

ACT: A standardized college admissions test measuring what you learn in high school to determine your academic readiness for college.

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

ALD: (Academic Language Development) - Classes for LTELs at the secondary level to further their English Language Development

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

AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle"

BAS: Berkeley Adult School

BEARS: (Berkeley's Excellent Academic Road to Success) - before and after school academic support enrichment program held at several elementary school sites

BHS: Berkeley High School

BREA: Berkeley Research, Evaluation and Assessment Department

BSEP: (Berkeley Schools Excellence Program)– funds provided by a local parcel tax to the Berkeley Schools

BTA: Berkeley Technology Academy (continuation school)

BUSD: Berkeley Unified School District

CAASPP: (California Assessment of Student Performance and Progress)

CATEGORICAL: Funds from the state or federal government for specialized

programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: (Common Core State Standards) - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CDE: California Department of Education

CELDT: (California English Language Development Test) used to assess students to establish English language proficiency (replaced by ELPAC)

CHKS: California Healthy Kids Survey

CM: (Constructing Meaning) - A process and a set of tools for teachers to weave explicit language instruction into content area teaching to better support academic achievement by English Learners

COE: County Office of Education

CoS Team: (Coordination of Services Team) - A team of site leaders, teachers, and other staff that oversee interventions for students

CPT: (Career Pathways Trust) - A state grant solely for the purpose of establishing or expanding career pathway programs in grades nine through fourteen (community college) intended to prepare students for high-skill, high-wage jobs in emerging and growing industry sectors in the local or regional economy.

CTE: (Career Technical Education) Education programs directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use

EAC: Educator Advisory Committee to the LCAP

EL: English Learner

ELA: English-Language Arts

ELAC: English Learner Advisory Committee for LCAP (site-based)

ELD: (English Language Development) Direct instruction for Eng. Learners.

ELPAC: English Language Proficiency Assessments for California which replaced the CLEDT

ESY: (Extended School Year) - extended academic and support services provided for Students with Disabilities outside of the school-year calendar

ETLs: Equity Teacher Leaders - Provide support to teachers in moving the equity work forward at their school site

FTE: Full Time Equivalent Teacher

FRL: (Free and Reduced Lunch) - In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

FY: Foster Youth

IEP: (Individual Education Program) - written document that is developed for students who are eligible for special education based on a qualifying disability

LCAP: (Local Control Accountability Plan) - A three-year plan that describes the school district’s key goals and specific actions (with expenditures) the

district will take to achieve the goals and the means (metrics) used to measure progress for English Learners, Low Income, and Foster Youth

LCFF: (Local Control Funding Formula) – California’s school finance model for allocation of state funding to local school districts

LI: Low-Income (see **FRL** for specific guidelines)

LLI: (Leveled Literacy Intervention) - an intensive, small-group, supplementary literacy intervention for students who are reading below grade-level, provided by Literacy Teachers, Rti2 Teachers, and other staff

LTEL: (Long-Term English Learner) - a classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency

MTLs: Math Teacher Leaders - Provide support to teachers around common core math implementation at their school site

NGSS: (Next Generation State Standards) -

OFEE: (Office of Family Engagement and Equity) - Help schools to create a welcoming environment for all families and increase involvement of marginalized parents. Provides targeted support to families in need of academic, behavior, and emotion support

PAC: Parent Advisory Committee for LCAP

PBIS: (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture

PD: Professional Development

PLC: (Professional Learning Communities) - is a group of teachers and staff that meets regularly, shares expertise, and works collaboratively to improve

teaching skills and the academic performance of students

PSAT: (Preliminary Scholastic Assessment Test) - a standardized test administered by the College Board taken by 10th and 11th graders as a measure for college readiness also used as a National Merit Scholarship Qualifying Test

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

RJ/RP: Restorative Justice/Restorative Practices - A set of peacemaking practices that build relational trust and provide alternatives to punitive discipline.

