



**2017**  
**BUSD Research Symposium**  
**Equity in the Bay: Making Our**  
**Schools Work for All Students**

Berkeley Adult School  
1701 San Pablo Avenue  
Berkeley, CA 94702

**January 21, 2017**  
**8:30 am to 12:30 pm**

**Co-sponsored by**

Berkeley Research, Assessment and  
Evaluation (BREA)

The Department of Educational  
Leadership at California State  
University East Bay  
And

Berkeley Schools Excellence  
Program (BSEP)

Special Thanks to:

**Trader Joes**

1885 University Avenue  
Berkeley for awesome  
refreshments

**Mo'Joe Cafe**

2517 Sacramento Street, Berkeley  
for delicious coffee

Thank you to  
Dr. Evans,  
Director D'Angelo &  
Dr. Saddler  
for their support.



## **Program at a Glance**

- 8:15 am     **Registration** Auditorium  
**Longfellow Jazz Combo**
- 8:45 am     Welcome & Opening Remarks
- 9:00 am     **Session I** Auditorium  
**Poster Presentation**
- 9:30 am     **Session II** 2nd Floor Classrooms  
PowerPoint Panel  
Presentations
- 10:35       **Session III** 2nd Floor  
Classrooms  
PowerPoint Panel Presentations
- 11:35-11:50 Break/Refreshments Auditorium
- 11:55-12:25 **Session IV** Auditorium  
**Berkeley High School  
Student Panel**  
Discussion: *Educational  
Equity in the Age of  
President Trump*  
Facilitated by Dr. Tasha  
Henneman

**9:00 am Session I Auditorium**  
**Poster Presentations**

**SES, Chronic Stress, and Executive  
Functioning Based Behavior  
Problems**

Jordan Karr, 3rd year PhD student in the  
School Psychology Program at UC Berkeley

**STE(A)M: Still Underrepresented  
And Left Behind**

Wanda Kurtcu & Yvonne White,  
Doctoral candidates, CSU East Bay

**The Psychometric Properties of  
English and Spanish Computer  
Administered Versions of the  
Asher Children's Loneliness Scale**

Katharina Klakus, Clinical Psychology Doctoral  
Student Roosevelt University, Chicago

**Closing the Academic  
Achievement Gap: A Case  
Study of a High Performing  
Public Charter School**

Lehi Victoria Dickey, California State  
University East Bay

9:30 am **Session II 2nd Floor Classrooms**

**PowerPoint Panel Presentations**

**Room 209**

**Denial of Access: The Impact of  
Linked Learning/California  
Partnership Academies in  
Preparing English Language  
Learners to Become College and  
Career Ready for Postsecondary  
Opportunities**

Dr. Cecilia Mendoza, California State  
University East Bay

**Effective Professional  
Development for Principals  
Leading Language Programs**

Stacey Vidal-Butler, California State University  
East Bay

## **Room 217**

### **Unequal Access to Success: The Underrepresentation of Students of Color Enrolled in Advanced Placement Courses**

Justin Young, California State University East  
Bay & Jefferson Union High  
School District

### **Redlining and Its Influence on Educational Opportunities in the School System: A Collaborative Auto-Ethnography**

Dr. Erika Emery, California State University  
East Bay

## **Room 210**

### ***Sometimes My Brain Tells Me to Be Bad: A study on the impact of using psychological theories with kindergarten boys who exhibit aggressive-disruptive behavior***

Devin Daugherty, Berkeley Unified School  
District

**Room 210**

**Critical Science Dispositions  
and Skills that Evolve in the  
Middle School Years**

Dr. Mac Cannady, University of California,  
Berkeley

**Implementing TOOLBOX:  
What Are Teachers Doing to  
Promote the Development of  
Student Social-Emotional  
Competence?**

Joe Roscoe, University of California, Berkeley

**Room 216**

**Trying to be Normal: The  
Effects of Special Education  
Identification**

Dr. Josh De Feo, Orinda Unified School  
District

**Identification of Students  
with Dyslexia in CA Public  
Schools**

Kathy Futterman, Mount Diablo Unified  
School District & California State University  
East Bay

**Room 211**

**Interrupting the  
Criminalization of African  
American Boys**

Dr. DiShawn Givens, Hayward Unified School  
District & California State University East Bay

**Academic Support Index**

David Stevens, Berkeley Unified School District

**Learning Time Differentials  
at the intersection of Race,  
Class and Place**

Dr. Kathryn Mapps, California State University  
East Bay & Berkeley Unified School District

