

## B.U.S.D. Plan to Close the Achievement Gap – Spring Semester 2009 and School Year 2009-10

**DISTRICT GOAL A:** Continue to build and implement a pre-K-12 comprehensive and aligned system of core curriculum, instruction, assessment and intervention

OBJECTIVES AND STRATEGIES	Time frame	Outcome	Ownership	Performance			
<table border="1"> <tr> <td>Color Key</td> </tr> <tr> <td>Division Strategy</td> </tr> <tr> <td>Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	Date this will be completed	What is the expected outcome	Identify who owns the process	Rating
Color Key							
Division Strategy							
Action Steps							
<b>STRATEGY 1:</b> Improve the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support							
<b>A. Action Step:</b> Adopt new K-8 English Language Arts textbooks	June 2009 for 6-8 June 2010 for K-5	State approved ELA texts adopted by the Board	Director, Curriculum and Instruction				
<b>B. Action Step:</b> Ensure that all K-8 students are provided high quality mathematics instruction using <i>Everyday Math</i> at K-5 and <i>Holt</i> at 6-8	June 2009	Texts used in every classroom daily as observed by Principals during classroom visits	K – 8 Principals				
<b>C. Action Step:</b> Develop district wide math assessments to monitor student progress and to use for teacher collaboration and professional development	June 2010	Trimester Elementary Assessments, and Quarterly Middle School Math Assessments used in every class	Director, Evaluation and Assessment, K – 8 Principals				
<b>D. Action Step:</b> Provide ongoing training for K-8 teachers in mathematics curriculum and instruction	More than half the eligible teachers by Sept.2009; All by June 2010	All K - 5 classroom teachers and 6 - 8 math teachers are trained in the new math curriculum – with agendas and sign-in sheets as evidence	Coordinator, Prof. Dev. and K – 8 Principals				
<b>E. Action Step:</b> Develop collaboration tools to guide teachers and staff in the use of formative data to guide instruction and identify differentiated needs of students	June 2009	An electronic folder of collaboration tools available for Staff	Director, Evaluation and Assessment				

<b>F. Action Step:</b> Develop a district list of effective instructional intervention strategies and programs to be distributed to principals and teachers	Feb. 2010	District approved list of interventions disseminated to all schools	Director, Curriculum and Instruction	
<b>G. Action Step:</b> Insure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards	June 2009	All IEP's meet this standard as evidenced by CDE verification review	Director, Sp. Ed., Prog. Supervisors, K – 8 Principals	
<b>STRATEGY 2:</b> Research and investigate potential alternative structures for grades 9-12 in order to provide engaging and innovative educational options for high school students				
<b>A. Action Step:</b> Enroll students in Cyber High curriculum during the school day as well as after school and during summer	June 2009	Students earning credits from Fresno Co. Office of Ed. through Cyber High	Director, Curriculum and Instruction	
<b>B. Action Step:</b> Explore partnership with Berkeley City College to offer college credits while students complete high school graduation requirements	Feb. 2009	Identify possible course offerings in BUSD that earn BCC credits	Director, Curriculum and Instruction	
<b>C. Action Step:</b> Support BHS in studying alternative schedules, developing an advisory program, and identifying the focus of a new small school	Nov. 2009	Board approved BHS redesign plan	Director, Curriculum and Instruction & Director, Evaluation and Assessment	
<b>D. Action Step:</b> Identify specific alternative and innovative programs for grades 9 – 12	April 2010	Create plan to implement one new high school program	Principals, BHS and B-Tech	
<b>E. Action Step:</b> Increase Career Tech. Ed. Opportunities for grades 9 – 12	Jan. 2009	Expanded course offerings to prepare students to enter the work force upon high school graduation	Director, Curriculum and Instruction & Principals, B-Tech and BHS	
<b>STRATEGY 3:</b> Design and implement an English Language Development program K-12 for English learners				

