



# Blueprint

Evidence & Practice Kit

# 2.



November 2025

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# About CABSE

The California Association of Black School Educators (CABSE) extends deep gratitude to The Gates Foundation for its support in creating this evidence and practice kit. This partnership fuels our vision of a K–12 system that responds to students’ needs and actively propels their brilliance and success.

Our aim is clear: to finally eliminate disparities in Black educational outcomes across California. A debt of gratitude goes out to our CABSE network of partners and supporters, whose wisdom is reflected in these pages. We also thank The Kroger Foundation, whose generosity enabled CABSE’s efforts around food justice and food insecurity as critical components of addressing social determinants of education.

This toolkit is a collection of evidence and practices drawn from publicly available resources, scholarly and gray literature, and the expertise of CABSE’s network of partners and education leaders. The strategies represented here were shaped through listening sessions with education leaders, one-on-one conversations, and literature review—and were further refined and tested at CABSE’s 2024 Education Institute.

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## Citations

CABSE Blueprint 2.0 Evidence and Practice Kit

Franklin, M. R., Ali, M., Adams, A. & Hurd, L. (2025). CABSE Blueprint 2.0 Evidence and Practice Kit. California Association of Black School Educators. \* <https://www.cabse.org/blueprint-2-0>

CABSE Math Blueprint

Ward, C., Franklin, M. R., Ali, M., & Adams, A. (2025). HQIM Math Blueprint. California Association of Black School Educators.



# Introduction

## Blueprint Toolkit 2.0

## Background & Curation

The California Association of Black School Educators (CABSE) extends deep gratitude to The Gates Foundation for its support in advancing educational practices that unapologetically center Black students. This partnership fuels our vision of a K–12 system that not only responds to students’ needs, but actively propels their brilliance and success. Our aim is clear: to finally eliminate disparities in Black educational outcomes across California.

This toolkit is a living collection of evidence and practices drawn from publicly available resources, scholarly and gray literature, and the expertise of CABSE’s network of partners and education leaders. The strategies represented here were shaped through listening sessions with education leaders, one-on-one conversations, and extensive literature review—and were further refined and tested at CABSE’s 2024 Education Institute.

The toolkit is organized by strategy. Within each strategy, resources are grouped into two categories:

- Gray Literature / Peer-Reviewed Literature / Reports
- Presentations / Tools

Each entry includes:

- A concise summary
- Help/Harm Contexts where relevant
- Keywords
- Source
- Direct Link

In addition to the strategy-based organization, this toolkit also presents resources through the lens of Help/Harm Contexts. These contexts highlight the critical conditions that, when present, serve as drivers of Black student success—or when absent, act as barriers. By engaging with these contexts, educators and leaders can better assess not just what works, but why it matters in advancing equity.

These Help/Harm Contexts are:

- Address Social Determinants of Education
- Create a Culture of High Expectations
- Buy-In from the Dais to the Desk and Beyond
- Student-Responsive Classrooms
- Getting Uncomfortable with Not Doing the Same Thing the Same Way

# How to Use This Toolkit

## 1. Ground Your Team

Start each leadership meeting or PD session by exploring one Blueprint Theme (e.g., High-Quality Instruction or Targeted Tutoring).

→ Ask: Where do we already see this in practice? Where are the gaps?

This builds common language and shared purpose.

## 2. Identify a “Help/Harm” Focus

Use the Help/Harm Contexts to diagnose current conditions:

Help: What’s creating a culture of high expectations or responsiveness?

Harm: What policies or practices might unintentionally hold students back?

Then prioritize one or two contexts to address system-wide.

## 3. Connect Evidence to Action

Select a few evidence-based resources from each theme

(the Toolkit clearly lists Reports, Presentations, and Tools).

→ Use them to inform your instructional rounds, leadership retreats, or improvement cycles.

Frame each as: What can we adapt? What will we measure?

## 4. Integrate Into Continuous Improvement

Fold the Toolkit into your data cycles and equity plans:

Use “Data-Driven, Targeted & Responsive Practices” resources to analyze disaggregated student data.

→ Link findings to specific Blueprint strategies and track implementation progress quarterly.

## 5. Use in Professional Learning Communities

Assign Toolkit sections as “anchor readings” for PLCs or equity teams.

→ Example: A math PLC might use the HQIM Math Blueprint alongside Active Learning in STEM or Math That Transforms Futures sessions.

## 6. Share Across Levels — From Dais to Desk

Encourage every layer—school board, superintendent, principal, teacher—to see themselves in the work.

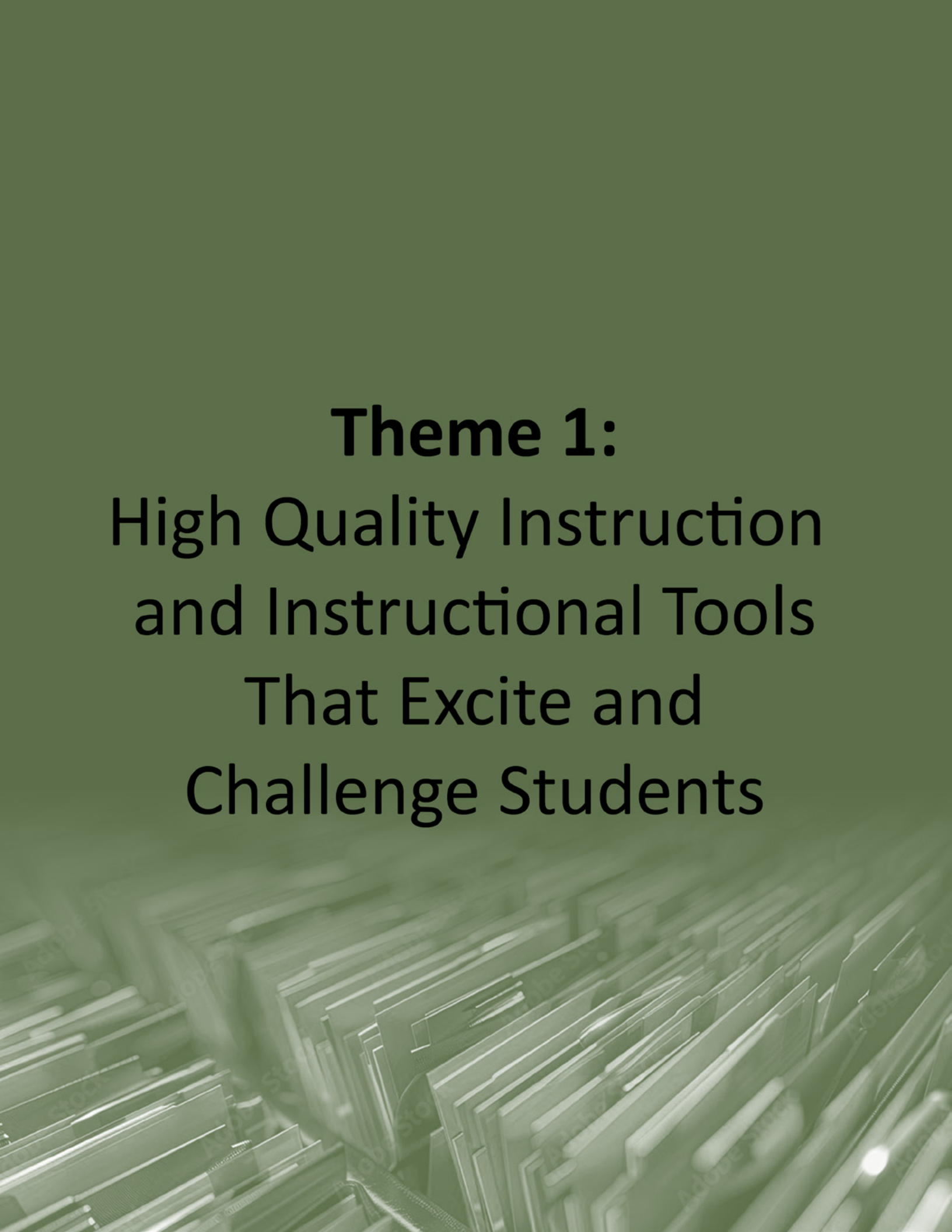
→ Pair leadership discussions with classroom-level exemplars so equity becomes both policy and practice.

## 7. Revisit and Refresh

Because the Blueprint is a living collection, revisit it each semester.

→ Add your own promising practices, or align with CABSE’s ongoing Institute learnings and updates at

✦ [www.cabse.org](http://www.cabse.org)



**Theme 1:**  
High Quality Instruction  
and Instructional Tools  
That Excite and  
Challenge Students

# Theme 1: High Quality Instruction & Instructional Tools That Excite And Challenge Students

High-quality instruction affirms Black students’ brilliance, positioning them as mathematicians, scientists, and critical thinkers when pedagogy is culturally responsive (Bristol, 2020; Hammond, 2015). Research shows that active learning improves student achievement, especially in STEM fields (Freeman et al., 2014). Scholars like Ladson-Billings (1995) and Hammond (2015) emphasize that culturally relevant pedagogy and the science of learning are vital for ensuring that Black students see themselves reflected in curriculum and instruction.

## [CABSE’s Framework for HQIM in Math - Blueprint for Supporting African American Students in TK–12](#)

CABSE proudly presents its High-Quality Instructional Materials (HQIM) Math Blueprint—a powerful, practitioner-informed framework designed to ensure that mathematics becomes a gateway, not a gatekeeper, for African-American students. This Blueprint provides districts and educators with clear, actionable guidance for adopting and implementing rigorous, culturally sustaining math materials that build both skill and confidence. Inside, leaders will find tools for equity-based material selection, teacher professional learning, instructional coaching, and progress monitoring—all grounded in data transparency and continuous improvement. The Blueprint also highlights strategies for increasing access to acceleration and advanced coursework, strengthening math identity and discourse, and engaging families and communities as partners in student success. Developed through the collective expertise of the CABSE network, the HQIM Math Blueprint demonstrates how high-quality content, culturally responsive teaching, and system alignment can converge to expand opportunity and transform math outcomes for Black learners statewide.

### Gray Literature / Peer-Reviewed Literature / Reports

| California Educators Together (HQIM-aligned resource hub) (California Department of Education; CCEE) |  |
|--|--|
| Summary  | Statewide platform offering vetted lessons, professional learning, and HQIM-aligned resources for TK–12 educators. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Student-Responsive Classrooms   |
| Keywords   | HQIM, curriculum, professional learning, California  |
| Source   | External   |
| Link   | 🔗 <a href="https://www.caeducatorstogether.org/">https://www.caeducatorstogether.org/</a>                          |

| EdTrust–West: California HQIM Learning Community Resource Page (The Education Trust–West) |   |
|---|---|
| Summary   | Equity-focused resources, tools, and exemplars to guide HQIM selection and implementation, centering multilingual learners.   |
| Help/Harm Contexts  | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords  | HQIM, equity, multilingual learners   |
| Source  | External  |
| Link  | 🔗 <a href="https://west.edtrust.org/california-high-quality-instructional-materials-learning-community-resource-page/">https://west.edtrust.org/california-high-quality-instructional-materials-learning-community-resource-page/</a> |

| <b>RAND: American Instructional Resources Survey (AIRS) (RAND Corporation)</b> |   |
|--|---|
| Summary  | Ongoing survey series examining curriculum quality, access, and supports; insights for improving materials implementation.                |
| Help/Harm Contexts   | Address Social Determinants of Education; Create a Culture of High Expectations   |
| Keywords   | urriculum, implementation, survey, RAND   |
| Source   | External  |
| Link   | <a href="https://www.rand.org/education-and-labor/projects/airst.html">✦ https://www.rand.org/education-and-labor/projects/airst.html</a> |

| <b>Active learning increases student performance in STEM (Freeman et al., 2014) (PNAS)</b> |  |
|--|--|
| Summary  | Meta-analysis of 225 studies showing active learning improves student performance relative to traditional lecturing. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Student-Responsive Classrooms   |
| Keywords   | active learning, meta-analysis, STEM   |
| Source   | External   |
| Link   | <a href="https://www.pnas.org/doi/10.1073/pnas.1319030111">✦ https://www.pnas.org/doi/10.1073/pnas.1319030111</a>    |