**Room 212**

**Politics and Personal  
Responsibility: How parents  
in Berkeley, CA, choose  
beverages for their children  
in light of Berkeley's  
Measure D**

Tara Benesch, UCSF – UC Berkeley Joint  
Medical Program and Program in Medical  
Education for the Urban Underserved

**Room 212**

**Sugar-Sweetened Beverage  
Consumption among Youth  
in Berkeley**

Dr. Jennifer Falbe, University of California,  
Berkeley

**The UC-Berkeley Sleep  
Fitness Study: Working to  
Promote Healthier Sleep  
Patterns and Positive  
Functioning Among Urban  
Teens**

Marisa Westbrook & Dr. Emily Ozer,  
University of California, Berkeley

10:35 **Session III** 2nd Floor Classrooms

Session III is a repeat of Session II. Please refer to the  
schedule for Session II.

11:35-11:50 **Break**

Refreshments in Auditorium

11:55 **Session IV** Auditorium

Berkeley High School Student Panel Discussion  
**Educational Equity in the Age of President  
Trump**

Facilitated by Dr. Tasha Henneman

12:25 **Closing Remarks & Evaluation**

## **ABSTRACTS**

### **Politics and Personal Responsibility: How parents in Berkeley, CA choose beverages for their children in light of Berkeley's Measure D (Sessions II & III)**

Tara Benesch, UCSF – UC Berkeley Joint Medical Program and Program in Medical Education for the Urban Underserved

#### **ABSTRACT**

Sugar-sweetened beverages are the leading source of added sugars in the American diet, and frequent consumption of these beverages is associated with illnesses such as diabetes, obesity, cardiovascular disease, and tooth decay. In an effort to curb sugar intake, Berkeley, CA, passed Measure D, becoming the first city in the U.S. to implement an excise tax on SSBs in 2015. In order to understand how Measure D may affect children's health and thus design better policies and health campaigns, we must first understand how parents select beverages to serve their children, and how Measure D influences those decisions.

## **Critical Science Dispositions and Skills That Evolve in the Middle School Years (Sessions II & III)**

Dr. Mac Cannady, University of California, Berkeley

### **ABSTRACT**

Much research has discussed the pivotal and complex nature of science education during the middle school years. Declines in motivation towards science are likely and they can have large, lasting effects on formal and informal learning for middle schoolers. Which of these lasting effects can be influenced through changes in formal and informal science instruction? In other words, what are the important semi-malleable dispositions and skills (i.e., can be influenced but have long-term effects) at this age level? This presentation brings together quantitative and qualitative research on this topic within a larger coherent framework of Science Learning Activation (<http://activationlab.org>). Specifically, the presentation examines skills and dispositions that have important connections to science learning and career interest, providing new insights into: the contents that matter (e.g., what kind of valuing of science is relevant), why these contents matter (e.g., competency beliefs influence learning through classroom engagement but also informal science participation), and for whom these contents matter most (e.g., competency beliefs appear to be matter more for content learning in girls than boys). Finally, the presentation explores the nature of experiences that influence these dispositions and skills.

**Sometimes My Brain Tells Me to Be Bad: A study on the impact of using psychological theories with kindergarten boys who exhibit aggressive disruptive behavior.**

(Sessions II & III)

Devin Daugherty, Berkeley Unified School District

**ABSTRACT**

This study examines aggressive-disruptive behavior in kindergarten boys. The study focuses on four kindergarten boys, exploring (a) their self awareness and (b) the impact of teacher moves that draw on psychological models, such as growth mindset and the Collaborative and Proactive Solutions Model on students' self-perception and behaviors. The researcher uses qualitative data sources to study shifts in student mindset. Findings indicate that encouraging a growth mindset and using the Collaborative and Proactive Solutions Model support students who exhibit aggressive disruptive behavior in developing more productive school behaviors, even for extremely challenging students. Findings also imply that classroom climate, teacher language, knowing students deeply and teaching explicit skills and strategies can further support students.

**Trying to be Normal: The Effects of Special Education Identification** (Sessions II & III) Dr. Josh De Feo, Orinda Unified School District

**ABSTRACT**

Identifying students as learning disabled can lead to negative self-image, peer segregation, and skewed beliefs about academic ability. This qualitative study examined the academic and social effects that a learning disability identification had on individual, starting from the time they were identified to the present.

