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INTRODUCTION

In February 2007, State Superintendent of Public Instruction Jack O’Connell announced his intent to lead an effort to identify ways the state can better assist counties, districts, and schools in their efforts to close California’s achievement gap.¹ While, the U.S. Department of Education describes the achievement gap as the difference in academic performance between different ethnic groups, the California Department of Education (CDE) defines it as the disparity between white students and other ethnic groups, between English learners and native English speakers, between socioeconomically disadvantaged and non-disadvantaged, and between students with disabilities as compared to students without disabilities. CDE recognizes and values the role of a positive school climate in closing the achievement gap.

A school’s culture and climate need to reflect and be responsive to the diverse racial, cultural backgrounds, and needs of its student and teacher populations. Research has shown that a caring, engaging, and protective school environment is beneficial socially, emotionally, and academically.^{2,3,4} There is still much

improvement that can be made in schools to enhance school climate. Students and teachers, whether because of color, race, ethnicity, or physical or mental challenges, often feel alienated from the norms and behaviors of the school culture or put off by teaching and learning practices that “do not reflect my background and where I come from.” To communicate and do an effective job of teaching so learning can be maximized for students, California’s educators need to have a cultural understanding of themselves, the students they teach, and the communities that house them.

School Climate

School climate refers to the conditions or quality of the teaching and learning environment—as created by the community of people involved, their values, beliefs, and interpersonal relationships, and the physical setting itself—that affect the subjective school experiences, attitudes, behaviors, and performance of both students and staff. A positive school climate is one that is supportive, safe, caring, challenging, and participatory for all.

School Climate and the Achievement Gap

School climate research has identified high-achieving schools located in the most racially segregated and economically depressed urban areas that managed to “beat the odds” with higher achievement than other similarly challenged schools, by enhancing the caring relationships, high expectations, and opportunities for meaningful participation in the school environment. The goal of school climate research is to

“School climate research has identified high-achieving schools located in the most racially segregated and economically depressed urban areas that managed to “beat the odds”...”

1 Please see the CDE website www.closingtheachievementgap.org for more information. Much of the information in this document was adapted from that document and the CSCS main report.

2 Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

3 Cohen, J., McCabe, E. M., Mitchelli, N. M., and Pickeral, T. (2009) *Teachers College Record Volume 111*, Number 1, January 2009, pp. 180–213

4 Rutter, M. (1979). Protective factors in children’s responses to stress and disadvantaged. In M.W. Kent & J. E. Rolf (Eds.), *Primary prevention of psychopathology: Social competence in children* (pp.49-74). Oxford, UK: Blackwell.

determine the factors within schools that account for such success and that motivate teachers to teach and students to learn. CDE hopes to contribute to a deeper understanding of the important role that school climate plays in closing the achievement gap.

Over the past several years, research related to the academic achievement gap and rising concerns related to the outcomes for ethnically diverse students has led to revisions in California's approach to data collection. The California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS) for staff have been expanded to include questions focused specifically to address the interrelated issues for students from culturally, linguistically, and ethnically diverse backgrounds as well as those who may require specialized supports such as special education or migrant education services. This initiative has also broadened both state and district perspectives on how best to address working conditions which directly affect the teaching and learning environment for all students.

New Questions

In the 2008/09 school year, new questions specifically about cultural climate were added in an effort to collect data that contributes to a deeper understanding of the educational experience of underperforming students; informs continuous improvement of teaching, leadership, and organizational practices; and leads to new insights, awareness, and future actions that ultimately extend policies and practices that work for all and/or eliminate those that disaffect certain groups. Ten CTAG questions were added to the CHKS in a separate module and districts can elect to adopt this module as an option. As schools engage with their CHKS and CSCS data they will

garner a better understanding of the current environment in their school and identify areas where they can focus to provide or sustain the developmental supports and opportunities all students and staff need to create a school climate that promotes achievement and fosters educational success for all.

To begin that process school personnel who are directly responsible for student achievement need to: 1) review and analyze the data, and 2) plan and hold strategic meetings so that all teachers can engage in data-driven conversations regarding teaching and learning conditions that support student achievement. Moving from data collection to strategic action is contingent upon schools having access to meaningful support and committing to a sustained reform effort.

