

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Debbi D'Angelo, Director, Evaluation and Assessment
DATE: May 22, 2013
RE: Plan to Accelerate the Achievement of African American Students – Strategies for 2013-2014

BACKGROUND INFORMATION

In recent years, the District and the City of Berkeley together with key community leaders have formalized an aggressive plan to close racial achievement gaps within the city by 2020. Parallel to the work of Berkeley's 2020 Vision, the Superintendent formed a District Equity Team to provide direction and support to the District as we seek to better understand the intersection of race/culture and schooling, and to create the conditions for equitable schools. As part of the Equity Team efforts, a common definition and statement of equity was adopted in an effort to clearly articulate the District's commitment to educational equity. This Equity Framework reads:

Educational Equity means raising the achievement of all students while eliminating racial predictability and disproportionality and narrowing the gaps between the highest and lowest performing student groups. Equity goes beyond equality where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally. The District's commitment to Educational Equity ensures that all students have full and open access to a challenging curriculum and are provided the support needed for academic success. Further, the District believes that Educational Equity requires cultural proficiency, which always impacts effective instruction and learning.

In addition to the Equity Framework, a set of core values were also adopted:

- We have the courage and integrity to create the conditions that will foster educational equity and excellence for all learners.
- All students can achieve when they are effectively taught how to learn and are held to high expectations.
- Schools will be excellent only when students of all racial/ethnic/cultural and socio-economic groups are achieving at their full potential.
- Each individual staff member must examine her/his own beliefs and assumptions with the goal of eliminating harmful practices to counteract the contemporary and historic impacts of racism and discrimination.
- School districts must examine institutional beliefs and effect systemic change in policies, practices, and structures that perpetuate inequities based on race and class.

Berkeley's 2020 Vision, the District Equity Team and the District's Plans to Close Achievement Gap have shown some early promise in producing better outcomes for our students. For example, all groups of students, including

English learners, socio-economically disadvantaged, and students with disabilities, as well as all ethnic and racial groups, demonstrated improved performance on the 2012 California Standards Tests and the Academic Performance Index, with African American students demonstrating greater gains than any other group at both the elementary and middle schools. However, even at our highest performing schools, the African American student group is the lowest performing group. The strategies outlined below are the next steps toward a more targeted and aggressive plan to address the plight of African American students.

Work Group

Beginning in January, 2013, a work group of BUSD staff and community representatives was convened in order to identify key areas of education and develop a plan to accelerate the achievement of African-American students. The need for this plan is based on the persistent gaps in student achievement. We are defining “achievement” broadly to encompass academic measures (including CST scores, local assessments, graduation rates, CAHSEE passage rates, special education designation, and grade point averages), as well as non-academic measures (such as attendance/truancy, discipline referrals, suspension and expulsion rates).

The development of the key focal areas, initial strategies and accompanying action steps took approximately three months. The recommendation to develop a District plan to accelerate the achievement of African-American students was presented to the Board in December with three status reports in January, February and April intended to keep the Board up-to-date on the progress to develop this plan. This report contains detailed recommendations for 2013-14.

Status Reports

On January 9th staff presented the goal of the three-month planning process, the make-up of the work group and an overview of the timeline and tasks for the work group.

On February 27th staff reviewed multiple forms of demographic and achievement data for African-American students in the District as compared to their peers and the decision to focus on the Middle School in 2013-14. The work group found that student achievement of African American students continues to lag considerably behind students who are not African American. Furthermore, the California Standards Test, attendance and suspension data show an increase in this glaring disparity as students move from elementary to middle school. Evidence supporting a focus on middle school included:

- An increase in the achievement gap between African-American and Non-African-American students between Elementary and Middle school
- The need to better prepare African-American students for high-school when the gap increases

- An increase in the number and percentage of discipline referrals and suspensions for African-American students in Middle School as compared to Elementary School
- An expressed need by African-American students in focus groups for tools to navigate Middle School, examine racial and social identity and become leaders
- A desire to build upon the progress that has been made to close the gap at the elementary level
- The decrease in parent engagement after elementary school
- A desire to focus on the Class of 2020, entering 6th Grade next year

