

Educated, Engaged, Effective!

SOCIAL JUSTICE LEADERSHIP FOR STUDENT SUCCESS



CALIFORNIA STATE
UNIVERSITY
EAST BAY

2016 Leadership Institute

2016 Leadership Institute

Educated, Engaged, Effective: Social Justice Leadership for Student Success

The Department of Educational Leadership (DEL) and College of Education and Allied Studies (CEAS) welcome you to our 8th Annual Leadership Institute! The theme of this year's institute affirms the commitment of CEAS and DEL to foster shared learning of best practices and insightful research, as practitioners and scholars join together in our quest for excellence in public education. Moreover, this institute highlights our students' research interests through an intellectual discourse where participants are provided opportunities to review and discern the department's mission and core values, exemplified in our students work and noted leaders in our field. Today, more than 90 students representing 35 districts or agencies will deliver 71 presentations.

As a department, we espouse, and therefore our students' work reflects, the following core values

Diversity
Equity
Democratic Collaboration
Critical Inquiry
Continuous Improvement
Socially Responsible Leadership

This is an opportunity to see our mission & core values in action!

AGENDA

Registration & Continental Breakfast

Welcome & Opening Remarks 9:00 - 9:30 am

Dr. Peg Winkelman, Chair,
Department of Educational Leadership

Dr. Leroy M. Morishita, President,
California State University, East Bay

Dr. Carolyn Nelson, Interim Provost,
California State University, East Bay

Dr. Bobbie Plough, Director, Center
for Research, Equity and Collaborative
Engagement (CRECE)

Session 1 • 9:35 - 10:05 am

Poster Session Gallery Walk: Doctorate in
Educational Leadership for Social Justice -
3rd Year Students

BREAK

Session 2 • 10:10 - 11:15 am

Roundtable Sessions: Preliminary
Administrative Credential (Tier I)
Students' Presentations

LUNCH & SUPERINTENDENT'S PANEL

Facilitator: Dr. Emily Brizendine

Session 3 • 1:00 - 2:00 pm

Roundtable Sessions: Master's Degree
Students' Exhibition

OUR PARTNER DISTRICTS

U.S. public schools are in a highly reform-active period with mounting pressures on schools to show evidence of academic progress. The Department of Education Leadership (DEL) proudly partners with 19 districts throughout the Bay Area to deliver quality graduate degree programs and relevant administrator preparation. DEL faculty members work in conjunction with our partner districts to support and address districts' needs through our curriculum, instruction, and research.



AGENDA AT A GLANCE

Session 1 Doctoral Students' Poster Gallery Walk 9:35 – 10:05 am

Academic Achievement/Support

- College Bound Brotherhood: Interrupting the Criminalization of African American Boys in the American Education System
- Common Core and Project Based Learning

School Culture

- Implicit and Explicit Assumptions of White Female Teachers: How They May Influence the Social-Emotional Interaction with African American and Latino Male Students in a Middle School Setting
- Learning Time Differentials: At the Intersection of Race, Class, and Place
- Am I Invisible? African American and Latina Female Students' Lived Experiences and Feelings of Alienation in the Public School Setting
- Challenges Facing Adjudicated Youth Returning to Urban Public Schools
- African American Males: A Study of How They Shape Their Identity in Urban Schools

Special Education

- Trying to be Normal: The Effects of Special Education Identification

Stakeholder Engagement

- Building Educator Awareness to Support the Development of Authentic Partnering with Parents
- Redlining and its Influence on Educational Opportunities in the Public Education System
- Prospects for Change: Middle School Family Involvement: Rethinking Stakeholder Engagement
- What Matters: An Analysis of Parents' Definitions of School Quality
- Marketing Education and the Promise of Charter Schools

Professional Considerations

- The Phenomenology of an Urban Teacher
- Social Identity and Gender Inequities for Male Elementary Teachers
- The Impact of Systemic Reform on School Counselors and Counseling Programs

Session 2 Preliminary Administrative Credential Students' Roundtable Presentations 10:10 – 11:15 am

Academic Achievement/Support

- Extended Day Support for Socio-Economically Disadvantaged Students
- An Achievement Gap Related to Socioeconomic Status at a Small Elementary School
- The Prospects of Hispanic/Latino Students Meeting the Needed Requirements to Enter a California Public University
- Unequal Access to Success: The Underrepresentation of Students of Color Enrolled in Advanced Placement Courses
- Latino Achievement Gap: The Growing Disparity
- Fractured Tier I RTI Support and the Achievement Gap
- Reading Without Meaning: The Use of MyOn in One Elementary School
- Equity in Reading: Is Teachers College Reading and Writing Project the Answer?
- Socioeconomic Status and Student Achievement
- Possible Factors Influencing the Underachievement of African American Males
- Supporting Under-Achieving High School Students