The Three Areas of Focus Related to CTAG

CDE has identified three areas of focus related to closing the achievement gap in the context of school climate: 1) Equity of Expectations and Support; 2) Race: Equity and Respect; 3) Cultural Relevance: Education and Curriculum.

1. **Equity of Expectations and Support**—Students who report caring and supportive interpersonal relationships in school have more positive academic attitudes and values, are more satisfied with school, attend school more frequently, learn more, and report that they are more engaged in academic work. Conveying positive high expectations and strong support messages in a classroom and school environment occurs at several levels. The most obvious and powerful is at the *belief* level, where the teacher and other school staff communicate the message

that the student has everything he or she needs to be successful. Through relationships that convey this deep belief, students can learn to believe in themselves and in their futures.

2. **Race: Equity and Respect**—In a study of an economically diverse sample of middle school African-American adolescents, Wong, Eccles, & Sameroff found that students who experienced racial discrimination from teachers or peers showed declines in grades and academic self-concepts and made more friends who were not interested in school and displayed problem behaviors.⁵ Conversely, a school that actively promotes respect and encourages its students to value education and learn, often report that students across the board are more engaged in academic work. Smith lists lack of respect and acceptance for diversity, low expectations, and poor teacher/student relationships as school factors that affect achievement of children of color.⁶

3. **Cultural Relevance: Education and Curriculum**—School success is enhanced when students feel connected to school and are engaged in their learning. Unfortunately there are too many students in school who do not feel connected or engaged in their schools because the curriculum that they are exposed to has little or no relevance in their lives. To increase

student engagement and participation in schools for students from culturally, linguistically and ethnically diverse backgrounds, teachers should: 1) examine the linguistic and cultural assumptions underlying the curriculum, activities, and instructional strategies; 2) consider cultural and educational backgrounds and approaches to learning when trying to understand and explain student behavior; and 3) attempt to learn more about ways that other cultures structure their children’s educational experiences and explore ways that languages and cultures are similar and different.

Conclusion

We know that students are more likely to do well in school if they feel supported and understood by their teachers and peers, and we know that teachers are more likely to be effective if they understand and can relate to the diverse cultures of students in their classrooms. These surveys make an invaluable contribution to our ongoing efforts to provide critical data to guide the fostering of the absolute best school climate for all teachers and students in our schools.

Districts and schools that did not conduct the CTAG module can still use this Workbook by focusing on the strategies in the CTAG section. This section is over-arching and provides steps that can support every school and district. In addition, Appendix 1 provides a list of questions from the basic CHKS and CSCS surveys that would be helpful to all districts regardless of whether they implemented the CTAG module. Districts receive the CHKS & CSCS CTAG Reports by completing the CTAG module (www.wested.org/chks/ctag).

5 Wong, C.A., Eccles, S., and Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents’ school and socioemotional adjustment. *Journal of Personality*, 71(6): 1197-1232.

6 Smith, C. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration* 17, 21-33.

PROCESS

#1 SELECT SUBJECT

- Select an area of interest—
Closing The Achievement Gap overall,
Special Education or Migrant
Education.

#2 SELECT AREA

- Choose a relevant Area of Focus.

#3 LOCATE DATA

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

#4 DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

#5 CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

#6 TAKE NEXT STEPS

- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

#7 FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
 - Develop a Task-force;
 - Present results;
 - Organize Focus Groups; or
 - Invite input from stakeholders.

#8 IMPLEMENT

- Gather support, start with easy to implement steps.

***District Reports** CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

School Level Reports Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.



1 EQUITY OF EXPECTATIONS & SUPPORT

2 RACE: EQUITY & RESPECT

3 CULTURAL RELEVANCE:
EDUCATION & CURRICULUM

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

The objective...

- » **at the classroom level** is to address ways to increase student success.
- » **at the school level** is to promote the equity of expectations and support amongst staff and to encourage and provide opportunities for them to work together towards creating a site and community that is supportive and healthy for all.
- » **at the district level** is to address district policies and structures to improve learning and teaching within diverse and multicultural communities.

LOCATE DATA

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

***District Reports** CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Questions

Expectations

- » Are all students, regardless of culture, language, and ethnicity, expected to achieve?