On April 24th, staff provided a brief overview of local and national research cited at the end of this document, a summary of findings from student and parent focus groups and a community meeting. Staff reviewed four key focal areas that the work group recommended based on the achievement data and research; student, parent and community feedback; and best practices in Berkeley and similar districts. These key areas are:

- *Racial Identity*: Culturally-competent professional development on race and racial identity is necessary to examine and isolate race.
- *Classroom Climate*: A classroom climate that promotes fairness (equity vs. equality) and supports high quality teacher-student relationships creates an effective learning environment for African-American students.
- *Instruction*: Effective pedagogical practice involves in-depth knowledge of the students as well as the subject matter.
- *Support Systems*: In addition to performance goals, systems and structures are necessary to ensure that greater numbers of African-American students graduate high school prepared for success in college and their careers.

The work group used these key areas to propose high-leverage strategies with demonstrated success in improving outcomes for African-American students. On the pages that follow are four high-leverage strategies proposed for implementation in 2013-14 at our three middle schools. Each of these strategies includes the goal, rationale, accountability measure(s) and action steps with estimated costs. All strategies will be measured on the Equity Rubric included in the Appendix. Two additional K-12 strategies were recommended by the Work Group and they have been listed following the four strategies above.

1. *Racial and Cultural Competency*: Provide professional development for all middle school staff members to build foundational knowledge for infusing racially and culturally responsive practices into their work with students, families, and co-workers. Professional Development will be split into three

sessions and then embedded into the school environment, professional development and collaboration, school governance and family / community engagement throughout the year. The Academy sessions are described below:

Session 1: Staff will explore culture and diversity as it applies to educators, students, and families by exploring the influence of culture on individual identity development, everyday interactions, and educational experiences.

Session 2: Staff will examine racial and social power and privileges as they play out in society and in education. Staff will also explore how power and privilege disparities within schools create inequitable educational opportunities and outcomes for African American students, students whose first language is not English, students who are economically disadvantaged and students who are labeled with special education needs.

Session 3: Staff will study how to use culturally responsive pedagogy and practices to facilitate and support the achievement of all students by defining the dimensions of culturally responsive education, developing an understanding of how to create a culturally responsive classroom, and identifying features of culturally responsive curriculum.

Rationale: Equity Rubric Section 3, Student Centered Learning and Teaching. Student Focus Group Narrative Data Notes collected from middle schools, Pamela Harrison-Small.

Accountability Measures:

By June, 2014, provide Culturally Competency Academy to 75% of Middle School staff as evidenced by Academy participation list and evaluation.

By Spring, 2014, each Middle School will utilize three major culturally relevant teaching strategies with regularity in 90% of classrooms, facilitated by Equity Coaches and monitored by administrators, as evidenced by classroom observations, implementation checklist, and student / teacher pre-post implementation survey and focus groups.

By Spring, 2014, each Middle School will use the Equity Rubric to evaluate progress and will show growth by an average of 1 level on Section 1, *Equity / Anti-Racism School Governance*, Items I and IV; and Section 3, *Student Centered Learning and Teaching*, all items.

Cultural Competency Action Steps	Cost
July 2013- June 2014: Contract with the Berkeley Alliance to conduct six 3-day Cultural Competency Academies.	\$24,000
June- August 2013: Middle School certificated staff (including Principals, Vice-Principals, Special Education staff and Behaviorists) who have not attended a previous Academy, will attend a three-day Cultural Competency Academy provided in	\$21,000

