

# SJ 2020

## SJ 2020 Recent Activities Briefing

September 2010



Table of Contents

3	Authors' Note
4	Summary of the Initiative
5	Community Education and Engagement
8	SJ2020 Metrics
9	SJ2020 Framework
10	SCCOE Activities
12	Collaboration with City Hall
13	Next Steps

Authors' Note

In the ten months since the announcement of the SJ2020 Initiative, the Santa Clara County Office of Education has engaged in a variety of activities designed to move the Initiative forward. This document gives a brief overview of those activities. Other organizations all across San Jose have also been working to move the Initiative forward and, while we do not address those in this document, their efforts have been, and will continue to be, invaluable as we address the civil rights issue of our time: the need to close the achievement gap.

For additional information on SJ2020, please contact:

**Don Bolce**

Program Director, Special Projects  
Office of the Superintendent  
Santa Clara County Office of Education  
1290 Ridder Park Drive MC 243  
San Jose, CA 95131  
Tel: 408.453.6877  
Email: [don\\_bolce@sccoe.org](mailto:don_bolce@sccoe.org)  
<http://www.sccoe.org/sj2020/>



follow **SJ2020** on Facebook at [www.facebook.com/sanjose2020](http://www.facebook.com/sanjose2020)

## Summary of the Initiative

### THE GOAL

It is the vision of the City of San José, the Santa Clara County Office of Education, school districts, charter schools, colleges, and business and nonprofit community agencies to join together to eliminate the achievement gap in San José by 2020. The “achievement gap” refers to the disparity in academic performance between two groups: lower-performing Hispanic/Latino and African-American students, and higher-performing Asian and White/non-Hispanic students.

### THE URGENCY

In the city of San José, over 40,000 students are not proficient in their grade-level skills; that’s nearly half of all public school students tested. A study by global consulting firm McKinsey & Company reports, “avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration.”

The economic losses to the City of San José due to dropouts are estimated at almost \$400 million over these students’ lifetimes. CEOs for Cities (a national network of urban leaders) asserts that, “across metropolitan areas, improving education levels could be one of the most powerful forces for improving income and economic well-being.”<sup>4</sup> Their research has found that for each 2% increase of the population with a college degree, there is a 1% increase in personal income growth; in San José, 12,052 additional degree holders would translate to an additional \$1.4 billion in aggregate personal income every year.

The achievement gap has personal, economic, and moral implications for a society committed to the ideal of equal opportunity. **This is the civil rights issue of our generation.** Do we stand by as 40,000 students fail to succeed in our schools and in our community, or do we declare that we will work together to fix the problem? There can be only one choice: We must focus our efforts on eliminating the achievement gap.

### THE STANDARD

This will be our standard of success: *All students will test as proficient or advanced on grade-level state assessments.*

### THE STRATEGIES

Although the goal is ambitious, it is attainable. In our local schools, there are examples where the achievement gap has been eliminated or significantly reduced. We will take the applicable

strategies from these schools and implement them city-wide. Utilizing local best practices and findings from national research over the last three decades, we know what must be done to close the achievement gap:

- Provide high-quality early learning programs that are accessible to all children that will prepare them to be successful in kindergarten
- Create a culture of success that includes high standards for all students
- Engage students in reflection and provide feedback to inform them of what they know and what they need to work on
- Recruit, develop, and retain high-quality teachers and effective leaders
- Use regular assessments to inform instruction
- Employ extended learning time strategies (i.e., longer days, longer school year, and preschool attendance)
- Involve parents in their children's education
- Utilize a multi-disciplinary approach and curriculum that is relevant to the real world, beyond high school (e.g., Career Technical Education)
- Unite the community to support students and families holistically

#### THE COMMITMENT

Eliminating the achievement gap will take the dedication and commitment of the City of San José, the Santa Clara County Office of Education, school districts, charter schools, colleges, and business and nonprofit community agencies. As long as each agency is willing to play its role in addressing the issue and working together, we will help every child in San José achieve in school and in life. All SJ2020 partners are expected to sign a Compact to Eliminate the Achievement Gap to affirm their commitment.

It is a bold vision, and it will take a bold commitment to realize it—a commitment to fundamentally change our culture, improve our practices, share and learn from one another, align resources, and work strategically to make San José the first large urban area in the nation to eliminate the achievement gap by the year 2020.