## Presentations / Tools

| <b>EL Success Forum: Curriculum Adoption Toolkits (MLL/EL-centered) (EL Success Forum (ELSF))</b> |   |
|---|---|
| Summary   | Step-by-step adoption process and customizable tools to select and implement HQIM that center multilingual learners.  |
| Help/Harm Contexts  | Student-Responsive Classrooms; Create a Culture of High Expectations  |
| Keywords  | HQIM, curriculum adoption, multilingual learners  |
| Source  | External  |
| Link  | ✦ <a href="https://www.elsuccessforum.org/curriculum-adoption-toolkits/introduction">https://www.elsuccessforum.org/curriculum-adoption-toolkits/introduction</a> |

| <b>Equity and Gold Standard PBL: Strategies for Closing the Educational Equity Gap for Black Students * (PBLWorks)</b> |  |
|--|--|
| Summary  | Interactive session on using Gold Standard PBL and equity-centered literacy practices to challenge bias and share classroom decision-making with students. |
| Help/Harm Contexts   | Student-Responsive Classrooms; Create a Culture of High Expectations   |
| Keywords   | PBL, equity, literacy  |
| Source   | CABSE 2024 Educational Conference – Presentation   |
| Link   | ✦ <a href="https://www.pblworks.org/">https://www.pblworks.org/</a>  |

| <b>Fixing “I Don’t Do Math” With Critical Thinking * (thinkLaw; San Lorenzo USD)</b> |   |
|--|---|
| Summary  | Reframes math through fairness and justice to tap student strengths and boost engagement, with district examples of middle school implementation. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords   | critical thinking, math identity, engagement  |
| Source   | CABSE 2024 Educational Conference – Presentation  |
| Link   | ✦ <a href="https://www.thinklaw.us/">https://www.thinklaw.us/</a>   |

| <b>Increasing Black Student Engagement Through the Incorporation of Black Joy * (Environmental Charter High School–Lawndale)</b> |  |
|--|--|
| Summary  | Guides educators to infuse Black Joy into curriculum and school culture to elevate engagement beyond trauma-centered narratives. |
| Help/Harm Contexts   | Student-Responsive Classrooms  |
| Keywords   | engagement, culture, joy   |
| Source   | CABSE 2024 Institute – Presentation  |
| Link   | ✦ <a href="https://ecsonline.org/echs-lawndale/">https://ecsonline.org/echs-lawndale/</a>  |

### Using AI to Enhance Student Learning in Math Classrooms \* (Carnegie Learning)

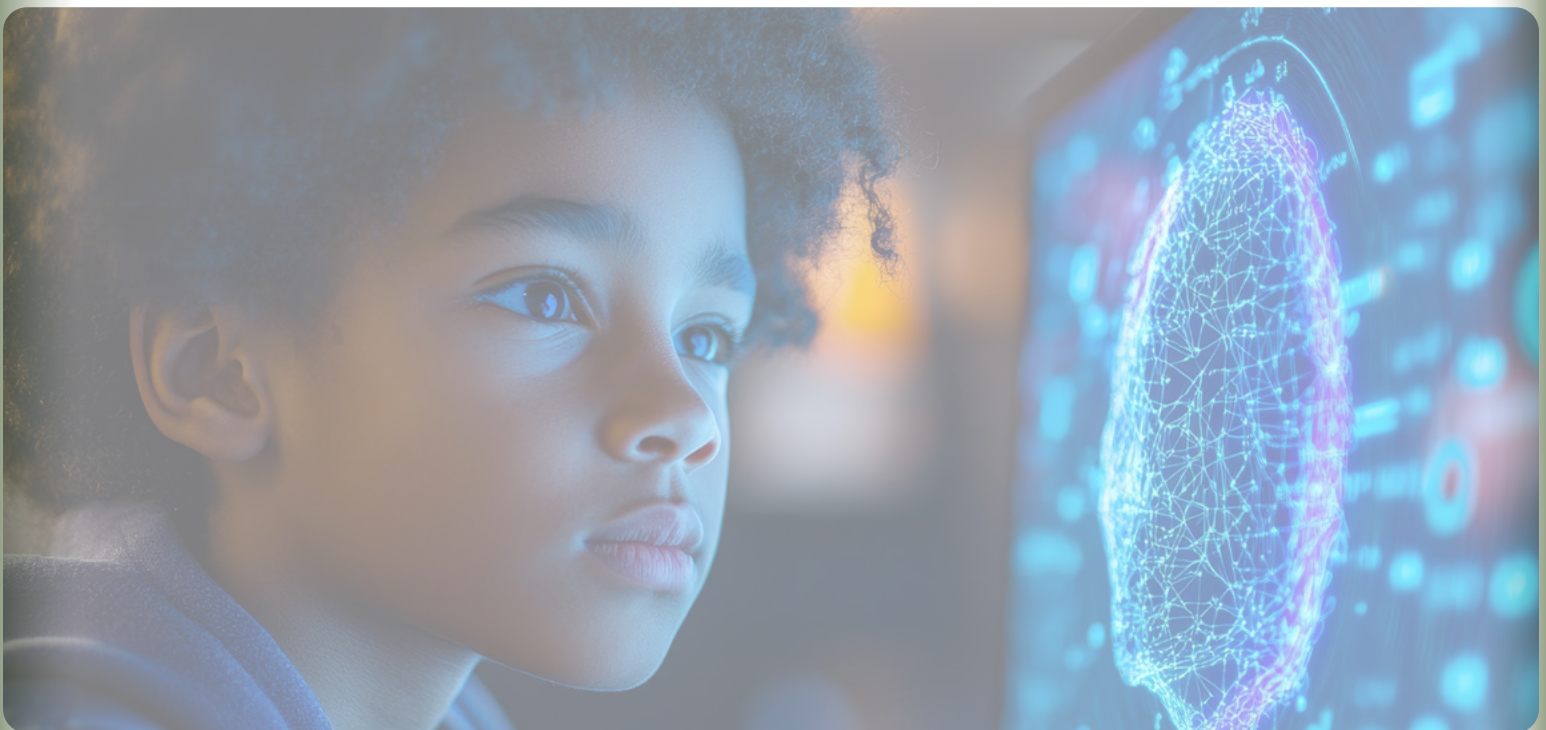
|                    |   |
|--------------------|---|
| Summary            | Explores AI as a virtual tutor that offers hints and feedback to build conceptual understanding and procedural fluency in math. |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way                                 |
| Keywords           | AI, math, tutoring, personalization   |
| Source             | CABSE 2024 Educational Conference – Presentation  |
| Link               | * <a href="https://www.carnegielearning.com/">https://www.carnegielearning.com/</a>   |

### When Black Students Excel \* (National Center for Urban School Transformation (NCUST))

|                    |   |
|--------------------|---|
| Summary            | Highlights practices and policies that deliver world-class education and conditions for Black students to excel, with exemplars and action steps. |
| Help/Harm Contexts | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | exemplars, policy, excellence   |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | * <a href="https://ncust.com/">https://ncust.com/</a>   |

### Algebra for the Culture: Identity-Based Critical Thinking in Math Education \* (District leaders & practitioners)

|                    |  |
|--------------------|--|
| Summary            | Builds Algebra I readiness early, advocates early access, and applies culturally responsive strategies to dismantle deficit narratives and unleash brilliance. |
| Help/Harm Contexts | Address Social Determinants of Education; Student-Responsive Classrooms  |
| Keywords           | algebra, culturally responsive, early access   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | * <a href="https://thinklaw.us/">https://thinklaw.us/</a>  |



| <b>Black Cultural Wealth in Math Settings * (District &amp; higher-ed partners)</b> |   |
|---|---|
| Summary   | Showcases culturally relevant practices and cases reimagining math environments to be rigorous, engaging, and affirming for Black learners. |
| Help/Harm Contexts  | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords  | math, cultural wealth, rigor  |
| Source  | CABSE 2025 Institute – Presentation   |
| Link  | ✦ <a href="https://www.calstateteach.net/">https://www.calstateteach.net/</a>   |

| <b>Math That Transforms Futures: Leading With Purpose and Impact * (District leaders Moderator: Dr. Cheryl Ward, Executive Coach, NCUST, San Diego State University; Panel: Riverside County Office of Education (CA), Sunnyvale School District (CA) Twin Rivers Unified School District (CA) Rush-Henrietta Central School District (NY)</b> |   |
|--|---|
| Summary  | <p>Math achievement is the strongest gateway to opportunity and economic mobility. There is no greater indicator of future earning power than a student’s math learning in K-12. We cannot gamble with their futures. Purposeful, high-quality instruction is a moral imperative. Join superintendents and school leaders for an engaging conversation on how bold leadership, teacher investment, and intentional, effective instruction can drive lasting success to ensure that every student thrives.</p> <p>Leaders share strategies to treat math achievement as a gateway to mobility—centering bold leadership, teacher investment, and purposeful instruction.</p> |
| Help/Harm Contexts   | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords   | math, leadership, instruction, equity   |
| Source   | CABSE 2025 Institute – Presentation   |
| Link   | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

| <b>The Math Behind the Math: Strengthening Teacher Content for Student Success * (District &amp; content experts)</b> |   |
|---|---|
| Summary   | Deepens K–8 teacher content knowledge and concept progressions to improve alignment, fluency, and authentic application that accelerate outcomes.   |
| Help/Harm Contexts  | Student-Responsive Classrooms; Create a Culture of High Expectations  |
| Keywords  | math, teacher PD, curriculum  |
| Source  | CABSE 2025 Institute – Presentation   |
| Link  | ✦ <a href="https://www.rcoe.us/departments/leadership-wellness-and-student-services/systemic-impact-and-change/riverside-county-african-american-achievement-initiative-rcaai">https://www.rcoe.us/departments/leadership-wellness-and-student-services/systemic-impact-and-change/riverside-county-african-american-achievement-initiative-rcaai</a> and <a href="https://math.swunmath.com/">https://math.swunmath.com/</a> |

| <b>PhET Interactive Simulations (STEM) (University of Colorado Boulder)</b> |  |
|---|--|
| Summary   | Free interactive simulations that build conceptual understanding and engagement in science and math. |
| Help/Harm Contexts  | Student-Responsive Classrooms  |
| Keywords  | STEM, simulations, inquiry   |
| Source  | External   |
| Link  | ✦ <a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a>                                |

| <b>Usability, Support, and Impact: Rethinking Curriculum for Real-World Success (FULCRUM/Oakland NAACP; Portland Public Schools)</b> |  |
|--|--|
| Summary  | This session urged education leaders to rethink how curriculum decisions are made, prioritizing usability as a core criterion. Panelists emphasized that materials must not only meet standards but also be sustainable, supported, and practical for teachers and students. Leaders highlighted how thoughtful procurement, paired with professional development and ongoing support, drives stronger outcomes and long-term success. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords   | curriculum, usability, support systems, procurement, professional development  |
| Source   | CABSE 2025 Institute – Presentation  |
| Link   | ✦ <a href="https://www.fulcrumapp.com/">https://www.fulcrumapp.com/</a>  |

| <b>Advancing Equity: AP African American Studies and Solano County Initiatives (College Board; San Diego USD; Solano County Office of Education)</b> |   |
|--|---|
| Summary  | This session spotlighted how the AP African American Studies course is reshaping access to advanced coursework through a lens of cultural relevance and equity. Presenters described district and county efforts to expand access, support teachers, and address resistance, while ensuring Black students see their histories and contributions reflected in rigorous, college-prep content. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords   | AP African American Studies, equity, advanced coursework, culturally relevant curriculum  |
| Source   | CABSE 2025 Institute – Presentation   |
| Link   | ✦ <a href="#"><i>Advancing Equity_AP African American Studies and Solano County Initiatives_07.15.pdf</i></a>   |

### Ethnic Studies as a Catalyst for Black Student Success (Los Angeles USD; CSU Northridge)

|                    |   |
|--------------------|---|
| Summary            | This session explored how Ethnic Studies courses—particularly those centering Black histories, voices, and contributions—strengthen belonging, engagement, and academic success for Black students. Presenters highlighted implementation models, challenges, and policy levers, showing how Ethnic Studies can serve as both an equity strategy and an academic accelerator. |
| Help/Harm Contexts | Student-Responsive Classrooms; Address Social Determinants of Education   |
| Keywords           | Ethnic Studies, Black student success, belonging, equity curriculum, policy   |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://www.csun.edu/eisner-education/college">https://www.csun.edu/eisner-education/college</a>   |

### Instructional Coherence & Alignment: Building Systems for Equity (Long Beach USD; WestEd)

|                    |  |
|--------------------|--|
| Summary            | This session examined how districts can create instructional coherence by aligning curriculum, assessments, and professional learning around shared equity-centered goals. Presenters shared case studies illustrating how coherence reduces fragmentation, supports teacher efficacy, and ensures that Black students experience consistent, high-quality instruction across classrooms and grade levels. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Create a Culture of High Expectations   |
| Keywords           | instructional coherence, alignment, curriculum, assessment, teacher efficacy, equity   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://www.lbschools.net/">https://www.lbschools.net/</a>  |