School Culture

- Strategies to Address Disproportionate Discipline Data
- Social Justice and Equity for All Families

English Learners

- Supporting Improved Academic Performance for English Learners
- An Examination of the Designation and Support for Long-term English Learners

- Long Term English Learners' Challenges in High School
- Examining the Effectiveness of the CELDT and How it Relates to Smarter Balanced Assessment Success
- Reclassification of ELL Students: The Pitfalls
- English Language Learner Re-designation: A Strategy for Reform
- Understanding ESL Students: A Must for an Equitable Education

Special Education

- The Expectation Gap: Addressing the Learning and Achievement of All Students
- Equity for Boys
- Post-22: Improving the Outcomes of People With Severe Cognitive Disabilities After the Age of 22
- The Impact of Inclusion-Based Services in Special Education
- It's Not Just the Students, Special Education Teachers Can be Marginalized Too
- Examining the Overrepresentation of African American Students in Special Education in West Contra Costa Unified School District
- Disproportionality of Students of Color in Special Education
- Service Gaps for Culturally and Linguistically Diverse Students in Special Education

Stakeholder Engagement

- Increasing Equitable Parent Empowerment: Attendance, Participation, and Partnership in School-Wide Events and Decision Making
- Is Technology Widening the EL Parent Engagement Gap?

Session 3 The Master's Exhibition 1:00 – 2:00 pm

Academic Achievement/Support

- Professional Learning Communities' Effects and Impacts on Closing the Achievement Gap
- Using Culturally and Linguistically Responsive Teaching Practices to Increase Student Engagement
- Cohort-Size Reduction in a School-Within-a-School
- To What Extent Does Specific Implementation of Sustained Silent Reading Engage Reluctant Readers in Reading?
- Whole-Brain Teaching Strategies Versus Traditional Teaching Strategies and the Impact on Literacy Skills
- The Use of a Universal Literacy Screening Tool and Its Effects on Explicit Early Literacy Intervention
- Social Barriers and Supports that Influence the Participation of African American Students in Advanced Placement Classes

School Culture

- Middle School Anxiety & Stress Management through Mindfulness
- Assessment Schedule, Stress, and Student Workload
- Effectiveness of Positive Early Intervention Strategies on Male High School Students for Whom Traditional Disciplinary Action Lead to Suspension
- Restorative Circles and Classroom Culture
- Implementing Positive Behavioral Interventions and Supports (PBIS) Tier 2 Strategies

English Learners

- Early Literacy Interventions for Multilingual Students
- The Effects of Systematic English Language Development (ELD)
- The Impact of Explicit Language Instruction on the Academic Literacy of Long-Term English Learners (LTELs).

Special Education

- Resources for Students with Attention Deficit Disorder
- Increasing Writing Proficiency Among 5th Grade Students in the Resource Program with the Use of Supplemental Aides
- Service Gaps for Culturally and Linguistically Diverse Students in Special Education

Stakeholder Engagement

- Effective Parent Education for Home/School Partnerships
- Engaging Parents in Raising Student Achievement

Technology

- Computer-Assisted Intervention with Struggling Readers

Professional Considerations

- Teacher Retention at Seneca Family of Agencies' Non-Public Schools
- Impact of Professional Development on Middle School Science Teacher Retention: The Effect of Teacher Self-Efficacy on Latino Expository Writing
- Teacher Efficacy and the Identification of Gifted Students in Title I Schools

Special Studies: Music

- Do Private Music Lesson Scholarships Jumpstart the Enrollment of Students of Color?
- Creating Harmony for Music Students of Color: Issues of Access and Equity in a High School Instrumental Music Program

“ Education is the most powerful weapon which you can use to change the world. ”

- Nelson Mandela



Alvarado Room 1

Gigi F. Patrick
Vallejo City Unified School District
The Phenomenology of an Urban Teacher
This study investigates what factors are responsible for the short-term tenure of schoolteachers situated in an urban school district in California.

Dawn River
San Mateo-Foster City School District
Social Identity and Gender Inequities for Male Elementary Teachers
Female teachers in California outnumber males two to one. This study examines the social identity and experiences of male elementary teachers and provides insight as to what is responsible for the gender gap in elementary classroom located in California.