#### Community Education and Engagement

Since the SJ2020 Call to Action in October 2009, the Santa Clara County Office of Education has hosted several community forums and participated in numerous forums and presentations. These activities have been designed to increase SJ2020 planners' and participants' understanding of highly effective practices derived from other efforts to close the achievement

gap, build community awareness and support for the SJ2020 Initiative, and align the planned activities of SJ2020 with existing efforts in San Jose and Santa Clara County to improve student outcomes. A brief discussion of these efforts is presented below.

In January 2010, **Dr. Robert Marzano**, the leading education reform advocate, presented "*Getting Serious About School Reform*" focused on what research shows about educational practices demonstrating the greatest impact on improving student performance followed by breakout sessions for participants .

In April 2010, **Dr. Douglas Reeves**, an expert on sustainable improvements in the nation's most challenging schools presented "*Lessons from 90-90-90 Schools*" on the common educational practices found among highly effective schools that serve high-need students.

In addition, SJ2020 leadership participated in a number of related community forums and activities, including the **Forum Series on Institutional Racism and the Achievement Gap** sponsored by the Silicon Valley Education Foundation and the Community Foundation of Silicon Valley (Spring 2010) and **Pathways to Prosperity**, a program involving education and business leaders working to implement model career education programs in East San Jose (Winter, Spring 2010)

SJ2020 leadership also made presentations to community organizations on the Initiative including **San Jose Rotary** (February 2010), the **San Jose Early Childhood Commission** (March 2010). **San Jose Silicon Valley Chamber of Commerce** (April 2010).

We have also been involved in less formal outreach activities. These have included discussions with:

- **American Leadership Forum (ALF) - Silicon Valley** about the possible benefits of a Youth Forum on the achievement gap and efforts to facilitate community dialogue in a small group of schools.
- **Silicon Valley Education Foundation** about how SVEF initiatives support/align with SJ2020, and specifically about the foundation's diversity dialogues, Pathways, and East Side initiative.
- **Representatives of the business sector** to understand present business involvement with schools and programs that can support student achievement.
- **San Jose Promise**, a pilot initiative between the San Jose/Evergreen Community College District and the City of San that guarantees tuition and textbook support to all students in need who graduate from high schools in the city of San Jose.

In addition, we have been recruiting additional school districts, government agencies, businesses and community organizations to join the SJ2020 Compact and make a formal commitment to the Initiative. These now include:

Education Institutions	Government	Business	Community Organizations
<ul style="list-style-type: none"> <li>• Alum Rock</li> <li>• Berryessa</li> <li>• East Side High School District</li> <li>• Franklin-McKinley</li> <li>• Luther Burbank</li> <li>• Metropolitan Adult Education</li> <li>• Mount Pleasant</li> <li>• Oak Grove</li> <li>• Orchard</li> <li>• San José Unified</li> <li>• Union</li> <li>• Campbell Elementary</li> <li>• San José/Evergreen Community College</li> <li>• Foothill/DeAnza Community College</li> </ul>	<ul style="list-style-type: none"> <li>• San José City Council</li> <li>• First 5 Santa Clara County</li> </ul>	<ul style="list-style-type: none"> <li>• Applied Materials</li> <li>• Silicon Valley Leadership Group</li> <li>• San José Silicon Valley Chamber of Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• ALearn</li> <li>• California Association of African-American Educators</li> <li>• California Sixth District PTA</li> <li>• Kidango, Inc.</li> <li>• Kids in Common</li> <li>• New Teacher Center</li> <li>• San José Charter School Consortium</li> <li>• Silicon Valley Future Stars</li> <li>• Silicon Valley Community Foundation</li> <li>• Silicon Valley Education Foundation</li> <li>• United Way Silicon Valley</li> <li>• YMCA of Silicon Valley</li> </ul>

Further, we hosted series of **Community Engagement** meetings designed to inform the local stakeholder community about SJ2020 and get input on strategies focusing on SJ2020 Focus Areas. The meetings focused on *“Home and Community”* and *“College and Career Success”* (August 24<sup>th</sup> & 25<sup>th</sup>, 2010, respectively) and included representatives from more than 50 local organizations. Meetings on *“School and Classroom”* and *“Early Learning”* are planned for later in the year.

