the national population, 93% had experienced



physical or sexual abuse, 63% had experienced both, and 76% had experienced at least one act of sexual abuse before turning 13 (Smith, Leve, & Chamberlain, 2006, 350).

According to a June 2007 brief developed by the National Center for Mental Health and Juvenile Justice, "While boys more often report witnessing violence, girls more frequently report experiencing violence."

Federal juvenile justice policy recognizes the developmental differences and treatment needs of justice-involved young men and women, and requires states to analyze and report on gender-specific services for the prevention and treatment of juvenile delinquency, including services for young women. Unfortunately, in California there is a glaring gap in girl-specific programming. A 2006 report from the California Administrative Office of the Court found that girls' programs are the least frequently available programs in the state, with less than 40% of all counties offering girl-specific programming. Consequently, girls entering the juvenile justice system often are placed in programs that were designed for boys and do not fully meet the developmental needs of girls.

As communities look to incorporate gender-responsive, trauma-informed care into local reform efforts, training, technical assistance and financial resources will be needed to incorporate this lens into jurisdictional practice and treatment. Without it, we will fail to address the root cause of why a young person enters the juvenile justice system

and greatly reduce the likelihood of that young person developing into a healthy, productive adult.

Developing a Wraparound Plan

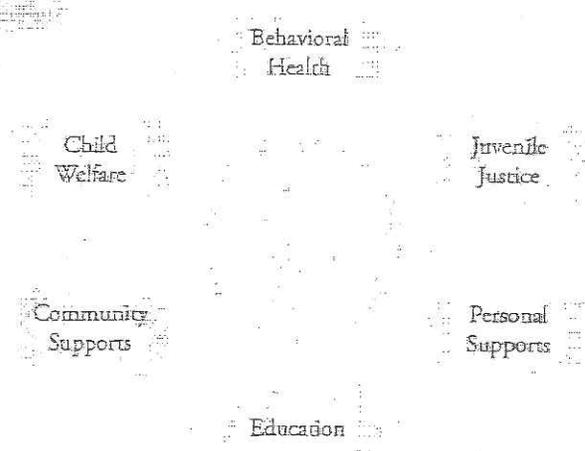
Since its early days as a new approach for serving challenging children and families, wraparound has been described as a philosophy, an approach and a service. More recently, wraparound has been conceived of as an intensive, individualized care planning and management process. It aims to achieve positive outcomes by providing a structured and individualized team planning process that results in plans that are more effective and more relevant to the child, family and community by being more holistic than traditional care plans. Through the team-based planning and implementation process, wraparound aims to develop the problem-solving skills, coping skills and self-efficacy of young people and family members. As importantly, there is an emphasis on integrating the youth into the community and building the individual's and family's social support network. Finally, the wraparound process should be strengths-based, including activities that purposefully help the child and family to recognize, utilize and build talents, assets and positive capacities, as well as opportunities to contribute those assets (National Wraparound Initiative, Portland State University).

Wraparound also represents a philosophy and value base that distinguishes it from more traditional approaches by emphasizing an ecological model, including consideration of the multiple systems in which the youth and family are involved, and the multiple community and informal supports that must be mobilized to successfully support the youth and family in their community and home. (Brums, E. J., Walker, J. S., Zabel, M., Matarese, M., Estep, K., Harburger, D., Mosby, M., & Pires, S. A., 2010. *Intervening in the lives of youth with complex behavioral health challenges and their families: The role of the wraparound process*. *American Journal of Community Psychology*, 46(3-4), 314-31.)

As outlined in *Renewing Juvenile Justice*, including wraparound as a design element will help to ensure children are not only served in a more comprehensive and coordinated manner, but also in the least restrictive environment necessary. It also preserves one of the most common lessons that has emerged from multiple studies on system-engaged youth: Maintaining, establishing, and sustaining relationships between system-engaged youth and their biological or adoptive family members is key to long-term success. This inclusive service model, which seeks to “wrap” youth and families with the full complement of services and culturally responsive community support they need, provides a potent catalyst for merging more specific interventions like trauma-informed care and youth development.