RR: (Reading Recovery) - A 1:1 reading intervention primarily for 1st Graders reading significantly below grade-level

Rtl²: Response to Intervention and Instruction. **Rtl² Teacher:** Guides each school's RtI2 program which includes case management, diagnostics, direct interventions, and progress monitoring of students

SARB: School Attendance Review Board

SAT: (Scholastic Assessment Test) - a standardized test administered by the College Board as a measure of college readiness for admission to college

SBA: (Smarter Balanced Assessment) - computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards for English-Language Arts/Literacy (ELA) and Mathematics

SED: Socioeconomically Disadvantaged

SpEd: Special Education; term replaced often with SwD (students with disabilities)

SSSS - (Superintendent's Super Science Saturday) Targeted instruction in science, technology and math during out of school time in a supportive and fun setting for unduplicated students in Grades 1 - 5

STEM: Science, Technology, Engineering, and Mathematics

SUBGROUPS/STUDENT GROUPS: The LCAP targets different student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learners (EL) Low Income (LI), or Foster Youth (FY) counts toward funding of an additional 20 percent of the base rate. The count must be "unduplicated", meaning an EL, LI or FY may only be counted once, even if belonging to more than one group.

SwD: Students with Disabilities (Formerly noted as SpEd, or Special Education)

TES: Transcript Evaluation System

Toolbox: Social and emotional learning curriculum that fosters the development of resilience, self-mastery, and empathy in students.

TCRWP: (Teacher's College Reading and Writing Project) English Language Arts curriculum for grades K-5

TK: Transitional Kindergarten

TSA: Teacher on Special Assignment

UNDUPLICATED STUDENTS: CDE uses this term in describing who "supplemental" funding is targeted for. Can be found in describing a specific action or service is targeting, the term "unduplicated" refers to those students who are English Learners, Low Income and/or foster youth.

(Counted only once)

Goal One: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to success.

Action	Description	18-19 Total Funding	18-19 Supp. Funding	%	Description of Program Service to Unduplicated Students
1.4S	Teacher RtI² Leaders	\$1,976,520	\$899,290	45%	Provide certificated staff for TK-8 schools (proportional to size) to support the implementation of RtI ² . Provide one part time district RtI ² certificated Teacher on Special Assignment to serve as a coordinator. The RtI ² Teachers serve and log students receiving intervention in Illuminate to inform further interventions or next steps.
1.5S	Math Coaches and 9th Grade Math Coordinator	\$355,300	\$225,720	63%	Support math teachers in grades TK-12 with implementation of Common Core math standards and the international math pathway at the high schools by providing professional development and coaching for teachers to better serve unduplicated students.
1.6S	Math Support	\$276,512	\$276,512	100%	All 3 Middle Schools as well as BHS will have intervention math classes to serve unduplicated students to bridge the disproportionality of academic performance. The 3 schools with the highest number of unduplicated students (Sylvia Mendez Elementary, Thousand Oaks Elementary, and Longfellow Middle School) will receive additional FTE to specifically provide additional target interventions in Math.
1.7S	Super Science Saturdays/Be a Scientist	\$70,000	\$70,000	100%	Provide Science, Technology, Engineering and Math (STEM) activities outside the school day for unduplicated students in Grades 1 - 5 through the Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science. Nearly 100% students served are unduplicated. The Be a Scientist program serves all 7th graders in delving deeper into NGSS standards through the scientific process.
1.9S	Literacy Teacher Leader	\$831,400	\$264,600	32%	Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time Literacy Teacher Leader for each TK-5 school. 75% of the over 500 students served by the Literacy Teacher Leaders in either the Leveled Literacy Intervention (LLI) and Reading Recovery (RR) are Unduplicated students with approximately one-third served identified as English Learners also needing support with reading.
1.10S	After-School Academic	\$120,000	\$120,000	100%	Sites will submit innovation plans in ELA or Math and the action / service will take place in 4-6 week cycles with pre and post assessments to support

	Innovation (TK - 8)				students in a flexible grouping model before they fall behind. Programs must serve unduplicate students and be able to measure growth according to pre-post tests.
1.12S	AVID	\$215,180	\$215,180	100%	Expand AVID (Advancement via Individual Determination), which now includes 76% AVID eligible students, to increase access to postsecondary education. 67% of the 318 Gr. 7-12 students in AVID are in the unduplicated subgroup. There are no English Learners in AVID so all of these students are Socio-Economically Disadvantaged (either low-income or no high-school diploma) which is a main metric in qualifying for AVID.
1.13S	High School Bridge	\$152,250	\$152,250	100%	Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, and after school class, skill development, and mentoring. 70% of the Bridge students are in the unduplicated subgroup. Less than 1/6th of the students are English Learners.
Total Supplemental Allocation for Goal One					\$2,223,552

