Policy 6012.1: ^Targeted Instructional Improvement Plan - African American Students

Status: ADOPTED

Original Adopted Date: 10/16/2007 **| Last Reviewed Date:** 10/16/2007

Measurable Outcomes

In order to address the academic achievement gap, as well as other indicators of students' social and emotional well-being and development, between African Americans and other student groups, beginning with preschool through grade 12, targeted instructional approaches and programs include the following goals:

- Increase the number of African American students enrolled in preschool programs that are culturally relevant and academically appropriate
- Increase the percentage of African American students achieving at the proficient or advanced levels on the California Standards Tests in English Language Arts and Mathematics
- Increase the number of African American students successfully completing college preparatory classes such as the University of California A-G college prep course sequence, International Baccalaureate, and Advanced Placement courses thereby enabling students to gain greater access to competitive postsecondary institutions
- Appropriate academic interventions and instructional programs for African American students will reduce the disproportionate number of African American students who are placed in the Special Education program
- Increase the number of African American students who are assigned to Advanced Learner Programs, including Advanced Placement (AP), and International Baccalaureate
- Increase the number of African American students who are assigned to algebra in the 8th grade, and other courses known to be "gateway" courses to college admission
- Ensure that graduation rates accurately depict student cohort retention from the 9th to the 12th grade
- Through implementation of the Targeted Instructional Improvement Policy, it is anticipated that a reduction in the disproportionate number of suspensions, expulsions, and discipline referrals of African American students will result.

Professional Growth

The national research supports the effectiveness of culturally relevant pedagogy, as a targeted instructional approach for improving the academic achievement of African American students. Staff development training will emphasize the strengths of African American students demonstrating a theoretical framework with instructional techniques and strategies that reflect those strengths and learning styles. All staff development should be sustained, ongoing, and build upon other staff development efforts.

Site Administrators, teachers, and other academic support staff will attend professional growth in-services that will be offered by the district and/or by other organizations/agencies related to the instruction of African American students.

Parent/Guardian/Community Involvement

Parent/guardian and community outreach is an essential element to maximize academic achievement among African American students. Parents/guardians need to be included in the decision-making, implementation, and program evaluation processes. The district will continue to develop and incorporate a variety of mechanisms that promote continued parent/guardian and community involvement. Efforts may include, but will not be limited to, Town Hall Meetings, an African American Parent Advisory Council, other district committees, published correspondence, collaboration with other agencies, etc.

An African American parent/guardian center, that effectively provides a central clearinghouse for African American parents/guardians, will be established and maintained. This center, as a component of a larger parent/guardian center umbrella, will provide information and materials pertaining to scholarships and other resources to ensure that the needs of African American students are met.

Funding

Through the established Program Evaluation process, all programs are measured and adjustments may result in the structure of the program and/or the elements of funding. Existing funds, Title I, Title II, TIIG, II/USP, High Priority, and Comprehensive School Reform grants and funds are all suitable sources of revenue to support African American student achievement efforts. Additionally, there will be an administrator and additional support personnel funded to oversee the targeted instructional improvement policy.

Evaluation and Accountability

Processes to monitor, evaluate, and determine program effectiveness and student achievement will accompany all targeted instructional approaches and programs. In addition to student academic growth as measured by State mandated assessments per NCLB legislation and district benchmarks, the effectiveness of the program will also include affective measures such as self-concept, self-knowledge, and overall citizenship. The evaluation process will include ongoing and annual measures of quantitative data such as discipline records and attendance and qualitative measures such as parent/guardian feedback of student performance.

District Accountability

The district shall take appropriate actions to maintain the effectiveness of programs and to improve and/or maintain the quality of education that African American students receive. The district will remain committed to the provision of culturally relevant pedagogy even in the event that all students achieve at the proficient and advanced levels and continue to make improvements on State assessments.