In conjunction with the innovative blending of trauma-informed care, youth development and wraparound service delivery, the Positive Youth Justice Initiative proposes to advance juvenile justice system policy and operational practice. In numerous case studies on management practice and organizational psychology, there are seemingly unlimited stories of good ideas failing due to poor implementation. To minimize this, we propose to strengthen the local infrastructure upon which the initiative will operate to afford it the best chance possible for success. Accordingly, we plan to support participating counties to:

- Design and implement uniform data collection and reporting systems throughout the continuum of their juvenile justice system. (Data-Driven Practice)
- Develop and implement validated screening and assessment tools to assess and to more accurately identify youths’ developmental service needs. (Evidence-Based Practice)
- Promote culture change within participating juvenile justice systems to normalize behaviors and set expectations required to sustain efforts that address disproportionate rates of minority contact and support the building of healthy, supportive and inclusive relationships with youth, their families and communities. (Cultural/Institutional Practice)



Implementation and Evaluation

As in past initiatives, Sierra Health Foundation has worked to strike a balance between being overly prescriptive and being overly vague with respect to design and implementation expectations of selected counties. Based on this experience, we plan to provide participant counties with resources to facilitate a one-year planning process. The approach allows flexibility and positions the counties to take advantage of local opportunities and respond to unique challenges, with the understanding that completed plans will describe how all four elements will be implemented. During this period, technical assistance in areas such as trauma care and response, data collection and use, disproportionate minority contact, and screening and assessment will be provided. Following the planning process, sites that meet yet-to-be-developed benchmarks will be awarded multi-year implementation grants.

Sierra Health Foundation will conduct an evaluation to review and document outcomes and lessons learned at each site. The evaluation will be participatory and developmental in its design, providing access to data at regular intervals throughout the program. This will allow mid-course corrections to occur and provide selected sites with information to support their success.

If evaluation data shows promising outcomes by year three, Sierra Health Foundation will consider extending the initiative for an additional two years.

Conclusion

Through an innovative combination of practice and operational components, the proposed design builds upon Sierra Health Foundation's recent youth development program and research to produce the Positive Youth Justice Initiative. This braiding together of four distinct, yet interdependent, design elements forms the basis of the initiative's thesis: Juvenile justice systems can better meet their public safety and rehabilitative goals by ensuring their most vulnerable youth achieve the behavioral and physical/mental health, academic and pro-social outcomes associated with healthy transitions to adulthood. This will be done by incorporating the use of data and evidence-based practices that treat the effects of trauma, promote positive youth development and deliver services in a holistic manner.

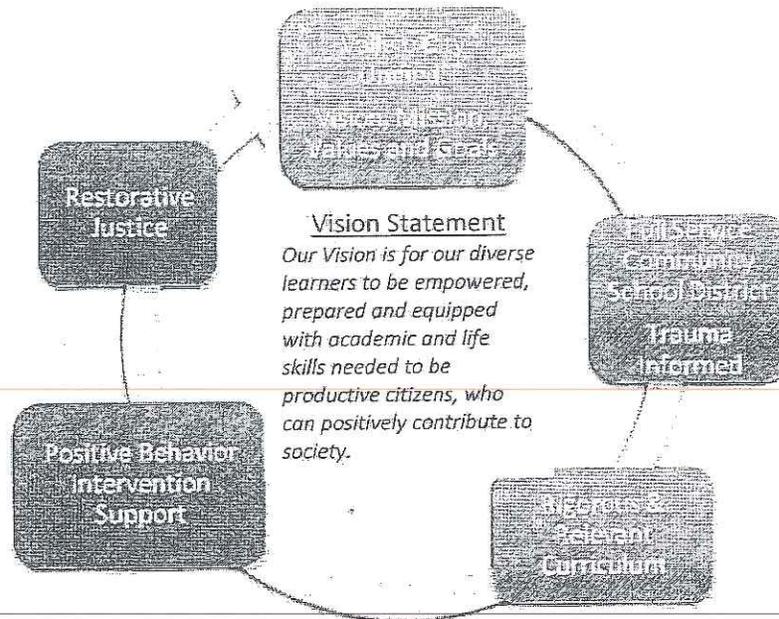
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Vallejo City Unified School District
"Equity, Excellence and Educational Effectiveness"