### He Is Not a Gladiator: Four Shifts to Interrupt Academic Neglect for Black Boys (Presented by Glynetta Fletcher, Founder, Edutects)

|                    |  |
|--------------------|--|
| Summary            | Presenters posed a challenge to attendees: “Let’s keep it real: too many Black boys were just trying to make it through the day, not being set up to win/succeed.” This session was about naming the core problem at hand: Academic Neglect, and disrupting it. In this 60 minute session, the presenter previewed four game changing shifts |
| Help/Harm Contexts | N/A  |
| Keywords           | equity   |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**The Spirit of Math Literacy  
(Presented by Kirk Kirkwood, Principal Consultant, Village Life Education)**

|                    |   |
|--------------------|---|
| Summary            | This workshop centered the brilliance of Black learners by weaving together math support, cultural relevance, and spirit work. Participants would experience practices that affirm identity, nurture resilience, and connect mathematics to lived realities and ancestral knowledge. Attendees engaged in interactive strategies, reflective dialogue, and practical tools designed to uplift and empower Black students. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords           | equity, math  |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**A Focus on Quality First Instruction (Presented by Dawn Green, District Coordinator – Community Schools, Lynwood Unified School District • LaKiesha Wright, Case Manager – Community Schools, Lynwood Unified School District • Kimberly Perez, Case Manager – Community Schools, Lynwood Unified School District)**

|                    |   |
|--------------------|---|
| Summary            | Systemic growth in academic achievement requires excellent Quality First Instruction (QFI) supported by consistent structures that build knowledge and capacity throughout each school and across the District. Discover how San Jacinto USD utilized improvement and implementation science to develop and utilize a fidelity inventory. |
| Help/Harm Contexts | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | equity, instruction   |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Beats & Books: Remixing Instruction for Black Brilliance  
(Presented by Chad Petties, Educationally Related Mental Health Case Manager, Riverside County SELPA)**

|                    |   |
|--------------------|---|
| Summary            | Discover how hip-hop pedagogy could transform your classroom into a space of rigorous, relevant, and culturally affirming instruction. In this interactive session, participants explored how to remix core content using music, storytelling, and student voice to tap into Black brilliance. Leave with practical strategies and a remixed lesson plan that bridges academic standards. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AP, equity, instruction   |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**High Expectations, High Support: Accelerating Black Student Achievement in Mathematics**  
 (Presented by Viola Smith, Principal, Mission Early College High School • Vanessa Knight, Vice Principal, Mission Early College High School)

|                    |   |
|--------------------|---|
| Summary            | Historically, many Black students were placed on below-grade-level tracks based on diagnostic assessments, trapping them in a cycle of remediation—especially in math, where learning was cumulative. This session showed how high- quality instructional materials, combined with strategic data use, could break that cycle while ensuring the teacher— not a preset algorithm—remains at the center. Participants... |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AI, equity, instruction, math   |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Legislative and Budget Developments Impacting Education 2025**  
 (Presented by Vernita Scott, Impact Specialist, Curriculum Associates • Chantel Vaultz, Impact Specialist, Curriculum Associates)

|                    |  |
|--------------------|--|
| Summary            | CSBA ’s Government Relations Team provided latest update on state and federal policy and budgetary developments. This session provided an overview of adopted legislation and the state budget, as well as an update on where things stand at the federal level. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | equity   |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**Math Curriculum Adoption that is Culturally Responsive for Student Success**  
 (Presented by ESLF)

|                    |   |
|--------------------|---|
| Summary            | This session was designed to equip leaders to leverage the 2025 math adoption cycle to advance equity for students of color and multilingual learners. Using the 2023 California Mathematics Framework, we’ll present ESLF’s Math Curriculum Adoption Toolkit, model RFP language, and equity-focused evaluation tools. Participants would gain leadership strategies and professional learning approaches to select culturally and linguistically... |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, curriculum, equity, math  |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Philadelphia’s Not Counted Out: Accelerating Philly’s Math Curriculum  
(Presented by Jermaine Dawson, Deputy Superintendent of Academic Services, The School District of Philadelphia)**

|                    |   |
|--------------------|---|
| Summary            | The School District of Philadelphia (SDP) would share the strategic efforts of system leaders to accelerate math achievement by centering schools as a primary unit of change. They would share their strategies for system implementation of High Quality Instructional Math Resources across all schools and efforts to monitor and support effective implementation. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond   |
| Keywords           | curriculum, equity, instruction, math   |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✳ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Scene to Screen: Leveling the Creative Playing Field (Presented by Jessica Just, CEO and Co-Founder, Creating Creators • Hipolito Munoz, CCO and Co-Founder, Creating Creators • Kevin Morris, Director of College, Career & Community Services and Alternative Programs, Duarte USD)**

|                    |  |
|--------------------|--|
| Summary            | Join the Creating Creators Filmmaking Workshop and explored how technology could level the playing field for your student storytellers. Collaborate with industry professionals to write, direct, film, act, and edit a scene while gaining hands-on experience with professionals using basic video production equipment. Learn how to integrate media into your lessons or messaging, refine your... |
| Help/Harm Contexts | Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, equity   |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | ✳ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**The Great Tap In: Harnessing AI as Equity’s Great Equalizer (Presented by Dr. Cassondra Corbin-Thaddies, VP - Partner & Client Engagement, Yourway Learning)**

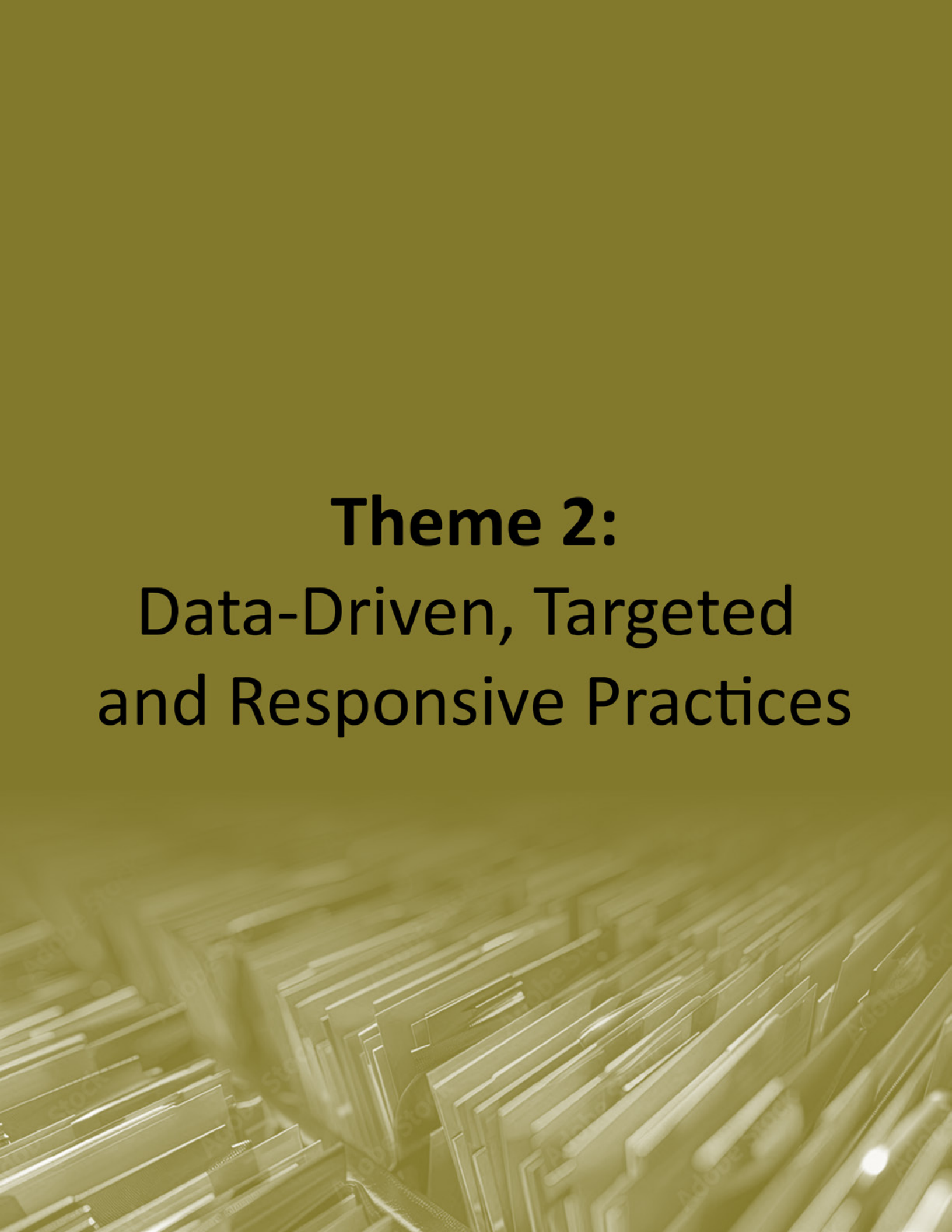
|                    |   |
|--------------------|---|
| Summary            | Discover how AI could be a powerful equity multiplier for Black student success. This session spotlights the Office of Advanced Opportunities (OAO) Project, where Yourway supported AP African American Studies teachers to streamline lesson design, embed culturally responsive content, and reclaim time for deeper relationships and learning. |
| Help/Harm Contexts | Create a Culture of High Expectations; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, AP, equity, instruction   |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | ✳ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

## The Power of Math in STEM and Beyond

|                    |  |
|--------------------|--|
| Summary            | In California, 64.4% of students perform below standard in mathematics, and more than half fail to meet the A–G math requirements, limiting their eligibility for UC and CSU admissions. This workshop would spark critical conversations about the disparities in math attainment and highlighted the importance of collaboration in supporting students to successfully complete A–G coursework... |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, equity, math   |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

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**Theme 2:**  
Data-Driven, Targeted  
and Responsive Practices

## Theme 2: Data-Driven, Targeted & Responsive Practices

### Why it Matters

Data-driven and responsive practices provide precision in addressing the needs of Black students. By disaggregating and using data meaningfully, educators can identify barriers and opportunities that shape outcomes (Stevenson, 2014). Wilson’s (1987) structural analysis reminds us that systemic inequalities—employment, housing, and school funding—are mirrored in student data and require context-sensitive interpretation. When paired with equity-driven action, data becomes a lever for justice rather than a tool of deficit framing (Bristol, 2020).

### Gray Literature / Peer-Reviewed Literature / Reports

| <b>U.S. Department of Education: Artificial Intelligence and the Future of Teaching &amp; Learning (U.S. Department of Education)</b> |  |
|---|--|
| Summary   | Guidance on using AI for feedback, personalization, and efficiency while upholding privacy, safety, and educator agency. |
| Help/Harm Contexts  | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way                          |
| Keywords  | AI, data, assessment, privacy  |
| Source  | External   |
| Link  | 🔗 <a href="https://www.ed.gov/ai">https://www.ed.gov/ai</a>  |

| <b>Data Quality Campaign – Not Just a Box-Checking Exercise (2019)</b> |   |
|--|---|
| Summary  | Subgroup disaggregation is essential to uncover concealed gaps that average metrics mask. This guidance (for states/districts) outlines how to structure disaggregation, maintain data privacy, and use subgroup evidence to drive equity-oriented decision-making. |
| Help/Harm Contexts   | N/A   |
| Keywords   | Disaggregation; Continuous Improvement  |
| Source   | External  |
| Link   | 🔗 <a href="https://dataqualitycampaign.org/resource/not-just-box-checking-exercise/">https://dataqualitycampaign.org/resource/not-just-box-checking-exercise/</a>   |

| <b>NCES Forum Guide – Collecting &amp; Using Disaggregated Data on Racial/Ethnic Subgroups</b> |  |
|--|--|
| Summary  | Through six state/district case studies, this guide illustrates methods for disaggregating racial/ethnic data, protecting student privacy, and using disaggregated metrics in policymaking and program evaluation. |
| Help/Harm Contexts   | N/A  |
| Keywords   | Disaggregation; C2C/CALPADS  |
| Source   | External   |
| Link   | 🔗 <a href="https://nces.ed.gov/forum/pdf/DisaggregatedDataGuide.pdf">https://nces.ed.gov/forum/pdf/DisaggregatedDataGuide.pdf</a>  |

### Tatapudy et al. – Visualizing Inequities: A Step Toward Equitable Student Outcomes (2024)

|                    |   |
|--------------------|---|
| Summary            | This peer-reviewed article presents an R-Shiny application that allows educators to visualize performance gaps by student subgroups. It argues that accessible, disaggregated visualizations are foundational to equity-focused reflection and continuous improvement. <b>PMC</b> |
| Help/Harm Contexts | N/A   |
| Keywords           | Disaggregation; Continuous Improvement  |
| Source             | External  |
| Link               | ✦ <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC11659863/">https://pmc.ncbi.nlm.nih.gov/articles/PMC11659863/</a>   |