the Summer. (70 teachers x 100/day x 3 days)	
Cultural Competency Action Steps (continued)	Cost
September – December 2013: Provide additional academy for certificated staff unable to attend Summer Session. (70 subs x \$175 / day x 3 days)	\$36,750
June– August 2013: Middle School classified staff who have not attended a previous Academy, will attend a three-day Cultural Competency Academy provided in the Summer. (Summer Pay)	\$2,500
September – December 2013: Provide additional academy for classified staff unable to attend Summer Session. (Class. Subs)	\$10,000
June, 2013 to June, 2014 Staff will complete a pre-post evaluation of the Site Equity Rubric, Section 3, <i>Student-Centered Learning and Teaching</i> .	No Added Cost
August 2013: Middle School Principals will work with the Cultural Competency Trainer to identify additional Equity Teacher Leaders for their site. (4 x \$2000)	\$8,000
September 2013- June 2014: Secondary Principal Meetings will embed a monthly focus on Cultural Competency and Response to Intervention and Instruction. In the Fall, this work will include the selection of universal instructional strategies for implementation, an implementation check-list, school-wide equity work and the focus of Wednesday Collaboration.	No Added Cost
September 2013- June 2014: Principals will coordinate with the Equity Teacher Leaders to lead implementation at the sites. The Equity Teacher Leaders and Family Engagement and Equity Supervisor will meet bi-weekly with Cultural Competency trainer to discuss and plan school-wide implementation, strategies for resistant implementers and the focus of Wednesday Collaboration.	No Added Cost
September 2013- June 2014: Middle-School Principals will dedicate one Wednesday Collaboration day / quarter for content-driven collaboration that includes: application and reflection on classroom implementation, school-wide strategies and engagement of parents and co-workers.	No Added Cost
June, 2014: The Family Engagement and Equity Supervisor (see Student Engagement / Mentoring Strategy) will coordinate student and parent focus groups and compare results to 2012-13 Work-group focus group results. (See Middle School Bridge Program)	No Added Cost
Total Cost for Cultural Competency	\$102,250

2. Response to Intervention and Instruction (RtI²) including a Positive Behavior and Intervention System (PBIS): Implement a continuum of academic, behavioral, and/or other intervention strategies for the Middle Schools by providing quality core instruction, early, targeted intervention and continually monitoring student progress. Please refer to the Appendix for the proposed RtI² flow-chart for Middle School implementation in 2013-14.

Rationale: RTI² is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. RTI² begins with high-quality, culturally responsive differentiated instruction, positive behavior and intervention systems, universal screening and on-going data analysis of all children’s learning in the general education classroom. References in research suggest that when students are not yet proficient despite high-quality core instruction and positive behavior support a team of educators must come together in a problem solving setting to identify the academic and behavioral needs of those students. This proactive approach is proven to keep struggling students engaged and connected to school and is cited as a “best practice” in BUSD schools as well as other districts and schools that have made progress in closing the achievement gap.

Accountability Measures:

By Spring, 2014, 80% of Middle School classroom teachers will use the RtI² model to inform and adjust instructional plans for all students and to identify students needing additional support as measured by use of data protocols in *Illuminate*.

Improve the performance of all middle school students while particularly focusing on African American students so that by Spring, 2014, 90% of African-American students score Below Basic or above, 80% of these students score Basic or above, and 60% of these students score Proficient or above on the District Common Core Reading Assessment.

By Spring, 2014, each Middle School will use the Equity Rubric to evaluate progress and will show growth by an average of 1 level on Section 1, *Equity / Anti-Racism School Governance*, Item III; and Section 3, *Student Centered Learning and Teaching*, all items.

By Spring, 2014, each RTI² teacher leader will use the site Response to Intervention and Instruction Self-Assessment rating tool to evaluate progress and will cite growth by an average of 1 level.

Response to Intervention and Instruction Action Steps	Cost
Summer 2013: Review assignments of District TSAs focused on RTI ² and PBIS and Behavior Specialists to assure that the Middle Schools are prioritized in their schedules.	No Added Cost