Dr. Ramona Bishop, Superintendent



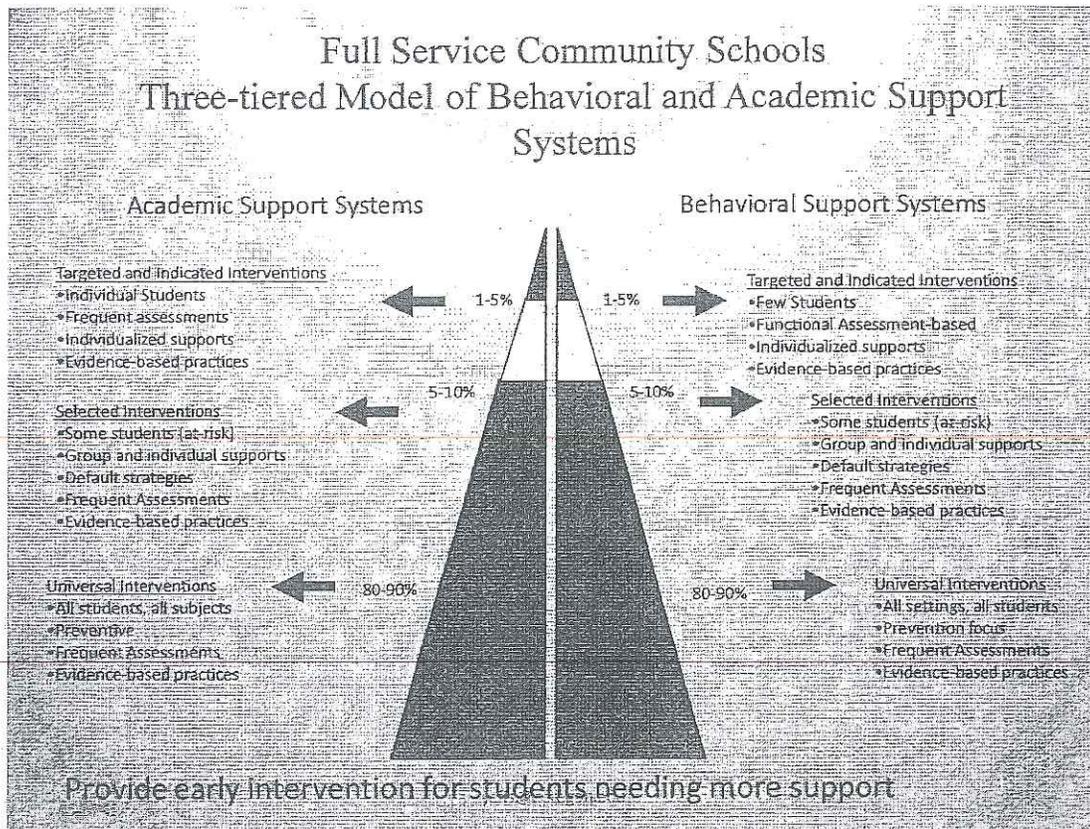
Mission, Vision, Values and Goals

The Vallejo City Unified School District's (VCUSD) Mission, Vision, Values, and Goals were developed through a collaborative Board listening sessions where we reviewed data and listened to the various stakeholder's in VCUSD as they shared their celebrations, challenges, and visions for the future and VCUSD's Mission, Vision, Value and Goals were adopted on July 13, 2011. The goals are aggressive, the execution demands shared responsibility, and the community is motivated to create the needed change.