SJ2020 Metrics

Creating a series of top-line evaluation metrics, which can be used to track progress and demonstrate the effectiveness of the SJ2020 Initiative across the developmental continuum, has been a high priority of the SJ2020 Initiative. Through a series of meetings with the Mayor’s Office, district superintendents and community organizations, we have developed a set of primary metrics for SJ2020 and a framework for conceptualizing and organizing the work. Thirteen student outcome indicators, ranging from kindergarten readiness to the numbers of San Jose graduates completing undergraduate degrees, have been identified and will be used to monitor overall progress toward the goals of SJ2020.

The majority of these metrics are based on measures collected by the California Department of Education STAR testing system and so are high-impact measures for local districts and policy makers. The data for the post high school indicators (SJ Graduates enrolled in post-secondary, etc.) are less readily available and will require the development of new tracking systems.

<b>Indicator</b>	<b>Measure</b>
Kindergarten Readiness	School Readiness Assessment
3 <sup>rd</sup> grade ELA/Math	CST (California Standards Test)
5 <sup>th</sup> grade ELA/Math	CST
8 <sup>th</sup> grade ELA	CST
8 <sup>th</sup> grade Algebra – (by 8 <sup>th</sup> grade)	CST
10 <sup>th</sup> grade Math (Passed and Proficient/Advanced)	CAHSEE (California High School Exit Exam)
11 <sup>th</sup> grade ELA	CST
11 <sup>th</sup> grade EAP (Early Assessment Program)	Early Assessment Program
12 <sup>th</sup> grade A-G completion	CDE (California Department of Education)
High school graduation rates	CDE
SJ Graduates enrolled in post-secondary	TBD
SJ Graduates completing AA or certificate	TBD
SJ Graduates completing BA	TBD

We envision a tiered hierarchy of metrics with these primary metrics being supplemented by intermediate strategy and program goals connected to the strategies that will be implemented

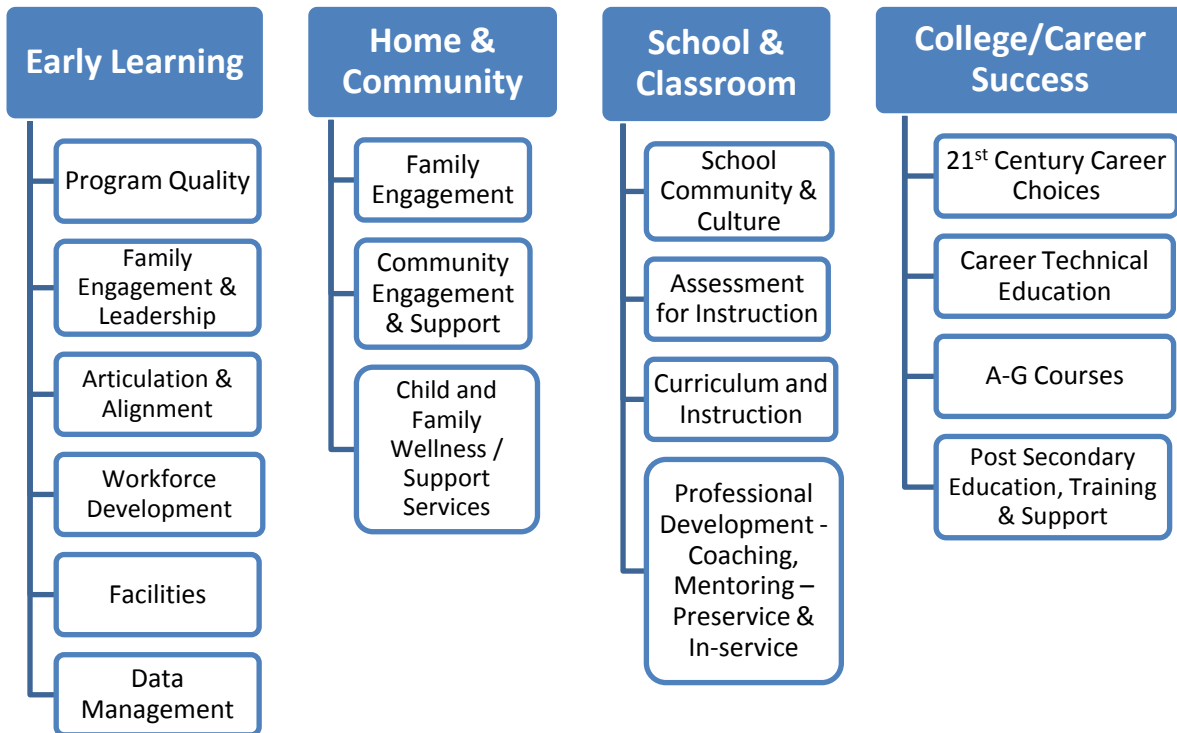
for each focus area, and to the programs that will be used by the various participating organizations to advance each strategy.