Alvarado Room 2

Charles Wilson
Oakland Unified School District
What Matters: An Analysis of Parents' Definitions of School Quality
This study investigates how parents of students enrolled in low-performing and low-income schools perceive and define the quality of their children's schools relative to the information sources available to them, such as school performance frameworks.

Erika Emery
Eden Area Regional Occupational Program
Redlining and its Influence on Educational Opportunities in the Public Education System
Utilizing a family's home address to determine student placement mimics real estate redlining and limits educational accessibility. This multi-generational critical ethnography highlights a Black families' experience with educational redlining in Oakland.

Bay Room

Josh DeFeo
Orinda Union School District
Trying to be Normal: The Effects of Special Education Identification
This qualitative study examines the impact labeling has on several learning disabled students as well as on the schooling culture of an affluent high school situated in California.

Mohamed Abdalla
Self-Employed
Marketing Education and the Promise of Charter Schools
The purpose of this descriptive quantitative study is to examine the performance of charter schools in comparison to traditional public schools in a California high school district.

Nicolette Moore
Palo Alto Unified School District
Common Core and Project Based Learning
The Common Core State Standards are a new reform effort for primary and secondary education. This study unpacks how several schoolteachers' interpretation of the Common Core standards impact the pedagogies educators employ during classroom instruction.

Alvarado Room 3

Ron C. Smith
Oakland Unified School District
African American Males: A Study of How They Shape Their Identity in Urban Schools
The research explores high school-age African American males 16-18 lived experiences. It captures how their relationships with school and academia shape their identity, while not losing the identity they form with their peers.

Nikki Pitcher
San Rafael City Schools
Am I Invisible? African American and Latina Female Students' Lived Experiences and Feelings of Alienation in the Public School Setting
Alienation is a critical issue many students face in public schools. Through Youth Participatory Action Research, the voices of girls of color provide insight to better understand the effects of alienation in building, and sustaining, an inclusive school environment.

DiShawn S. Givens
Hayward Unified School District
College Bound Brotherhood: Interrupting the Criminalization of African American Boys in the American Education System
This study examines the lived experiences of several African American boys who were participants in the College Bound Brotherhood at Hayward High School. The participants' narratives shed light on how the initiative has improved the academic performance and social well-being its members.

San Leandro Room

Annya Rose Sulse Artigas
Alum Rock Union School District
Building Educator Awareness to Support the Development of Authentic Partnering with Parents
Parental involvement is necessary for student success; however, the barriers that exist for families of color, as well as educator perception may prevent an authentic partnership. This study examined educators' awareness levels around the need for strength based partnering with parents.

Patricia Meade Saddler
Berkeley Unified School District
Prospects for Change: Middle School Family Involvement: Rethinking Stakeholder Engagement
Family plays an integral role in the intellectual development of children. Looking specifically at the transition to middle school, this study investigates how family and staff build family-school partnerships predicated on fostering youth's intellectual growth.

San Ramon Room

Jill Butler
Pleasanton Unified School District
Implicit and Explicit Assumptions of White Female Teachers: How They May Influence the Social-Emotional Interactions with African American and Latino Male Students in a Middle School Setting
This qualitative research study, situated in an affluent school district in California, examines the impact of cross-cultural student teacher relationships on student academic outcomes.

Kathryn Crystal Mapps Cirelli
Berkeley Unified School District
Learning Time Differentials: At the Intersection of Race, Class, and Place
This dissertation contextualizes learning time differentials within historical patterns of exclusionary practices in education against low-income Black and Latino students. It argues that race/ethnicity, class and place are indicators of students receiving insufficient learning time

“ Education is not the learning of facts, but the training of the mind to think. ”

- Albert Einstein



Alvarado Room 1

Table 1:
Justin Young
Jefferson Union High School District
Unequal Access to Success: The Underrepresentation of Students of Color Enrolled in Advanced Placement Courses
Students of color are largely underrepresented in Advanced Placement courses. This Equity Plan analyzes the causes and proposes solutions to diminish this inequity, especially among African American and Hispanic student populations

Table 1:
Carla Estrada-Hidalgo
Livermore Valley Joint Unified School District
The Prospects of Hispanic/Latino Students Meeting the Needed Requirements to Enter a California Public University
CDE data, the Single Plan for Student Achievement, demonstrates the need to re-evaluate how Hispanic/Latino students are educated in California schools. This equity plan delves into reasons and solutions that can yield positive outcomes for graduating Hispanic/Latino students.

Table 2:
John Honerkamp
Fremont Unified School District
Is Technology Widening the EL Parent Engagement Gap?
School Loop is the conventional tool for keeping parents apprised of student grades and assignments as well as engaged with teachers, counselors, and administrators. This plan examines the role School Loop may serve in widening the EL parent engagement gap.

Table 2:
Jennifer Ujije
San Francisco Unified School District
Increasing Equitable Parent Empowerment: Attendance, Participation, and Partnership in School-Wide Events and Decision Making
A key tenet of leadership is building capacity in others. Looking beyond our students, how can schools create cultures where parents are valued and honored as assets to their children's education, and empowered as key partners?

Table 3:
Jenn Blake
Oakland Unified School District
The Impact of Inclusion-Based Services in Special Education
This plan explores the benefits and challenges of inclusion-based instruction for students with disabilities by reviewing achievement data, examining teacher and administrator attitudes, and identifying staffing and programming trends that contribute to student success in the least restrictive environment.

Table 3:
Ruth Espinoza
Pleasanton Unified School District
It's Not Just the Students, Special Education Teachers Can be Marginalized Too
This plan examines the role several factors may play in the achievement gap for students w/ disabilities at Amador Valley High: 1) isolation of SPED teachers, 2) lack of purpose/structure for inclusion, and 3) capacity to align curriculum, instruction, assessments to the CCSS and use data.

Alvarado Room 2

Table 1:
Sayuri Chen
Cabrillo Unified School District
Latino Achievement Gap: The Growing Disparity
This research investigates the achievement gap between Caucasian and Latino students in one high school, and analyzes intentional supports to equalize student's academic abilities and achievements.

Table 1:
Brieann Estep
Dublin Unified School District
Fractured Tier I RTI Support and the Achievement Gap
Tier I RTI support is intended to offer immediate and structured supports to all students. What happens when the largest tier on the RTI pyramid lacks purpose and structure? Can the other tiers save struggling students? What role does a fractured Tier I play in the achievement gap?

Table 2:
Lilian Austria, Kathleen Krier, Amy Marymor & Mirel Rivera
West Contra Costa Unified School District & San Ramon Valley Unified School District
English Language Learner Re-designation: A Strategy for Reform
Our extensive examination of data noted alarming disparities and inequities in the long-term placement of ELL students in our programs. Thus, the misconceptions and underlying assumptions of students' abilities, held by educators, may contribute to students' continuance in ELL programs.

Table 3:
Hilda Silva
New Haven Unified School District
Reclassification of E Students: The Pitfalls
This plan examines how the following may contribute to stalled EL growth: 1) staff capacity to align curriculum, instruction, and assessments to the ELD standards and ELA/literacy in the content area standards 2) structured collaboration time 3) lack of data driven interventions.

Table 3:
Julieta Zuluaga
Mount Diablo Unified School District
Understanding ESL Students: A Must for an Equitable Education
Analysis of data for three consecutive years reveals a consistent pattern of low proficiency scores for the ESL population in core content areas. An examination of teacher and student experiences provides insight into strategies to address the academic performance gap.

Alvarado Room 3

Table 1:
Mary Cazden, Susanne Reed & Melisa Pfohl
Berkeley Unified School District & Albany Unified School District
Equity in Reading: Is Teachers College Reading and Writing Project the Answer?
Since the implementation of TCRWP, our on-going discussions have focused on the lack of progress our Black and Hispanic students have made in reading. Our collaborative study provides an analysis to better understand why students may fail to make progress.

Table 2:
Rhonda Taft
San Ramon Valley Unified School District
Equity for Boys
An analysis of enrollment and CAASP data indicates that boys are overrepresented in Special Education and alternative school placements and low achievement rates. This study examines how we can better serve our male population through more "boy-friendly" practices.

Table 2:
Lisa Reed
San Mateo County Office of Education
Service Gaps for Culturally and Linguistically Diverse Students in Special Education
An examination of the inequities in the distribution of support services, such as speech and language and occupational therapy, for students from culturally and ethnically diverse families in a county office of education special education program.

Table 3:
Julian Mijares
Antioch Unified School District
Extended Day Support for Socio-Economically Disadvantaged Students
This study approaches low economic status as a symptom of greater issues of educational and societal disparity. The work-in-progress focuses on utilization and coordination of resources for an after-school program designed to support the success of students living in poverty.

Table 3:
Daniel Flores
South San Francisco Unified School District
Supporting Under-Achieving High School Students
Aligned with WASC and district goals, this Equity Plan explores the need to support under-achieving high school students, particularly those 9th and 10th grade students who receive D's and F's in their classes.

San Leandro Room

Table 1:
Brad Williston
San Francisco Unified School District
Reading Without Meaning: The Use of MyOn in One Elementary School
This research considers the implementation of MyOn, a digital reading platform, at select elementary schools in SFUSD. A review of current research on e-readers in schools is included, as are recommendations for equitable and effective MyOn implementation.

Table 1:
Benjamin Lundholm
Alameda Unified School District
An Achievement Gap Related to Socioeconomic Status at a Small Elementary School
Data revealed an achievement gap in science, math and reading between socio-economically disadvantaged and other elementary students. Literature suggests gaps are common and could involve race and language. Colleagues deepened understanding of this issue to develop a roadmap for possible solutions.

Table 2:
Joe Bruno
Pittsburg Unified School District
Supporting Improved Academic Performance for English Learners
CST and CAASPP data indicate that English Learners are not performing well at our site. Collaborative conversations informed the development of recommendations including: professional development, alignment of ELD instruction, and a facilitated ELD study group.

Table 2:
Patrick Jackson
Pacifica School District
Examining the Effectiveness of the CELDT and How it Relates to Smarter Balanced Assessment Success
An exploration into the discrepancy that exists between ELL's "proficient" performance on the CELDT and success on the English Language-Arts portion of the Smarter Balanced Assessment in the Pacifica School District, and what can be done to reduce it.



San Ramon Room

Table 1:
Constance Williams
 Fairfield-Suisun Unified School Distri
An Examination of the Designation and Support for Long-term English Learners
 Research shows that long-term English Learners are more likely to drop out of school, receive limited access to core curriculum, and perform below grade level on standardized assessments. The study offers an alternative reclassification process coupled with extensive support strategies.

Table 1:
Soledad Padilla
 Hayward Unified School District
Long Term English Learners' Challenges in High School
 Long Term English Learners face challenges from wrong program placement to the obligation of supporting their households. They comprise about 3% of students who go to higher education and a much higher percentage of them drop out their senior year.

Table 2:
Viet Tran
 Oakland Unified School District
Post-22: Improving the Outcomes of People With Severe Cognitive Disabilities After the Age of 22
 This plan focuses on improving outcomes of people with severe cognitive disabilities after the age 22 by addressing inequities within education systems. Discussion includes self-determination/self-advocacy, people-first planning, and literature regarding program improvements for people with disabilities.

Table 2:
Julie Promes
 San Ramon Valley Unified School District
The Expectation Gap: Addressing the Learning and Achievement of All Students
 Data reveals a significant discrepancy in achievement between students with disabilities and students without. A closer look suggests that low expectations and a lack of access to the general curriculum may play a role in this achievement gap.

Bay Room

Table 1:
John Iwawaki, Rosemary Marr, Sean Moler, Keri Noyce, Theresa Parini, Melynda Piezas & Bernard Brown II
 West Contra Costa Unified School District, Oakland Unified School District, Oakland Military Institute Academy, Oakland Catholic Diocese & Pittsburg USD
Possible Factors Influencing the Underachievement of African American Males
 African American males continue to be the most marginalized and disenfranchised student group in our schools. This plight has been well documented, yet, 62 years after Brown v. Board of Education, we re-examined the issues and barriers to students' success.

Table 2:
Rosalind Brown, Donelle Oda, Chavon Pangilinan-Green & Kira Walsh
 West Contra Costa Unified School District
Examining the Overrepresentation of African American Students in Special Education in West Contra Costa Unified School District
 As educational leaders, how do we break the cycle of the overrepresentation of marginalized student groups in special education? Through exhaustive data collection and analysis process, unsettling trends in the placement of African American students emerged in our West Contra Costa Unified programs

Table 3:
Alesia Eutsler, Romelda Famorcan, Mallory Fiske & Katherine F. Werner
 West Contra Costa Unified School District, Piedmont Unified School District & Leadership Public Schools - Richmond
Disproportionality of Students of Color in Special Education
 As educational leaders in special education, we have witnessed inequities faced by various ethnic groups and disability categories. Through a robust examination of data, we found a disproportionality of students of color in specific eligibility categories

Table 4:
Christina Carter, Morgan LaRue, Jason Lau & Chris Roeske
 West Contra Costa Unified School District
Socioeconomic Status and Student Achievement
 An analysis of factors in our schools that may perpetuate inequitable outcomes of our socio-economically disadvantaged students is critical. Through an in-depth look at multiple data sources, we provide a discussion of the difficulties students confront and contend with daily.

