

2008 RACIAL JUSTICE REPORT CARD

for California Education Policy

KEY POLICY AREAS	CORE INFRASTRUCTURE	↑, -, X or ↓	RACIAL JUSTICE POLICY CONTENT	↑, -, X or ↓
Recruitment and Preparation of Strong Teachers and Principals for Students of Color	Proactive recruitment of strong future teachers and principals		Recruitment of teachers and principals from demographic backgrounds that will reflect the diversity of their students' communities	
	Level of financial support to allow teachers and principals to participate in high quality pre-service preparation and professional development			
	A statewide infrastructure of high quality teacher and principal pre-service preparation, professional development, and teacher and principal mentoring		Teacher and principal preparation, collaboration, and professional development that equip them with skills and knowledge to provide and support intellectually rigorous content through adaptive and culturally relevant pedagogy, to support English learners, and to build relationships with students and their families	
	Adequate time built in for high quality professional development, and teacher planning and collaboration			
Curriculum, Assessment and Accountability	Investments and structures to ensure students are provided personal and academic supports in a holistic and integrated way to enable their success in their academically rigorous courses and readiness for higher education		A-G curriculum requirements that acknowledge more modern conceptions of learning and curriculum, including interdisciplinary, culturally relevant, hands-on approaches and emphases on technology	
	Investments and structures to ensure students are provided eligibility for higher education		The quantity and content of curriculum standards and guidelines that enable, rather than impede providing intellectually rigorous content through adaptive and culturally relevant pedagogy, supporting English learners, and building relationships with students and their families	
	Investment in assessment development and a state and local infrastructure that enables appropriate use of high quality rigorous and authentic assessment		Assessments and the stakes attached to them that enable rather than impede providing intellectually rigorous content through adaptive and culturally relevant pedagogy, supporting English learners, and building relationships with students and their families	
Postsecondary Access and Supports	Reinvestment in higher education to keep the college and university systems affordable, accessible, and high-quality		Passage of the Dream Act into law to allow immigrant students the place in college they have earned and deserve	
			Increases in financial aid to equitably reach students of color	
Organization and Governance	Professional (vs. bureaucratic) forms of accountability that strive to develop knowledgeable educators who can be trusted to make responsible decisions about practice		Increases in local autonomy paired with investments in: 1) School capacity and professional knowledge and skill for school leaders and educators to know how to effectively provide a rigorous, culturally relevant, and responsive education to students AND 2) Authentic involvement, capacity and authority of students, their families and community in decision making processes	
	Monies allocated to facilitate involvement of students' families and community members in schools			
Funding That Shapes How Resources Are Allocated to and Used in Schools	Increase funding to address policy needs listed in above sections		Funding that is directed to the resources that are most important for providing intellectually rigorous content through adaptive and culturally relevant pedagogy, supporting English learners, and building relationships with students and their families	
	Consistent and stable approach to funding facilities			
	A weighted student funding formula that replaces fragmented funding streams and levels up resources		A weighted student formula, that ensures equitable distribution of funds by allocating additional funds to populations of students that schools have a poor track record of supporting, such as students of color, low-income students and English learners	

Key: ↑ Addresses this need in a serious way, – Does not address this need in a serious way, X Does not address this need, ↓ Worsens this need