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

Action	Description	18-19 Total Funding	18-19 Supp. Funding	%	Description of Program Service to Unduplicated Students.
2.4S	Recruit and Retain Teachers of Color	\$60,000	\$60,000	100%	Increase capacity to leverage partnerships with local teacher credentialing programs to attract student teachers and teachers who are African-American and Latino, and then support and retain these teachers with a dedicated part-time specialist. Teacher on Special Assignment will recruit, retain and support teachers of color to serve primarily as role models for unduplicated students.
2.5S	Classified Teacher	\$40,000	\$40,000	100%	Provide selected classified employees with an interest free loan to complete

	Pathway				a teacher credential in math, science, special education or bilingual education.
2.6S	English Language Development (ELD) Teachers	\$966,200	\$966,200	100%	Provide daily direct instruction in English Language Development (ELD) to all English Learners by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students. 100% of students served by the English Language Development (ELD) Teachers are English Learners (EL) and counted as unduplicated students.
2.7S	ELD TSA (TK-8)	\$57,733	\$57,733	100%	The ELD TSA will provide coaching and support to ELD teachers, TWI, and Bilingual teachers to ensure students make progress towards English fluency.
Total Supplemental Allocation for Goal Two					\$1,123,933

Goal Three: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are ready to learn.

Action	Description	18-19 Total Funding	18-19 Supp. Funding	%	Description of Program Service to Unduplicated Students.
3.2S	BHS Intervention Counselors	\$203,000	\$203,000	100%	Intervention counselors provide on-going socio-emotional support and academic monitoring for focal students during the transition to high school through the 11th grade for a total caseload not to exceed 240 unduplicated students. Specific supports include facilitating connections to school-based support programs as needed including the Parent Resource Center, Alcohol or Drug Counseling, Restorative Justice programs, Student Learning Center, Health Center, Student Leadership, and site and community-based academic support programs. Intervention counselors also serve as advocates for focal students with the students' teachers and administrators.
3.3S	Restorative Practice PD	\$30,000	\$30,000	100%	SEEDS will provide professional development for Middle School RJ Counselors and TK-8 Positive School Climate Teacher leaders on Restorative Practices to support the unduplicated students on their caseloads.
3.6S	MS RJ Counselors	\$311,912	\$311,912	100%	Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices, restorative circles, professional development for teachers and staff, and student workshops and providing

					case management of a group of identified unduplicated students. The counselors log interactions with students and the support they are referred to (if any) to monitor their services.
3.7S	Behavioral health services (TK - 5, BTA)	\$143,000	\$143,000	100%	Increased behavioral health services support students dealing with trauma and other emotional issues provided by either a district behaviorist or outside agency based on site choice
3.8S	Coordination School-Based Services (K-8), (9-12)	\$121,875	\$121,875	100%	The Coordination of School Based Services Team is the development of a multi-tiered system of support, principally targeting the unduplicated students at the site needing academic or behavioral intervention.
3.9S	Bay Area Peacekeepers	\$30,000	\$30,000	100%	The Bay Area Peacekeepers Program serves as an alternative to expulsion or mandatory suspendable offenses. Nearly 100% of students participating in BAPK in 2016-17 are unduplicated students.
3.10S	RJ Coordinators (BHS)	\$164,000	\$164,000	100%	There will be two Restorative Justice (RJ) Coordinators at BHS to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension, with a focus on unduplicated students
3.11S	Family Engagement Coordinator	\$686,368	\$322,875	47%	The Family Liaisons are given a list of targeted students in the fall. They partner with families to support their children's education through collaborative connections, referrals, and parent education to address particular communication and support needs.
3.12S	School Climate Teacher Leaders	\$75,000	\$75,000	100%	School Climate Teacher Leaders will support the integration of school climate initiatives of Positive Behavioral Intervention Services (PBIS), Toolbox and Restorative Practices. They will plan, facilitate, and provide direct support at the site for implementation of the positive school climate initiatives. This includes coordinating meetings as well as gathering essential data to progress monitor the fidelity of interventions and student outcome data, with a focus on unduplicated students.
3.13S	African American Student Success Program	\$130,000	\$130,000	100%	The project manager would supervise support providers who would provide intensive check-in, monitoring, and general support services to students to a pre-identified cohort of 7th, 8th, 9th, and 10th graders at each school site. Each cohort, based on our preliminary review of outcomes, could be in the range of 50 students at the middle school and 100 students at the high school.