Support and Encouragement

- » Are all students supported in being successful?
- » Are all students encouraged to be successful?

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

Turn to Summary Table S1 of your CSCS CTAG Report.

Hint:

It may be worthwhile to write/enter your scores into the following blank Tables so you can refer back to them as you use this Workbook.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table S1

Positive Learning and Working Environment

<i>This School...</i>	Percent Strongly Agreeing					
	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
Is a supportive and inviting place for students to learn (T2.1)						
Sets high standards for academic performance for all (T2.2)						
Encourages students to enroll in rigorous courses (T4.9)						

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Compare this to the student responses in Tables G2 and G3 of your CHKS CTAG Report.

G2

Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

G3

The teachers and other adults work hard to help me with my schoolwork when I need it.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

EQUITY OF EXPECTATIONS & SUPPORT

1 AREA OF FOCUS



CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

TAKE NEXT STEPS

- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

OK now what to do?

Here are some Next Steps you can take to either:

- » **FOCUS ON** and **IMPROVE** the current situation (if you found that there are gaps around expectations or support at your school), or
- » **MAINTAIN** and **STRENGTHEN** the situation (if you found that gaps were minimal or support was apparent).

We've divided these steps into sections for:

- » **CLASSROOM**
- » **SCHOOL**
- » **DISTRICT**

We've also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ CLASSROOM



The objective at the classroom level is to address ways to increase student success.



Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:

Done To Do

STRATEGIES FOR CLASSROOMS



- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Teachers should consistently make it a point to tell every student, (regardless of SES, race, gender, lack of parental involvement, etc.) that they will succeed (HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide pictures, and stories of students and adults that resemble ethnic and cultural makeup of the class in successful endeavors (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Differentiate instruction to accommodate different learning styles (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Pause for 2 minutes every 5-10 minutes of a lecture/ lesson to allow students to write and consolidate notes (HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Habitualize daily praise and encouragement of efforts - simple phrases/notes such as "well done" (CR, HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage students to acknowledge the contribution of others by promoting discussion and debate about each other's work (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Have a team teacher observe and list which students receive your attention during a class lesson. Sometimes teachers can unwittingly ignore some students from warranted praise (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Inform students of lesson objectives and what is expected of them (HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Group students in a heterogeneous manner, promoting cooperation, shared responsibility, and a sense of belonging (HE, MP) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done To Do

LINKS TO RESOURCES



- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Schools Moving Up (Archived Webinar)—Promising Practices for African American and Hispanic Students
www.schoolsmovingup.net/cs/smu/view/e/61 |
|--------------------------|--------------------------|---|

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE * SCHOOL



The objective **at the school level** is to promote the equity of expectations and support amongst staff and to encourage and provide opportunities for them to work together towards creating a site and community that is supportive and healthy for all.



Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:

Done To Do

STRATEGIES FOR SCHOOLS



- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The principal should lead the call to “value all students” as a commitment and not just a mantra (CR, HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Use data to drive decisions and promote high expectations for students and teachers (HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Ensure that classrooms are conducive to positive interaction—space to move, activities which ask for interaction (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage varying forms of assessment and ask that staff develop a range of competencies in students (MP, HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Promote student involvement in all aspects of the school. This action serves to create a sense of importance and empowerment and recognizes that all students are part of the school community (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase student involvement from Student Committees to Staff–Parent–Student groups and to School–Community groups (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Incorporate topics/activities which allow all students to achieve and be acknowledged (MP, HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Challenge the myths held about certain groups of children and youth—especially those who are poor, non–white, and non–English–speaking (HE) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done To Do

LINKS TO RESOURCES



- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Schools Moving Up (Archived Webinar)—Closing the Learning Gap: Steps That Work
www.schoolsmovingup.net/cs/smu/view/e/3368 |
|--------------------------|--------------------------|--|

1

AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ DISTRICT



The objective at the district level is to address district policies and structures to improve learning and teaching within diverse and multicultural communities.

Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:

Done To Do

STRATEGIES FOR DISTRICTS

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Develop policies that focus instruction on a broad range of learning styles and multiple intelligences that build from student strengths, interests, and experiences, and that is participatory and facilitative (HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Focus student assessment on multiple intelligences, utilize authentic assessments, and foster self-reflection (HE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Develop strengths-based assessments (CR, HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Develop systems for immediate intervention in assisting struggling students (CR, HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Discipline in a manner that does not isolate and punish but holds students accountable to others and themselves such as in restorative justice approaches like teen/peer courts and peer mediation (HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Create opportunities for students to interact with local businesses in meaningful ways (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Develop school-business partnerships (MP) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done To Do

LINKS TO RESOURCES

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The Achievement Gap Initiative at Harvard University Mission is to help raise achievement for all children www.agi.harvard.edu |
|--------------------------|--------------------------|---|



EQUITY OF EXPECTATIONS & SUPPORT

1

AREA OF FOCUS

To help you plan what you do next we have included the following two Planning and Implementation charts.

THINGS WE WANT TO DO (FOCUS ON & IMPROVE)

Next Steps to Increase Equity of Expectations & Support	Date

THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)

Next Steps to Increase Equity of Expectations & Support	Date

FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
 - Develop a Task-force;
 - Present results;
 - Organize Focus Groups; or
 - Invite input from stakeholders.

IMPLEMENT

- Gather support, start with easy to implement steps.

RACE: EQUITY & RESPECT

2

AREA OF FOCUS

The objective...

- » at the **classroom level** is to address ways to increase practices that include, nurture, educate, and support all students.
- » at the **school level** is to address school related practices and policies to challenge staff assumptions about race.
- » at the **district level** is to address district policies and structures to authentically communicate the value of everyone and to promote the inclusion of all.

LOCATE DATA

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

***District Reports** CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Question(s)

Equitable participation

- » Do all students feel they're treated equitably, as it relates to classroom participation or discussion?

Caring environment

- » Do all students feel that the school "cares" about them?

RACE: EQUITY & RESPECT

2 AREA OF FOCUS

Turn to **Summary Table S5** of your **CSCS CTAG Report**.

- » If needed feel free to look at Table S8 of the CSCS CTAG Report, G7 and G8 of the CHKS CTAG Report, and your CHKS Main Report Table A3.10.3 (Resilience and Youth Development by Ethnicity).

Hint:

It may be worthwhile to write/enter your scores into the following blank Tables so you can refer back to them as you use this Workbook.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table S5. Respect, Equity, Cultural Sensitivity, and the Achievement Gap

Strongly agree that this school...	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
Fosters an appreciation of student diversity and respect for each other (T4.1)						
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)						

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Compare this to the student responses in **Tables G1 and G9** of your **CHKS CTAG Report**.

G1. Teachers and other adults at this school treat all students with respect.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic



RACE: EQUITY & RESPECT

G9. There is a lot of tension in this school between different cultures, races, or ethnicities.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

Turn to Summary Table S4 of your CSCS CTAG Report

Table S4

<i>How many adults at this school...</i>	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
<i>Caring Relationships</i>						
Want every student to do their best (T3.4)						
Acknowledge and pay attention to students (T3.2)						
Really care about every student (T3.1)						

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

RACE: EQUITY & RESPECT

Compare this to the student responses in Table A3.10.2 of your CHKS CTAG Report

2

AREA OF FOCUS

Table A3.10.2. Summary of External Assets by race/ethnicity

	Percent of students scoring High in Assets (%)							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment								
Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

Questions: At my school, there is a teacher or some other adult... (A16) who really cares about me; (A18) who notices when I'm not there; (A20) who listens to me when I have something to say.

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latinola, White=White, Other=Other not listed, Mix=Multi-ethnic

Cells are empty if there are less than 25 respondents.

External assets have been renamed Protective Factors for 2009-10.

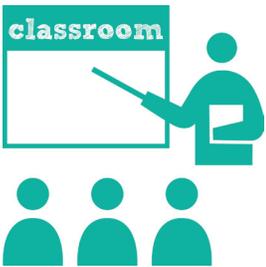
For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

RACE: EQUITY & RESPECT

2 AREA OF FOCUS



CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

TAKE NEXT STEPS

- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

OK now what to do?

Here are some Next Steps you can take to either:

- » **FOCUS ON** and **IMPROVE** the current situation (if you found that respondents believed that equity, treatment, or respect is an issue), or
- » **MAINTAIN** and **STRENGTHEN** the situation (if you found that all respondents believed the school was an inclusive, safe, and caring environment).