Our District

Vallejo City Unified School District (VCUSD) is a district comprised of approximately 15,000 students. By 2015, Vallejo City Unified will be a Full Service Community School District. As a Full Service Community School District we will be able to address the needs of students at 13 elementary schools, 3 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation school, and 1 alternative education school. Full Service Community Schools is a collaborative that is built on many partnerships with community organizations that provide health care, mental health care, family support, and youth development support. Our goal is to bridge the gap between the community and schools to collaboratively address the needs of all students and their families.

Full Service Community School District



To begin transforming the Mission, Vision, Values, and Goals into reality we began by phasing in Full Service Community Schools. The purpose of establishing the Vallejo Full Service Community Schools Program (VFSCS) is to ensure students have clear pathways from Preschool to College and Career. The VFSCS program provides comprehensive academic, social, mental, and physical education services to meet student, family, and community needs.

The goal of the Vallejo Full Service Community Schools is to improve student academic achievement and well being through the offering of comprehensive high-quality services.

Positive Youth Justice Initiative

October of 2012, VCUSD, was awarded the Sierra Health Foundation: Positive Youth Development Initiative Planning Grant. Through this grant, we are designing a school system that will better support crossover youth (youth engaged in the child welfare and juvenile justice system). There are four design elements: Positive Youth Development, Trauma-Informed Care, Wraparound Service Delivery and Operational Capacity (school culture). The stakeholders contributing to the design of this system are: Solano County Probation, Solano County Mental Health & Child Welfare, Solano County Office of Education and Community Based Organizations. In an effort to improve health and social outcomes for crossover youth and students in general we are taking a proactive stance by having our faculty and staffs trained in trauma informed care.

Academic Support Systems

- All students passing the high school exit exam the first time
- All students graduating with A-G requirements met
- Achievement Gap eliminated

Rigorous & Relevant Curriculum

One of the goals of VCUSD is for every student to have clear attainable pathways to career and/or college success. To achieve this goal, our Middle Schools have a STEAM focus (Science, Technology, Engineering, Arts and Mathematics), and our high schools are Wall-to Wall Academies (W2W). W2W are college and career academies. Each high school has five college/career academies for students in grades 10-12. Each academy is a small learning community built around a college/career pathway—or sequence of courses. Course sequences provide students with several options upon graduation: career entry, articulation into community college, and/or college readiness for advanced study.

Jesse Bethel Academies	Vallejo High Academies
<ul style="list-style-type: none"> • Human and Public Service • International Finance • Biomedical • Green • Multimedia 	<ul style="list-style-type: none"> • Sports and Fitness • Visual and Performing Arts • Biotechnology • Green • Hospitality

District/School Culture and Climate

- Safe and supportive school environments for all students.
- Student attendance and enrollment rates increased
- Dropout rate significantly decreased
- Reduce referrals, suspensions and expulsions