SJ2020 Framework

SJ2020 has four major focus areas:

- School Readiness/Early Learning
- Home and Community
- School and Classroom
- College and Career Success

Within each focus area, we anticipate that there will be a number of specific content areas with strategies developed through community meetings and work groups designed to improve program and practices. Possible examples of these content areas are presented below, although the actual areas will be developed during the community meetings and work group process. The aggregate effect of these improvements areas will be to move the Initiative forward in a more organic, collective and stakeholder-driven manner than could be achieved by “top down” control.



In addition to determining content area specific strategies, the community meetings and work groups will also identify the appropriate, second-tier metrics that will allow evaluation of how

effective these strategies have been in moving toward the Initiative goals and contributing toward improvements in the primary metrics.

### SCCOE Alignment

Over the last year County Office of Education staff has been engaged in activities aligned with the goal of SJ2020, across the focus areas described above. A brief discussion of these efforts is presented below.

**Education Services** - The Educational Services Branch has implemented a number of services and programs that align with and support the goals of SJ2020 and the School and Classroom Focus Area:

- ***District and School Leadership*** –The leadership development program provides multiple venues for practicing and aspiring administrators. All models have a strong focus on equity and access. Improving school leadership will have a significant positive effect on student achievement.
- ***Program Improvement and DAIT*** – SCCOE is a CDE-approved provider of program improvement and DAIT (District Assistance and Intervention Team) services to schools and districts that are classified as not meeting their adequately yearly progress targets or other indicators on the federal or state accountability reporting monitor system. Improving the performance of these lowest performing schools will disproportionately benefit students at the wrong side of the achievement gap.
- ***Assessment of, for, and as Learning*** – The Assessment and Accountability department works with teachers and administrators to understand, analyze and use data. Improved understanding of data and how its use can improve and individualize instruction will aid all students, but especially those who are currently academically underperforming.
- ***Curriculum Leadership Council (CLC)*** – The CLC features a collaborative community of teacher leaders in all content areas working to improve culture and practice at our schools. The CLC scope targets formative and summative assessments, learning objectives, alignment of learning tasks and grading practices. This year the CLC is focusing on the design of specific learning goals and tasks aligned to leveled and scaled cognitive levels of thinking.
- ***Response to Instruction and Intervention (RTI<sup>2</sup>)*** – The Educational Services Branch staff work with school teams to help them establish and implement systematic approaches to intervention and differentiation to meet individual student learning needs. Staff is also assisting these teams to implement a Positive Behavior Intervention Support (PBIS) in their schools.

- **Multilingual Programs** – The SCCOE Multilingual Programs Department offers training on various English Language Development and English Learner topics and supports the implementation of effective English Language Development programs. In addition, the department builds districts’ and schools’ capacity to increase the academic achievement of English learners through the use of a systematic approach to instructional planning and teacher coaching.
- **Parent Engagement** – This year the SCCOE will launch a major Parent Engagement initiative to provide training to district staff and parents to strengthen parent engagement with their children’s schools and education. This will include training and materials aimed specially for parents as well as professional development for school staff to increase their capacity to support and promote parent engagement.

**Career Technical Education** – The Career Technical Education department is working on several projects which align with and support the goals of SJ2020 and College and Career Success Focus Area:

- The CTE department has created a strategic action plan in collaboration with 13 school districts and 4 community colleges to increase CTE enrollment and programs across the city of San Jose and Santa Clara County. These programs have been shown to improve student engagement and achievement, particularly for students at-risk of academic underperformance.
- SCCOE has been awarded two \$100,000 grants to implement Career Pathways programs in “Design, Media and Arts” and “Construction Trades.” Both grants will be implemented at the SCCOE’s Novo Community School and will serve as pilot programs to demonstrate the value and importance of CTE programs for this high minority, at risk population.