We've divided these steps into sections for:

- » **CLASSROOM**
- » **SCHOOL**
- » **DISTRICT**

We've also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.

2

AREA OF FOCUS

RACE: EQUITY & RESPECT

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ CLASSROOM



The objective at the classroom level is to address ways to increase practices that include, nurture, educate, and support all students.



Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



STRATEGIES FOR CLASSROOMS

Check applicable:		
Done	To Do	
<input type="checkbox"/>	<input type="checkbox"/>	Equip yourself with pedagogy and other information to make you comfortable about addressing issues around race, ethnicity, and culture (CR, HE, MP)
<input type="checkbox"/>	<input type="checkbox"/>	Give students a choice of assignments and books to read (MP)
<input type="checkbox"/>	<input type="checkbox"/>	Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)
<input type="checkbox"/>	<input type="checkbox"/>	Pay attention and actively listen to students (CR)
<input type="checkbox"/>	<input type="checkbox"/>	Invite students to “tell their stories” (CR, MP)
<input type="checkbox"/>	<input type="checkbox"/>	Create safe environments to have conversations and dialogue around race, ethnicity, and culture (CR, MP)
<input type="checkbox"/>	<input type="checkbox"/>	Learn the names of students and their life contexts (CR)
<input type="checkbox"/>	<input type="checkbox"/>	Ensure curriculum reflects the race, ethnicity, culture, and experiences of students (CR)
<input type="checkbox"/>	<input type="checkbox"/>	Make sure curriculum is relevant to students (CR)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:		
Done	To Do	
<input type="checkbox"/>	<input type="checkbox"/>	Closing the Achievement Gap Latino Educational Opportunity Reports 2007 African American Educational Opportunity Reports 2007 www.closingtheachievementgap.org/cs/ctag/print/hdocs/research_library.htm
<input type="checkbox"/>	<input type="checkbox"/>	New Horizons for Education: Multicultural Education www.newhorizons.org/strategies/multicultural/front_multicultural.htm#a
<input type="checkbox"/>	<input type="checkbox"/>	The Linguistically Diverse Classroom www.voicesineducation.org



2 AREA OF FOCUS

RACE: EQUITY & RESPECT

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ SCHOOL



The objective at the school level is to address school related practices and policies to challenge staff assumptions about race.



STRATEGIES FOR SCHOOLS

Check applicable:
Done To Do

- Review data to reveal patterns of inequity for students (e.g. suspensions, expulsions, disproportionately, and other disciplinary issues) (MP)
- Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)
- Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers who reflect that cultural, linguistic, and ethnic composition of the students(CR)
- Create focus groups of students, teachers, and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on recommendations (CR)
- Provide new teacher mentoring and organize teacher support (CR)
- Create “dialogue nights” where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, MP)
- Be cognizant of staffing that reflects the students and the community (CR)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.



LINKS TO RESOURCES

Check applicable:
Done To Do

- Addressing Racial Disparities in High-Achieving Suburban Schools NCREL report by Ronal Ferguson www.ncrel.org/pubs/html/pivol13/dec2002b.htm
- Cesar E. Chavez High School: High Expectations, Empowerment, and Excellence, School Improvement, Climate & Culture; Gonzalez, Saul 04/22/2009 www.schoolsmovingup.net/cs/smu/view/e/3675

Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

2

AREA OF FOCUS

RACE: EQUITY & RESPECT

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ DISTRICT



The objective at the district level is to address district policies and structures to authentically communicate the value of everyone and to promote the inclusion of all.

Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:

Done To Do

STRATEGIES FOR DISTRICTS

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Become cognizant of the possible unintended consequences of policies and procedures that impact racial harmony. |
| <input type="checkbox"/> | <input type="checkbox"/> | Frequently assess practices of disproportionality in such areas as special education and gifted education (CR, HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide interpreters, transportation, and childcare for events to increase parental participation (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Adopt material and curriculum that reflect the race, ethnicity, and culture of the students (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Hire administration and staff that reflects the population served (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Become a clearinghouse for learning activities that take place outside of school—and give youth school credit for these (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Welcome community volunteers into the school who can work one-on-one and in small groups with the youth, thus increasing substantially the number of adults in close relationship with youth (CR) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done To Do

LINKS TO RESOURCES



- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Programs that promote equity, access, participation for all students in AZ, CA, and NV.
www.equityallianceatasu.org |
| <input type="checkbox"/> | <input type="checkbox"/> | Student Well-being and the Academic Progress of Schools
School Improvement Climate & Culture; Hanson, Tom
12/10/2003
www.schoolsmovingup.net/cs/smu/view/e/62 |

RACE: EQUITY & RESPECT

2 AREA OF FOCUS

To help you plan what you do next we have included the following two Planning and Implementation charts.

THINGS WE WANT TO DO (FOCUS ON & IMPROVE)	
Next Steps to Improve Racial Harmony	Date

THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)	
Next Steps to Improve Racial Harmony	Date

FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
 - Develop a Task-force;
 - Present results;
 - Organize Focus Groups; or
 - Invite input from stakeholders.

IMPLEMENT

- Gather support, start with easy to implement steps.

3

AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

The objective:

- » **at the classroom level** is to address ways to increase student engagement.
- » **at the school level** is to address school related practices and policies to enhance culturally responsive practices.
- » **at the district level** is to address district policies and structures to maintain a focus on culturally responsive and relevant education, awareness, and perspective.

LOCATE DATA

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

***District Reports** CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Question(s)

Educational Relevance

- » Do students of color feel their education is relevant?

Lessons and curriculum

- » Do students see their race as part of the curriculum?
- » Do teachers provide lessons that are relevant to their students?

3

AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

Turn to Summary Tables S1 and S5 of your CSCS CTAG Report

Hint:

It may be worthwhile to write/enter your scores into the blank Tables below so you can refer back to them as you use this Guide.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table S1. Positive Learning and Working Environment

<i>This school...</i>	Percent Strongly Agreeing					
	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
Emphasizes teaching lessons in ways relevant to students (T2.5)						

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Table S5. Respect, Equity, Cultural Sensitivity, and the Achievement Gap

<i>This school...</i>	Percent Strongly Agreeing					
	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
Emphasizes using instructional materials that reflect the cultural or ethnicity of its students (T4.6)						

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

3

AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

Compare this to the student responses in Tables G4 and G6 of your CHKS CTAG Report.

G4. Teachers show how classroom lessons are important and helpful to me in real life.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic/Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

G9. There is a lot of tension in this school between different cultures, races, or ethnicities.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic/Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

3 AREA OF FOCUS



CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

TAKE NEXT STEPS

- Read through the Next Steps strategies
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

OK now what to do?

Here are some Next Steps you can take to either:

- » **FOCUS ON** and **IMPROVE** the current situation (if you found that students did not feel engaged at school), or
- » **MAINTAIN** and **STRENGTHEN** the situation (if you found that students of all races/ethnicities believed their education is relevant and meaningful).

We've divided these steps into sections for:

- » **CLASSROOM**
- » **SCHOOL**
- » **DISTRICT**

We've also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.

3 AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ CLASSROOM



The objective at the classroom level is to address ways to increase student engagement.



Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:
Done To Do

STRATEGIES FOR CLASSROOMS

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Learn about the culture of the students you teach, through formal or informal education (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Make cultural awareness part of the teaching strategy (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Contextualize the content of the curriculum to students' experiences (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage students to see how what they learn can improve their lives (CR, HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Ensure pictures in the classroom reflect the ethnic makeup of the class. |
| <input type="checkbox"/> | <input type="checkbox"/> | Teach about racial respect and tolerance (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Invite persons of different racial backgrounds to be a part of the education (e.g. parents, local community members, etc.) (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Expose the classroom to racial diversity (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Give students a choice of assignments and books to read (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:
Done To Do

LINKS TO RESOURCES



- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Minority Student Achievement Network (MSAN) is a national coalition of multiracial, suburban–urban school districts that seek solutions to gaps in their district
www.msan.wceruw.org |
|--------------------------|--------------------------|---|

3

AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ SCHOOL



The objective at the school level is to address school related practices and policies to enhance culturally responsive practices.

Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check if applicable:

Done To Do

- | Done | To Do | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Embed the need for racial tolerance in everything the school does (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide ongoing culturally relevant and responsive training for all school personnel (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide community service learning (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Engage students—especially those on the margin—in a school climate improvement task force (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Create a school climate task force consisting of students, teachers, and other adults in the school who continually assess the quality of the school environment (CR) |

STRATEGIES FOR SCHOOLS



For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done To Do

- | Done | To Do | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Teaching Tolerance is a project of the Southern Poverty Law Center
www.tolerance.org |

LINKS TO RESOURCES



3 AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ DISTRICT



The objective at the district level is to address district policies and structures to maintain a focus on culturally responsive and relevant education, awareness, and perspective.

Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:
Done To Do

STRATEGIES FOR DISTRICTS

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Adopt materials, texts, and curriculum that reflects the community served (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide ongoing culturally relevant and responsive training for all school personnel (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Create “dialogue nights” where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Hold a student focus group with community agencies to explore your Resilience and Youth Development Module (RYDM) community data (CR, HE, MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Form youth advocacy groups around school/community issues. They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP) |

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:
Done To Do

LINKS TO RESOURCES

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Data Use and Teacher Collaboration: One School’s Success Story; Gulden, Michael 01/30/2008
www.schoolsmovingup.net/cs/smu/view/e/2405 |
| <input type="checkbox"/> | <input type="checkbox"/> | Ideas in Action: Central Union High School; Jones, Emma 01/16/2008
www.schoolsmovingup.net/cs/smu/view/e/2390 |
| <input type="checkbox"/> | <input type="checkbox"/> | Ideas in Action: Baldwin Academy; Wilson, Bonnie 12/05/2007
www.schoolsmovingup.net/cs/smu/view/e/2387 |

3

AREA OF FOCUS

CULTURAL RELEVANCE: EDUCATION & CURRICULUM

To help you plan what you do next we have included the following two Planning and Implementation charts.

THINGS WE WANT TO DO (FOCUS ON & IMPROVE)	
Next Steps to Improve Cultural Awareness	Date

THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)	
Next Steps to Improve Cultural Awareness	Date

FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
 - Develop a Task-force;
 - Present results;
 - Organize Focus Groups; or
 - Invite input from stakeholders.

IMPLEMENT

- Gather support, start with easy to implement steps.

ADDITIONAL SELECTED RESOURCES & WEBSITES

Selected Websites

Closing the Achievement Gap—Achieving Success for All Students The website is part of the California Department of Education’s statewide initiative to close the achievement gap by supporting the work of policymakers, educators, and communities.
www.closingtheachievementgap.org

Concerned Black Men National Organization Concerned Black Men’s vision was to fill the void of positive black male role models in many communities by providing mentors and programs that affirmed the care and discipline that all youth need, while providing opportunities for academic and career enrichment.
www.cbmnational.org/resources/resources

Disproportionality in CA Public Schools A series of web pages related to disproportionate representation of students, by race and ethnicity, receiving special education services available on the California Department of Education, Special Education Division web site. These web pages organize information and resources for local education agencies (LEAs).
www.cde.ca.gov/sp/se/qa/disproportionality.asp

The Institute for Research and Reform in Education (IRRE) The Institute for Research and Reform in Education (IRRE) partners with districts and schools to help all students develop the academic strengths they need for good jobs and post-secondary education.
www.irre.org

National Education Association (NEA) NEA advocates for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.
www.nea.org/home/AchievementGaps.html

National Education Association Foundation The NEA Foundation, through the unique strength of its partnership with educators, advances student achievement by investing in public education that will prepare each of America’s children to learn and thrive in a rapidly changing world.
www.neafoundation.org/closingthegap_resources.htm

National Governor’s Association (NGA) National Governors Association is a bipartisan organization of the nation’s governors that promotes visionary state leadership, shares best practices and speaks with a unified voice on national policy.
www.subnet.nga.org/educlear/achievement/index.html

The Vanderbilt Achievement Gap Project Of the Vanderbilt Achievement Gap Project's many planned endeavors, two are already underway: a monthly lecture series highlighting both research and practice, and a summer institute for young black males.
www.peabody.vanderbilt.edu/x7557.xml