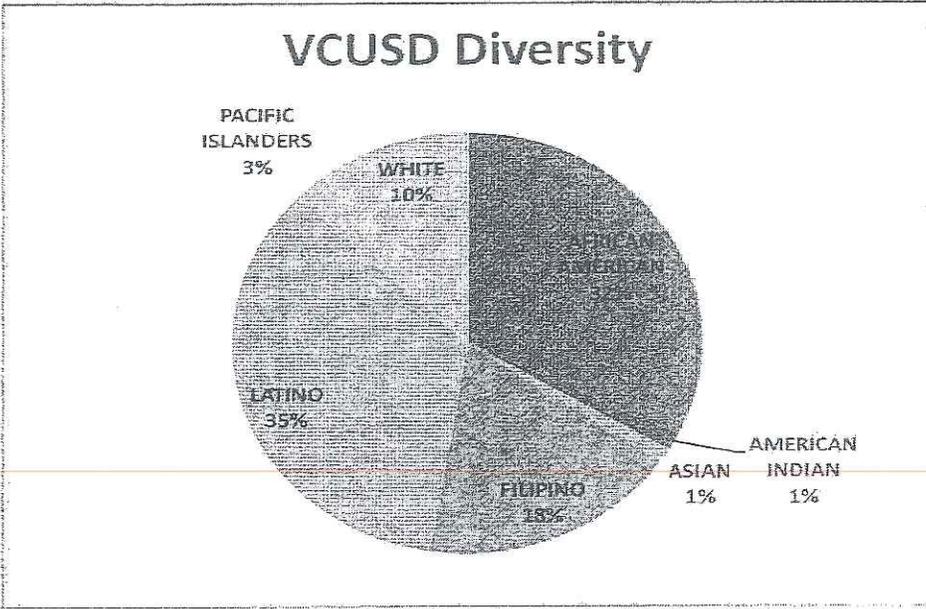
Positive Behavior Intervention Support

Since January of 2012, VCUSD has implemented this integrated system of school-wide, classroom management and individual student supports to improve behavioral outcomes for the students we serve and their families. To date, our discipline data has decreased, but we still have disproportionate data when it comes to our students of color.

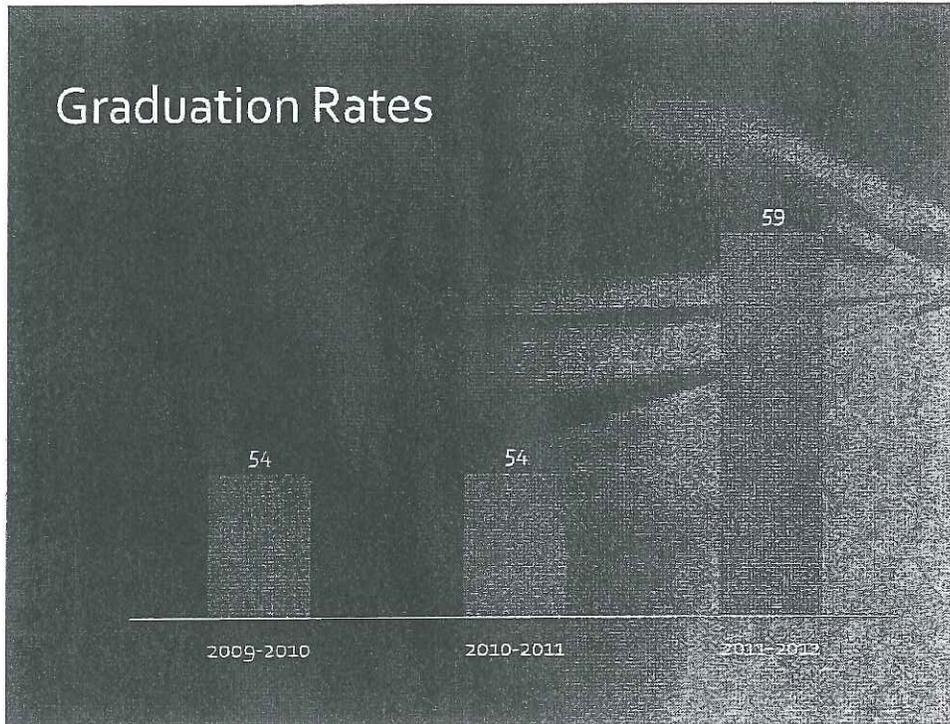
Restorative Justice

Since April of 2012, Restorative Justice is a set of principles and practices that sees crime and harm as violations of people and relationships. Instead of asking the questions: What was the rule? Who broke it? What is the consequence per the student handbook? A restorative school's students and staff ask instead: What was the harm? Who are all the people affected by it? What needs to be done to repair the harm for all affected parents, so everyone can get back to learning?

Appendix 1 - Student Diversity



Appendix 2 - Graduation Rates



Appendix 3 - Suspensions, Expulsions, Referrals