<b>A. Action Step:</b> Ensure all English Learner students are appropriately identified in a timely manner	Sept. 2009	All new EL students placed in appropriate classes	Director, Curriculum and Instruction	
<b>B. Action Step:</b> Provide comprehensive support for English Learners beginning with the admissions process, through program placement, and monitoring after re-designation	Oct. 2009	An updated EL master plan approved by the Board	ELD Coach	
<b>C. Action Step:</b> Ensure every English Learner receives 30 minutes of ELD daily on the appropriate CELDT level	Jan. 2010	ELD instruction observed by principals in all classrooms with EL students	Director, Curriculum and Instruction & K – 12 Principals	
<b>D. Action Step:</b> Develop and implement a system to monitor the progress of every EL student in English to insure that each student is gaining at least one CELDT level per year	Nov. 2009	An ELD checklist (blue card) for each EL student completed by the student’s teacher	Director, Curriculum and Instruction & K – 12 Principals	
<b>E. Action Step:</b> Identify and purchase K -12 ELD curriculum and provide professional development in implementation strategies to ensure all students receive required ELD content	May 2009 for purchasing, August 2009 for training	At least one teacher per site trained in using the new EL level 1 and 2 curriculum	Director, Curriculum and Instruction & K – 12 Principals	
<b>F. Action Step:</b> Provide ongoing support to schools in differentiating for the English Language Learner, including in classroom modeling and professional development targeting subject matter specific strategies	May 2010	SDAIE instructional strategies used consistently in every class where EL students are present	ELD Coach	
<b>G. Action Step:</b> Continue to target non-CLAD certified teachers for CTEL training provided during the school day	June 2010	Twenty-five additional teachers will be trained	Director, Curriculum and Instruction & Director, Personnel	
<b>STRATEGY 4:</b> Identify and implement a curriculum for K-5 extended learning programs that supports students’ classroom learning as well as the development of the whole child				
<b>A. Action Step:</b> Purchase a supplemental mathematics program for both BEARS and LEARNS classrooms	Spring 2009	After school teachers use new materials for teaching K-5 students in mathematics	Director, Curriculum and Instruction, Program Supervisor of Extended Learning	

<b>B. Action Step:</b> Provide professional development for K-5 BEARS and LEARNS staff in implementation of the supplemental math curriculum	June 2009	All BEARS teachers and LEARNS coordinators participate in training to increase understanding and effectiveness with KidsMath	Director, Curriculum and Instruction, Program Supervisor of Extended Learning	
<b>C. Action Step:</b> Identify, purchase, and pilot an ELA supplemental program for summer BEARS program	July 2009	A new supplemental ELA program selected and implemented at one site	Director, Curriculum and Instruction, Program Supervisor of Extended Learning	
<b>D. Action Step:</b> Provide professional development for K-5 BEARS and LEARNS staff in implementation of identified ELA program	Summer 2009	Summer staff participate in training to teacher program understanding and effectiveness in English language arts	Director, Curriculum and Instruction, Program Supervisor of Extended Learning	
<b>E. Action Step:</b> Review student data to ensure program effectiveness, and make changes as necessary	November 2009	Effective supplemental/intervention curriculum implemented in all after school classrooms	Director, Curriculum and Instruction, Program Supervisor of Extended Learning	
<b>STRATEGY 5:</b> Continue to develop early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle				
<b>A. Action Step:</b> Redefine and adjust ULSS model to ensure all students receive support at the first level (Tier 1) and that ULSS protocols and best practices are widely understood	June 2010	Teams from every K-8 school participate in training focused on early intervention and classroom support for identified students	Director, Curriculum and Instruction, Director, Evaluation and Assessment, Manager, Family and Community Partnerships	
<b>B. Action Step:</b> Provide ongoing training for ULSS support staff and classroom teachers in specific Tier I support services that can be offered during the school day through a push-in model	Through 6/10/09	Program Improvement Schools will be given additional support for developing and expanding Tier 1 services	Director, Evaluation and Assessment	
<b>C. Action Step:</b> Identify and implement behavior strategies for students that support classroom learning and attention to opportunities for academic and social growth	February 2010	Decrease in number of suspensions at K-8 schools	Director, Student Services, and Manager, Student Welfare and	