### Office for Civil Rights – Civil Rights Data Collection: Discipline Snapshot

|                    |  |
|--------------------|--|
| Summary            | The CRDC discipline snapshot highlights national patterns of disproportionate disciplinary actions against Black students. It underscores the need for careful, context-aware interpretation of disaggregated disciplinary data. |
| Help/Harm Contexts | N/A  |
| Keywords           | Discipline & Climate; Disaggregation   |
| Source             | External   |
| Link               | ✦ <a href="https://ocrdata.ed.gov">https://ocrdata.ed.gov</a> (navigate to the discipline PDF/report page)   |

### EdTrust–West – Data for the People Hub

|                    |  |
|--------------------|--|
| Summary            | Provides an interactive set of dashboards (TK–16) for California stakeholders to explore disaggregated metrics at state, district, and school levels, enabling equity monitoring and community-driven inquiry. |
| Help/Harm Contexts | N/A  |
| Keywords           | Dashboards; Community Voice; Continuous Improvement  |
| Source             | External   |
| Link               | ✦ <a href="https://west.edtrust.org/resource/data-for-the-people-hub/">https://west.edtrust.org/resource/data-for-the-people-hub/</a> EdTrust-West   |

### EdTrust–West – Data Equity Walk Toolkit

|                    |  |
|--------------------|--|
| Summary            | A structured 45–90 minute protocol that invites educators, students, and families to engage with local disaggregated data, co-reflect, and co-design next steps. |
| Help/Harm Contexts | N/A  |
| Keywords           | Equity Protocols; Family–Community–Partner Connection  |
| Source             | External   |
| Link               | ✦ <a href="https://west.edtrust.org/data-equity-walk-toolkit/">https://west.edtrust.org/data-equity-walk-toolkit/</a>  |

### EdTrust–West – What is the Cradle-to-Career (C2C) Data System? (2024)

|                    |  |
|--------------------|--|
| Summary            | Explains the architecture and goals of California’s longitudinal Cradle-to-Career system: how it links across sectors, centers equity, and surfaces pipeline gaps for students of color. |
| Help/Harm Contexts | N/A  |
| Keywords           | C2C/CALPADS; Continuous Improvement  |
| Source             | External   |
| Link               | <a href="https://west.edtrust.org/resource/what-is-the-cradle-to-career-data-system/">✦ https://west.edtrust.org/resource/what-is-the-cradle-to-career-data-system/</a>                  |

### California Cradle-to-Career – Student Experience Report 2024 (2025)

|                    |  |
|--------------------|--|
| Summary            | Combines student voice surveys with linked longitudinal data to surface systemic barriers and opportunities across the educational pipeline—an exemplar of equity-centered continuous improvement. |
| Help/Harm Contexts | N/A  |
| Keywords           | C2C/CALPADS; Community Voice; Continuous Improvement   |
| Source             | External   |
| Link               | <a href="https://c2c.ca.gov/data-stories/student-pathways-resource-hub/">✦ https://c2c.ca.gov/data-stories/student-pathways-resource-hub/</a>  |

### Learning Policy Institute – Community Schools Impact in California (2025)

|                    |   |
|--------------------|---|
| Summary            | A rigorous evaluation shows substantial gains for Black students in districts with community schools—for example, ~130 additional math learning days and 151 in ELA—highlighting how data-guided, holistic models can scale equity. |
| Help/Harm Contexts | N/A   |
| Keywords           | Discipline & Climate; Continuous Improvement  |
| Source             | External  |
| Link               | <a href="https://learningpolicyinstitute.org/product/ca-community-schools-impact-student-outcomes-report">✦ https://learningpolicyinstitute.org/product/ca-community-schools-impact-student-outcomes-report</a>                     |

### EdTrust–West – Black Girl Brilliance (California)

|                    |   |
|--------------------|---|
| Summary            | Reframes performance metrics to center Black girls’ strengths and challenges, showing how narrative shifts alongside disaggregated data lead to different policy and practice choices.  |
| Help/Harm Contexts | N/A   |
| Keywords           | Disaggregation; Equity Protocols; Discipline & Climate  |
| Source             | External  |
| Link               | ✦ <a href="https://west.edtrust.org/resource/black-girl-brilliance-using-data-to-catalyze-change-for-californias-black-girls/">https://west.edtrust.org/resource/black-girl-brilliance-using-data-to-catalyze-change-for-californias-black-girls/</a> |

### LAist – Call it DEI or don’t, educators say outcomes for Black students must improve (2025)

|                    |   |
|--------------------|---|
| Summary            | Journalistic case study showing how educators in LA use a multi-metric, responsive approach—mental health, climate, testing data—to target supports for Black students.   |
| Help/Harm Contexts | N/A   |
| Keywords           | Discipline & Climate; Continuous Improvement  |
| Source             | External  |
| Link               | ✦ <a href="https://laist.com/news/education/black-educators-african-american-student-outcomes-advocacy-los-angeles-2025">https://laist.com/news/education/black-educators-african-american-student-outcomes-advocacy-los-angeles-2025</a> |



**Gist, Bristol, Mensah & Philip – Committing to Racial Justice and Equity in Teacher Preparation (Kappan - 2021)**

|                    |   |
|--------------------|---|
| Summary            | Advocates for data use in teacher pipelines: using disaggregated metrics to diversify, support, and retain a more equitable educator workforce (bridging data to justice).                                    |
| Help/Harm Contexts | N/A   |
| Keywords           | Teacher Diversity; Continuous Improvement   |
| Source             | External  |
| Link               | ✦ <a href="https://kappanonline.org/racial-justice-equity-teacher-preparation-gist-bristol-mensah-philip/">https://kappanonline.org/racial-justice-equity-teacher-preparation-gist-bristol-mensah-philip/</a> |

**Gist, Bristol, Easton-Brooks – Positive Effects of BIPOC Teachers (Kappan - 2021)**

|                    |   |
|--------------------|---|
| Summary            | Draws on meta-analyses to show that BIPOC teacher representation yields better outcomes for students of color; demonstrates how data can set equity targets in staffing.                |
| Help/Harm Contexts | N/A   |
| Keywords           | Teacher Diversity; Continuous Improvement   |
| Source             | External  |
| Link               | ✦ <a href="https://kappanonline.org/positive-effect-bipoc-teachers-gist-bristol-easton-brooks/">https://kappanonline.org/positive-effect-bipoc-teachers-gist-bristol-easton-brooks/</a> |

**Compton Unified stands out as a national leader in raising student test scores,” Howard Blume, Los Angeles Times**

|                    |   |
|--------------------|---|
| Summary            | This article documents how Compton Unified School District has achieved sustained, above-average gains in standardized test scores, especially in math and reading, compared to other California and U.S. districts. The district’s strategy includes frequent diagnostic assessments, real-time interventions via in-class tutors, and intensive teacher training—all supported by data review cycles from classroom to district levels. Compton’s success highlights how resource-constrained districts serving predominantly low-income and Black student populations can leverage data systems and targeted interventions to accelerate learning. |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | assessment, diagnostics, tutoring, data cycles, instructional responsiveness, equity  |
| Source             | External  |
| Link               | <b><i>Los Angeles Times (Feb 11, 2025) — Compton Unified stands out as a national leader in raising student test scores</i></b>   |

## Presentations / Tools

| <b>A Student-Centered Restorative Review Process for Reducing Suspensions &amp; Expulsions * (Centinela Valley Union High School District)</b> |   |
|--|---|
| Summary  | Shares a whole-child, restorative process for discipline referrals with district–site coordination to reduce suspensions/expulsions.  |
| Help/Harm Contexts   | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond  |
| Keywords   | restorative practices, discipline, climate  |
| Source   | CABSE 2024 Educational Conference – Presentation  |
| Link   | ✦ <a href="https://www.cvuhsd.org/apps/pages/index.jsp?uREC_ID=309415&amp;type=d&amp;pREC_ID=878360">https://www.cvuhsd.org/apps/pages/index.jsp?uREC_ID=309415&amp;type=d&amp;pREC_ID=878360</a> |

| <b>Democratizing Decision Making for Equitable Outcomes * (Inflexion)</b> |   |
|---|---|
| Summary   | Strategies to create inclusive decision-making by centering Black students and families, adopting shared leadership and consensus-building. |
| Help/Harm Contexts  | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms  |
| Keywords  | shared leadership, inclusion, decision-making   |
| Source  | CABSE 2024 Educational Conference – Presentation  |
| Link  | ✦ <a href="https://www.inflexion.org/">https://www.inflexion.org/</a>   |

| <b>Harnessing the Cradle-to-Career Data System to Enhance Black Student Success * (EdTrust–West)</b> |  |
|--|--|
| Summary  | Interactive workshop on leveraging the new C2C Data System for actionable insights and equitable solutions along student pathways. |
| Help/Harm Contexts   | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond   |
| Keywords   | data system, pathways, equity  |
| Source   | CABSE 2024 Institute – Presentation  |
| Link   | ✦ <a href="https://west.edtrust.org/">https://west.edtrust.org/</a>  |

| <b>The Machinery of Improvement * (Los Angeles County Office of Education (LACOE))</b> |   |
|--|---|
| Summary  | Describes LACOE’s student-centered improvement cycle—data, feedback, action—paired with multilevel partnerships and social justice policies.  |
| Help/Harm Contexts   | Getting Uncomfortable with Not Doing the Same Thing the Same Way; Buy-In from the Dais to the Desk and Beyond   |
| Keywords   | continuous improvement, LACOE, policy   |
| Source   | CABSE 2024 Institute – Presentation   |
| Link   | ✦ <a href="https://www.lacoe.edu/about/strategic-plan#:~:text=The%20student%20objectives%20means%20that,approaches%20develop%20the%20whole%20child">https://www.lacoe.edu/about/strategic-plan#:~:text=The%20student%20objectives%20means%20that,approaches%20develop%20the%20whole%20child</a> |

**AI in Education: Shaping the Future of Learning – For Superintendents and Senior Leaders (Lumi AI; Colin Kaepernick)**

|                    |  |
|--------------------|--|
| Summary            | This session explored how artificial intelligence can transform classrooms by personalizing learning, enhancing equity, and helping educators focus more on relationships and creativity. Presenters discussed both opportunities and risks, urging district leaders to prepare for responsible AI adoption that uplifts historically marginalized students. |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AI, equity, personalization, leadership, innovation  |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>  |

**Equity Funding & Planning: Making Dollars Work for Black Student Excellence (California Department of Education; school district leaders)**

|                    |  |
|--------------------|--|
| Summary            | This panel focused on ensuring equity funds are directed toward practices that measurably improve Black student achievement. Leaders presented tools for equity-driven planning, accountability, and continuous improvement so that investments result in tangible outcomes. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Create a Culture of High Expectations   |
| Keywords           | equity funding, planning, accountability, outcomes   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>  |

**The Machinery of Improvement: Continuous Equity-Centered Practices (Los Angeles County Office of Education)**

|                    |   |
|--------------------|---|
| Summary            | This session shared how improvement science methodologies can be applied through an equity lens. LACOE leaders described practical cycles of data, reflection, and action that sustain focus on Black student success while strengthening systems capacity. |
| Help/Harm Contexts | Getting Uncomfortable with Not Doing the Same Thing the Same Way; Buy-In from the Dais to the Desk and Beyond   |
| Keywords           | improvement science, data cycles, equity systems  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