**Closing the Academic Achievement Gap: A Case Study of a High Performing Public Charter School** (Sessions II & III)

Lehi Victoria Dickey, California State University East Bay

**ABSTRACT**

It is commonly argued that the burdens of poverty have a negative impact on student achievement in US schools. Historically in the United States, efforts have been made by schools, politicians, and the government to address the ills of poverty and its impact in K-12 classrooms for racialized and low socio-economic (SES) students. According to Fletcher (2015), “African American and Latino working families are twice as likely as those headed by whites and Asians to be poor or low income; a gap that has widened since the 2008 recession” (p.1).

While there have been many research studies on the academic achievement of low achieving high poverty public schools, limited research exists on culturally relevant teaching (CRT) of low-SES and racialized students. This study will examine how a San Francisco Bay Area public school addresses the academic and social needs of its African American, Latino, and low-SES students.

## **Educational Redlining: A Dream Deferred**

(Sessions II & III)

Dr. Erika Emery, Hayward Unified School District

### **ABSTRACT**

Why is there a waiting list at the public school “across town?” Using a family’s home address to determine a student’s school placement mimics redlining tactics in real estate and limits educational accessibility. Critical Race Theory (CRT) provides a platform to challenge systems that perpetuate inequities that ultimately impact the educational experiences of specific races (Bell, 2004). Although research exploring the inequalities existing in the school system are plentiful, the conversation surrounding the impact one’s home address has on the decision making process of families is often overlooked. A multi-generational critical auto-ethnography of my own family may present authentic data as it relates to Black families’ experiences with educational redlining in Oakland, California. Inquiries were made to uncover what motivates parents to participate in the open enrollment process, even if the options to meet the needs of specific children are not available. An auto-ethnographic component provides additional insight into the generational impact educational redlining has on families.

## **Sugar-Sweetened Beverage Consumption among Youth in Berkeley** (Sessions II & III)

Dr. Jennifer Falbe, University of California, Berkeley

### **ABSTRACT**

Objective: To characterize sugar-sweetened beverage consumption, attitudes, and norms among youth in Berkeley. Methods: Surveys were administered to 5th, 7th, and 9-12th grade students in the Berkeley Unified School District during the 2016-17 school year. Items drawn from the CDC's Youth Risk Behavior Survey were used to assess beverage consumption. Results: Results will be presented overall as well as by grade and other student characteristics. Additionally, results from an evaluation of Berkeley's 2014 Measure D, which established a tax on sugar-sweetened beverages, will be presented.

## **Identification of Students with Dyslexia in CA Public Schools** (Sessions II & III)

Kathy Futterman, California State University East Bay & Mount Diablo Unified School District

### **ABSTRACT**

One of the key problems facing public education today is the need for early and accurate identification of students with dyslexia. Students with dyslexia in public schools have historically been largely ignored or under identified. California public school educators and administrators need to understand what dyslexia is and how to accurately identify those students as early as possible. The majority of students with dyslexia, if identified at all, are currently being identified only if they have been referred for special education and typically fall under the category of a Specific Learning Disability. This exploratory case study

proposes to examine how one large, diverse suburban school district in California is currently identifying students with suspected or identified dyslexia through the lens of special education. The potential social justice and equity impact of early and accurate identification of students with dyslexia in California public schools is critical with the possibility of reducing the number of students who end up being referred for special education, incarcerated, not graduating from high school, suffering from anxiety and depression, and having challenges acquiring and maintaining employment.

## **Interrupting the Criminalization of African American Boys** (Sessions II & III)

Dr. DiShawn Givens, Hayward Unified School District

### **ABSTRACT**

African American male students have been marginalized and criminalized for years in the American public school system, leading to low academic performances, low engagement in school, and high dropout rates. This study examined College Bound Brotherhood, a wraparound program in the Hayward Unified School District being implemented to interrupt the systemic failures of in the American educational system. According to Hayward High School, students participating in College Bound Brotherhood have shown positive outcomes in discipline, academic, and attendance data, and graduation rates have increased dramatically. Using a lens of labeling theory and minority threat theory, a case study approach was used to examine the lived experiences of African American boys enrolled in a case management program that have led to this growth. Findings revealed that building relationships, creating a college going culture, and parent empowerment was important in increasing student achievement and other positive outcomes.