			Attendance	
<b>STRATEGY 6:</b> Improve transitions for students as they move from Pre-K to K, 5 <sup>th</sup> to 6 <sup>th</sup> , and 8 <sup>th</sup> to 9 <sup>th</sup> grade				
<b>A. Action Step:</b> Develop and implement a strategy for sharing pre-school assessments for incoming kindergartners from BUSD and Head Start Pre-Schools	Sept. 2009	Kindergarten Teachers receive assessment results from BUSD and Head Start Pre-Schools	Principal of ECE	
<b>B. Action Step:</b> Develop and implement protocols for actively sharing ULSS team case management information for students transitioning elementary to middle school, and from middle school to high school	March 2010	Formal meetings scheduled for ULSS teachers of all students served through ULSS and promoted to new schools with ULSS teachers in new schools	Director of Student Services and Director of Special Education	
<b>C. Action Step:</b> Develop and implement formal protocols to share IEP case management information of students transitioning from pre-k to K, from elementary to middle and middle to high school	June 2009	Formal meetings scheduled for Sp. Ed. teachers of all Sp. Ed. students promoted to new schools	Director, Special Education and Program Supervisors	
<b>D. Action Step:</b> Develop and implement protocols at Berkeley High to ensure that entering ninth graders are set up to succeed	June 2009	Identified protocols for entering ninth graders with publicized early interventions for students who need them	Principal, BHS	

**DISTRICT GOAL B: Strengthen the Ability of BUSD Staff to Educate a Diverse Student Body**

OBJECTIVES AND STRATEGIES	Time frame	Outcome	Ownership	Performance			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #ffffcc;">Division Strategy</td> </tr> <tr> <td style="background-color: #add8e6;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	Date this will be completed	What is the expected outcome	Identify who owns the process	Rating
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<p><b>STRATEGY 1:</b> Develop an Equity-Centered Professional Learning Community among principals in order to guide them in developing Equity-Centered Professional Learning Communities at their individual schools</p>							
<p><b>A. Action Step:</b> Work with principals to build an Equity-Centered Professional Learning Community</p>	October 2008-May 2009	Bi-Weekly workshops attended by all principals	Asst. Supt., Ed Services				
<p><b>B. Action Step:</b> Support principals to participate in AB430 training</p>	June 2010	All principals attend AB430 training	Asst. Supt., Ed Services and Director, Curriculum and Instruction				
<p><b>C. Action Step:</b> Work with Principals to incorporate ECPLC protocols in the site collaboration work to improve staff capacity to educate all students</p>	June 2010	Wednesday afternoon faculty/ collaboration meeting agendas reflect ECPLC protocols	Principals Asst. Supt., Ed Services				
<p><b>STRATEGY 2:</b> Provide professional development to (a) improve culturally responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline</p>							
<p><b>A. Action Step:</b> Provide classroom coaching and additional follow-up training in using culturally responsive instruction at pilot sites</p>	May 2009	Emerson, Willard, and Oxford receive coaching and training	Asst. Supt., Ed Services and Pilot Site Principals				