### Democratizing Decision-Making for Equity Outcomes (Inflexion)

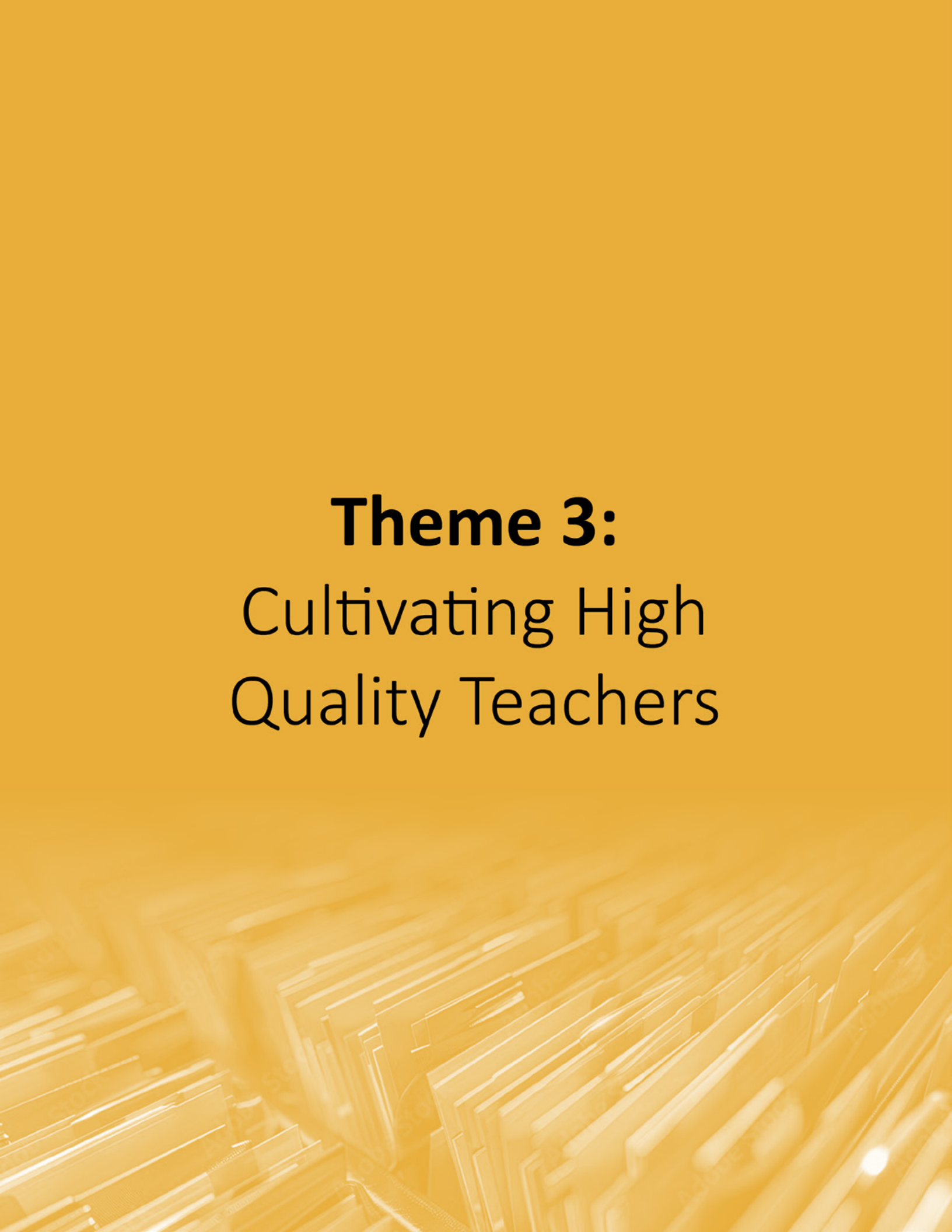
|                    |   |
|--------------------|---|
| Summary            | Presenters highlighted strategies for inclusive and shared decision-making that center Black students and families. They emphasized building systems of shared leadership, listening structures, and authentic engagement to ensure equity is not just policy but practice. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms  |
| Keywords           | shared leadership, decision-making, engagement, inclusion   |
| Source             | <b>CABSE 2024 Educational Conference – Presentation</b>   |
| Link               | 🌟 <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

### Harnessing the Cradle-to-Career Data System to Enhance Black Student Success (EdTrust–West)

|                    |   |
|--------------------|---|
| Summary            | Presenters highlighted strategies for inclusive and shared decision-making that center Black students and families. They emphasized building systems of shared leadership, listening structures, and authentic engagement to ensure equity is not just policy but practice. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms  |
| Keywords           | shared leadership, decision-making, engagement, inclusion   |
| Source             | <b>CABSE 2025 Institute – Presentation</b>  |
| Link               | 🌟 <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

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**Theme 3:**  
Cultivating High  
Quality Teachers

## Theme 3: Cultivating High Quality Teachers

### Why it Matters

Teachers remain the most critical in-school factor influencing student success (Darling-Hammond, 2000). For Black students, teacher diversity and cultural competence are especially important, building trust and affirming identity (Bristol, 2020; Villegas & Irvine, 2010). Cornel West (1993) reminds us that education is not neutral; it either affirms humanity or denies it. Investing in developing and supporting high-quality, equity-driven teachers—especially Black teachers—translates directly into improved outcomes for Black students (Bristol & Goings, 2019).

### Gray Literature / Peer-Reviewed Literature / Reports

| <b>High-Quality Instructional Materials &amp; Teacher Support (Rivet/EdReports) (Rivet Education; EdReports)</b> |  |
|--|--|
| Summary  | Makes the case that standards-aligned, culturally responsive materials paired with sustained PD elevate teacher effectiveness. |
| Help/Harm Contexts   | Buy-In from the Dais to the Desk and Beyond; Create a Culture of High Expectations   |
| Keywords   | HQIM, <i>professional learning, materials</i>  |
| Source   | <i>External</i>  |
| Link   | * <a href="https://riveteducation.org/">https://riveteducation.org/</a>  |

| <b>Noguera, P. A. (2003). The Trouble with Black Boys... and Other Reflections on Race in Education. Urban Review</b> |   |
|---|---|
| Summary   | Examines how systemic inequalities and deficit framing contribute to disparities for Black male students. Accessible via academic databases |
| Source  | External  |
| Link  | <i>Accessible via academic databases</i>  |

| <b>Noguera, P. A. (2003). The Trouble with Black Boys... and Other Reflections on Race in Education. Urban Review.</b> |   |
|--|---|
| Summary  | Examines how systemic inequalities and deficit framing contribute to disparities for Black male students. Accessible via academic databases |
| Source   | External  |
| Link   | <i>Accessible via academic databases</i>  |

**Noguera, P. A. (2013). Developing Policies to Respond to the Challenges Confronting African American and Latino Males. UCLA.**

|         |   |
|---------|---|
| Summary | Highlights policy-driven interventions and community-based approaches to better serve Black and Latino youth. |
| Source  | External  |
| Link    | <a href="#">🔗 <i>Download PDF</i></a>   |

**Bristol, T. J. (2019). A Tale of Two Types of Schools: School Working Conditions Influence Black Male Teacher Turnover. EdWorkingPaper No. 19-38.**

|         |  |
|---------|--|
| Summary | Investigates why Black male teachers—especially in schools with more peers vs. just one—choose to stay or leave, emphasizing organizational context. |
| Source  | External   |
| Link    | <a href="#">🔗 <i>Read PDF – EdWorkingPapers</i></a>  |

**Kingmakers of Oakland. (2023). Black Male Teacher Recruitment, Training, and Retention: A Driver Research Brief.**

|         |   |
|---------|---|
| Summary | Outlines strategies to increase and sustain the presence of Black male educators, including affinity spaces and certification pathways. |
| Source  | External  |
| Link    | <a href="#">🔗 <i>Download PDF Kingmakers of Oakland</i></a>   |

**Gist, C. D., & Bristol, T. J. (Eds.). Handbook of Research on Teachers of Color and Indigenous Teachers. AERA.**

|         |  |
|---------|--|
| Summary | This edited volume compiles evidence-based research on diversifying and supporting the educator workforce. |
| Source  | External   |
| Link    | <a href="#">Preview &amp; Order 🔗 <i>AERA</i></a>  |



## Presentations / Tools

### Building a Legacy of Cultural Understanding \* (Clovis USD)

|                    |   |
|--------------------|---|
| Summary            | Offers strategies to sustain cultural relevance and promote diversity in predominantly non-Black institutions, including PD approaches. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms  |
| Keywords           | cultural relevance, PD, diversity   |
| Source             | CABSE 2024 Educational Conference – Presentation  |
| Link               | 🔗 <a href="https://www.ccusd.org/">https://www.ccusd.org/</a>   |

### I HAVE THE POWER! Power Dynamics in the Urban Classroom \* (Centinela Valley Union High School District)

|                    |   |
|--------------------|---|
| Summary            | Uses scenarios to examine classroom power dynamics and offers strategies—apologies, micro-affirmations, inclusive norms—to foster thriving. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords           | power dynamics, culture, micro-affirmations   |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | 🔗 <a href="https://www.cvuhsd.org/">https://www.cvuhsd.org/</a>   |

### School Walkthroughs and Effective Feedback that Close Achievement Gaps \* (New Hanover County Schools (former superintendent))

|                    |   |
|--------------------|---|
| Summary            | Provides walkthrough tools and feedback practices that improve instruction and close disparities through inclusive, data-informed coaching. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords           | instructional coaching, feedback, walkthroughs  |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | 🔗 <a href="https://www.nhcs.net/">https://www.nhcs.net/</a>   |

### The Secret Sauce: Black Women in Ed Leadership \* (Dolton West School District 148)

|                    |  |
|--------------------|--|
| Summary            | Explores Black women’s leadership contributions and barriers using historical analysis to inform today’s development and advocacy. |
| Help/Harm Contexts | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond   |
| Keywords           | leadership, women, equity  |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | 🔗 <a href="https://www.district148.net/">https://www.district148.net/</a>  |

### Transforming Campus Climates: The Power of Umoja’s 18 Practices \* (Umoja Community Education Foundation)

|                    |   |
|--------------------|---|
| Summary            | Actionable strategies to integrate SEL, cultural humility, and restorative practices using Umoja’s 18 transformative practices. |
| Help/Harm Contexts | Student-Responsive Classrooms; Create a Culture of High Expectations  |
| Keywords           | ✦ Umoja, SEL, restorative   |
| Source             | CABSE 2024 Educational Conference – Presentation  |
| Link               | ✦ <a href="https://umojacommunity.org/">https://umojacommunity.org/</a>   |

### I HAVE THE POWER! Power Dynamics in the Urban Classroom (Centinela Valley Union High School District)

|                    |   |
|--------------------|---|
| Summary            | This interactive workshop examined power dynamics in classrooms serving Black students. Using real scenarios, presenters explored how apologies, micro-affirmations, and intentional shifts in norms can dismantle harmful patterns and build thriving, affirming classrooms. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms  |
| Keywords           | power dynamics, classroom culture, micro-affirmations   |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

### The Secret Sauce: Black Women in Educational Leadership (Dolton West School District 148)

|                    |  |
|--------------------|--|
| Summary            | This session honored the historic and contemporary leadership of Black women in education. Presenters analyzed how Black women leaders have navigated barriers, challenged inequities, and built enduring legacies, offering strategies for today’s educators. |
| Help/Harm Contexts | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond   |
| Keywords           | leadership, women, equity, history   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>  |

### School Walkthroughs and Effective Feedback to Close Achievement Gaps (New Hanover County Schools – former superintendent)

|                    |  |
|--------------------|--|
| Summary            | Presenters shared practical tools for conducting classroom walkthroughs and giving feedback that supports teacher growth and closes equity gaps. The session emphasized coaching, inclusivity, and alignment to high expectations. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms   |
| Keywords           | instructional coaching, feedback, walkthroughs   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>  |

**Elevating Teaching and Student Performance Through The Math Behind The Math  
(Presented by Gloria Ponce Rodriguez, Manager II - HBCU Step Up Dual Enrollment, Fresno Unified School District • Dr. Timothy Hatchett, Vice President of Student Affairs and Enrollment Management, Fort Valley State University)**

|                    |  |
|--------------------|--|
| Summary            | This interactive, one-hour workshop unpacked what makes instruction successful for teachers and accessible for students so deep learning takes root. Presenters spotlight high-leverage moves that turn tasks into thinking, model routines that amplify discourse and understanding, and send attendees off with ready- to-use strategies for tomorrow’s lessons. |
| Help/Harm Contexts | Create a Culture of High Expectations; Student-Responsive Classrooms   |
| Keywords           | Keywords: equity, instruction, math  |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | 🌐 <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

