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Appendix F: Focus Goals, Sub-Goals, Metrics and Baseline Data Used for Section 2 Needs Assessment

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Appendix F: Focus Goals, Sub-Goals, Metrics and Baseline Data Used for Section 2 Needs Assessment

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Appendix F: Focus Goals, Sub-Goals, Metrics and Baseline Data Used for Section 2 Needs Assessment

<p>K?#J01 N7I [:#%- (#9(31() %0/#0)57%(3C#T)5",* -#P(.3)(3*# (C0) *%3.%)5#930/,1,() 1?#0)#%- (#*% .%(# T)5",* -#930/,1,() 1?#%(*%#+,,"#,)13(. *(#6?#So#.))& . ""?@! Y! bJE#</p>	<p>D=TP24E#C(. * &3(*#0/# .))& . "#93053(**# D! Y! b#1 E#.)' # 930/,1,() 1?#! Y! b#JE#</p>	<p>NS@J0#0/# #-. B(#3(. 1- (' #%- (# #0)#%- (#=TP24#)! Y! b#JE</p>
<p># # K(5,) ,)5#,) #J01 Z71 R:#H7N#1". **300C#,) *%3&1%0)#+,,"#,)1"&' (#.#1&33,1&"&C#/03#*01,. "#.)' # (C0%0). "#,/(#*L, ""*:#* &1-#. *:#* ("7C.) . 5(C(%):#*01,., "#.)' #* ("7. +. 3() (**:#' (1,* ,0)7C.L,)5#.)' # 3(" . %0)* - ,9#*L, ""*#4- (#9(31()%. 5(#0/#%. 35(%(' #H7N#*%&')%*#*103,)5#.#% . #S#03#6(%(3#,)#%- (# \$01,., "7TC0%0). "#20C. ,) *#*(1%0)#0/#%- (#3(903#1. 3' #+,,"#,)13(. *(#6?#R0#.))& . ""?@# # \$%&' ()%*#,) #H7I J#+,,"#3(1(B(#*01,. "7(C0%0). "#* &9903%*#* &1-#. *#AO* ,%B(#K(-. B,03. "#X)(3B()%)0)# \$?*%(C*#.)' #C()%. "#- (. "%-#*(3B,1(*@#</p>	<p>F(+#==\$\$#H7R#U(903%# 1. 3' #DU=E#*(1%0);# 400*60G#*01,., "#.)' # (C0%0). "# 0C. ,) *# # # =. "/03) ,. #` (. "%-?#H,' *# \$&3B(?#)= ` H\$E</p>	<p>F(+#Y(%3,1;##\$%&')%#3(*&"%*#+,,"#6(#C(. * &3(' #0)#%- (#</p>

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**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:

We have the courage and integrity to create the conditions that will foster educational equity and excellence for all learners. Educational equity means raising the achievement of all students while narrowing the gap between the highest and lowest performing student groups.

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Section 3 (con): Student-Centered Learning and Teaching

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Section 4: School-wide Positive Behavior Interventions and Support (PBIS)

The school will develop and utilize a positive behavior support system as well as prevention and intervention program for specific behaviors that impede student success.

The staff will create a school environment where all students are held accountable, with support, to behave in ways that positively affect them (and their peers) personally, academically, socially, emotionally, and physically.

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 - We've made significant progress and are doing reasonably well.

Exemplary - We've achieved a high level of success in this area.

Glossary:

Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people. (National Center for Culturally Responsive Educational Systems, NCCRESt)

Cultural awareness is having sensitivity to cultural differences such as language, customs and traditions. (The Equity Project at the Indiana University)

Cultural capital is the cultural fund that an individual draws upon to support all the activities of life. This fund helps to protect and nurture the individual in all settings (Garcia)

Cultural competence is having the knowledge, skills, experience and tools necessary to work effectively across cultures. Gaining cultural competence is a developmental process and includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs and gaining awareness of od(d(2) 5 (f

Resources, Books and Articles:

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon.

Blumer, I. & Tatum, B. (1999). *Creating a community of allies: How one school system attempted to create an active anti-racist environment*. International Journal of Leadership In Education, (2) 3.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

Delpit, L. (2002). *The skin that we speak*. New York: The New Press.

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press.

Gregory, A., Skiba, R., & Noguera, P. (2010). *The achievement gap and the discipline gap: Two sides of the same coin?* Educational Researcher, 36(4). New York: Routledge. doi:10.1080/00131644.2010.500000

Appendix I: