



“Walking to the Edge Together”

Equity Work: Our Story

ACSA Leadership Summit
November 8, 2007

Presented by

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San Leandro Unified School District www.sanleandro.k12.ca.us

We are from...

The District's student population is

- 38% Hispanic/Latino
- 17% African American
- 15% Asian
- 14% White
- 8% Filipino
- 2% Pacific Islander
- 26% English Learners
- 48.1% Free or Reduced Lunch
- 37+ languages spoken in the homes

Equity Work = Results

- The highest gains among the 18 districts in Alameda County – a 13 point gain for SLUSD!
- 79% of our 10th grade students taking the California High School Exit Exam (CAHSEE) for the first time passed the English Language Arts section, and 79% passed the Math section.
 - 80% of our tenth grade African-American female students passed the ELA section of CAHSEE, which is higher than the passing rate for all tenth grade students combined!
- An 8% gain in 10th grade students passing English Language Arts, and a 1% increase in the number of students passing the Math section.
 - A 10% gain in African American students passing the English Language Arts section, and a 2% gain in Math.
 - A 12% gain in Hispanic/Latino students passing in English Language Arts, and a 1% gain in Math.

Equity Work = Results

- 10th grade Algebra II students made a 27% gain in the number scoring proficient or advanced
 - Students enrolled in the course increased by 48%
- 5th graders increased by 10% in proficient or advanced in math
 - African American fifth graders increased 14%
- 4th graders increased by 3% in proficient or advanced in math
 - Hispanic/Latino students increased 7%



Anti-Racism is.....

Our conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional White racial power, position and privilege.



**Walking
to the edge**

Equity is.....

- Raising the achievement of all students while narrowing the gap between the highest and lowest performing students; and
- Elimination of the racial predictability and disproportion of which student groups occupy the highest and lowest achievement categories.

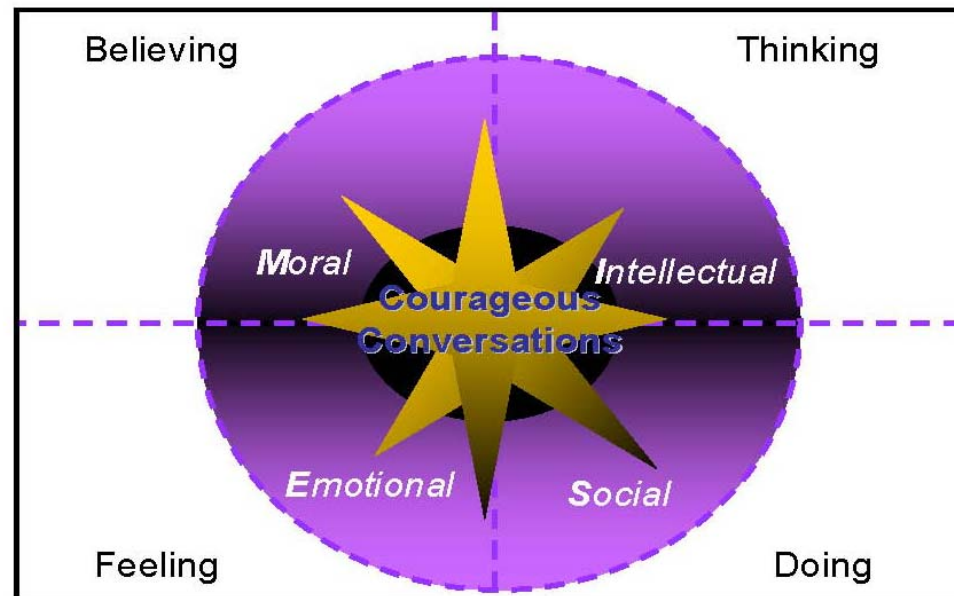


Courageous Conversation is the...

Utilization of the Four Agreements, Six Conditions and Compass in order to:

Engage,
Sustain,
and
Deepen
interracial
dialogue
about race

Courageous Conversations Compass



Source: Pacific Educational Group

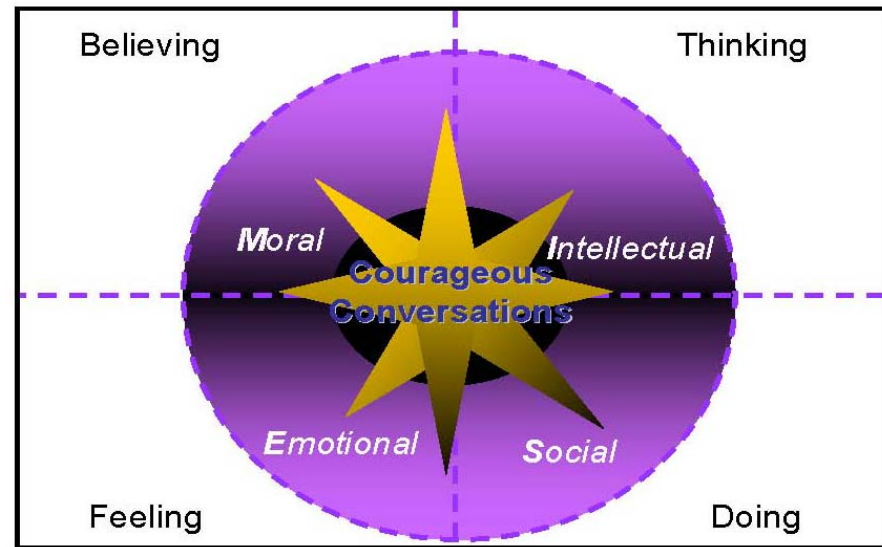
Source: Pacific Educational Group

Four Agreements

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect/Accept Non-Closure

Source: Pacific Educational Group

Courageous Conversations Compass



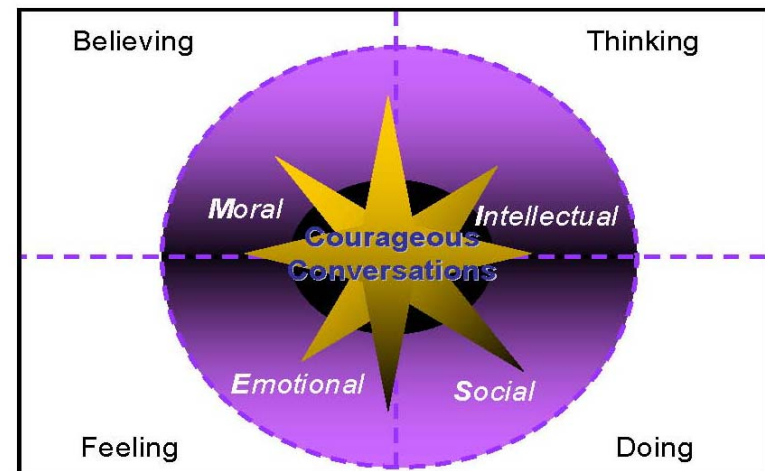
Source: Pacific Educational Group

Six Conditions

1. Focus on Personal, Local, and Immediate
2. Isolate Race
3. Normalize Social Construction & Multiple Perspectives
4. Monitor Agreements, Conditions, and Establish Parameters
5. Use a “Working Definition” for Race
6. Examine the Presence and Role of “Whiteness”

Source: Pacific Educational Group

Courageous Conversations Compass



Source: Pacific Educational Group

Year 1: Beginning the Journey

- Developed a Road Map
- Built the Principals' Foundation
 - Beyond Diversity Training
 - Learned and Practiced the Four Agreements and the Six Conditions
 - Began Equity Walk-Throughs
- Introduced the Racial Autobiographies



Glenn Singleton and Superintendent Christine Lim

Introduced Racial Autobiographies

- To share our perspectives and experiences related to race
- To raise our awareness of the individual and collective racial experience
- To deepen our dialogue around race
- To change the way we interact as culturally responsive and responsible educators
- To eliminate the racial predictability of the achievement gap

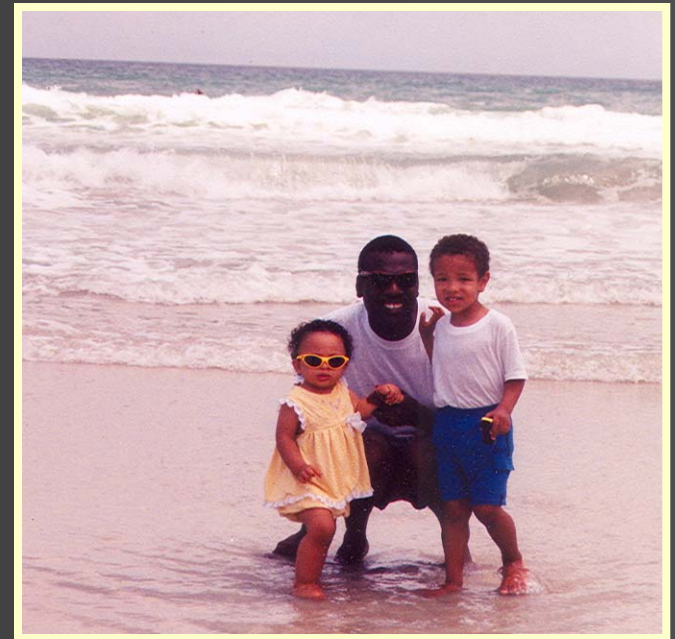
Byron Isaac's Racial Autobiography

- Grew up in Compton, CA
 - Parents migrated from Mississippi and Tennessee
 - Predominately black neighborhood until age 8
 - Moved to other side of the tracks — only black family on the block
 - Could no longer play out front or sit on the curb to visit with family



Byron Isaac's Racial Autobiography

- Pepperdine University
 - Things I heard:
 - “Blacks don’t love their children.”
 - “Black don’t pay taxes.”
 - “Blacks don’t have a soul.”
 - America, the Land of Opportunity
 - My Days in Court



Byron Isaac's Racial Autobiography

- Adventures in Flying
 - “Who’s the pilot?”
 - “You must be the porter.”
 - The control tower



Byron Isaac's Racial Autobiography

*“I have a dream
that my four little children
will one day live in a nation
where they will not be judged
by the color of their skin,
but by the content of their
character.”*

- Martin Luther King, Jr.



Year 2: Equity Teams

- Formed District-wide Equity Teams
- Parallel inter-session work at school sites and District Office staff
- “Fish Bowl” Board Workshop



Equity Team: Anti-racist school leaders, led by the principal, who design and deliver professional development activities which shift the culture of the school toward embracing school-wide equity transformation.

Year 3: Equity Walk-Throughs, Can't Continues & Must Do's

- Created and conducted walk-throughs using the lens of equity in order to create a sense of urgency around black and brown student achievement
- Established and Communicated the “Can't Continues”
 - The level of engagement of black and brown students
 - The quality of teacher/student interaction
 - The physical environment

Equity Walk-Throughs

- First Equity Walk-Through with Glenn Singleton
- Explicitly observed
 - The level of engagement of black and brown students
 - The quality of teacher/student interaction
 - The physical environment
- Established and communicated the “Can’t Continues”



As a Result of the Equity Walk-Throughs, Rolled out Can't Continues & Must Do's

- Observe, guide, question, challenge and change practices of white teaching by using the lens of equity
- Increased Walk-Throughs
- Administrators developed a list of “Can't Continues”
 - Isolating, separating and/or segregating students of color
 - Allowing students to check out
- Every principal shared with staff and received buy-in
 - Developed “Must Do's” (use of culturally relevant strategies, positive relationships, adherence to pacing schedule)
- Conducted site-based Walk-Throughs with site based leaders
- Identified focal students, classroom reconfiguration needs

Year 4: Building Safety Nets that Work

- Focused Culturally Responsive Staff Development
- Race-Based Data
- C.A.R.E. Teams
- P.A.S.S. Work
- Building Safety Nets for Students That Work
- Hiring Practices



“Who speaks for the children?”

Dr. Will Walker, Pacific Educational Group

C.A.R.E. Team

Collaborative Action Research for Equity

- Anti-racist teacher leaders who participate in collaborative action research **to discover, develop, document, deliver and disseminate culturally responsive teaching and learning strategies.**
- Identify and share strategies that enhance relevance, rigor and relationships for black and brown students
 - Academic language / Personal Thesaurus
 - Models and Representations



Family Engagement: P.A.S.S. Team

The Partnerships for Academically
Successful Students Team

- Engage a team of African American and Latino parent leaders at each site to:
 - Study the site's race-based data
 - Listen to their perspective on the data
 - Jointly develop a course of action to increase student achievement



Family Engagement

■ Inviting Parents into the Conversation...

African American Parent Group

- Lay groundwork, identify key parents
- Create a welcoming, respectful space
- Allow parents to lead
- Keep staff in the loop
- Expect the unexpected
- Bring parent voice to the staff



Celebrating Our Growing Success

- African-American Achievement Night
 - Recognizing African-American Honor Roll students grades 6-12
- English Learner Celebration

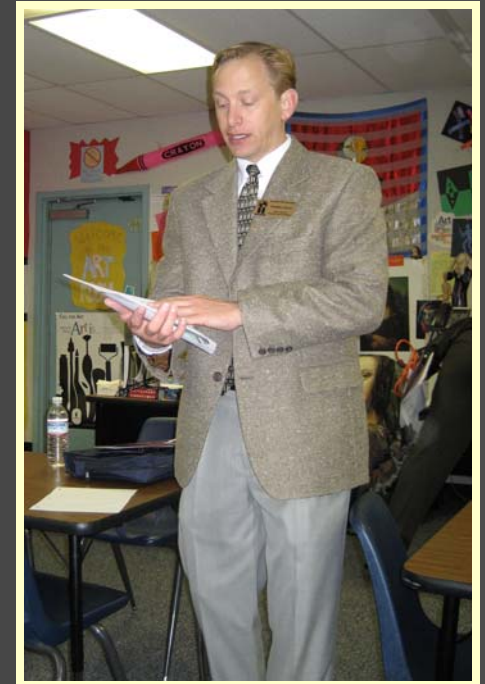


Use of Race-Based Data

- We began to use race-based data to close the achievement gap
 - Identify trends in student performance
 - Develop strategic interventions for black/brown/EL/Special Ed and SES students
 - Provide access to the highest level of classes for all students
 - Close the relationship gap

Use of Race-Based Data

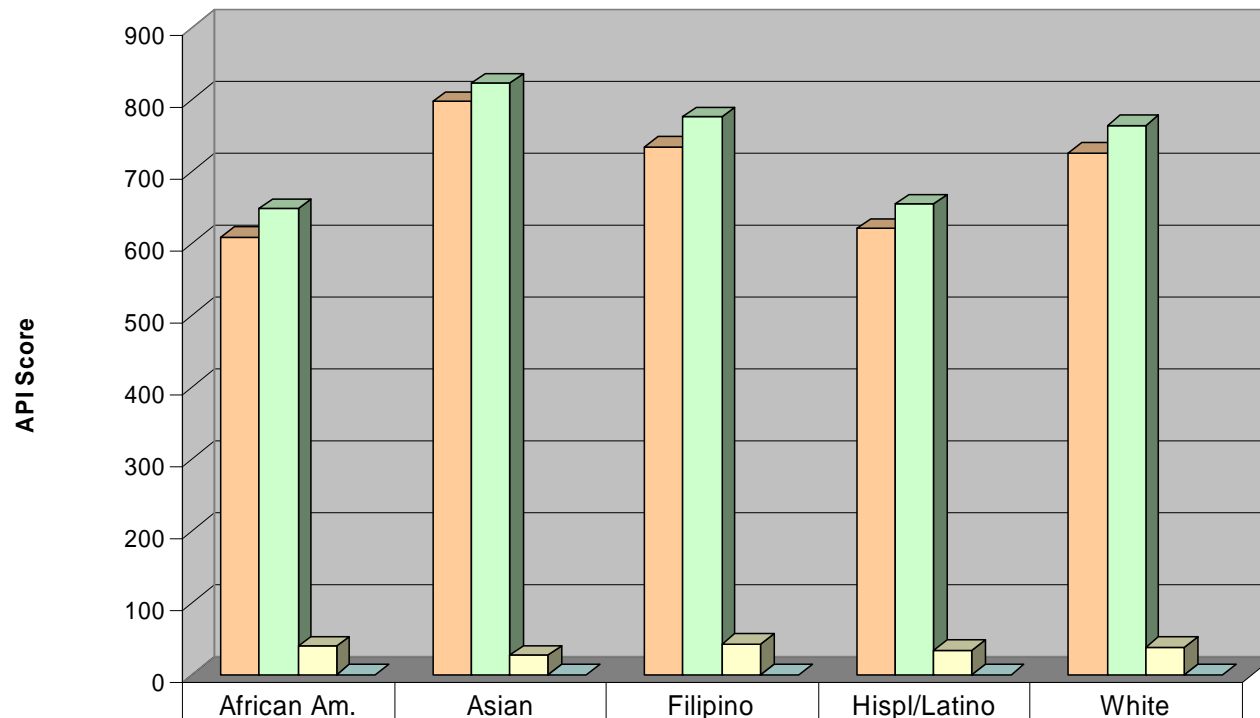
- Provide a Starting Point for School Walk-Throughs
- Inform Leadership Decision Making (District & School Sites)
- Inform Instruction
- Provide Greater Access to Higher Level Courses for Our Black and Brown Students
 - API Worksheet
 - Eighth Graders in General Math → Algebra I
- Strategically Targeted Intervention
 - Lists of FFB Students
 - Lists of Basic Students



Using data to close the Achievement Gap

Use of Race-Based Data

SLUSD Subgroup API Trends Over a 4-Year Period: 2003-04 to 2006-07



	African Am.	Asian	Filipino	Hispl/Latino	White
2003-04 Growth API	609	797	734	620	726
2006-07 Growth API	648	823	776	654	764
API Difference	39	26	42	34	38
% Change in API	6.40%	3.26%	5.72%	5.48%	5.23%

Ethnic Subgroup

2003-04 Growth API 2006-07 Growth API API Difference % Change in API

“Closing The Achievement Gap”

Data

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Percent of SLUSD Grade 10 Students Passing the Census CAHSEE in March 2006						
	Overall	ELA		Overall	Math	
		Female	Male		Female	Male
All Grade 10 Students	71%	75%	66%	78%	80%	76%
African American Gr 10	61%			68%		
Latino/Hispanic Gr 10	61%			71%		

Percent of SLUSD Grade 10 Students Passing the Census CAHSEE in Feb 2007						
	Overall	ELA		Overall	Math	
		Female	Male		Female	Male
All Grade 10 Students	79%	83%	75%	79%	81%	78%
African American Gr 10	71%	80%	62%	70%	73%	66%
Latino/Hispanic Gr 10	73%	76%	70%	72%	74%	71%

Percent Difference in Student Passing Rate Between March 2006 & Feb 2007						
	Overall	ELA		Overall	Math	
		Female	Male		Female	Male
All Grade 10 Students	8%	8%	9%	1%	1%	2%
African American Gr 10	10%			2%		
Latino/Hispanic Gr 10	12%			1%		

 = Closing the Achievement Gap

Walk-Through Data Packet

- The Team begins every Walkthrough by looking at data tailor-made for each school
- *Demographics*
- *School APR, AYP, API*
- *School Trends – Focus on Subgroups*
- *Forecast Model – to meet NCLB Proficiency Targets*
- *Focal Students*

This provides insight to each school's successes and challenges

McKinley Elementary School 2007 APR

1. API

Number of Students included in the 2007 API Growth	School API				Met Growth Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Comparison		Both School wide and CI
					School wide	Improvement (CI)	
303 (314)	719	711	5	8	Yes	No	No
Similar Schools		763	759				
Subgroup API							
Subgroups	# of Students Incl. in 2007 API	Numerically Significant in Both Years	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	60 (64)	Yes	709	668	7	41	Yes
American Indian or Alaska Native	2 (3)	No					
Asian	37 (34)	No					
Filipino	14 (13)	No					
Hispanic or Latino	138 (148)	Yes	683	679	6	4	No
Pacific Islander	8 (8)	No					
White (not of Hispanic origin)	39 (41)	No					
Socioeconomically Disadvantaged	44 (186)	No		694	5		
English Learners	112 (112)	Yes	663	659	7	4	No
Students with Disabilities	22 (23)	No					

2. AYP

Made AYP:	No	Reason: Met 18 of 19 AYP Criteria							
Met AYP Criteria: Participation Rate Percent Proficient API - Additional Indicator for AYP Graduation Rate	2006 AYP Report					2007 AYP Report			
	ELA	Math				ELA	Math		
	Yes	Yes				Yes	Yes		
	No	Yes				No	Yes		
			Yes					Yes	
			N/A					N/A	
	Met 2006 AYP Criteria					Met 2007 AYP Criteria			
	Participation Rate		Percent Proficient			Participation Rate		Percent Proficient	
	ELA	Math	ELA	Math		ELA	Math	ELA	Math
Schoolwide	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Subgroups:									
African American or Black (not of Hispanic origin)	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
American Indian or Alaska Native	--	--	--	--		--	--	--	--
Asian	--	--	--	--		--	--	--	--
Filipino	--	--	--	--		--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--		--	--	--	--
White (not of Hispanic origin)	--	--	--	--		--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes		Yes	Yes	No	Yes
Students with Disabilities	--	--	--	--		--	--	--	--

3. PI Status:

2007-07 PI Placement:	Year 1
Prior PI Placement:	
First Year of PI Implementation:	2007-2008
Made 2007 Adequate Yearly Progress (AYP):	No

Note: numbers in parentheses are figures from prior APR cycle. 2007 APR McKinley Consolidated Report 11/7/2007

McKinley Elementary School AYP Criteria 2005-06 through 2007-08

McKinley Subgroups	Criteria	Subject	2006 # of Students at Proficient or Advanced	# of Additional Students Needed at Proficient or Advanced to Meet 2006 AYP	Is Subgroup Numerically Significant in 2007 AYP?	# of Students in 2007 Subgroup	2007 % of Students at Proficient or Advanced	Met 2007 AYP Target?	2007 # of Students at Proficient or Advanced	# of Students Needed to Meet Target (2006-07)	# of Additional Students Needed at Proficient or Advanced to Meet 2007 AYP	# of Students Needed at Proficient or Advanced for 2008 AYP Limit with Current Subgroup Population	# of Additional Students Needed at Proficient or Advanced to Meet 2008 AYP	Forecast Change in # of Student in Subgroup for 2008 (based on change between 2006 & 2007 data)	Forecast of the # of Students Who Need to Be Proficient for 2008 AYP	Forecast of # of Additional Students Needed at Proficient or Advanced to Meet 2008 APY Target
School - wide	% Proficient	ELA	310	-37	N/A	303	36.3%	Yes	110	74	-36	107	-3	-7	104	-6
		Math	311	-46		302	43.0%	Yes	130	80	-50	112	-18	-9	108	-22
African American	% Proficient	ELA	64	-2	Yes	60	36.7%	Yes	22	15	-7	21	-1	-4	20	-2
		Math	63	-1		59	42.4%	Yes	25	16	-9	22	-3	-4	20	-5
Asian	% Proficient	ELA	34	-11	No	37	56.8%	Yes	21	9	-12	13	-8	3	14	-7
		Math	34	-16		37	67.6%	Yes	25	10	-15	14	-11	3	15	-10
Filipino	% Proficient	ELA	13	-1	No	14	28.6%	Yes	4	3	-1	5	1	1	5	1
		Math	13	-1		14	35.7%	Yes	5	4	-1	5	0	1	6	1
Hispanic / Latino	% Proficient	ELA	145	-6	Yes	138	28.3%	Yes	39	34	-5	49	10	-7	46	7
		Math	146	-10		138	34.1%	Yes	47	37	-10	51	4	-8	48	1
White	% Proficient	ELA	40	-17	No	39	48.7%	Yes	19	10	-9	14	-5	-1	13	-6
		Math	41	-13		39	46.2%	Yes	18	10	-8	14	-4	-2	14	-4
English Learners	% Proficient	ELA	112	4	Yes	122	22.1%	No	27	30	3	43	16	10	46	19
		Math	112	-8		122	32.8%	Yes	40	32	-8	45	5	10	49	9
Students with Disabilities	% Proficient	ELA	21	2	No	23	13.0%	No	3	6	3	8	5	2	9	6
		Math	23	3		23	21.7%	No	5	6	1	9	4	0	9	4

Building Safety Nets That Work: Student Voice

- Year 1 – first semester
 - Recruitment Process
 - Meetings on School Time
- Year 1 – second semester
 - Meetings on Their Time
 - Student Narratives, Student Voice
- Year 2 – first semester
 - Student Voice, Opening Day
 - Recruitment Process
 - Format



Student Narratives

Arturo Montoya

Manhood is being able to think and use your mind. It is also developing a greater strength in knowledge. Being strong not only physically but mentally.

It takes time to become a man. You don't wake up and suddenly turn into a man. You must expand the way you think ~~beyond~~ and develop out of the box thinking. Read, write, explore.



Student Voice



Year 1

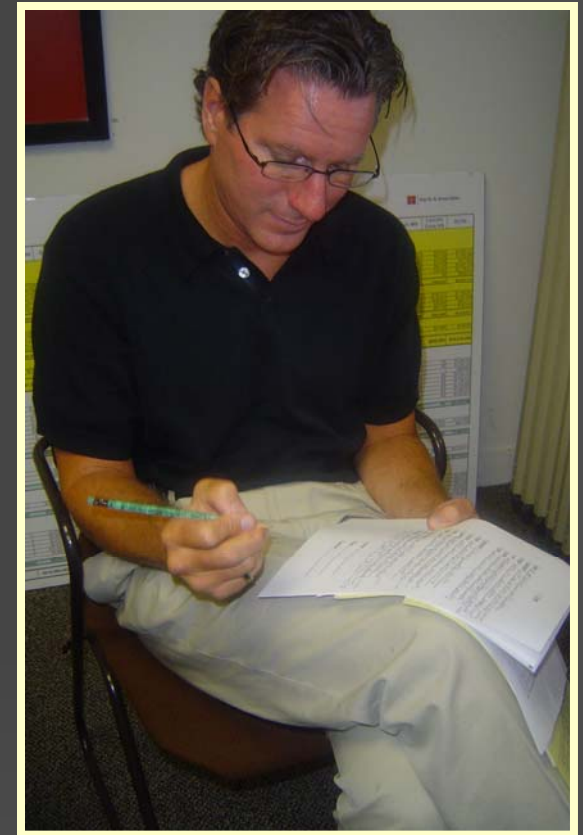


Year 2

Building Safety Nets That Work

How Equity Work translates into Practice

- The Creation and Implementation of the Uniform Discipline Policy
- Initiating one-on-one pre-expulsion meetings with parents and site leaders
- Re-vamping our Residency Verification Process to be equitable
- Re-vamping our Inter/Intra District Policy to ensure equity
- Began monthly meeting with counselors and vice principals to address the Achievement Gap



***Provides an equity lens to inform
internal and external relationships
and work environments***

Results have significant

- *Witnessed the dramatic reduction of suspensions and expulsions*
- *Created a collaborative, inclusive environment*
- *Developed new strategies and ways of looking at things*
 - *Counselors, Vice Principals*
 - *Female group for disenfranchised students*
 - *Meet twice weekly with black and brown students who are Far Below Basic and Below Basic*
 - *Work with African American Alliance Group: kids need to know where they stand academically; conduct separate assemblies*
- *Became more creative and innovative in how we work with, support and meet the needs of our at-risk students and their families*
- *Learned, been open, coached, prodded, confronted, and CARED*

San Leandro Unified School District Secondary Expulsions

Year	Total
2005-2006	82
2006-2007	27

Top Ten Things I Learned as a White Man Coming to SLUSD

1. We need to stop thinking that throwing out a life vest will solve the problem; we need to fundamentally change the way we deal with race in order to affect lasting, significant and meaningful change!
2. That I must have a racial autobiography tucked away somewhere.
3. We too often approach race with pre-conceived attitudes and beliefs. This impedes our work!
4. We all need to talk about race & create a sense of urgency.
5. We are all racist to one degree or another
6. Whiteness cannot take up all the space
7. Black and Brown students are receiving a disproportionate number of suspensions and expulsions and something can be done about it, but we have to possess the will to commit to work harder, smarter, and fairer.
8. The achievement gap is real; it affects our black and brown students and we have the power and ability to do something about it if we will have the will to do it.
9. It is acceptable to refer to our African American and Latino students as black and brown students.
10. There is a term that is called white privilege & I have been the recipient of it for the past 40 or so years, and I was too blind to even recognize it or see its negative impact on society, and especially color.

Equity Work in the WASC Process

John Doe School needs to hold onto the vision that all students can achieve at high levels and that all stakeholders play a critical role in making this happen. Currently there is a sharp disparity in the school population in regards to kids of color. The dichotomy is apparent in several key areas:

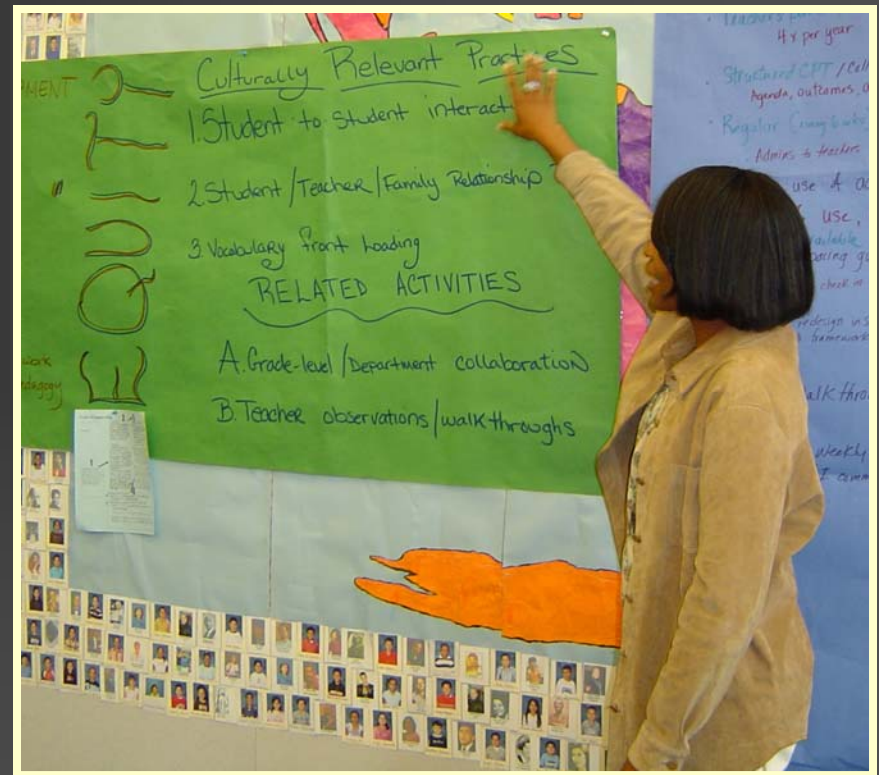
- AP enrollment trends
- Non-graduation rates
- Suspensions and expulsions
- Special Education Placement

While John Doe School recognizes this issue, it does not fully understand its ability to effect change in these areas. The staff needs to develop and implement a plan to address this complex issue, so that:

- There is a proportionate representation of all populations in AP courses
- The racial achievement gap narrows more aggressively
- The disproportionate number of students of color suspended and expelled diminishes

SLUSD Leadership Team

- 77% of change
- 19% leadership of color when I arrived
- 35% leadership of color now
- 50% of the new teachers in the last three years have been teachers of color



Pushing Forward & Addressing Challenges

- More direct feedback to staff
 - lay ground work
 - framing a message that can be heard
 - D.O. Equity Team divided up sites to provide direct support
 - one-on-one conversations
 - built relationships
- Making it a daily part of how we do business
 - Not just giving it lip service
 - Instilling a sense of urgency
- Consistent high quality instruction in every classroom
- Establish what “non-negotiable/must do’s” look like in classrooms
- Follow-through
- How do we support & check?
 - Explicitly state action steps within school plans



Appendix

- Walk-Through Observation Protocol form
- Can't Continues and Common Agreements
- Sample Data
- Hiring Practices: Additional Sample Interview Questions
- Uniform Discipline Policy
- Expulsion Process
- Additional Resources

WALK-THROUGH OBSERVATION PROTOCOL

Date: _____ **Time:** _____ **Rm #:** _____ **Grade:** _____ **Subject:** _____
Standard: _____ **Posted Y/N**

Teacher Actions	Can't Continues	Common Agreements
__ active mode of instruction	Adults allowing students to check out Evidence:	Use of Board approved materials HM/REACH/Avenues/Sadlier Evidence:
__ personalized	Lack of bell to bell teaching Evidence:	Use of staggered reading time:
__ innovative		
__ ritualized	Adults isolating, separating and/or segregating students of color Evidence:	Adherence to pacing schedule Evidence:
__ positive environment	Adults not treating students with respect Evidence:	Use of culturally relevant strategies Evidence:
__ explicit		
__ asking questions	Excessive/inappropriate use of videos Evidence:	Tools for Schools Strategies/Agenda Posted Evidence: rules posted/procedures posted/used
__ CFU		
__ Equitable giving of attention	Lack of planning Evidence:	Positive Relationships (teacher/student & Student/Student) Evidence:

(3) Excellent, Active, Meaningful (2) Present, active, basic (1) Poor quality N/P Not present

Theme Board () Student cultures () Rubrics () Current work () Board Math (...)

Dominant Student Activity: __ working on product __ working with partner/group __ working alone
 __ knows expectation of activity __ moving/animated __ engrossed __ asking questions

Can't Continues / Must Do's

Adults allowing students to check out

Lack of bell to bell teaching

Adults isolating, separating and/or segregating students of color

Adults not treating students with respect

Excessive/inappropriate use of videos

Lack of planning

Use of Board approved materials
HM/REACH/Avenues/Sadlier

Use of staggered reading time:
Adherence to pacing schedule

Use of culturally relevant strategies

Tools for Schools Strategies/Agenda posted

Rules posted/procedures posted/used

Positive Relationships
(teacher/student &
student/student)

Walk-through Data

■ The Team begins every Walkthrough by looking at data tailor-made for each school

■ This provides insight to each school's successes and challenges

Jefferson Elementary School 2006 APR

1. API

Number of Students included in the 2006 API Growth	School API				Met Growth Target		
	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	School wide	Comparison (CI)	Both School wide and CI
315	678	701	5	-23	No	No	No
Similar Schools	754	741					
Subgroup API							
Subgroups	# of Students Incl. in 2006 API	Numerically Significant in Both Years	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	61	Yes	618	658	4	-40	No
American Indian or Alaska Native	0	No					
Asian	39	No					
Filipino	13	No					
Hispanic or Latino	159	Yes	652	666	4	-14	No
Pacific Islander	10	No					
White (not of Hispanic origin)	31	No					
Socioeconomically Disadvantaged	206	Yes	661	675	4	-14	No
English Learners	132	Yes	642	670	4	-28	No
Students with Disabilities	25	No					

2. AYP

Made AYP:	No	Reason:	Met 19 of 21 AYP Criteria			
Met AYP Criteria:	ELA	Math				
Participation Rate	Yes	Yes				
Percent Proficient	No	Yes				
API - Additional Indicator for AYP			Yes			
Graduation Rate			N/A			
	Met 2006 AYP Criteria					
	Participation Rate			Percent Proficient		
	ELA	Math		ELA	Math	
Schoolwide	Yes	Yes		Yes	Yes	
Subgroups:						
African American or Black (not of Hispanic origin)	Yes	Yes		Yes	Yes	
American Indian or Alaska Native	--	--		--	--	
Asian	--	--		--	--	
Filipino	--	--		--	--	
Hispanic or Latino	Yes	Yes		No	Yes	
Pacific Islander	--	--		--	--	
White (not of Hispanic origin)	--	--		--	--	
Socioeconomically Disadvantaged	Yes	Yes		Yes	Yes	
English Learners	Yes	Yes		No	Yes	
Students with Disabilities	--	--		--	--	

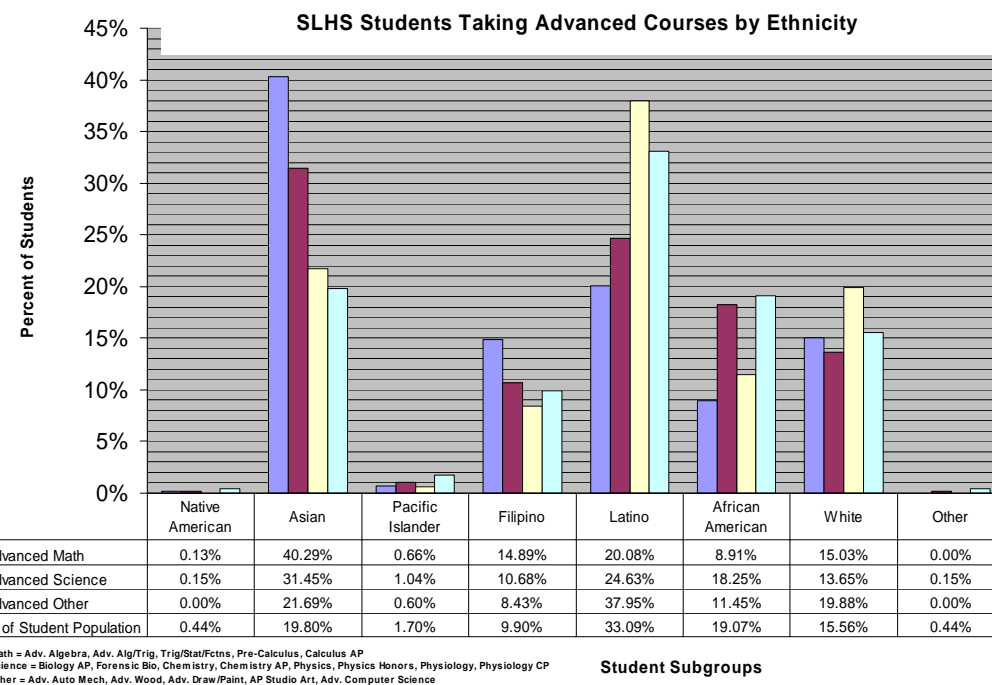
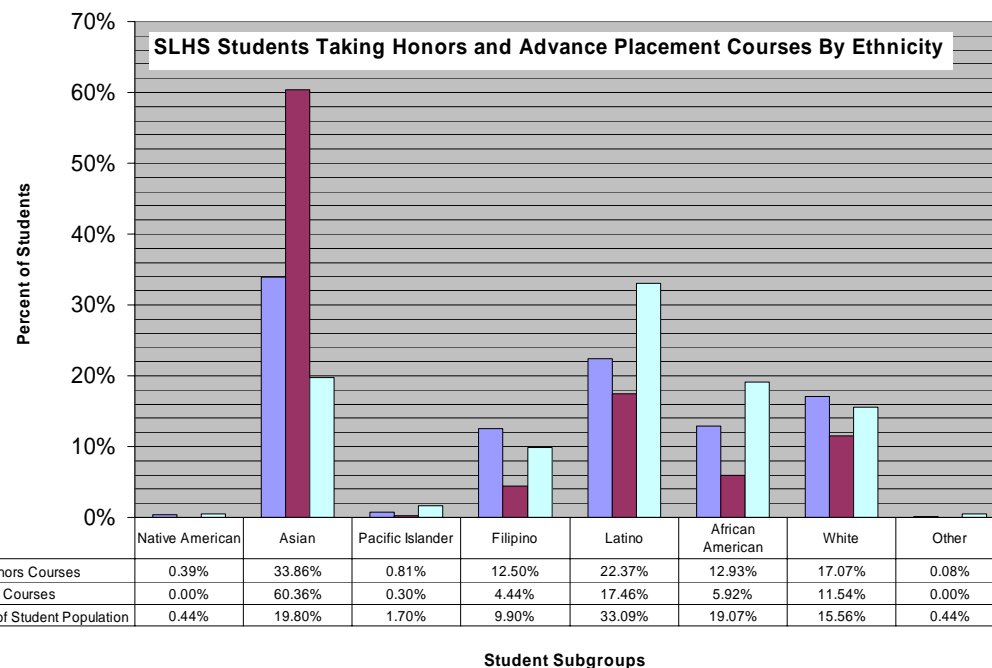
3. PI Status:

2006-07 PI Placement:	Year 1	
Prior PI Placement:		
First Year of PI Implementation:	2006-2007	
Made 2006 Adequate Yearly Progress (AYP):	No	

Walk-through Data

Also provides
insight on

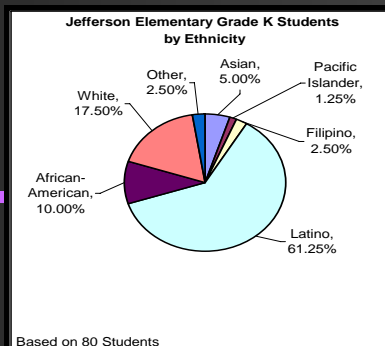
■ Program Trends



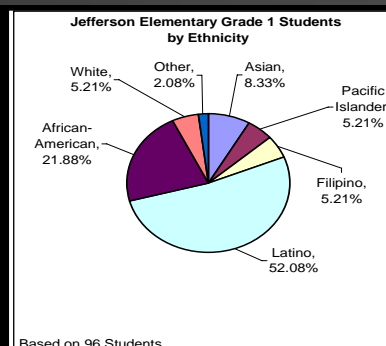
Walk-through Data

Provides insight
on trends

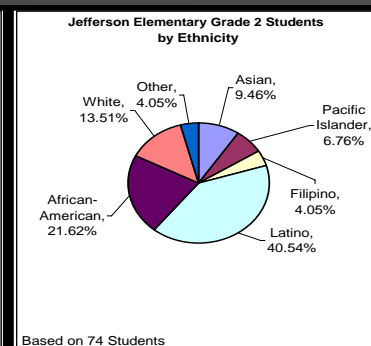
- Subgroups
- School



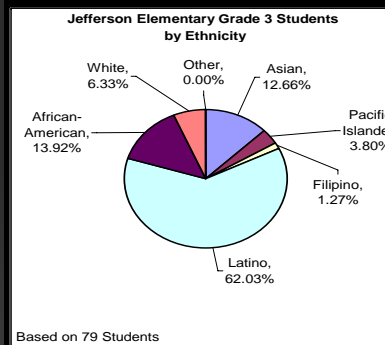
Based on 80 Students



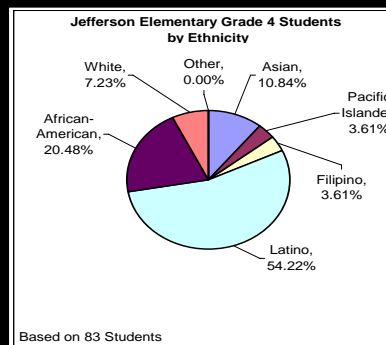
Based on 96 Students



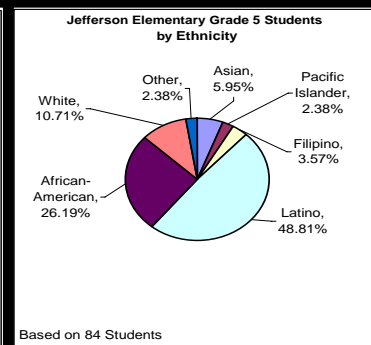
Based on 74 Students



Based on 79 Students

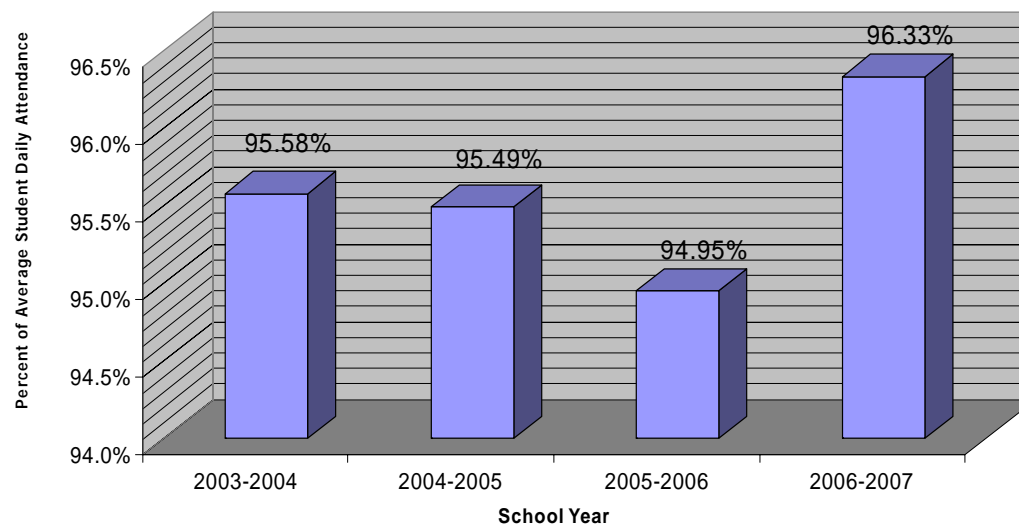


Based on 83 Students



Based on 84 Students

San Leandro High School Average Student Attendance During the First 107 Days of School Over a Four-year Period



Hiring Practices:

Additional Sample Interview Questions

1. What do you see as the role of parents in a school system? How would you include parents from underrepresented groups in the school system?
2. In San Leandro we have an achievement gap. African American and Latino students perform at a lower level than their peer groups. What steps would you take to eliminate the predictability of this achievement gap?
3. This district has been on a four year journey to eliminate the racial achievement gap that exists. Most of our leadership team has been involved in the work which has included the sharing of racial autobiographies, engaging in courageous conversations, conducting equity walkthroughs and reading extensive research articles. What would you do to quickly assimilate in order to effectively participate in this journey?

San Leandro Unified School District

Expulsion Flow Chart/Procedures



San Leandro Unified School District

2007-2008 Secondary Uniform Discipline Policy

Infraction Ed Code 48900 (a) to (o)	First Incident	Second Incident	Third Incident
(a) (1) Caused, Attempted, Or Threatened To Cause Physical Injury To Another Student.	Conflict Mediation 3-days suspension	Conflict Mediation; 3-days suspension & loss of school events for remainder of year.	5-day suspension & possible expulsion
(2) Willfully Used Force Or Violence Upon The Person Of Another Requiring Medical Attention.	4-days suspension & police notification	5-days suspension & possible expulsion & police notification	
(b) Possessed, Sold Or Furnished Any Firearm, Or Explosive	5-days suspension & recommendation for expulsion & police notification		
(b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object.	3 to 5 days suspension; possible expulsion & police notification		
48915 (c) (2) Brandishing A Knife.	5-days suspension; possible expulsion & police notification		
(c) Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance or alcohol.	2-day suspension & mandatory counseling. Police notification	4-day suspension & mandatory counseling. Police notification	5-days suspension & possible expulsion. Police notification
(d) Sold, Offered, Arranged Or Negotiated To Sell Any Controlled Substance	5-days suspension & recommendation for expulsion & police notification		
(e) Committed Or Attempted To Commit Robbery Or Extortion	3-day suspension; possible expulsion & police notification	4-day suspension; possible expulsion & police notification	5-day suspension; possible expulsion & police notification
* (f) Caused Or Attempted To Cause Damage To School Property Or Private Property.	Restitution & 2-detentions	Restitution; police notification & Saturday school	Restitution; police notification & 1-day suspension
* (g) Stolen Or Attempted To Steal School Property Or Private Property	Restitution & ISS	Restitution & 1-day suspension & police notification	Restitution & 2-days suspension & police notification.
(h) Possessed Or Used Tobacco, Or Any Products Containing Tobacco Or Nicotine.	Saturday School	Smoking Cessation & ISS (1-day)	Smoking Cessation & 1-day suspension.
(i) (1) Engaged In Habitual Profanity Or Vulgarity.	1-day ISS (all day)	2-day ISS (all day)	2-day suspension
(i) (2) Committed An Obscene Act Or Verbal Assault Toward School Authority.	Apology & 1-day suspension or ISS	Apology & 2-day suspension or ISS	Apology & 3-day suspension or ISS
* (j) Possessed, Offered, Arranged, Negotiated To Sell Any Drug paraphernalia.	Confiscation & Saturday School	Confiscation & 1-day ISS	Confiscation and 1-day suspension
* (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials.	Warning & Saturday school	ISS	2 day suspension & loss of school events for remainder of year.
(l) Knowingly Received Stolen School Property Or Private Property.	Restitution: & Saturday school	Restitution & 1-day suspension & police notification	Restitution & 2-day suspension & police notification.
(m) Possessed An Imitation/Replica Firearm Substantially Similar To A Real Firearm.	5-days suspension & possible expulsion & police notification.		

(n) Committed Or Attempted To Commit A Sexual Assault.	5-days suspension & recommendation for expulsion & police notification		
(o) Harassed/Threatened, Or Intimidated A Student Witness In A Disciplinary Matter.	3-days suspension & police notification	4-days suspension & police notification	5-days suspension & possible expulsion & police notification.
1. Argument; No Contact	Conflict mediation	Conflict mediation, student contract & Saturday school.	Conflict/anger mediation, & 1-day suspension or ISS
2. Arson	5-days suspension & recommendation for expulsion & police notification		
3. False Fire Alarms	1-day suspension	3-days suspension	5-days suspension & possible expulsion
4. Cheating	Zero on assignment & Saturday school	Zero on assignment & ISS (1-day)	Zero on assignment & 1-day suspension
5. Use Of Electronic Devices	Confiscation/Warning	Confiscation/Parent pick-up; 1 detention	Confiscation; parent pick-up & Sat. School. Item banned.
6. Cutting Class Or Out Of Class	Saturday School	Saturday School	Saturday School SART/ SARB
7. Bomb Or Terrorist Threat	5-days suspension & recommendation for expulsion & police notification		
8. Riding Bikes Or Skateboards On Campus	Confiscation & verbal warning	Confiscation & work detail	Confiscation & Saturday school.
9. Forgery Of Any Kind	Saturday school	ISS (all day)	1-day suspension
10. Gambling	Confiscate devices & verbal warning	Confiscation & detention	1-day suspension/ISS
11. Gang-Related Violations	Conference & gang contract	3-days suspension	5-days suspension & recommendation for expulsion/police notif.
12. Dress Code Violations	Warning & change clothing	Change clothes & detention	Change clothes & Saturday school
13. Kicking, Pushing Or Shoving (No Injury)	Conflict mediation & 1-day suspension/ISS	Conflict mediation & 2-days suspension/ISS	Conflict mediation & 3-days suspension/ISS
14. Hazing	Warning & detention	Saturday school	1-day suspension/ISS
15. Harassing, Intimidation or Bullying	ISS (all day) Conflict mediation	2-day suspension & behavior contract	3-days suspension & Possible expulsion
16. * Sexual Harassment	Warning and documentation	Student contract & ISS (2-days)	3-days suspension/ISS Possible expulsion
17. * Hate Motivated Behavior: Racial Slurs, Homophobic Statements, Etc...	Warning & ISS (1-day)	1-day suspension	3-day suspension/ISS Possible expulsion
18. * Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight.	ISS (all day)	2-day suspension	5-days suspension & loss of school events for the remainder of the year.

*** Consequences may vary depending on the frequency and/or severity of the incident.**

Parents will be notified every time a student is given a suspension, ISS, detention, work detail or Saturday school.

San Leandro Unified School District

2007-2008 Elementary Level Uniform Discipline Policy

Infraction	First Incident	Second Incident	Third Incident
Caused, Attempted, Or Threatened To Cause Physical Injury To Another Student.	Parent/student conf. 1-day suspension Conflict Mediation	Parent/student conf. 2-day suspension Conflict Mediation	Parent/student conf. 3-day suspension Conflict Mediation
Possessed, Sold Or Furnished Any Firearm, Or Explosive	5-days suspension; recommendation for expulsion/police report		
Possessed, Sold Or Furnished Any Knife Or Dangerous Object	3 day suspension & police report.	4-days suspension	Police Report 5-days suspension & possible expulsion
Brandishing A Knife.	Police Report; 5-days suspension & possible expulsion		
Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance or alcohol.	Parent Conference & 2-day suspension	Mandatory counseling & 3-day suspension	5-days suspension & possible expulsion.
Sold, Offered, Arranged Or Negotiated To Sell Any Controlled Substance	5-days suspension; recommendation for expulsion/police report		
* Caused Or Attempted To Cause Damage To School Property Or Private Property.	Parent/student conf. Restitution & ISS	Parent/student conf. Restitution & 1-day suspension	Parent/student conf. Restitution, behavior plan. 2-day suspension
* Stolen Or Attempted To Steal School Property Or Private Property	Parent/student conf. Restitution & ISS	Parent/student conf. Restitution & 1-day suspension	Parent/student conf. Restitution, behavior plan. 2-day suspension
Committed An Obscene Act Or Verbal Assault Toward School Authority.	Parent/student conf. ISS & Apology	Parent/student conf. Apology & 1-day suspension	Parent/student conf. Apology & 2-day suspension
* Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials.	Parent/student conf. Exclusion for remainder of day	Parent/student conf. 1-day ISS	Parent/student conf. 1-day suspension
Kicking, Pushing or Shoving (No Injury)	Parent Contact Site Consequence	Parent Contact 2-site consequences	Parent/student conf. 1-day suspension
Harassing, Intimidation or Bullying	Parent Contact Site Consequence	Parent Contact 2-site consequences	Parent/student conf. 1-day suspension
Sexual Harassment	Parent Contact Site Consequence	Parent Contact 2-site consequences	Parent/student conf. 1-day suspension
* Hate Motivated Behavior: Racial Slurs, Homophobic Statements.	Student Conference Warning/Apology Loss of Recess	Parent/student conf. Apology 1-day ISS	Parent/student conf. Apology 1-day suspension

*** Consequences may vary depending on the frequency and/or severity of the incident.**

Resources

Campbell, D. (2004) *Choosing Democracy: a practical guide to multicultural education*

Delpit, L. (2002) *Other People's Children: Cultural Conflict in the Classroom*

Espinoza-Herold, M. (2003) *Issues in Latino Education: race, school culture, and the politics of academic success*

Hale, J. (2001) *Learning While Black: Creating Educational Excellence for African American Children*

King, J. (1994) *Teaching Diverse Populations: Formulating a Knowledge Base*

Ladson-Billings, G. (1994)
The Dreamkeepers: Successful Teachers of African American Children

Perry, T., Steele, C. and Hilliard, A. (2003) *Young, Gifted and Black: promoting high achievement among African-American students*

Singleton, G. and Linton, C. (2005) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*