3.14S	African American School Success Welfare & Attendance Position	\$158,000	\$158,000	100%	Provide 2 Student Welfare and Attendance positions as part of the an African-American Student Success Program to provide intensive support around students needs and attendance for an identified group of African-American students in Grades 7 - 12.
3.15S	BHS LEAP	\$101,500	\$101,500	100%	Builds structure for in-school advisory classes and case management program within smaller more personalized high school structure for the new universal 9th grade. Class and advising will exclusively target unduplicated students with academic and social/emotional supports.
3.16S	McKinney-Vento Students	\$1,805	\$1,805	100%	Developing and implementing a structure to oversee services, resources and academic progress-monitoring for McKinney-Vento students.
Total Supplemental Allocation for Goal Three					\$1,792,967

Focus Goal 4: LCAP Services Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the on-going monitoring of student progress on the state and local indicators as a result of the actions and services.

Action	Description	18-19 Total Funding	18-19 Supp. Funding	%	Description of Program Service to Unduplicated Students.
4.1S	LCAP Evaluation	\$139,835	\$139,835	100%	The LCAP Evaluation monitors the implementation of the LCAP Goals, Actions and Services. The LCAP Plan measures the 27 state and 10 local indicators with a principal focus on Unduplicated students.
4.2S	Indirect Cost Reserve	\$313,122	\$313,122	100%	Set aside an indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing
Total Supplemental Allocation for Goal Four					\$452,957

TOTAL LCAP SUPPLEMENTAL FUNDING: \$5,593,409

LCAP Data Sources – State and Local Metrics

Release Date	Metric	Data Sources	Priority
July	Percent of EL in “At-Risk” Cohort Attaining English Proficiency	CALPADS Link to “At-Risk”, Long-Term and ALL EL Assessment Data	4. Pupil Achievement
July	Percent of EL in Long-Term EL Cohort Attaining English Proficiency		4. Pupil Achievement
July	Percent In EL Cohort Attaining English Proficiency		4. Pupil Achievement
July	Percent of “At-Risk” Students Making Progress Towards English Proficiency		8. Other Pupil Outcomes
August	Number of Student Groups in Blue or Green on the State Dashboard	CDE	4. Pupil Achievement
August	EAP ELA College Ready Rate (SBA)	CDE/CALPADS	4. Pupil Achievement
August	EAP Math College Ready Rate (SBA)	CDE/CALPADS	4. Pupil Achievement
August	CAASPP (SBA) ELA Proficient or Advanced	CDE/CALPADS	4. Pupil Achievement
August	CAASPP (SBA) Math Proficient or Advanced	CDE/CALPADS	4. Pupil Achievement
August	CAASPP (CAST) Science Proficient or Advanced	CDE/CALPADS	4. Pupil Achievement
September	English Learner Reclassification Rate	CDE/CALPADS	4. Pupil Achievement
September	AP Courses Offered	BREA	7. Course Access
September	CTE Pathways Offered	CPT/BREA	7. Course Access
February	Credentialed Teacher Rate	HR/CALPADS	1. Basic Services
February	Credentialed Teacher Teaching Outside of Subject Area Rate	HR	1. Basic Services
February	Highly Qualified Teacher Rate	HR	1. Basic Services
February	Most Recently Adopted Textbook Rate	SARC	1. Basic Services
February	Overall Facility Rating	SARC	1. Basic Services
February	Student Lacking Own Copy of Textbook Rate	SARC	1. Basic Services
February	Teacher Misassignment Rate	HR	1. Basic Services
February	Teacher of English Learners Missignment Rate	HR	1. Basic Services
April	Percent Completing UC/CSU Required Courses	CDE/CALPADS	4. Pupil Achievement
April	High School Cohort Dropout Rate	CDE/CALPADS	5. Pupil Engagement
April	High School Cohort Graduation Rate	CDE/CALPADS	5. Pupil Engagement
April	Middle School Dropout Rate	CDE/CALPADS	5. Pupil Engagement
April	Expulsion Rate	CALPADS/CDE	6. School Climate
April	Truancy Rate	BREA /CDE	6. School Climate
June	Percentage of Students with AP Exam Score of 3 or Higher	College Board/BREA	4. Pupil Achievement
June	Common Core Implementation	PD / PLC	2. CCSS Implementation
June	Seek and Promote Family Participation	BREA LCAP Survey	3. Parental Involvement
July	AP Course Enrollment Rate	CALPADS/BREA	7. Course Access
Release Date	Metric	Data Sources	Priority