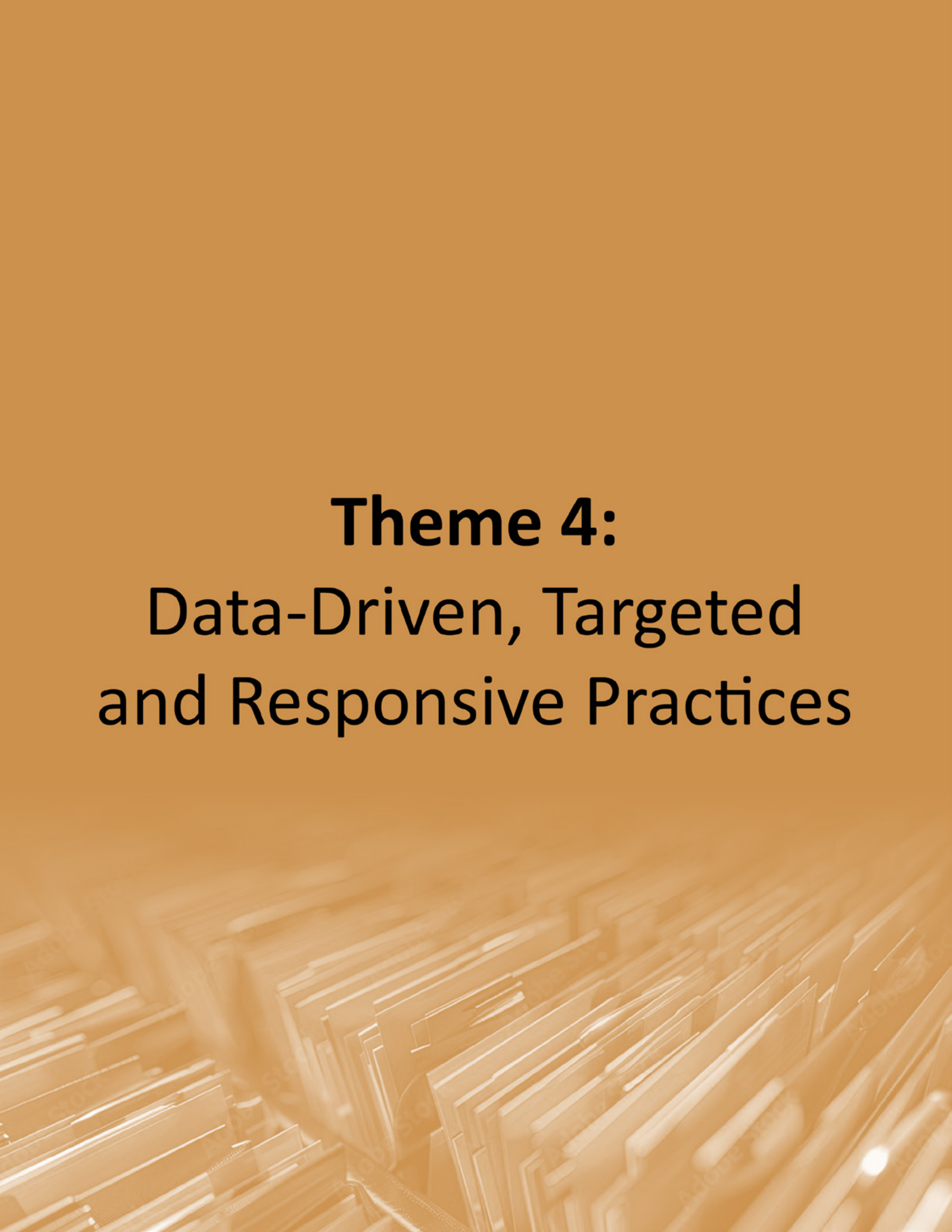
**Inclusion as the Antidote to Special Education Disproportionality  
(Presented by Allegra Johnson, Special Education Inclusion Coach, Uniquely Supported)**

|                    |  |
|--------------------|--|
| Summary            | Scaling inclusive practices for students with IEPs was one of the highest leverage equity practices educational leaders could pursue, especially in addressing the disproportionate representation of Black students in special education. During this workshop, leaders would connect their legal responsibility towards students with IEPs and their commitment to equity, as well as examined how to... |
| Help/Harm Contexts | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond   |
| Keywords           | equity   |
| Source             | CABSE 2025 Conference – Presentation   |
| Link               | 🌐 <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**The CABSE Math Blueprint in Action (Presented by Dr. Cheryl James-Ward, Professor & Executive Leadership Coach, San Diego State University • Becki Blanco, Assistant Superintendent - Curriculum & Instruction, Lennox School District)**

|                    |   |
|--------------------|---|
| Summary            | In this workshop, presenters unpacked the newly released CABSE Math Blueprint, showed it in action from a district perspective, and mapped how to bring it to life in education systems. Designed for district leadership, the session aimed to provided clear next steps to implement with confidence and boost math scores. |
| Help/Harm Contexts | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AP, equity, math  |
| Source             | CABSE 2025 Conference – Presentation  |
| Link               | 🌐 <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

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**Theme 4:**  
Data-Driven, Targeted  
and Responsive Practices

## Theme 4: Targeted Tutoring & Extended Learning Time

### Why it Matters

Targeted tutoring and extended learning opportunities offer intensive, personalized support to close opportunity gaps. Meta-analyses show that high-dosage tutoring produces substantial learning gains (Nickow et al., 2020). Stevenson (2014) and Morris (2016) argue that ensuring Black students have access to these interventions is a matter of justice, not charity. Such supports build confidence, reinforce belonging, and affirm potential while counteracting systemic barriers.

### Gray Literature / Peer-Reviewed Literature/Reports

| <b>Intelligent Tutoring Systems: Evidence of Impact (overview) (Various (Ed policy summaries)</b> |   |
|---|---|
| Summary   | Synthesizes evidence that targeted tutoring systems can yield large gains, especially for historically underserved learners.  |
| Help/Harm Contexts  | Student-Responsive Classrooms   |
| Keywords  | tutoring, personalization, intervention   |
| Source  | External  |
| Link  | ✦ <a href="https://oercommons.org/authoring/67831-intelligent-tutoring-systems-overview">https://oercommons.org/authoring/67831-intelligent-tutoring-systems-overview</a> |

| <b>Higher Pathways: Creating A Pipeline for College Success * (Social Justice Learning Institute (SJLI)</b> |  |
|---|--|
| Summary   | Describes a high school-to-college pipeline and practices that support college applications, transition, and persistence for urban scholars. |
| Help/Harm Contexts  | Address Social Determinants of Education; Student-Responsive Classrooms  |
| Keywords  | college access, pipeline, persistence  |
| Source  | External   |
| Link  | ✦ <a href="https://sjli.org/">https://sjli.org/</a>  |

### Presentations / Tools

| <b>The CABSE Math Blueprint in Action (Presented by Dr. Cheryl James-Ward, Professor &amp; Executive Leadership Coach, San Diego State University • Becki Blanco, Assistant Superintendent - Curriculum &amp; Instruction, Lennox School District)</b> |   |
|--|---|
| Summary  | In this workshop, presenters unpacked the newly released CABSE Math Blueprint, showed it in action from a district perspective, and mapped how to bring it to life in education systems. Designed for district leadership, the session aimed to provided clear next steps to implement with confidence and boost math scores. |
| Help/Harm Contexts   | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords   | AP, equity, math  |
| Source   | CABSE 2025 Conference – Presentation  |
| Link   | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

### **Afterschool Approaches: Empowering Black Students to Become Fluent Readers \* (Ignite Reading; Hayward USD)**

|                    |   |
|--------------------|---|
| Summary            | Shares results from daily 1:1 foundational reading tutoring in afterschool programs, with strong growth and family support systems. |
| Help/Harm Contexts | Student-Responsive Classrooms; Create a Culture of High Expectations  |
| Keywords           | tutoring, literacy, afterschool   |
| Source             | CABSE 2024 Educational Conference – Presentation  |
| Link               | ✦ <a href="https://www.ignite-reading.com/">https://www.ignite-reading.com/</a>   |

### **Leveraging Technology to Unlock Career Pathways and Life Skills \* (Find Your Grind)**

|                    |  |
|--------------------|--|
| Summary            | Shows how digital tools foster self-awareness, resilience, and future-ready skills to connect passions to opportunities. |
| Help/Harm Contexts | Student-Responsive Classrooms  |
| Keywords           | career pathways, SEL, technology   |
| Source             | CABSE 2024 Educational Conference – Presentation   |
| Link               | ✦ <a href="https://findyourgrind.com/">https://findyourgrind.com/</a>  |

### **Transforming Attendance NOW: Reducing Chronic Absenteeism and Getting Students Back to School \* (Prince George’s County Public Schools (Board member))**

|                    |   |
|--------------------|---|
| Summary            | Introduces The 360 Project—research-informed, whole-child attendance recovery emphasizing Empower, Engage, Inspire actions to boost daily engagement. |
| Help/Harm Contexts | Address Social Determinants of Education; Student-Responsive Classrooms   |
| Keywords           | attendance, whole child, recovery   |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | ✦ <a href="https://www.pgcps.org/">https://www.pgcps.org/</a>   |

### **Transforming Attendance NOW: The 360 Project (Prince George’s County Public Schools)**

|                    |  |
|--------------------|--|
| Summary            | This session introduced The 360 Project, a whole-child attendance recovery effort built on “Empower, Engage, Inspire.” Presenters described strategies for reducing chronic absenteeism and creating positive conditions that bring Black students back to school. |
| Help/Harm Contexts | Address Social Determinants of Education; Student-Responsive Classrooms  |
| Keywords           | attendance, recovery, engagement, whole-child  |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>  |

### Afterschool Tutoring Approaches: Building Literacy Fluency (Ignite Reading; Hayward USD)

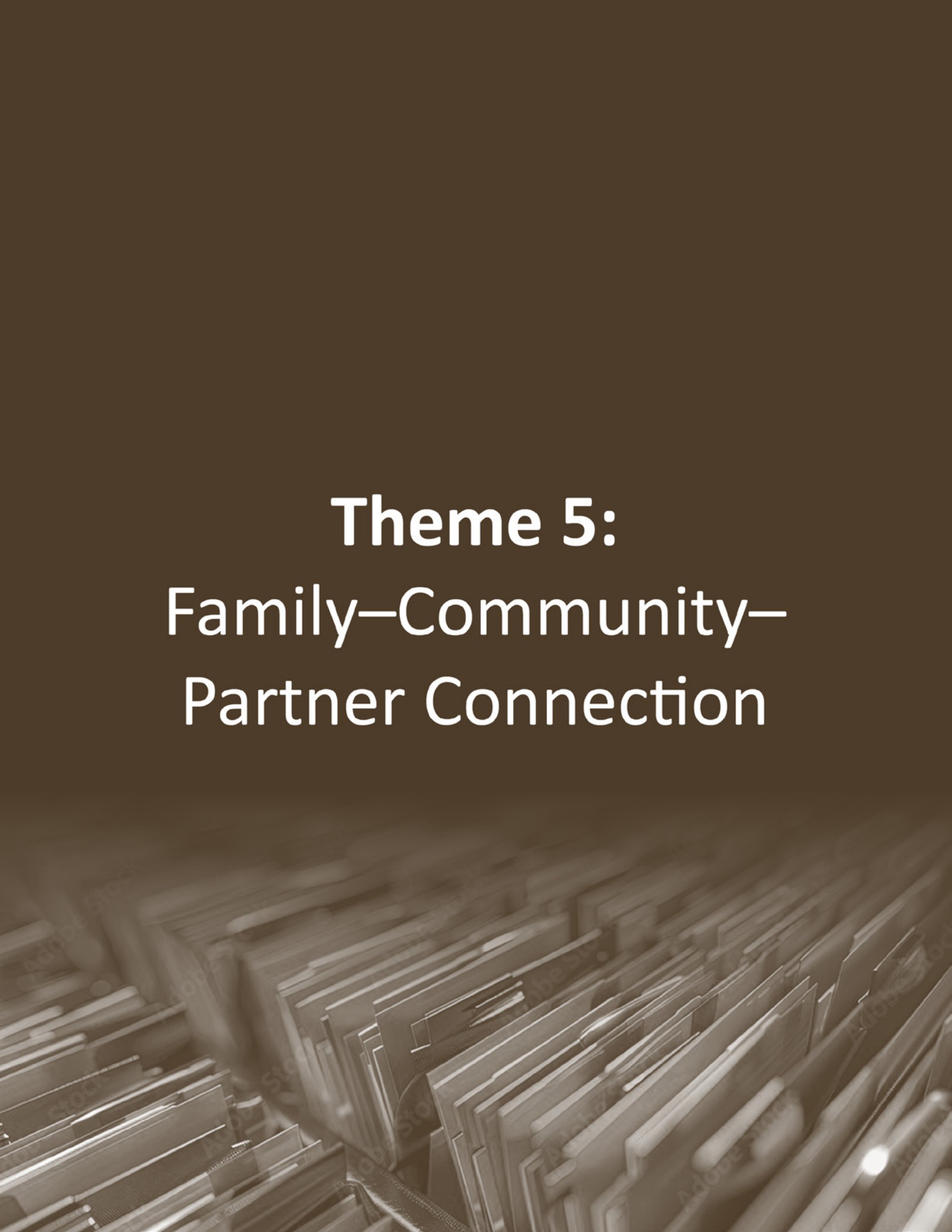
|                    |   |
|--------------------|---|
| Summary            | This workshop focused on high-dosage tutoring programs in afterschool settings that rapidly build foundational literacy for Black students. Presenters shared data showing growth in reading levels and student confidence. |
| Help/Harm Contexts | Student-Responsive Classrooms; Create a Culture of High Expectations  |
| Keywords           | tutoring, literacy, afterschool, high dosage  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

### Higher Pathways: College Success Pipeline (Social Justice Learning Institute)

|                    |   |
|--------------------|---|
| Summary            | Presenters outlined a pipeline program that connects high school to college transition for Black students. Strategies included mentorship, college application support, persistence coaching, and partnerships with higher education. |
| Help/Harm Contexts | Address Social Determinants of Education; Student-Responsive Classrooms   |
| Keywords           | college access, persistence, pipeline, mentorship   |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/IEBzoJIHFk">https://tr.ee/IEBzoJIHFk</a>   |

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**Theme 5:**  
Family–Community–  
Partner Connection

## Theme 5: Family–Community–Partner Connection

### Why it Matters

When families, schools, and communities unite, Black students gain affirmation, opportunity, and justice (Mapp & Kuttner, 2013; Morris, 2016). Black parent engagement strengthens cultural trust and accountability. Dual enrollment expands pathways to postsecondary success; in California, College and Career Access Pathways (CCAP) agreements allow high schools and community colleges to partner so students—often on their own high school campuses—can take college-level courses for both high school and college credit. Research from the Public Policy Institute of California shows that CCAP participation significantly boosts college readiness and early postsecondary success for Black students (Gao & Johnson, 2021). Food justice illustrates how context—zip codes shaped by systemic racism—affects Black student thriving, whether through food scarcity, crime, or homelessness (Alkon & Agyeman, 2011). Context matters: addressing social determinants of education is essential to equity and student flourishing.