RtI ² Action Steps (continued)	Cost
Summer 2013: Use the Middle School RtI ² Teacher Leaders to lead implementation at the sites, collaborating with the site Principals to strengthen RtI ² at sites and facilitate grade level collaboration meetings with staff. The RtI ² Teacher Leaders will meet together bi-monthly and half of these meetings will include the Equity Coaches.	No Added Cost
Summer 2013: RTI ² TSAs will meet with BEA Director regarding needs in <i>Illuminate</i> . Director will work with <i>Illuminate</i> to assure all necessary assessments, protocols, the ability to create a student Individual Learning Plan and RTI ² class / student profile reports are available by August as a system for managing student data in <i>Illuminate</i> . BEA and PD Office will train teacher leaders to train staff on how to use these modules for effectively monitoring student progress with a focus on African American students. (\$1,000 cost for <i>Illuminate</i> Addition of RTI ² Module) (Hourly Pay)	\$1,000 \$600
Summer 2013: RTI ² Teacher Leaders will be trained by Professional Development staff on the BUSD RTI ² continuum and how to utilize a Professional Learning Community (PLC) model with 6-8 staff. Focus will be on how use data to identify gaps in curriculum, plan instruction with a focus on African-American students in need of additional support. (Summer Meeting: 4 x 150/day x 3 days)	\$1,800
August 2013: To assure consistent implementation, Middle School Principals will meet with the Teacher leaders and RtI ² Coach to identify the best RtI ² practices and Must Do's to develop a set of agreed-upon data discussion protocols. (4 x 3 Hrs. x \$35 / hr.). At this meeting, the RtI ² team at each site will be identified.	\$420
August 2013: BEA Staff will design a RtI ² Middle-School Report for teachers to use in <i>Illuminate</i> to better identify and monitor student academic and social needs. The report will be modified to ensure that as students are assessed, data are available for staff to analyze. BEA TSAs will provide on-going support and training for the Middle Schools in the use of <i>Illuminate</i> . Training will also include a formative assessment component with ongoing site support.	No Added Cost
September 2013: All students will take the Common Core Reading Universal Screener within the first two weeks of school. Based on results, a literacy diagnostic assessment will be administered to those who are identified.	No Added Cost
September 2013- June 2014: Release-time will be provided for RtI ² site team members to assure that all student referrals and interventions are documented using the <i>Illuminate</i> student RTI ² log. An Individual Student Plan will be developed for each Tier 2 and Tier 3 student. (1 day per quarter x \$175 x 8 subs)	\$5,600

RtI² Action Steps (continued)	Cost
September 2013- June 2014: Middle School Principals Teacher leaders will use the data discussion protocols to lead the review of site assessment data, identify gaps in instruction and assure a uniform effective screening and monitoring system exists for the site teams.	No Added Cost
September 2013- June 2014: Middle School Principals, Vice-Principals and RtI ² Teacher Leaders will meet quarterly with the Equity Teacher Leaders to work collaboratively to ensure that all RtI ² / PBIS processes are implemented with a culturally competent lens. (Hourly Cost for Teachers)	\$3,360
September 2013- June 2014: Secondary Principal Meetings will embed a monthly focus on Cultural Competency and Response to Intervention and Instruction. In the Fall, this work will include the selection of universal instructional strategies for implementation, an implementation check-list, school-wide equity work and the focus of Wednesday Collaboration.	No Added Cost
September 2013- June 2014: Middle School Principals, Vice-Principals will assure that one Wednesday Collaboration day per quarter will be dedicated to train and support teachers in utilizing district formative and summative assessments to identify students who need additional support and the research-proven, Common-Core aligned grade level interventions for these students.	No Added Cost
Positive Behavioral and Intervention Systems Action Steps	Cost
August 2013: Following the Cultural Competency Training, the school's classroom rules, procedures, and behavior management policies will be reviewed and possibly re-written with sensitivity towards all students' cultural and linguistic differences. Students will be made aware of cultural specific behaviors, values, and belief so they learn how to interact respectfully with students from all cultures.	No Added Cost
September 2013- June 2014: In alignment with PBIS training and RtI ² procedures, each middle-school will strengthen its positive behavior management program and expanding the list of alternatives to suspension, such as Restorative Justice, Alive and Free, Student Court, Counseling, Parent Shadowing, and other non-exclusionary practices.	No Added Cost
August 2013- June 2014: An additional Behavior Specialist, who will be assigned to the three middle schools .80 FTE, will work with staff to strengthen and institute practices aimed at improving student behavior.	No Added Cost
August 2013 – June 2014: Targeted ATOD counseling will be provided for students with alcohol/drug problems at all middle schools.	No Added Cost

August 2013- June 2014: There will be training for the Attendance Clerks, Vice-Principals and Counselors to work as a team to monitor attendance and follow up with those who are absent, using the SART/SARB process.	No Added Cost
Total Cost for Response to Intervention and Instruction	12,780

3. Middle School Bridge Program: Design a Middle School Bridge program targeting identified African-American students beginning with a 5th to 6th grade cohort at all three middle schools. Curriculum will focus on self-confidence, leadership, organizational skills and navigating Middle School.