Table 5:
Frank Dardon
 Hayward Unified School District
Social Justice and Equity for All Families
 Student hardships caused by homophobia occur as early as elementary school. Government, media, community and family members play a role in normalizing LGBT conversations. Negative judgment is a deterrent to the social, emotional and academic development of the child.

Table 5:
Courtney Lyon
 Mount Diablo Unified School District
Strategies to Address Disproportionate Discipline Data
 An analysis of support call data from one semester at a Title 1 high school surfaced the disproportionate number of calls for African American and Latino boys. The study examines the behaviors and possible solutions to addressing this troubling data.

Alvarado Room 1

Table 1:
Kristine DeVries
Pleasanton Unified School District

Middle School Anxiety & Stress Management through Mindfulness

This study's objective is two fold: to observe and analyze connections between middle school students' emotional intelligence and stress; and to establish that mindfulness practices in school will result in enhanced motivation and focus, while reducing anxiety and stress.

Table 1:
Leon Lee & Valerie Nebo-Hutchson
Fremont Unified School District & Livermore Valley Joint Unified School District

Assessment Schedule, Stress, and Student Workload

The focus of our study consists of measuring the effectiveness of a high school inter-departmental assessment schedule in reducing student stress related to school workload among sophomores and juniors enrolled in college preparatory, honors and/or Advanced Placement (AP) courses.

Table 2:
Gregory Kontzer
Jefferson Elementary School District

The Effects of Systematic English Language Development (ELD)

This is a case study looking at CELDT Level 3 English Language Learners in the 3rd and 4th grade to understand the differential effect of two interventions: Systematic ELD (3rd grade) and Pearson's Language Central (4th grade).

Table 2:
Andrea Gonzales-Alfers
San Mateo Union High School District

The Impact of Explicit Language Instruction on the Academic Literacy of Long-Term English Learners (LTELs)

This study examines the impact of explicit language instruction on the academic literacy of LTELs in mainstream, 11th grade college preparatory US History courses.

Alvarado Room 2

Table 1:
Aaron Walls
Campbell Christian Schools

Resources for Students with Attention Deficit Disorder

This project focuses on resources for students diagnosed with an Attention Deficit Disorder. The project includes data, research, and interviews with teachers and faculty members to assess the situation and analyze a current intervention strategy.

Table 1:
Marcelle Tsuei
New Haven Unified School District

Increasing Writing Proficiency Among 5th Grade Students in the Resource Program with the Use of Supplemental Aides

Students with learning disabilities need the necessary tools in order to become more proficient writers. Supplemental aides such as technology, graphic organizers, check-off lists, and rubrics are all tools that support students during the writing process.

Table 2:
Patrick Brose
Alameda Unified School District

Effectiveness of Positive Early Intervention Strategies on Male High School Students for Whom Traditional Disciplinary Action Lead to Suspension

This study aimed at determining whether being placed in a class taught by a PBIS trained teacher results in a reduction of disciplinary incidents and missed class time for male students in a high school setting

Table 2:
Brenda Bertram
Hayward Unified School District

Implementing Positive Behavioral Interventions and Supports (PBIS) Tier 2 Strategies

This research focuses on the Positive Behavioral Intervention Support (PBIS) Tier 2 strategies in a 5th grade classroom. The focal students are not responding to the school wide PBIS TIER 1 strategies, and have been referred multiple times as measured per week.

Alvarado Room 3

Table 1:
Mary Deisenroth, Martin Giles & Kate Shen
Castro Valley Unified School District

Using Culturally and Linguistically Responsive Teaching Practices to Increase Student Engagement

This study examined Culturally and Linguistically Responsive (CLR) strategies in increasing student engagement. Researchers studied teachers through CLR training and implementation. Observations and surveys demonstrated how CLR impacts students and how CLR can address the achievement and discipline gaps.

Table 1:
Veronica Mclennan & Josh Frishman
Pittsburg Unified School District

Restorative Circles and Classroom Culture

This study explores the effectiveness of restorative circles on classroom culture, behavior, and student achievement through the use of observations, interviews, and surveys in 4 urban classrooms over a semester.

