Our School-5(s)]TJETBT/F6 9.96 Tf1 0 0 57169.06 592.91 Tm-4( )]TJETBT1 0 0 4 354.06 592.91 Tm(ar)-2(e)-2(v-4(-2(sl c-4(e)4(n)-er4(l)-10(s)4( )-14(o)-5(f)4(co)15ce))4(m

Page 2 of 73

§ 15497. Local Control and Accountability Plan Introduction:

Our Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Our Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child s education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equ-2(s an)-6(d)-4(C19@rco5 f1 0 0 1 630.58 7.02 298.61 Tm-4(u)-ate t)ional ouoesinstudenFas.

Background

Œl o Ç h v] ( ] ^ Z } } o] • š Œ] š [• &dÀlàencě • Œ š P] ' } o • (} Œ

In keeping with our mission of inspiring and enabling success for ALL students, five strategic goals have guided the district priorities, actions, and allocation of resources. These five goals, summarized below, have guided our efforts to identify best practices and close the achievement gap. We have directed professional development toward using data to drive decisions, and provided access to better online evaluation and assessment tools that have helped in the identification of best practices. The focused efforts are showing improved outcomes for all student groups (by ethnicity and by special circumstance) on key indicators of student achievement.

<u>The 2020 Vision</u>

Just as the Five Strategic Goals for Excellence have guided the work of the Berkeley Unified School District Board, district leadership, and school site leaders, the   Vision for Berkele s Children and Youth has galvani ed communit -wide commitments to end the disparities in academic achievement that exist along racial lines among children and youth in Berkeley. The foundational belief of the 2020 Vision work is that improving educational outcomes for under-served students improves outcomes for all students. Equity and academic excellence work in tandem and both are priorities in our schools.

to know and be able to do from kindergarten through high school. These more rigorous standards have necessitated the use of new curricular materials and assessments, the integration of instructional technology, and computer and digital literacy for students. Raising expectations for all students is intended to

<u>Section 1: Stakeholder Engagement</u>
The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how communit input informed the LCAP It is through the engagement of representatives from all of the district s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

State Priorities

Basic

Section 1: Stakeholder Engagement

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update Note that the LEA s goals related to the state priorities contained in Section 2 are to be described separately in that section; and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

    1)

Involvement Process	Impact on LCAP

English Learner Reclassification Rate
Longitudinal Advanced Placement Pass Rate
Student Engagement
School attendance and chronic absenteeism rates and the
disproportionality of attendance rates for African-American students
Longitudinal High School Cohort Graduation and Dropout rates
Other Student Outcomes
Longitudinal performance on the Teacher s College Reading and
Writing Project (TCRWP) Assessment
Progress on local assessments in Mathematics
School Climate
Longitudinal school suspension rates and the disproportionality of
suspension rates for African-American students
- Performance bi-annually on the California Healthy Kids Survey (CHKS)
District family and student school climate surveys
Parent Involvement
Efforts to seek family input

Involvement Process	Impact on LCAP
LCAP was shared at a joint meeting of the PAC/DELAC in late April, and the two groups met informally in early May as a working group to jointly write comments on the first draft.	opportunity to work with a budget tool which gave them $2.4 million to allocate. Those results were analyzed both separately and together.

Involvement Process

LCAP was shared at a joint meeting of the PAC/DELAC in late April, and the two groups met informally in early May as a working group to jointly write comments on the first draft.

The new Educational Advisory Committee, composed of administrators, staff and teachers from the elementary, middle and high schools, met in parallel with the PAC and DELAC, until the final meeting on May 15, 2014, at which the EAC, PAC and DELAC met together to discuss the second draft LCAP.

Community Focus Groups

The district also worked with parent and community partner organizations to form focus groups representative of the students in our key subgroups. The groups included Berkeley Organizing Congregations for Action (BOCA); Parents of Children of African Descent (PCAD); Building Opportunities for Self Sufficiency (BOSS); Bay Area Hispano Institute for Advancement (BAHIA); A Better Way, an organization that oversees the Foster Youth program; Families in Transition, for Homeless students, as well as meetings with groups of students at Berkeley High School. Focus groups were provided data on disparities in key areas such as test scores, literacy at third grade, attendance, suspensions, and English Learner proficiency, and were asked to provide suggestions for improving Student Achievement, School Climate, Student Engagement, and Family Engagement.

Communication

An LCFF/LCAP webpage was created on the BUSD website to keep the broader community updated on meetings and provide minutes from PAC and DELAC meetings. In addition to the dedicated webpages, meeting announcements and updates on the LCAP development were provided in the district s biweekl email newsletter, the A+ news, sent to all district staff and over 7,500 community members in both English and Spanish. A Google Group was created for the PAC and DELAC as a repository of all the materials and presentations from meetings.