Even though the program faced adversity, it was still able to set students on a path to college and a career, help them to build meaningful relationships with mentors, involve their parents in the school community and empower them, change their self-perceptions, and build their leadership skills and capacity. Keywords: Criminalization, deficit thinking, exclusionary discipline practices, case management

## **SES, Chronic Stress, and Executive Functioning Based Behavior Problems**

(Session I)

Jordan Karr, University of California, Berkeley

### **ABSTRACT**

An emerging body of literature suggests that the disproportionate levels of chronic stress experienced by children from low-socioeconomic backgrounds may help explain disparities in executive functioning ability between children with low-socioeconomic status (SES) and children with high-SES. In this longitudinal study, the relationship between SES and the development of executive functions (EFs) was tested using chronic stress as a mediator. Chronic stress was found to mediate the relationship between SES and EFs, as well as the relationships between other demographic variables and EFs, over time. These results have implications for interventions, future research, and policy.

# **The Psychometric Properties of English and Spanish Computer Administered Versions of the Asher Children's Loneliness Scale**

(Session I)

Katharina Klakus, Roosevelt University, Chicago, Illinois

## **ABSTRACT**

Loneliness in children is associated with emotional, social, academic, and physical difficulties and any child may experience it. However, some children are at greater risk of feeling lonely in schools, such as non-native English speakers. To assess for loneliness in this population, their first language should be considered, as it may be the language that they speak at home and in which they are more fluent. Furthermore, researchers suggest that for bi-lingual speakers, the first language may be more effective in the expression of emotions. They suggest that one's first language is more emotionally expressive than the second. This study assesses whether bilingual children express emotional concepts, such as loneliness, more effectively in their first language rather than in their second language. The research also measures how reliable and valid a computer-administered loneliness questionnaire is in English and Spanish. Specifically, bilingual children are asked to respond to a questionnaire both in Spanish and English and monolingual English speaking children are asked to complete the questionnaire in English. The Spanish and English responses of bilingual speaking children will be compared, as will the English responses of bilingual speaking children and monolingual English speaking children.

## **STE(A)M: Still Underrepresented and Left Behind (Session I)**

Wanda Kurtcu and Yvonne White, California State  
University East Bay

### **ABSTRACT**

The purpose of this poster is to bridge the needs of children with upper-limb differences and the development of a robust, project-based learning STE(A)M curriculum to engage marginalized students. Despite a national focus on science, technology, engineering (art) and mathematics (STE(A)M) in U.S. schools, the acquisition of a quality STE(A)M education, and the pathway to STE(A)M careers are out of reach for some high school students. At present, few urban schools have access to materials that are fully aligned to STE(A)M curriculum to engage marginalized students.

## **Learning time differentials: at the intersection of race and class** (Sessions II & III)

Dr. Kathryn Mapps, Berkeley Unified School District

### **ABSTRACT**

Cruz et al. v. State of California et al. (ACLU Foundation of So. California, 2014), a class action lawsuit on behalf of California students, correlated lost learning time to the academic achievement gap (Ferris, 2014). Carroll (1963) observed a correlation between the amount of time spent learning and academic achievement. This dissertation research theorizes that race/ethnicity, class, and place are indicators of students receiving insufficient learning time, particularly in the context of de facto segregated schools. Including race/ethnicity as indicators of low-income students receiving less learning time allows for the inclusion of learning time loss related to exclusionary discipline, which

disproportionately impacts Black and Latino students, according to both the California and Federal Departments of Education. Historically low-income Black and Latino students have been underserved by public schools. Looking at historical practices of educational exclusion through time might lead to the conclusion that less learning time is simply the latest example of exclusionary practices in education that contribute to the academic achievement gap.

**Denial of Access: The Impact of Linked Learning/California Partnership Academies in Preparing English Language Learners to Become College and Career Ready for Postsecondary Opportunities** (Sessions II & III)

Dr. Cecilia Mendoza, California State University East Bay

**ABSTRACT**

This research study investigated if Long-Term English Language Learners (LT-ELL) students are accessing Linked Learning College and Career Readiness Pathways to achieve the goals of the Common Core State Standards of being college and career ready. In the past, LT-ELL students have been unsuccessful in accessing quality core and technical curriculum that is college and career specific and provides the outcomes for successful transition to post-secondary education and/or career options. This study found that LT-ELL students continue to experience exclusionary practices and lack of access to Linked Learning/California Partnership Academy Pathways.

## **The UC-Berkeley Sleep Fitness Study: Working to Promote Healthier Sleep Patterns and Positive Functioning Among Urban Teens** (Sessions II & III)

Marisa Wstbrook and Dr. Emily Ozer, University of California Berkeley

### **ABSTRACT**

Insufficient sleep contributes to diverse health problems including depression, obesity, diabetes, driving deaths and all-cause mortality. The transition to adolescence shows a general decline in sleep. The contexts of adolescents' lives are changing rapidly, but little is known about how the wide array of factors in their social environments affect their sleep.