Rationale: Research shows that providing quality core instruction, early, targeted intervention and continually monitoring student progress and extended learning time focused on student academic, social and health needs will prepare them for grade level and college/career success.

Accountability Measures:

Improve the performance of targeted students while maintaining the achievement of other students so that by Spring, 2014, 90% of students score Below Basic or above, 80% of students score Basic or above, and 60% of students score Proficient or above as measured by the District Common Core Reading and Math Assessments.

Improve the attendance of targeted students so that by Spring, 2014, 90% of students miss less than 10% of the school year (less than 18 days) and 70% of students have less than 5 daily unexcused absences.

Improve the behavior of targeted students so that by Spring, 2014, all students have reduced their suspension and incident rate by 50%.

Middle-School Bridge Program Action Steps	Cost
June 2013: The Director of BEA will identify a list of 5 th grade African-American students based on their academic performance, behavior and attendance for Elementary Principals who will submit their recommendations for this program to the BEA Office by June 14.	No Added Cost
June 2013: Qualifying Staff will be recruited and include one teacher from each of the three middle schools. Teachers will commit to the summer program and to serve as a .2 FTE “Case-Manager” during the school year. They will provide case management including targeted social/emotional and/or academic support services for identified African-American students including after-school mentoring / support classes for students. (Cost of Summer + .2 FTE x 3 = \$54,000)	\$59,775

June 7, 2013: Bridge Teachers and Director of BEA will attend a one-day Summer Training Conference in Oakland and then meet following the conference to plan a Summer Bridge program. (3 Subs x \$175)	\$525
By June 30, 2013: Families / Students will receive an invitation to participate via letter and personal phone call by school personnel and/or the Family Engagement and Equity Office. The district plans to enroll approximately 20 students per school.	No Added Cost
Middle-School Bridge Program Action Steps (Continued)	Cost
June 2013: The Supervisor of Extended Learning and Director of BEA will work collaboratively with Bridge Teachers to design an August program with a focus on self-confidence, leadership, organizational skills and navigating Middle School. (3 x \$150/day)	\$450
June 2013: The Supervisor of Extended Learning and Director of Berkeley Evaluation and Assessment will work with BUSD Transportation Department, City Agencies and 2020 Design Team to identify field trips including a challenge course and visit to Berkeley High School and U.C. Berkeley. (Cost of Bus)	\$800
June 2013: If they have not previously attended, Bridge teachers will agree to attend 3-day, June cultural competency training.	See #1
August 2013: The Summer Program will be held at each of the three middle schools during two-weeks in August. Principals / Vice-Principals / Teachers / Families / Students will sign an agreement that will include participation during the summer as well as participation in after-school workshops and mentoring opportunities. The contract will include an incentive to be determined supported by the Berkeley Alliance and Grant Funding. As part of the agreement, families agree to meet with Bridge teachers at least one time per quarter to build a positive relationship.	No Added Cost
August 2013: Early in the program, teachers will collect initial data on student perceptions about entering Middle School and future career and college aspirations.	No Added Cost
August 2013: Following the summer program, Bridge teachers will be trained in <i>Illuminate</i> by BEA staff and work with Site Administration to establish a system of tracking support services and interventions for targeted students.	No Added Cost
August 2013- June 2014: Bridge Teachers will coordinate with AVID teachers and Counselors and serve on the RTI2 team to assure coordination of social/emotional and/or academic support services for students.	No Added Cost
August 2013- June 2014: Bridge teachers will meet bi-monthly to collaborate with each other and the Supervisor of Extended Learning and the Director of BEA to review on-going data for students.	No Added Cost

March, 2014: Principals, Bridge Teachers, and Director of BEA will meet to evaluate success of the program to begin planning for 2014-2015.	No Added Cost
Total Cost for Middle-School Bridge Program	\$61,550

4. Student Engagement/Mentoring: Address the need for African American students to feel successful, actively engaged in the classroom and in school life, and on a pathway to success. Strategies will include effective mentoring and coordination of support services for targeted students.