<b>B. Action Step:</b> Provide training in Positive Behavior Support and the B.E.S.T. model for setting up and monitoring Student discipline	June 2009	Four full days of BEST training for teams from six sites with follow up coaching	Manager, Family & Community Partnerships	
<b>C. Action Step:</b> Identify pilot sites for B.E.S.T. implementation that will receive additional follow-up training in Positive Behavior Support	Identification by Aug. '09; Training 2009 - 10	BEST training of trainers model used to build in-house capacity to implement and sustain BEST	Manager, Family & Community Partnerships	
<b>D. Action Step:</b> Identify ATOD prevention and early intervention programs for implementation at the Middle and High Schools	October 2009	ATOD early intervention program selected and teacher training provided with a special ATOD program at B-Tech	Manager, Family & Community Partnerships, Director, Curriculum and Instruction	
<b>E. Action Step:</b> Work with City partners to complete a comprehensive assessment of ATOD prevention and intervention programs and resources as the first step to develop a City and District plan	December 2009	A current list of City and District resources used to address ATOD issues as well as a list of identified City partners	Manager, Student Welfare and Attendance	
<b>F. Action Step:</b> Support BHS in assessing and improving administrative practices regarding students with excessive absences	February 2010	Procedures for dealing with BHS students with excessive absences will be formalized and implemented	Principal, BHS and Manager, Student Welfare and Attendance	
<b>G. Action Step:</b> Work with Vision 2020 Partners to develop a strategy for comprehensive support for students with multiple suspensions or facing expulsion	January 2010	A community plan developed for students with repeated and/or serious disciplinary referrals	Director, Student Services and Manager, Student Welfare and Attendance	
<b>STRATEGY 3:</b> Support all teachers in developing programs to personalize the learning environment for all students, including advisories at the 9 – 12 level				
<b>A. Action Step:</b> Hold ULSS snapshot meetings at K – 8 sites to review the progress, strengths and needs of all students annually	June 2009	Students are provided needed support services, documented at site	K – 8 Principals	

<b>B. Action Step:</b> Develop an advisory curriculum to present to the Board for approval	May 2009	High School advisory curriculum approved	BHS Principal and Director, Curriculum and Instruction	
<b>C. Action Step:</b> Develop a proposal for a new small school at BHS	March 2010	New small school proposal approved by Board	BHS Principal	
<b>STRATEGY 4:</b> Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-through's, or action research				
<b>A. Action Step:</b> Use of Teacher Initiated Staff Development funds to foster site collaboration in areas that will help close the achievement gap	June 2009	Site teacher collaboration projects focusing on CRTL, B.E.S.T., math instruction, co-teaching, lesson study, and improving achievement of low-performing students funded	K-12 Principals and Coordinator, Prof. Development	
<b>B. Action Step:</b> Provide training for site administrators and teacher leaders in the use of Datawise to analyze student performance data	June 2009	Principals, Literacy Coaches, and Math Teacher Leaders receive formal training in use of Datawise	Director, Evaluation & Assessment	
<b>C. Action Step:</b> Assist K – 8 teachers in identifying “focus students” whose progress they will track throughout the school year	January 2008- June 2009	K-8 Math Coaches and Literacy Coaches have assisted teachers in identifying “focus students” during coaching work. Math Teacher Leaders discuss “focus students” during biweekly meetings	K-8 Principals, Director, Evaluation & Assessment, and Coordinator, Professional Development	

**DISTRICT GOAL C: Partner Meaningfully with Parents**

OBJECTIVES AND STRATEGIES	Time frame	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="90 431 619 467">Color Key</td> </tr> <tr> <td data-bbox="90 467 619 500">Division Strategy</td> </tr> <tr> <td data-bbox="90 500 619 537">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	Date this will be completed	What is the expected outcome	Identify who owns the process	Rating
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<b>STRATEGY 1:</b> Develop a plan for increasing staff to support parent involvement in the schools							
<b>A. Action Step:</b> Collaborate with Vision 2020 Partners to create a community proposal for increasing parent support staffing in the Schools	Feb. 2010	A written proposal for increasing parent liaison staffing that has been developed with community partners with input from multiple stakeholders	Manager of Family & Community Partnerships				
<b>B. Action Step:</b> Identify potential sources that may fund all or portions of the proposal (grants, foundations, etc.)	Feb. 2010	A list of potential funding sources for increasing parent involvement staffing	Manager of Family & Community Partnerships				
<b>STRATEGY 2:</b> Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants							
<b>A. Action Step:</b> Work with parent groups at the sites and district and with school site staff to develop a menu of forums and educational events. Include discussions of appropriate formats, languages, and modes of delivery	June 2009	A list of potential forums and events generated by groups of parents of multiple cultural and linguistic backgrounds as well as school site staff	Manager of Family & Community Partnerships				
<b>B. Action Step:</b> Develop schedule of forums and events for 2009-2010 school year	Aug. 2009	A schedule of events has been created, with speakers and/or participants scheduled or planned	Manager of Family & Community Partnerships				