### Gray Literature / Peer-Reviewed Literature/Reports

| <b>Dual Capacity-Building Framework for Family–School Partnerships (Mapp et al.) (Harvard Graduate School of Education)</b> |  |
|---|--|
| Summary   | Framework and tools for building authentic, effective partnerships between schools and families that support student learning. |
| Help/Harm Contexts  | Buy-In from the Dais to the Desk and Beyond; Address Social Determinants of Education  |
| Keywords  | family engagement, partnerships, framework   |
| Source  | External   |
| Link  | <a href="https://www.dualcapacity.org/">🌐 https://www.dualcapacity.org/</a>  |

| <b>Noguera, P. A. (2015). Interview: How to Help Students and Schools in Poverty. National Youth-At-Risk Journal.</b> |   |
|---|---|
| Summary   | Noguera calls for integrating student needs—academic, social, and physical—into holistic school strategies. |
| Help/Harm Contexts  | Address Social Determinants of Education, getting uncomfortable with not doing the same thing the same way  |
| Keywords  | poverty, bias, innovation, holistic   |
| Source  | External  |
| Link  | <b><i>Read PDF</i></b>  |

## Dual enrollment & CCAP (impact for Black students; California)

| <b>PPIC (2024) – Dual Enrollment in California (Fact Sheet)</b> |   |
|---|---|
| Summary   | Black students are underrepresented overall, but CCAP models narrow access gaps; action items include targeted outreach & advising. |
| Help/Harm Contexts  | Create a culture of high expectations   |
| Keywords  | Dual Enrollment, Education Policy   |
| Source  | External  |
| Link  | 🔗 <b>Public Policy Institute of California</b>  |

| <b>PPIC (2025) – Making Gains in Gateway English &amp; ESL through Dual Enrollment</b> |  |
|--|--|
| Summary  | Under CCAP, Black and other underserved students are more likely to meet college composition requirements via dual enrollment. |
| Help/Harm Contexts   | Create a culture of high expectations  |
| Keywords   | English, ESL, Dual Enrollment  |
| Source   | External   |
| Link   | (Fresh analysis) 🔗 <b>Public Policy Institute of California</b>  |

| <b>PPIC (2023) – Improving College Access and Success through Dual Enrollment</b> |   |
|---|---|
| Summary   | Legislative landscape, program designs (incl. CCAP) and equity-oriented implementation guidance for districts/colleges. |
| Help/Harm Contexts  | Create a culture of high expectations   |
| Keywords  | College preparation, dual enrollment, legislation, policy   |
| Source  | External  |
| Link  | (Brief/PDF) 🔗 <b>ahed.assembly.ca.gov</b>   |

| <b>PACE (2024) – Growth Interrupted</b> |  |
|---|--|
| Summary                                 | Statewide trends show expansion then tapering; flags the need to protect equity gains for Black students post-pandemic |
| Help/Harm Contexts                      | Create a culture of high expectations  |
| Keywords                                | statewide data   |
| Source                                  | External   |
| Link                                    | 🔗 <b>EdPolicy</b>  |

## Emerging trends in Career & Technical Education (Equity for Black learners)

| <b>NCES Condition of Education – CTE Indicator</b> |   |
|--|---|
| Summary  | The national baseline for participation, completion, and resources; use to benchmark Black student participation against state/local data |
| Help/Harm Contexts                                 | Create a culture of high expectations   |
| Keywords   | Career and Technical Education, Data  |
| Source   | External  |
| Link   | ✦ <b><i>National Center for Education Statistics</i></b>  |

| <b>SRI for the CA Linked Learning District Initiative (2016–2020)</b> |   |
|---|---|
| Summary   | Linked Learning pathways show higher credits, grad rates, and lower dropout, with especially strong results for Black students and students who start behind. |
| Help/Harm Contexts  | Creating a culture of high expectations, getting comfortable with no going the same thing the same way  |
| Keywords  | Linked Learning, Data   |
| Source  | External  |
| Link  | (Year 7 report + subgroup analysis; summaries) ✦ <b><i>SRIhsredesign.org</i></b>  |

| <b>All4Ed (2020) – Keeping Students Linked in California</b> |  |
|--|--|
| Summary  | Policy-facing brief: the equity payoff of Linked Learning for Black youth helped drive CA investment.  |
| Help/Harm Contexts   | Creating a culture of high expectations, getting comfortable with no going the same thing the same way |
| Keywords   | Linked Learning, Data  |
| Source   | External   |
| Link   | ✦ <b><i>All4Ed   Equity. Justice. Education</i></b>  |

| <b>MDRC – CTE Evidence &amp; Equity (2024–2025)</b> |  |
|---|--|
| Summary   | Synthesis and blogs point to higher grad rates/wages and emerging equity work (mentorships, inclusive employer partnerships) for Black learners. |
| Help/Harm Contexts                                  | Create a culture of high expectations  |
| Keywords  | Career and Technical Education   |
| Source  | External   |
| Link  | ✦ <b><i>MDRC+2MDRC+2</i></b>   |

| <b>Urban Institute (2024) – CTE CoLab</b> |   |
|---|---|
| Summary                                   | Colleges are implementing equity action plans to reduce disparities for Black learners in online/hybrid CTE. (Resource review + strategies) |
| Help/Harm Contexts                        | Create a culture of high expectations   |
| Keywords                                  | Career and Technical Education  |
| Source                                    | External  |
| Link                                      | ✦ <i>Urban Institute+1</i>  |

| <b>CTE Research Network – Dual Enrollment Impacts</b> |   |
|---|---|
| Summary   | RCT and quasi-experimental evidence shows positive postsecondary effects for programs serving primarily Black and Hispanic students underprepared academically. |
| Source  | External  |
| Link  | ✦ <i>cteresearchnetwork.org</i>   |

**Presentations / Tools**

| <b>BLOOM &amp; Flourish – Cultivating Success for Young Black and Brown Men * (Becoming a Man Los Angeles; SJLI; Brotherhood Crusade)</b> |  |
|---|--|
| Summary   | Summary: Shares 3-year evaluation results for meaning-based interventions, wraparound services, and collaboration that improved graduation and college access. |
| Help/Harm Contexts  | Address Social Determinants of Education; Buy-In from the Dais to the Desk and Beyond  |
| Keywords  | mentorship, wraparound, evaluation   |
| Source  | CABSE 2024 Institute – Presentation  |
| Link  | ✦ <i>https://www.brotherhoodcrusade.org/</i>   |

| <b>Cultivating Equitable and Engaging Learning Environments: Empowering ALL Students * (Plainfield Public School District)</b> |  |
|--|--|
| Summary  | Shares strategies for culturally inclusive, creative classrooms, SEL, and community partnerships that support whole-child development. |
| Help/Harm Contexts   | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond   |
| Keywords   | inclusive classrooms, SEL, partnerships  |
| Source   | CABSE 2024 Institute – Presentation  |
| Link   | ✦ <i>https://www.plainfieldnj12.org/</i>   |

### Effective Partnerships: How to Collaborate in a Traditionally Competitive Landscape \* (Learning Collaborative Institute)

|                    |  |
|--------------------|--|
| Summary            | Presents a validated framework for inter-institutional collaboration across districts, colleges, and organizations to close equity gaps. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Address Social Determinants of Education  |
| Keywords           | partnerships, collaboration, college access  |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | ✦ <a href="https://learningcollaborativeinstitute.org/">https://learningcollaborativeinstitute.org/</a>                                  |

### Equity in Action: Mobilizing Communities for Black Student Excellence \* (Equation 2 Success; Pasadena USD)

|                    |  |
|--------------------|--|
| Summary            | Covers a Black Student and Family Task Force model—roles, implementation plans, and stakeholder engagement to re-envision equity and access. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms   |
| Keywords           | task force, community, engagement  |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | ✦ <a href="https://equation2success.com/">https://equation2success.com/</a>  |

### LCAP Funded HBCU Tour for Modesto City Schools Students \* (Modesto City Schools)

|                    |  |
|--------------------|--|
| Summary            | Shows how a fully funded HBCU tour expands students’ horizons and provides an emulable model for districts to replicate. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Address Social Determinants of Education                                    |
| Keywords           | HBCU, exposure, college-going  |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | ✦ <a href="https://www.mcs4kids.com/">https://www.mcs4kids.com/</a>  |



### **Rising Above: Waukegan’s Blueprint for African American Male Success \* (Waukegan Public Schools District 60)**

|                    |  |
|--------------------|--|
| Summary            | Outlines an initiative using task forces, partnerships, data, and focus groups to drive holistic supports and improved outcomes for Black males. |
| Help/Harm Contexts | Address Social Determinants of Education; Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | male achievement, partnerships, data   |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | <a href="https://www.wps60.org/">✦ https://www.wps60.org/</a>  |

### **The Rialto Story: Family Literacy Unveiled \* (Rialto USD; University of Southern California)**

|                    |   |
|--------------------|---|
| Summary            | Describes Rialto USD’s Family Literacy Program that aligns school and home literacy supports through a district–university partnership. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Student-Responsive Classrooms  |
| Keywords           | family literacy, home–school, partnership   |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | <a href="https://www.rialto.k12.ca.us/">✦ https://www.rialto.k12.ca.us/</a>   |

### **Translating Trauma Science Strategies into Student Success \* (Inner Sun Consulting)**

|                    |  |
|--------------------|--|
| Summary            | Applies trauma science to improve engagement, behavior, and academics with practical strategies for leaders and staff. |
| Help/Harm Contexts | Address Social Determinants of Education; Student-Responsive Classrooms  |
| Keywords           | trauma-informed, engagement, climate   |
| Source             | CABSE 2024 Institute – Presentation  |
| Link               | <a href="https://www.innersunconsulting.com/">✦ https://www.innersunconsulting.com/</a>                                |

### **Uniting for Equity: Banning the N-Word Across Five Districts \* (Hayward USD; New Haven USD; partner districts)**

|                    |   |
|--------------------|---|
| Summary            | Details a multi-district collaboration to implement comprehensive policies banning the n-word and addressing broader racism and discrimination. |
| Help/Harm Contexts | Buy-In from the Dais to the Desk and Beyond; Create a Culture of High Expectations  |
| Keywords           | policy, climate, anti-racism  |
| Source             | CABSE 2024 Institute – Presentation   |
| Link               | <a href="https://www.husd.us/">✦ https://www.husd.us/</a>   |

### A Due Tap In: Advocating for Desegregated Dual Enrollment (Presented by Denise Luna, Director of Higher Education Policy, The Education Trust West)

|                    |   |
|--------------------|---|
| Summary            | This session focuses on: the 1) the history of dual enrollment in CA, 2) the status quo structural experience for black students, and 3) what was possible with targeted, strategic legislative advocacy. While California's dual enrollment system was rapidly expanding, this does not mean its inclusivity and equity in participation matches. Presenters would outline what's... |
| Help/Harm Contexts | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | AP, dual enrollment, equity   |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

### A Paradigm Shift in Summer Learning for Black Children (Presented at CABSE 2025 Conference)

|                    |   |
|--------------------|---|
| Summary            | The Umoja Summer Excellence Program demonstrated a liberatory model of education grounded in joy, culture, creativity, and criticality. Designed as a Village Model, it rejects rote remediation, instead fostering identity, curiosity, and community through arts, movement, coding, and culturally responsive pedagogy. Educators engaged in professional renewal, exploring Culturally and Linguistically Responsive practices to align literacy... |
| Help/Harm Contexts | Student-Responsive Classrooms   |
| Keywords           | equity  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | <a href="https://tr.ee/V3Tuq4ueJD">✦ https://tr.ee/V3Tuq4ueJD</a>   |