Rationale: Research as well as BUSD schools and other districts showing success with closing the achievement gap identify mentoring as a proactive approach to keeping students engaged and connected to school.

Accountability Measures: (See Strategy 3)

Student Engagement/Mentoring Action Steps	Cost
July 2013: Contract with the Berkeley Alliance to hire and provide oversight for a Mentoring Coordinator of African American Student Engagement. (Cost: \$60,000)	\$60,000
August 2013: The Mentoring Coordinator and Bridge Teachers will meet to design case management protocols and coordination of support services for targeted African-American students to ensure that program and services are comprehensive, systemic, and integrated to address social/emotional and/or academic needs. (see Section 3)	As part of .2 FTE
September 2013: The Mentoring Coordinator will work with the Central District Office, UCB, City Agencies, BOCA, and other community agencies to identify mentors for Bridge students; each mentor will be paid a stipend of \$1,000 for the school year.	\$60,000
September 2013: The Mentoring Coordinator will work with Berkeley High School to identify High School Juniors and Seniors to serve as role models for identified Bridge students. High School students will receive community service hours.	No Added Cost
September 2013-June 2014: The Mentoring Coordinator will train and supervise mentors on how to support middle school students. Mentors will learn to log student interactions, work with Bridge teachers to track student (social and academic) progress and support students in navigating the Middle School environment.	No Added Cost
September 2013- June 2014: Mentors and High School students will meet at least weekly with targeted students and work collaboratively with Bridge Teachers to develop a strong system of social support.	No Added Cost
June 2013: The Mentoring Coordinator will convene focus groups to collect data on student attitudes towards racial identity and the institution of school, teachers and learning, their feelings about entering Middle School and future career and college aspirations.	No Added Cost
Total Cost for Student Engagement/Mentoring	120,000

Total Proposed Cost 2013-14 Strategies:

Strategy	Cost
Cultural Competency	\$102,250
Response to Intervention and Instruction	\$ 12,780
Middle-School Bridge	\$ 61,550
Student Engagement/Mentoring	\$120,000
Total Cost	\$296,580

Oversight Committee Monitoring and Evaluation: To assure on-going monitoring of strategy implementation, the Director of BEA will maintain on-going evaluation processes as outlined in the strategies. In addition, there will be quarterly oversight meeting with the Superintendent, Assistant Superintendent of Educational Services, Director of BEA, Site Principals, Executive Director of the Berkeley Alliance, Family Engagement and Equity Coordinator, Professional Development Coordinator, and Mentoring Coordinator. An annual progress report will be given to the Board of Education.

In addition to the four strategies focusing on Middle School, the group is recommending two additional K-12 strategies:

Family/Community Engagement: Convene an on-going African-American Parent Advisory Committee to establish systems and structures to engage African-American families as essential partners in supporting the academic achievement of their children.

Rationale: Building upon the work of the Parents of Children of African Descent (PCAD) and the District Equity Team's Equity Rubric, Section 2. Research supports the need for African-American affinity parent groups to engage with staff in the re-building of trust and to empower parents to navigate the school environment effectively. African-American Parent Focus Group Narrative Data Notes collected by Charity DaMarto and the Berkeley Alliance.

Accountability Measures: By Spring, 2014, the site will show growth by an average of 1 level on the Equity Rubric for Section 1, *Equity / Anti-Racism School Governance*, Item II; and Section 2, *Family and Community Partnership and Engagement*, all items.

Family and Community Engagement Action Steps

August 2013: The Family and Community Engagement Coordinator will convene an African-American Advisory Council inviting interested parents to participate.
--

Recruitment and Retention of K-12 Teachers and Administrators of Color: Strengthen the District's commitment to meet Goal IV, Strategy B in the Action Plan to Close the Achievement Gap: develop and invest in prospective and current K-12 teachers and administrators of color.

Rationale: The research shows the need for educators to become more conscious of the role that race and racism plays in school environments.

Note: Action Steps for identifying effective systems for recruitment and support systems for retention of teachers and administrators of color K-12 are being reviewed and evaluated at the end of June by the Human Resources Department in order to prepare to improve in this area for next year.