Monthly	CTE Course Enrollment Rate	CALPADS/BREA	7. Course Access
July	Percent Completing a CTE Pathway	CALPADS/TES/BREA	4. Pupil Achievement
Monthly	Attendance Rate	BREA	5. Pupil Engagement
Monthly	Chronic Absenteeism Rate	BREA	5. Pupil Engagement
Quarterly	Intervention Participation Enrollment Rate	Illuminate / BREA	7. Course Access
Quarterly	Suspension Rate	Illuminate / BREA	5. Pupil Engagement
Quarterly	Alternatives to Suspension (Other Means of Suspension)	Illuminate / BREA	5. Pupil Engagement
3 times a Year	TCRWP Literacy Percent At Standard (K-5) – Reading, Writing, Spelling	Illuminate / BREA	4. Pupil Achievement
2-3 times a Year	Math Assessment Percent At Standard (K-8)	Illuminate / BREA	4. Pupil Achievement
2-3 times a Year	Math Grades Percent At Standard (K-12)	Illuminate / BREA	4. Pupil Achievement
4 times a Year	ELA / Writing Percent at Standard (6-12)	Illuminate / BREA	4. Pupil Achievement
2 Times Year	UC/CSU Required Course Enrollment Rate	CALPADS / TES	7. Course Access

CDE: California Department of Education [http://www.cde.ca.gov/ DataQuest: http://dq.cde.ca.gov/dataquest/](http://www.cde.ca.gov/DataQuest)

CALPADS: California Longitudinal Pupil Achievement Data System <https://www.calpads.ca.gov/>

CSU/ETS: California State University <http://eap<YYYY>.ets.ort/ViewReport.asp> (replace <YYYY> with report year)

CAHSEE Assess. File: California High School Exit Exam Assessment Data File

HR: Local Human Resources/Capital Management System

BREA : Berkeley Research, Evaluation and Assessment Department

Illuminate: Local Data Management System

SARC: School Accountability Report Card

Monthly, Quarterly, or X times a year: No official release dates available for data and can be retrieved CALPADS or BREA as listed

District Identified: Metric identified by LEA as a valid measure for the state priority

Goal 1: High Quality Classroom Instruction and Curriculum

- *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;
- www.timetosucceed.com
- *Desire to Learn*, Jeffrey Lewis, Ph.D. & Eunhee Kim, 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 right to learn: A blueprint for creating schools that work*. Darling-Hammond, L. (1997). San Francisco: Jossey-Bass.
- *But that's just good teaching! The case for culturally relevant pedagogy*. Ladson-Billings, G. (1995). *Theory into Practice*, 34(3), 159-165.
- *Building Racial and Cultural Competence in the Classroom: Strategies from Urban Educators*. Teel, K.M., & Obidah, J.E., (Eds.). (2008). New York, NY: The Teachers College Press.

Goal 2: End the Racial Predictability; Culturally and Linguistically Responsive Systems