Table 2:
Tawnya Shaw
New Haven Unified School District

Engaging Parents in Raising Student Achievement

Children move between two influential environments that build attitudes and readiness for learning. Research demonstrates that students thrive academically when home and school collaborate. This project examines the impact of a reading intervention that brought teacher and parents into partnership.

Table 2:
Kathleen Zavaleta
Millbrae School District

Effective Parent Education for Home/School Partnerships

Over an eight-week "parent education academy," parents learn about the school day, academic and social expectations for students (K-12), and district/state organization and funding. Which activities are most effective for creating action plans for home/school partnerships?

San Leandro Room

Table 1:
Amanda Boni & Jamie Shimomura
Fremont Unified School District

The Use of a Universal Literacy Screening Tool and Its Effects on Explicit Early Literacy Intervention

In Fremont, there is a need for a universal screening tool to be used to identify strengths and weaknesses with a student's early literacy skills and to provide targeted interventions to improve student literacy proficiency.

Table 1:
Malinda Elliott
Fremont Unified School District

Whole-Brain Teaching Strategies Versus Traditional Teaching Strategies and the Impact on Literacy Skills

Vocabulary instruction is an intricate component in developing literacy skills in kindergarten students. This action research report focuses on using a whole-brain teaching strategy to teach kindergarten students vocabulary instruction compared to using a standard lecture-based teacher strategy.

San Ramon Room

Table 1:
Kyle Cayce
Fremont Unified School District

Teacher Efficacy and the Identification of Gifted Students in Title I Schools

This study aims to determine the effectiveness of targeted professional development on teacher attitude and gifted identification of in Title I (low-socio economic status) school sites. Widely accepted research shows that efficacy is important in the under-identification of gifted students.

Table 1:
Teryn Kravitz
San Leandro Unified School District

Social Barriers and Supports that Influence the Participation of African American Students in Advanced Placement Classes

This case study looks at social barriers and availability of supports that influence the decision-making process around enrollment in Advanced Placement (AP) classes specifically for African American students.

Bay Room

Table 1:
Nuala O'Sullivan-Haley & Laura Pesavento
Jefferson Elementary School District

Computer-Assisted Intervention with Struggling Readers

These case studies investigate the effects of a combination of the computer-assisted programs, RAZ-Kids and Lexia Core 5, which the students work on independently, with small-group intervention led by the classroom teachers.

Table 1:
Sam Brewer
Unity Charter School

To What Extent Does Specific Implementation of Sustained Silent Reading Engage Reluctant Readers in Reading?

This study seeks to understand whether an existing independent reading program results in positive attitudes and reading engagement among reluctant readers. Impact of Professional Development on Middle School Science Teacher Retention

Table 2:
Linda Preminger
San Leandro Unified School District

Impact of Professional Development on Middle School Science Teacher Retention

Excellent professional development improves self-efficacy, changes classroom instruction, and, ultimately, improves student performance. This study explores the possible correlation between middle school science teachers' recent experiences with these criteria and their positive decisions to remain in the science teaching profession.

Table 2:
Elizabeth Morena & Sonja Murch
Hayward Unified School District

The Effect of Teacher Self-Efficacy on Latino Expository Writing

This study examines teacher self-efficacy and its effect on the expository writing of Latino middle school students. Tools employed include classroom observations of three middle school English Language Arts teachers, and both teacher and student surveys.

Table 3:
Peter Gidlund
Berkeley Unified School District

Do Private Music Lesson Scholarships Jumpstart the Enrollment of Students of Color?

This project examines the efficacy of the Boatwright/Weinstein Foundation's free lessons for music students of color to equip and motivate them to continue in music in order to prevent racially predictable attrition from the BUSD music program.

Table 3:
Sofia Foja
San Francisco Unified School District

Creating Harmony for Music Students of Color: Issues of Access and Equity in a High School Instrumental Music Program

This research investigates the obstacles that create inequitable participation of African American and Latino musicians in an All-City High School Honor Orchestra and Band. Solutions are explored for addressing these inequities.

Table 4:
Tina Carnevale
Hillsborough City School District

Early Literacy Interventions for Multilingual Students

Since the achievement gap between English Only and English Language Learners starts in the early grades, this research looks at early interventions for vocabulary and reading development with multilingual students in primary grades.

Table 4:
Kristina Yamin & Tiffany Nakken
Fremont Unified School District

Professional Learning Communities' Effects and Impacts on Closing the Achievement Gap

Fremont has begun implementing PLCs. Teachers have started working as PLCs to analyze data, research best practices, and collaborate on ways to help students. The goal is to explore the effects PLCs can have on the achievement of students.