The research for implementing each of the proposed strategies are listed below:

Racial and Cultural Competency Research: *Desire to Learn*, Jeffrey Lewis, Ph.D. & Eunhee Kim, Ph.D.; *Who Really Cares - The Disenfranchisement of AA Males in Pre-K School*, Tyron G. Howard, UCLA; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *Toward a Critical Race Theory*, Gloria Ladson-Billings; *Race & Schooling of Black America*, Claude Steele; *Culturally Responsive Teaching: Theory, Research, and Practice*, Gay, G.; *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, Allyn and Bacon; *How racial identity affects school performance*, Noguera, P. A.

Response to Intervention and Instruction (RtI²) including a Positive Behavior and Intervention System (PBIS) Research: *Closing Achievement Gap*, P-16 Council, California Dept. of Education; *Reducing Disproportionate Minority Representation in Special Education Programs for Students with Emotional Disturbances: Toward a Culturally Responsive Response to Intervention Model*, Nancy Harris-Murri, Kathleen King, and Dalia Rostenberg, Arizona State University; *Getting It Right This Time*, Donna Walker Tileston; *Pyramid Response to Intervention*, Buffom, Mattos and Weber; *Learning by Doing*, Richard and Rebecca DuFour, Robert Eaker, and Thomas Many; *The right to learn: A blueprint for creating schools that work*, Darling-Hammond, L.; *Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process*, www.nccrest.org, Kozleski, E., & Zion, S., (2006)

Middle School Bridge Program Research: www.timetosucceed.com ; *Desire to Learn*, Jeffrey Lewis, Ph.D. & Eunhee Kim, Ph.D.; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *Toward a Critical Race Theory*, Gloria Ladson-Billings; *Race & Schooling of Black America*, Claude Steele; *The Urgency of Now*, Schott Foundation for Public Education; *The skin that we speak*. Delpit, L. Tatum, B.D; *Why are all the black kids sitting together in the cafeteria?; The achievement gap and the discipline gap: Two sides of the same coin?* Gregory, A., Skiba, R., & Noguera, P.

Student Engagement/Mentoring Research: www.otlcampaign.org pp.12-14; *The Pedagogy of Confidence*, Y. Jackson, Teachers College, Columbia University; *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton; *A Black Civil Rights Educational Agenda*, www.EducationIsACivilRight.com; *Building Racial and Cultural Competence in the Classroom: Strategies from Urban Educators*. Teel, K.M., & Obidah, J.E., (Eds.); *Preventing Disproportionality by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process*, www.nccrest.org, Kozleski, E., & Zion, S.

Family/Community Engagement Research: *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton; *Challenge the Status Quo*, Ivory A Tolson, Ph.D; *The Dream-keepers: Successful Teachers of African-American Children*, Gloria Ladson-Billings; *The Urgency of Now*, Schott Foundation for Public Education; *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies D.D.; *Cultural Proficiency: A Manual for School Leaders*, Lindsay, Robins, Terrell; *Creating a community of allies: How one school system attempted to create an active anti-racist environment*. Blumer, I. & Tatum, B.; *The achievement gap and the discipline gap: Two sides of the same coin?* Gregory, A., Skiba, R., & Noguera, P.

Recruitment and Retention of K-12 Teachers and Administrators of Color Research: *The Dream-keepers: Successful Teachers of African-American Children*, Gloria Ladson-Billings; *Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action*, Claycomb and Hawley; *Reimagining Race in Education: A New Paradigm*, Carter; *Too Angry to Leave: Supporting New Teachers' Commitment to Transform Urban Schools*, Quartz and the Teacher Education Program (TEP) Research Group. *We can't teach what we don't know: White teachers, multiracial schools*. Howard, D. R. Routledge; *Teacher's Guide for in the Shadow of Race: Growing Up As a Multiethnic, Multicultural, and "Multiracial" American*, Skiba, R. J., Simmons, A. D., Ritter, S., Gibb, A., Rausch, M. K., Cuadrado, J., & Chung, C. G.

DISTRICT GOAL

II. Strategies to Promote Student Success

POLICY/CODE

Board Bylaw 9000

FISCAL IMPACT

As indicated above

STAFF RECOMMENDATION

Approve the Plan for 2013-14 to Accelerate the Achievement of African-American Students.