The UC-Berkeley Sleep Fitness study uses a social-ecological framework to investigate multiple factors affecting the sleep patterns of urban adolescents. The program was developed with extensive input from students to integrate sleep science and participatory approaches to intervention design. SF utilizes principles of evidence-based treatments (e.g. cognitive-behavioral therapy, motivational interviewing), adapted for secondary school settings. The overall study was conducted among 4 Bay Area public high schools.

For the BUSD Research Symposium, we will present baseline and post-program data from 9th graders at the participating BUSD high school: current sleep patterns, mental health outcomes, substance use, among other indicators. We will share an overview of our workshops and preliminary findings regarding factors that help and hinder the sleep health of Berkeley teens. These findings will also identify important areas for future research and intervention.

## **Implementing TOOLBOX: What Are Teachers Doing to Promote the Development of Student Social-Emotional Competence?** (Sessions II & III) Joe Roscoe, University of California Berkeley

### **ABSTRACT**

**Background and Purpose:** Well-implemented social-emotional learning (SEL) programs enhance social and emotional skills and promote academic success (Durlak & DuPre, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This study asks two questions: (1) How are teachers implementing TOOLBOX? (2) What implementation activities promote student social-emotional competence? **Methods:** Teachers in two school districts (BUSD and SLZUSD) responded to surveys to report their implementation activities. Students in SLZUSD were assessed at three time points to observe changes in social-emotional competence over time. **Results:** Among the many findings we have to share, we learned that 76% of BUSD teachers reported reinforcing TOOLBOX at least once a week, and 54% reported reinforcing TOOLBOX at least once a day. The number of times SLZUSD teachers reinforced TOOLBOX at mid-year explained 12% of the variance in end-of-year student social-emotional competence scores. **Implications:** Our findings celebrate the ways in which BUSD and SLZUSD teachers implemented TOOLBOX, and suggest that teachers can use TOOLBOX in a variety of ways to enhance their students' social-emotional learning.

## [The Academic Support Index](#)

(Sessions II & III)

David Stevens, Berkeley Unified School District

### **ABSTRACT**

With greater access to student data, there is an opportunity for more effective practices in educational practice, research, and evaluation. When attempting to address and discuss gaps in student performance, traditional disaggregation categories such as race, ethnicity, and gender contribute to stereotype threat and support harmful narratives. Additionally, categorical data has limited utility in practice where students exist along a continuum rather than in “buckets”. The Academic Support Index (ASI) is a tool that provides students with a measure of the degree of support they will need in order to maximize their learning potential. The ASI has multiple uses including providing context when looking at educational data, identifying and prioritizing students for intervention, and supporting the evaluation of programs by providing “apples to apples” comparisons across sites and over time. Related to the Adverse Childhood Experience study (Felliti, 1998) the ASI shows a dose-response relationship between the cumulative educational “headwinds” that a student faces and academic outcomes. Ranging from zero to eleven, the ASI can be thought of as both the quantitative measure of the amount of support a student will need as well as our obligation to provide that support. The ASI has shown strong correlation across a range of educational measures including Kindergarten screeners ( $R^2=0.85766$ ) to high school grade point average ( $R^2=0.95222$ ) and all the way through post-secondary degree attainment ( $R^2=0.94055$ ).

## **Effective Professional Development for Principals Leading Language Programs**

Stacey Vidal-Butler, California State University East Bay

### **ABSTRACT**

The role of the school principal is demanding in a variety of ways. School principals are faced with the daily challenge of balancing their roles of site manager and instructional leader. In order to effectively guide and support teachers in schools, school principals must receive meaningful, ongoing professional development to further their own professional understanding and learning. This is additionally critical for school principals leading schools with bilingual programs. This study will analyze and determine the type and frequency of professional development that school principals receive to lead schools offering language programs.

## **Unequal Access to Success: The Underrepresentation of Students of Color Enrolled in Advanced Placement Courses**

Justin Young, California State University East Bay & Jefferson Union High School District

### **ABSTRACT**

Students of color are largely underrepresented in Advanced Placement courses. This presentation introduces data and research which analyzes the causes of this underrepresentation and presents proposals grounded in research that will work to diminish this inequity, especially among African American student and Latino student populations.

# Notes

# Notes



**1947-2016**

**In remembrance of our friend and  
colleague Heidi Boley. You are missed  
but not forgotten. Rest in power, Heidi.**



**Berkeley**  
**PUBLIC SCHOOLS**  
Berkeley Unified School District