> W ^ W o] v > v Ptuve Bummar Æs

To help readers navigate unfamiliar terminology and acronyms, two glossaries were created in English and Spanish one as a guide to LCFF and LCAP terms, and one as a guide to BUSD educational programs. For a Community Forum in late April, a chart was created in English and Spanish, summarizing the essential components of the LCAP in terms a framework that began with the

Impact on LCAP

opportunity to work with a budget tool which gave them $2.4 million to allocate. Those results were analyzed both separately and together.

Top Priorities

The

Involvement Process	Impact on LCAP

needs that had surfaced in the consultation process, the three

Section 2: Goals and Progress Indicators

each

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school s budget that is submitted to the school s authori er pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals				What will be different/improved for students? (based on identified metric)	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate ^ o o _ (}Œ pupils.)	School(s) Affected ~ /ɗ] š ^	Anal -ysis of Prog -ress		

Our Students Need College and Career Goals: College and career counseling and high school courses meaningfully connected to life goals.

Metric:
Planning - College / Career (CTE) Plan completion for the Class of 2018

On-Track towards College / Career - Beginning with the Class of 2014, Transcript Evaluation Service (TES On-Track to College Career Report

Graduation - Graduation Cohort Report (State Targets)

Goal 1.5: College and Career Planning for highest risk students
As a component of a preK-12 college going culture, 100% of targeted 9th grade students (in noted subgroups) will identify a post-secondary college/career plan, be enrolled in appropriate college and/or career prep courses and tracked throughout high school using the individual Transcript Evaluation Service (TES) report.

The percentage of 9th-12th graders in targeted subgroups completing a-g courses with a C or better will increase by 5% annually as measured by the TES on-track towards a-g completion report.

Goal 1.6: Graduation Success
By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified student subgroups will increase by at least 2% annually until they1 0 0 1 181.wach 90% or mor

	LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.							

Our Students Need Great Teachers: Caring, committed, collaborative, exemplary teachers who use diverse teaching strategies and represent student body

Metrics:
Profe( )]TﬃT EMC

Our Students Need Social-Emotional Skills and Mental Health:
Social and emotional tools for students to be ready to learn

Metric:
New CCSS K-5 Report card (RC) section: Toolbox social and emotional domains

California Healthy Kids Survey (CHKS)

Goal 3.1: Social-Emotional Skills and Mental Health
Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually.

Students in K-12 will receive social-emotional supports

Our Students Need Full Engagement with School:
Positive support and effective discipline that keeps them in the classroom learning

Metric:
Annual State Suspension Report

Goal 3.3: Positive Supports, Effective Discipline
The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorcah the participation in

					TBD based on District Survey reporting on School Connected-ness	75% or More from CHKS and District Survey reporting School Connected-ness	75% or More from District Survey reporting School Connected-ness	
Our Students Need Schools and Families to Partner: Families feeling welcomed and connected and able to support the educational success of their students

Metrics: CHKS School Connectedness Survey, Family Engagement Coordinators logs Family Connectedness Survey | Goal 3.4: Family Partnership Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more.

The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system. | English learners

African-American

Latino | Districtwide: All K-12 Schools | | Connection Log: 319 targeted families at 11 schools | Connection Log: 335 targeted families at 11 schools | Connection Log: 352 targeted families at 11 schools | |

Section 3: Actions, Services, and Expenditures

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these e penditures can be found in the LEA s budget Actions ma   describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA s budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g.,

| Goal 1.1: Credentialed teachers | A1.1 Continue to ensure all teachers are qualified and appropriately credentialed. | Districtwide: All K-12 Schools | Ade: 12y All |
| Goal 1.2: Implement new State Standards | A1.2 Provide professional development to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology. | | |

	Reader s and Writer s Workshop).		Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel
			Source: $106,000 in BSEP $61,000 (CCSS) $44,000 (Title I, Title II)
Goal 1.3: Grade Level Literacy	A1.4 Improve districtwide, best practices in three-tier model of literacy instruction and intervention with additional RtI^2 (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.	Schoolwide: Pre-School All Elementary and Middle Schools	Actions/Services: Provide certificated staff for all K-5 schools to support the implementation of RtI^2. Provide one part time district RtI^2 certificated

Goal 1.4:
Grade Level
Math
Proficiency

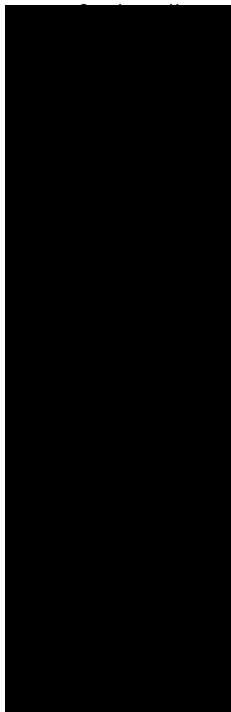|						
LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.						