Table 5:
Alicia Elbert
New Haven Unified School District

Cohort-Size Reduction in a School-Within-a-School

This quantitative study looks at the effect of reduced cohort-size in a school-within-a-school, by comparing measured academic outcomes between the larger class of 2018 and the smaller class of 2019.

Table 5:
Tami Downes
Seneca Family of Agencies

Teacher Retention at Seneca Family of Agencies' Non-Public Schools

This study identified the factors contributing to the low teacher retention rate at these schools, as a way to help Seneca make intelligent choices to improve teacher retention and, in the long haul, improve student outcomes.

Superintendents' Panel



Dr. Nellie Meyer

Superintendent,
Mt. Diablo Unified School District

Dr. Nellie Meyer joined Mt. Diablo Unified School District in August, 2013. Before joining Mt. Diablo Unified School District, Dr. Meyer served as a middle and high school teacher, dean of students, vice principal, principal, Assistant Superintendent of High Schools in a large urban school district, Chief High School Improvement Office, Executive Director of Dropout Prevention, Interim Chief Elementary School Improvement Office, Interim Deputy Superintendent, and Deputy Superintendent of Academics. Dr. Meyer holds teaching credentials in Social Science, English, and Language Development. She has taught everything from fifth grade literacy to eighth grade Algebra to twelfth grade Economics. She has presented at national conferences on topics including school turnaround, dropout prevention, and school system best practices. She has also led and served on numerous community task forces designed to further student achievement at all grade levels, partner with universities, and support at-risk youth. Dr. Meyer holds memberships in ACSA, ACSD, CSBA, NAACP, Kiwanis, the Latino Coalition, the African American Educators Association, the University President's Executive Committee at San Diego State University, and Phi Delta Kappa, and received the Freedom Award - the Transforming and Turning Around High Schools award from the San Diego Democratic Club, and the Kappan Women of Distinction Award for dedication and leadership in education.



Mr. Stanley "Data" Dobbs

Superintendent,
Hayward Unified School District

Stanley "Data" Dobbs is the superintendent for Hayward Unified School District, serving 22,000 students in more than 30 schools. A retired U.S. Navy Commander, Supt. Dobbs offers a distinguished executive management career in transforming urban K-12 public education institutions through better governance, management, labor relations and competitive instruction. In addition to his numerous assignments as a naval officer, Mr. Dobbs' prior experience includes chief financial officer in San Diego Unified, Hayward Unified, and Coalinga-Huron Unified. Drawing upon his thirty years management experience in strategic planning and operations, Supt. Dobbs created the internationally renowned Made In Hayward (MIH) rebranding and marketing program that unified all Hayward early childhood, public, private charter, community and higher education institutions into one vision and standard for educational excellence for students. The strategic alignment has generated a supportive culture of systems collaboration, shared resources, and a parent-driven demand for higher accountability and student academic success. As a result, Hayward Unified School District has increased graduation rates by over 12% and moved from #18 to #3 among 18 Alameda County school districts, as measured by standardized testing in third grade English Language Arts.



Dr. Hilaria Bauer

Superintendent,
Alum Rock Union School District

Hilaria Bauer, Ph.D., was appointed Superintendent of the Alum Rock Union Elementary School District in June 2014, returning to the District where she had previously served for ten years earlier in her illustrious career in education. Dr. Bauer began her career in education as a bilingual educator teaching migrant students and parents in Texas. Relocating to California, Dr. Bauer served as middle school principal, Director of Curriculum and Instruction, and Academic Achievement Officer for the Alum Rock District, before accepting her position as Director of Curriculum and Instruction for Morgan Hill Unified School District. As Alum Rock Superintendent, Dr. Bauer has focused her priorities on those expressed by the parents and stakeholders of the Alum Rock community – raising academic performance of all students across the District, improving the performance of the District's middle schools to build students better bridges to high school, and improving institutional support for the District's sizeable percentage of English language learners. In order to advance these goals, Dr. Bauer has launched an aggressive parent engagement strategy that will seek greater input from and collaboration with Alum Rock parents through the launch of a District Facebook page, multiple parent forums and workshops, and an overhaul of the District's internal culture to prioritize parent communication and engagement.

“ The ones who are crazy enough to think that they can change the world, are the ones who do. ”

- Steve Jobs