**Early Learning Services** – The newly established Early Learning Services Department is working on several major initiatives that align with and support the goals of SJ2020 and the School Readiness Focus Area:

- **Franklin-McKinley School District.** The SCCOE is providing support to two large scale projects in the Santee-Fair Neighborhood:
  - *Franklin-McKinley Children’s Initiative* – With funding from the David & Lucile Packard Foundation, the Franklin-McKinley School District has begun a community engagement and planning initiative, modeled after the Harlem Children’s Zone.
  - The Early Learning Services Department has facilitated planning groups and the implementation of a Summer Academy for children entering kindergarten in fall 2010.
  - *Educare* – The Franklin-McKinley School, Santa Clara County Office of Education, and First 5 Santa Clara County have been invited to submit an application for the development of an Educare program in the Santee neighborhood. Educare is a high

quality program that provides intensive, pre-natal to kindergarten education and family support.

- **Early Learning Plan** – With funding from the Packard Foundation, the SCCOE convened and led a county-wide initiative to develop a Early Learning Master Plan. The plan has been completed and will be released this fall. This plan aligns existing early learning efforts with established community needs, begins the implementation process of a number of initiatives designed to improve early learning programs and practices county-wide, and establishes a framework for preschool-to-elementary curriculum alignment and articulations that will enhance this transition and increase the school readiness of incoming kindergarten students. This plan will provide the framework and foundation for the SJ2020 Early Learning Focus Area.

**Communication Services** – The Communication Services Department in the Office of the Superintendent has developed a comprehensive SJ2020 Communication Plan that will include a variety of media and content including web, speeches, newsletters, brochures, and events. An SJ2020 website update has been designed and an SJ2020 Facebook page has been created and online quarterly updates will begin in January 2011.

#### Collaboration with the City

SCCOE SJ2020 staff has been working closely with the Mayor's Office over the last twelve months. These efforts have resulted in a number of tangible products and future plans that will help to move the Initiative forward. These are described below:

**Resource Mapping** – In collaboration with SCCOE staff, the Office of the Mayor has engaged in a resource mapping effort, using online survey tools, phone interviews and the database of organizations and individuals that have submitted commitment cards or signed up on the SJ2020 website. The purpose of this effort was to collect geographical, capacity, current engagement and planned expansion data on approximately 450 community, educational and government organizations and individuals in San Jose that have expressed an interest in being involved in SJ2020. This effort began in early June, the initial data collection has been completed, and we expect to have preliminary Resource Map completed by early fall. This map will allow us to explore where the various community efforts are being made across the city, where there may be mismatches between supply and demand for particular programs, and to facilitate collaboration and synergy among the various organizations listed. We are also looking at models of how other cities or initiatives have compiled, used, and presented resource

mapping information and will use that information, as well as what we learn from this initial effort, as a basis for a more comprehensive Resource Mapping effort.

**E3/Gateways/STRIVE/Living Cities**– With City Staff we have been in conversation with other organizations that have created or supported similar, system wide efforts to improve educational outcomes. These have included the E3 program centered on Austin, Texas; the Gateways effort based in Oakland and STRIVE Cincinnati, about their various models and how we might apply their experiences to strengthen the SJ 2020 Initiative. The STRIVE initiative, in particular, is seen as a national model and is currently being replicated in a number of other cities/regions across the county. We are also engaged in discussions with the Living Cities collaboration on our likely technical assistance needs as the strategic planning needs of the Initiative increase.

#### Next Steps

Over the next three to six months SCCOE staff will continue the progress of the SJ 2020 Initiative through a wide range of activities. These will include:

- Continuing the community engagement and collaboration with other organizations
- Continued resource map development
- The development of a focus area strategies and metrics report
- Creation of the “baseline” report card
- Ongoing conversations with STRIVE and Living Cities
- Recruitment and initial meetings of Executive and Leadership committees
- Creation and constitution of focus area workgroups
- Resource development efforts, including funding applications