- *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;
- *Toward a Critical Race Theory*, Gloria Ladson-Billings;
- *Race & Schooling of Black America*, Claude Steele;
- *Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action*, Claycomb and Hawley;
- [Oregon Teacher Pathway: Responding to National Trends](#) Amanda A. Villagómez, Donald Easton-Brooks, Karyn Gomez, Tawnya Lubbes, and Kristin Johnson
- *Equity & Excellence in Education*_Vol. 49 , Iss. 1,2016 Goldhaber, D., Theobald, R., & Tien, C. (2015). The theoretical and empirical arguments for diversifying the teacher workforce: A review of the evidence. *The Center for Education Data & Research, University of Washington Bothell*
- *Too Angry to Leave: Supporting New Teachers' Commitment to Transform Urban Schools*, Quartz and the Teacher Education Program (TEP) Research Group.
- *Cultural and Linguistic Diversity in Education*, Cummins
- *The skin that we speak*. Delpit, L. (2002).. New York: The New Press.
- *Culturally Responsive Teaching: Theory, Research, and Practice*. Gay, G. (2000). New York: Teachers College Press.
- *We can't teach what we don't know: White teachers, multiracial schools*. Howard, D. R. (1999). New York: Teachers College Press.
- *The Dreamkeepers*. Ladson-Billings, G. (1994). San Francisco: Jossey-Bass Publishing Co.
- *Teacher's Guide for in the Shadow of Race: Growing Up As a Multiethnic, Multicultural, and "Multiracial" American*. Routledge. (1999).,

Goal 3: Safe, Welcoming and Inclusive Climates; Student, Family and Community Engagement

- www.otlcampaign.org pp.12-14;
- *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton;
- *A Black Civil Rights Educational Agenda*, www.EducationIsACivilRight.com;
- *Courageous Conversations about Race*, Glenn Singleton and Curtis Linton;
- *Challenge the Status Quo*, Ivory A Tolson, Ph.D;
- *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies;
- *Cultural Proficiency: A Manual for School Leaders*, Lindsay, Robins, Terrell;
- *The achievement gap and the discipline gap: Two sides of the same coin?* Gregory, A., Skiba, R., & Noguera, P.
- *Responding to the Mental Health Needs of Students* – AK Skakski
- *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, Banks, James. (2006), 5th ed., Boston: Allyn and Bacon.
- *Creating a community of allies: How one school system attempted to create an active anti-racist environment.* Blumer, I. & Tatum, B. (1999). *International Journal of Leadership In Education*, (2) 3.
- *Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process.* Kozleski, E., & Zion, S., (2006) www.nccrest.org
- *How racial identity affects school performance.* Noguera, P. A. (2003). *Harvard Education Letter*. Retrieved December 2010, from <http://www.edletter.org/past/issues/2003-ma/noguera.shtml>
- *Achieving equity in special education: History, status, and current challenges.* *Exceptional Children*. Skiba, R. J., Simmons, BA. D., Ritter, S., Gibb, A., Rausch, M. K., Cuadrado, J., & Chung, C. G. (2008). 74, 264-288.
- *Why are all the black kids sitting together in the cafeteria?* Tatum, B.D. (1997). New York: Basic Books
- *Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice.* "Jozefowicz-Simbeni, Debra M. Hernandez, and Nathaniel Israel. " *Children & Schools* 28.1 (2006): 37-44.
- *Counting All Homeless Youth Today So We May No Longer Need To Tomorrow* Auerswald, Colette L., and Sherilyn Adams, *Journal of Adolescent Health* 62.1 (2018): 1-2.

Goal 4: Creating Culturally and Linguistically Responsive Evaluation Systems

- *Equity in Special Education Placement: A School Self-Assessment*, 2005, National Center for Culturally Responsive Educational Systems, www.spp-apr-calendar.rrfnetwork.org/getfile/view/id/677
- *Juneau School District Equity Vision, Equity Standards Rubric, and Equity Plan, 2009*, Juneau School District, Juneau, AK http://www.juneauschools.org/district/instructional_services/equity
- *Hopkins School District Equity Strategy and Framework, 2004*, Hopkins Board of Education, Hopkins Minnesota <http://www.racialequitytools.org/resourcefiles/hopkinsboe.pdf>
- *School Change Rubric, 2003, Oregon Small Schools Initiative*, Employers for Education Excellence, http://www.e3smallschools.org/documents/SchoolChangeRubric_condensed_001.pdf
- *The School-wide Cultural Competence Observation Checklist (2007)* Bustamante and Nelson www.uwec.edu/RTI-CCP/upload/THE-SCHOOL-1.doc
- *Poor and Minority Student Equity Rubric, 2009, LEA Self-Review of System Equity Plan* www.gapsc.com/Rubric_for_Self_Assess_of_LEA_Equity_Plan