<b>C. Action Step:</b> Promote events throughout school year. Retain flexibility with regards to emerging parent needs and community issues	Aug. 2009 – June 2010	Events are promoted on BUSD website and via email, fliers, phone calls, and District Newsletters	Manager of Family & Community Partnerships	
<b>D. Action Step:</b> Provide family workshops and/or information nights to prepare families for the developmental aspects of elementary school (for pre-K families), middle school (for elementary families – would be part of Luna), and high school (for middle school families)	Middle School by June 2009; Pre-K and Elementary by June 2010	Parent Workshops with relevant transition curriculum as evidenced by sign-in sheets and evaluations	Manager, Family and Community Partnerships	
<b>STRATEGY 3:</b> Assist parent groups, parent involvement staff and site administrators in their efforts to strengthen parent-school relationships				
<b>A. Action Step:</b> Articulate strategies for engaging meaningfully with parents in school site plans	May 2009	School Site plans are completed and have addressed component on meaningful parent involvement	K-8 School Principals	
<b>B. Action Step:</b> Implement strategies for engaging meaningfully with parents described in the site plans and the BHS WASC Plan, with support from central office (i.e. Parent Resource Office, State and Federal, etc.) as needed	Aug. 2009 - June 2010	Sites have implemented parent involvement strategies	K-12 Principals	
<b>C. Action Step:</b> Train and support organized parent groups at the sites and district to strengthen their capacity to collaborate with administrators and school site staff on issues that impact student achievement and well being	June 2010	Relevant school site staff, parent leaders, and district staff (i.e. Parent Resource Office, Assessment and Evaluation, State and Federal) have provided several trainings and support sessions to organized parent groups to strengthen their capacity to work effectively with site staff	Manager of Family & Community Partnerships, K-12 Principals	
<b>STRATEGY 4:</b> Conduct parent institutes, for example, Latinos Unidos por Nuestros Adolescentes (LUNA),				

across the district to help parents navigate our educational system and prepare their children for the future				
<b>A. Action Step:</b> Conduct LUNA for middle school parents	May 2009 and May 2010	Two middle school sessions of LUNA delivered each school year	Manager of Family & Community Partnerships and Middle School Principals	
<b>B. Action Step:</b> Develop and pilot an elementary school version of LUNA	June 2010	Completion and evaluation of an elementary level LUNA program	Manager of Family & Community Partnerships	
<b>C. Action Step:</b> Develop and pilot college preparatory parent institutes for parents of middle school students	June 2010	Complete and evaluate college preparatory parent institutes for parents of middle school students	Manager of Family & Community Partnerships and Middle School Principals	
<b>STRATEGY 5:</b> Provide direct support to parents/guardians at school sites and in the BUSD Parent Resource Office				
<b>A. Action Step:</b> Develop a clear menu and examples of direct services to families and schools offered by the Parent Resource Office	Oct. 2009	Clear guidelines of available services for schools and families are completed and distributed to schools and families	Manager of Family & Community Partnerships	
<b>B. Action Step:</b> Promote the availability and contact information of Parent Outreach Specialists to school staff and district families	August 2009	Information is updated and accurate on the BUSD website, and on distributed promotional materials	Manager of Family & Community Partnerships	