Goal 2.1: Cultural & Linguistic Relevance	A2.1 Develop teacher and staff cultural competence and

Goal 2.1:
Cultural &
Linguistic
Relevance

A2.2 Ensure

Goal 3.2:
Consistent
Attendance

A3.2: Ensure
regular,
individual
contact with
high-risk
students by
increasing
staffing that will
oversee all
academic and
social
interventions,
implement a
new system to
connect students
to the

Goal 3.3:
Positive
Supports,
Effective
Discipline

			Districtwide: All K-12 Schools		Actions/Services: Train Site Incident Managers to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system	Actions/Services: Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system	Actions/Services: Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system
					No Expense: Training will occur during scheduled meetings	No Expense: Training will occur during scheduled meetings	No Expense: Training will occur during scheduled meetings
					Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit	Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit	Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit
					No Expense: Departments of Student Services will monitor data	No Expense: Departments of Student Services will monitor data	No Expense: Departments of Student Services will monitor data
Evaluation of LCAP Programs: Ensure all LCAP Goals are meeting the needs of the identified sub-groups through on-going, consistent evaluation and reporting.		A3.5: Actively monitor progress in achieving the LCAP goals with the dedication of a Teacher on Special Assignment (TSA) position in the Research and Evaluation Office.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Hire a TSA to monitor progress on achieving LCAP goals. Expense: Certificated salary SourceTJETQq396.89 73.5(		

coaching/lesson modeling with one full time literacy coach for each K-5 school

B1.2: For Low Income and English Learners: Extend the school day with small group ELA instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices.

Goal 1.4: Grade Level Math Proficiency		B1.4: For Low-Income students: Extend the school day with small group instruction to students in grades K-12 before and after school with classroom teachers using research-based intervention practices.	Districtwide: All K-12 Schools				Actions/Services: Provide before and after school intervention classes for low income and English Learner students Expense: Teacher hourly Source: See Action Step B1.2

Goal 1.5: College and Career Planning for highest risk students

		ELD Teacher on Special Assignment (TSA) who will provide training, coaching and support to ELD teachers as well as TWI, Bilingual and mainstream teachers to ensure students make progress towards English fluency.			Expense: Certificated Salaries Source: $92,200 (Title I, II and III)	Expense: Certificated Salaries Source: $92,200 (Title I, II and III)	Expense: Certificated Salaries Source: $92,200 (Title I, II and III)
LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes and ready to learn. Goal 3.1: Social-Emotional Skills, and Mental Health		B3.1: For Low-Income and Foster Youth: Provide					

Goal 3.3: Positive Supports, Effective Discipline	B3.2: For Low Income Students and Foster Youth: Develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension with the guidance of a Behavioral Specialist.	Districtwide: All K-12 Schools and Pre-schools
	B3.3: For Low Income Students and Foster Youth: Continue the Alive and Free Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.	Schoolwide: Berkeley Technology Academy Targeted Secondary School students at Berkeley High School
	B3.4: For Low Income Students and Foster Youth: Provide	Schoolwide: Berkeley High School

case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension.	Expense: No additional cost , services provided on campus intervention staff and Dean of Students	Expense: No additional cost , services provided on campus intervention staff and Dean of Students	Expense:

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5

Alive and Free: Program designed to keep young people alive and free, unharmed by violence and free from incarceration. Their goal is to provide young people with opportunity and support to build positive lives for themselves and to move into contributing roles in society.

AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students

AVID

Appendix B: **LCFF and LCAP: Some Key Terms**

ADA: Average Daily Attendance   the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index   a measurement of a school s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K

Parent Advisory Committee (PAC)

2/6	Orientation, Data Elements and School Climate
2/20	District Goals, Data, Student and Family Engagement
3/6	Budget Proposals and Survey Results
3/20	Review Goals and Redefine Priorities
4/24	Review of Draft LCAP
5/8	PAC/DELAC Working Group: Comments on Draft LCAP
5/15	Review Second Draft LCAP

District English Language Advisory Committee (DELAC)

2/6	Orientation, Data Elements and School Climate
3/6	Overview: School Climate and Student Engagement
3/13	Best Practices and Survey Result
3/20	Review Goals and Refine Priorities
4/24	Review of Draft LCAP
5/8	PAC/DELAC Working Group: Comments on Draft LCAP
5/15	Review Second Draft LCAP

Superintendents Budget Advisory Committee (SBAC)

12/17	LCAP Overview
2/11	LCFF Budget, School Climate and Family Engagement
3/11	Student Achievement and Proposals with Cost analysis
3/11	First Draft LCAP
5/27	Second Draft LCAP

Educators Advisory Committee and Principals (EAC)

1/15	Review of LCAP Eight State Priorities
2/4	LCFF/LCAP Overview
2/21	Secondary Principals Discuss Priorities
3/3	Priorities with Budget Analysis
3/17	Proposals with Cost Analysis
4/15	Draft LCAP

School Governance Councils

10/24	Orientation and Training for Parent Leaders
2/13	Principals Present LCAP Overview

BSEP Planning and Oversight Committee (P&O)

1/14	LCAP Overview
1/28	LCFF, BSEP and Class Size Reduction (CSR)
2/11	LCFF Budget, Family Engagement and School Climate
3/11	Student Achievement and Proposals with Cost Analysis

Community Focus Groups

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
	College and Career Ready at Graduation		
MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond	Goal 1.4: Students will demonstrate grade level proficiency in math with Eighth Grade performance		

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
Safe, Welcoming and Inclusive School Climates			

SOCIAL-EMOTIONAL TOOLS and
MENTAL HEALTH:
Social

îìîì s]•]}v (}Œ   Œl o Ç[• Z]o Œ v v z}µšZ

Goal: To end the racial predictability of academic success in Berkeley's public schools by the year 2020

Collective Impact Framework
- Approach for solving complex social problems
- Common goals and shared vision
- Shared responsibility and accountability
- Collaborative effort
- Structured process and decision making

Cradle to Career Approach
- Pipeline from birth to post-secondary

Key Indicators
- Kindergarten Readiness (Measured by the Kindergarten Universal Screener)
- Proficiency in Reading by the 3rd Grade
- Successful Completion of 9th Grade Math Standards
- College and Career Readiness
- Attendance
- Disproportionality of Police Contacts
- Disproportionality of Suspensions/Expulsions
- Student Engagement (As measured by the California Healthy Kids Survey)

2020 Design Team Membership:
Berkeley Alliance Executive Director; City of Berkeley: Mayors Office and You

As part of the needs assessment process indicated in Section 1, a needs assessment was conducted to determine which data-

A

Goal 3.4: Family Partnership
Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more.

The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

CHKS School Connectedness Survey

Family Engagement Coordinators intervention logs

Family Connectedness Survey

New Metrics: District Family and CHKS Student reporting on School Connectedness

There were 126 families at 6 schools who had

Appendix G:

Berkeley Unified School District
Equity Strategy Framework

District Adopted Definition of Educational Equity: *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.

Our Equity Mission:
As a District committed to educational equity and excellence for all learners, we will **eliminate racial and other demographic differences in achievement, while we improve achievement for all students** by:

examining individual and organizational beliefs and changing practices to counteract the contemporary and historical impact of racism and discrimination

implementing district policy to support systemic change

allocating funding at both the district and school based level to fulfill the objectives laid out within this framework

Our Equity Objectives:
1. All schools will welcome and support all of our students and their families by prioritizing a focus on equity, ensuring customer- friendly service, and providing language access.
2. All BUSD staff will develop and consistently demonstrate *cultural competence*.
3. Each member of our District community will develop and demonstrate the will, skill, and knowledge to create systemic change that results in equitable schools, as demonstrated by high levels of achievement for all BUSD students.
4. Students of all racial/cultural groups will realize their potential for personal, social, and academic achievement in BUSD schools.
5. All learning experiences in the Berkeley Unified School District will be racially integrated, *culturally relevant*, and personally challenging.

The Core Beliefs That Guide Our Equity Work:
ƒ We have the courage and integrity to create the conditions that will foster educational equity and excellence for all learners.
ƒ Educational equity means raising the achievement of all students while narrowing the gap between the highest and lowest performing student groups.
ƒ Equity goes beyond equality where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally.
ƒ Educational equity requires *cultural proficiency*, which always impacts effective instruction and learning.
ƒ All students can achieve when they are effectively taught how to learn and are held to high expectations.
ƒ Schools will be excellent only when students of all racial/ethnic/cultural and socio-economic groups are achieving at their full potential.
ƒ 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.
ƒ School districts must examine institutional beliefs and effect systemic change in policies, practices, and structures that perpetuate inequities based on race and class.
ƒ The future of our democracy depends upon our will and skill to effectively educate all children.

Section 2 (con): Family and Community Partnership and Engagement

Quality Indicator ™ Not Evident

A

Rating scale Key:
Not Evident - We are just beginning to work in this area.
Developing - We have done some work, but have a long way to go.
Competent -

A