**DISTRICT GOAL D: Prepare pre-school children for success in elementary school**

OBJECTIVES AND STRATEGIES	Time frame	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="100 383 619 417">Color Key</td> </tr> <tr> <td data-bbox="100 418 619 453">Division Strategy</td> </tr> <tr> <td data-bbox="100 454 619 488">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	Date this will be completed	What is the expected outcome	Identify who owns the process	Rating
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<b>STRATEGY 1:</b> Support pre-school families as they help their children develop the strategies to be successful students							
<b>A. Action Step:</b> Bring Teachers and Parents together to discuss strategies that increase literacy at home	June 2009	Parents taking an active role in the book bag program at their sites and also reading and doing other literacy activities daily in the home	Principal of ECE and Library Coordinator				
<b>B. Action Step:</b> Create a schedule of Kindergarten site visitations for ECE parents to observe K classroom routines	May 2009	Parents experience what the Kindergarteners are expected to know and demonstrate	Principal, ECE, and K-5 Principals				
<b>STRATEGY 2:</b> Continue to implement fully an age-appropriate pre-school curriculum in reading and math to foster students' readiness for kindergarten							
<b>A. Action Step:</b> Work with site staff to understand the importance of a coherent curriculum for students	June 2009	District wide awareness of the need for an articulated and coherent pre-school program	Principal of ECE				
<b>B. Action Step:</b> Select an appropriate curriculum aligned to the California Foundations for Learning standards	June 2009	One curricular program adopted at all pre-school sites	Principal of ECE				
<b>C. Action Step:</b> Attend CPIN trainings focused on the Foundations for Learning standards	May 2009	Head Teachers trained in research based strategies in	Principal of ECE				

		Kindergarten readiness		
<b>STRATEGY 3:</b> Support ECE staff in focusing on research based interventions in phonemic awareness and vocabulary				
<b>A. Action Step:</b> Order Foundations for Learning for each BUSD pre-school classroom teacher	April 2009	All staff using Foundations of Literacy to plan curriculum and lessons	Principal of ECE	
<b>B. Action Step:</b> Continue to train teacher in pre-school literacy through push-in coaching	September 2009	Pre-school standards addressed in all pre-school classrooms	Principal of ECE	
<b>C. Action Step:</b> Support Head Teachers to provide AB 212 trainings in the Foundations of Literacy	June 2009	Entire staff educated in Foundations for Learning Preschool standards	Principal of ECE	
<b>STRATEGY 4:</b> Ensure that information about pre-school children is transferred to the elementary schools to assist K teachers with individualization needs				
<b>B. Action Step:</b> Transfer cum academic preschool files to BUSD Kindergarten teachers	June 2009	Kindergarten teachers receive valuable information on entering Kindergarten students with former preschool teacher contact information	Principal of ECE	
<b>C. Action Step:</b> Develop a data management system to transfer pre-school assessment data to K-5 schools	June 2009	Kindergarten teachers able to access valuable information on entering Kindergarten students, including DRDP and ASQ	Principal of ECE, Director, Curriculum and Instruction, and Director, Evaluation and Assessment	

**District Goal E: Attract, support and retain teachers and administrators of color**

OBJECTIVES AND STRATEGIES	Time frame	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="92 407 619 440">Color Key</td> </tr> <tr> <td data-bbox="92 443 619 475">Division Strategy</td> </tr> <tr> <td data-bbox="92 479 619 511">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	Date this will be completed	What is the expected outcome	Identify who owns the process	Rating
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<p><b>Strategy 1:</b> Solicit input and ideas from current teachers of color through surveys, exit interviews, and focus groups to improve and clarify the hiring processes so that it works more fluidly for all teaching prospects</p>							
<p><b>A. Action Step:</b> Conduct focus group with African-American and Latino Teachers working in the district. Use suggestions and feedback from these sessions to develop new recruitment strategies, and collect feedback for the division on how newer teachers of color are currently supported, or what steps or strategies could be most beneficial in both retaining their services and supporting their practice</p>	May 1, 2009	Feedback from focus group will be fused with departmental research to craft and develop specific recruitment and support strategies	Director, Personnel Services				
<p><b>B. Action Step:</b> Create and administer a Human Resources employee satisfaction survey for all employees in order to illuminate perceptions of the division and to identify specific priorities for improvement.</p>	June 30, 2009	Data collected will lead to more clarity in terms of process and services, and subsequently to improvement in our recruiting efforts for all highly qualified teaching prospects, including teaching prospects of color	Director, Personnel Services and Director, Classified Personnel				
<p><b>Strategy 2:</b> Build and manage a list of teaching</p>							

prospects through job fairs and outreach to members of the District's classified staff and local college students, knowing that increasing the percentage of certificated staff members of color will require a multi-year commitment				
<b>A. Action Step:</b> Visits and Tabling by Human Resources Staff at local universities and community colleges	Ongoing, begin May 2009	Collect and compile diverse contact/ mailing list of future teaching prospects	Asst. Supt., HR	
<b>B. Action Step:</b> Director of Personnel Services and Director of Classified Personnel works with classified union leaders to develop presentations to classified staff about potential teaching careers	August, 2009	Obtain a list of current classified employees interested in teaching careers for future consideration; include them in regular mailings and contacts as future candidates	Director, Classified Personnel	
<b>C. Action Step:</b> Develop a list of contacts at all local college/university teacher preparation programs; sustain those relationships and work towards accessing their students annually	July 2009	Working relationships with coordinators and directors at all area teacher prep programs will create consistent access to the brightest new teaching prospects on a regular basis	Asst. Supt., HR	
<b>Strategy 3:</b> Develop and invest in the aforementioned teaching prospects through regular guidance from a district staff member who can assist with both the credentialing and application process				
<b>A. Action Step:</b> Regular contact with teaching prospects is maintained by HR Credential Specialists	December 2009	Pro-active offering of guidance to teaching prospects through the credentialing process will develop relationship and increase the odds of those prospects choosing to work in the District once they are certified	Credential Specialist, Clerical Specialists	
<b>B. Action Step:</b> Hold information sessions on credentialing requirements and application processes bi-annually for district-identified prospects	January 2010	Further establish professional contact with prospects and continue to encourage/support progression towards certification	Asst. Supt., HR and Director of Personnel Services	

<b>C. Action Step:</b> Connect prospects with other employment opportunities within the district such as IA, tutor, etc. while they are pursuing credentials	February 2010	Identified teaching prospects become district employees (IA, IT, Tutors, Noon Supervisors) while pursuing credentials	Director of Personnel Services and Director of Classified Personnel	
<b>D. Action Step:</b> Human Resources Management holds Bi-Annual Review of List of Teaching Prospects; analyze frequency of contacts, progress of prospects towards certification, and attendance at District-sponsored programs and events	February 2010, June 2010	Maintain a current, updated list of diverse teaching prospects	Director of Personnel Services	
<b>Strategy 4:</b> Advertise in targeted publications to connect with candidates of color and/or prospects interested in coming to teaching through non-linear career paths				
<b>A. Action Step:</b> Use targeted advertising in both web and print formats to attract current teachers and those considering coming to teaching from other professions	February 2010	Increase the number of diverse, qualified applicants to our teaching force	Asst. Supt., Human Resources	
<b>B. Action Step:</b> Target advertising in college newspapers, websites, etc. to invite future teaching prospects to District-sponsored events and join contact/development lists	February 2010	Continue to build and manage diverse contact/ mailing list of future teaching prospects	Asst. Supt., Human Resources	
<b>Strategy 5:</b> Develop networking and support systems for current and newly recruited teachers of color to increase job satisfaction and employee retention				
<b>A. Action Step:</b> Use Berkeley High School's New Teacher Dinner as a model for conducting recurring events that allow new teachers of color to network and access veteran teachers and district staff	September 2009	New teachers become connected to both veteran colleagues and district staff members gaining increased access to support options and clarity with regard to district processes	HR Management	

<b>B. Action Step:</b> HR monitors progress and needs of new teachers by maintaining regular contact with BTSA providers	February 1, 2009	HR staff meets quarterly with BTSA providers to better understand the current needs of new teachers	Director Personnel Services, BTSA Coordinator	

**Rating**

- 4=Fully Implemented
- 3=Substantially Implemented
- 2=Partially Implemented
- 1=Minimally Implemented
- 0 =Not Yet Attempted