### Beyond Graduation: Designing Lifelong Success Pathways for Black Students (Presented by Gabriel Orosco, CEO & Co-Founder, Ehecatl Wind Philosophy • Veronica Valadez, President & Co-Founder, Ehecatl Wind Philosophy)

|                    |  |
|--------------------|--|
| Summary            | This session explored how a cradle-to-career approach could transform outcomes for Black students. Drawing on culturally relevant pedagogy, community partnerships, and holistic Ethnic Studies frameworks, participants would learn strategies to align curriculum, instruction, and student supports from early education through college. Attendees would leave with practical tools to design coherent, equity-driven pathways that prepare every... |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | college pathways, curriculum, equity, instruction  |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | <a href="https://tr.ee/V3Tuq4ueJD">✦ https://tr.ee/V3Tuq4ueJD</a>  |

**Bridge to Opportunity: Tech + Community for Post-Secondary Success (Presented by Jamal Felton, Career Education Specialist, Poway Unified School District)**

|                    |   |
|--------------------|---|
| Summary            | This session explored how intentional partnerships between school districts and trusted community-based organizations could advance college and career readiness for Black students. Highlighting a collaboration between Poway Unified School District and the Concerned Parents Alliance/College Bound Academy Programs, this workshop demonstrated how the Xello platform was being used to equip families with the tools and... |
| Help/Harm Contexts | Student-Responsive Classrooms; Buy-In from the Dais to the Desk and Beyond  |
| Keywords           | Keywords: college pathways, equity  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Building a Sustainable Dual Enrollment Program of the Future (Presented by Mattie Robertson, Coach/Consultant, The MAR Group • Dr. Pamela Maddox, Principal, Compton Early College 6-12 • Mona Walker, Assistant Principal, Compton Early College 6-12)**

|                    |  |
|--------------------|--|
| Summary            | This workshop would take a deep dive into Dual Enrollment supports, rituals, and routines that complete the “On Ramp to Student Success,” including the development of a 4-year plan and the integration of CTE pathways. Participants would also explored strategies for using data effectively to support student outcomes and building strong college partnerships. |
| Help/Harm Contexts | Create a culture of high expectations  |
| Keywords           | AI, college pathways, dual enrollment, equity  |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**Building Bridges for Black Brilliance Presented by Dr. Rob J. Thrash, IV , Director of Pupil Services, ISANA Academies • Dr. Ifeyinwa Njubigbo, Director of Special Education, ISANA Academies**

|                    |   |
|--------------------|---|
| Summary            | When students are quantified as a “small number” in schools, it is challenging for educators to justify centering their experiences and designing programming that could aid in their inclusion and academic success. Unfortunately, Black learners are continuously excluded from opportunities for academic acceleration, including dual enrollment. This session included strategies from practitioners. |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, dual enrollment, equity   |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Dissecting Trust in the IEP Process – Presented by Vickie Fairchild, Governing Board Member, Santa Clara Unified School District**

|                    |  |
|--------------------|--|
| Summary            | Trust is often lacking in partnerships between parents and educators during the Individual Education Plan (IEP) process, and this lack of trust could negatively affect children with special needs. This workshop dissected the aspects of a trusting relationship with parents: benevolence, reliability, competence, honesty, and openness. |
| Help/Harm Contexts | Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, equity   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**From Preschool to Power: Equity Starts Early**

|                    |  |
|--------------------|--|
| Summary            | Presented by Charles Hansen, CEO, DREAMS Consulting Group<br>This session explored how early education policies and practices contribute to long-term inequities for Black students. Participants would engage with real-world strategies that disrupt the preschool-to-prison pipeline and learn how to build restorative, identity-affirming systems across the cradle-to-career continuum. We'll highlighted community-driven solutions and share tools for culturally responsive instruction, restorative discipline, and aligned family-school-community... |
| Help/Harm Contexts | Student-Responsive Classrooms  |
| Keywords           | equity, family engagement, instruction   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | * <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**The Great Tap In Unlocking Power, Purpose, and Path through GRACE (Presented by Danielle Lowe, Behavioral Health Services Director, SHIELDS for Families • Christina Ramirez, Mental Health Administrator, SHIELDS for Families • Kim Brown, Training and Development Administrator, SHIELDS for Families)**

|                    |   |
|--------------------|---|
| Summary            | Guided by TSA 's GRACE Strategy—Growth, Resilience, Agency, Community, and Excellence—this dynamic workshop discussed how to transform barriers into bridges and challenges into opportunities. Participants would design a personal Tap-In Plan to unlock power, purpose, and pathways to success. Kwame Simmons, Founder. |
| Help/Harm Contexts | Create a Culture of High Expectations; Buy-In from the Dais to the Desk and Beyond; Address Social Determinants of Education; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AP, equity  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | * <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Unapologetically Black: Building the Center for Black Student Excellence (Presented by Kimberlee Armstrong, Superintendent, Portland Public Schools • Michelle DePass, Board Director, Portland Public Schools)**

|                    |   |
|--------------------|---|
| Summary            | This workshop explored Portland Public Schools’ bold initiative: the Center for Black Student Excellence. Envisioned as a place, an approach, and a system redesign, the CBSE aims to unapologetically center Black students’ brilliance, affirm identity, and interrupt systemic inequities in education. Participants would learn about the origins of the initiative, its community-led design process |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way   |
| Keywords           | AI, equity  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

**Voice and Vision: Empowering Black Students through AP Pathways (Presented by Markeela McGill, Director of Implementation, College Board • Brandi Augenstein, Director K12 Career Strategy & Implementation, College Board)**

|                    |  |
|--------------------|--|
| Summary            | This session explored how AP African American Studies, AP Computer Science Principles, and the new AP Career Kickstart offerings—including AP Business Principles with Personal Finance, AP Cybersecurity (launching Fall 2026) and AP Networking (launching Fall 2027)—deliver rigorous, relevant learning experiences that elevate student voice. Learn how these AP courses expand access to college credit and industry credentials. |
| Help/Harm Contexts | Create a Culture of High Expectations  |
| Keywords           | AP, college pathways, equity   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

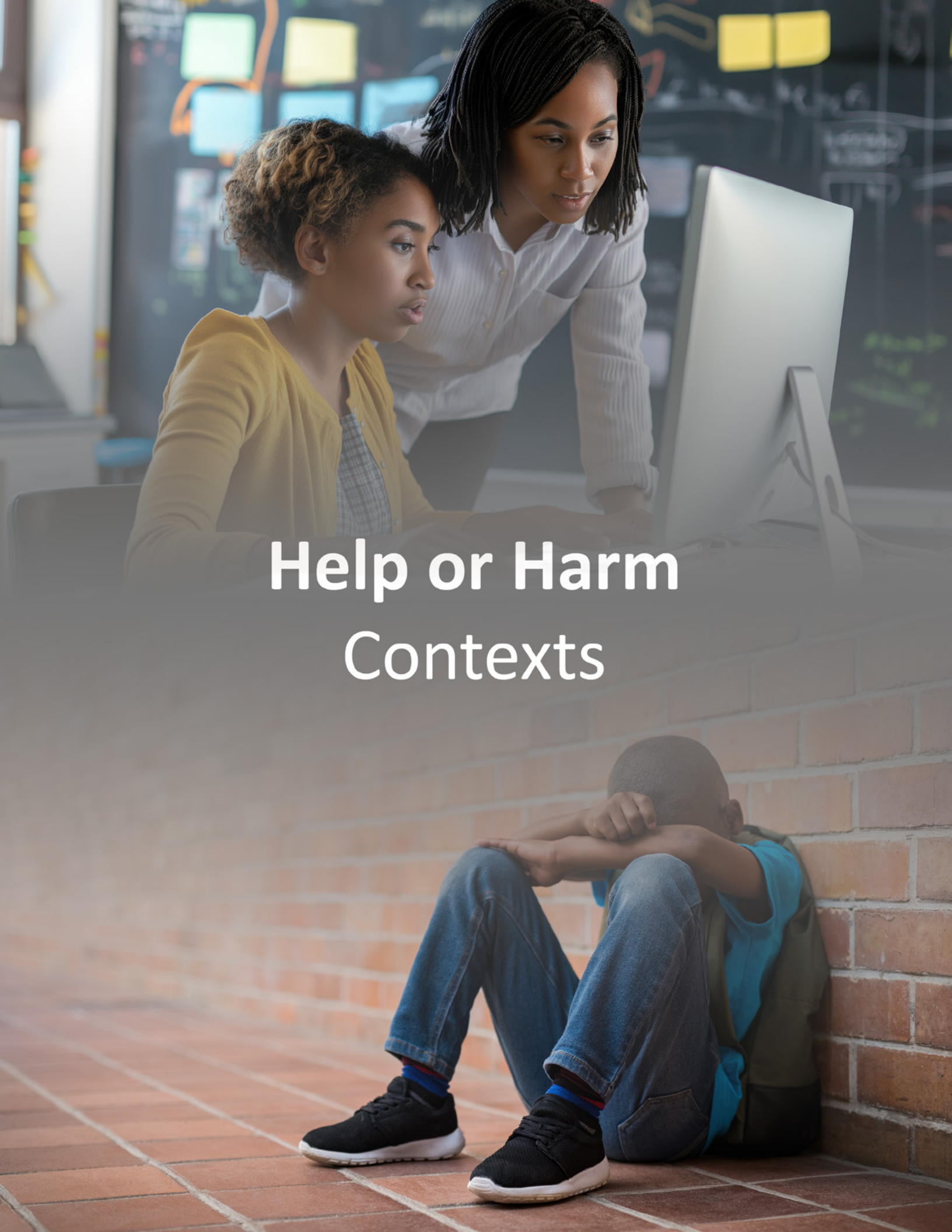
**Words that Change Lives: Male Literacy Academy Presented by Shervaughna Anderson-Byrd, Executive Director, University of California Reading and Literature Project**

|                    |  |
|--------------------|--|
| Summary            | This session explored practical strategies for sustaining partnerships with families and community organizations that had an impact on the classroom to foster active learning and enhance student engagement. Participants learned about the Male Literacy Academy, a partnership between UCLA and the 100 Black Men of Long Beach Inc. |
| Help/Harm Contexts | Student-Responsive Classrooms; Getting Uncomfortable with Not Doing the Same Thing the Same Way  |
| Keywords           | AI, equity   |
| Source             | CABSE 2025 Institute – Presentation  |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>  |

**Young, Black & Bilingual in California: No Longer the Silent Subgroup (Presented by Ayanna Cooper, Educator, Loyola Marymount University • Magaly Lavandez, Executive Director - Center for Equity for English Learners, Loyola Marymount University)**

|                    |   |
|--------------------|---|
| Summary            | Efforts to recognize, promote and celebrate linguistic diversity have neglected to include racially diverse students, especially those who identify as Black. This session highlighted gaps across the ecosystem related to demographic data collection and dissemination, and school community preparation and partnerships. Recommendations to identify, support and advocate for improved outcomes for Black Bilingual students were shared. |
| Help/Harm Contexts | Student-Responsive Classrooms   |
| Keywords           | equity  |
| Source             | CABSE 2025 Institute – Presentation   |
| Link               | ✦ <a href="https://tr.ee/V3Tuq4ueJD">https://tr.ee/V3Tuq4ueJD</a>   |

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# Help or Harm Contexts

# Help or Harm Contexts

## Address Social Determinants of Education

### **BLOOM & Flourish – Cultivating Success for Young Black and Brown Men \* (Becoming a Man Los Angeles; SJLI; Brotherhood Crusade)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shares 3-year evaluation results for meaning-based interventions, wraparound services, and collaboration that improved graduation and college access.

**Keywords:** mentorship, wraparound, evaluation

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://www.brotherhoodcrusade.org/>

### **Effective Partnerships: How to Collaborate in a Traditionally Competitive Landscape \* (Learning Collaborative Institute)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Presents a validated framework for inter-institutional collaboration across districts, colleges, and organizations to close equity gaps.

**Keywords:** partnerships, collaboration, college access

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://learningcollaborativeinstitute.org/>

### **LCAP Funded HBCU Tour for Modesto City Schools Students \* (Modesto City Schools)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shows how a fully funded HBCU tour expands students' horizons and provides an emulable model for districts to replicate.

**Keywords:** HBCU, exposure, college-going

**Source:** CABSE 2024 Institute – Presentation

### **Translating Trauma Science Strategies into Student Success \* (Inner Sun Consulting)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Applies trauma science to improve engagement, behavior, and academics with practical strategies for leaders and staff.

**Keywords:** trauma-informed, engagement, climate

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.innersunconsulting.com/>

## Dual Capacity-Building Framework for Family–School Partnerships (Mapp et al.) (Harvard Graduate School of Education)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Toolkit

**Summary:** Framework and tools for building authentic, effective partnerships between schools and families that support student learning.

**Keywords:** family engagement, partnerships, framework

**Source:** External

**Link:** <https://www.dualcapacity.org/>

## Algebra for the Culture: Identity-Based Critical Thinking in Math Education \* (District leaders & practitioners)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Builds Algebra I readiness early, advocates early access, and applies culturally responsive strategies to dismantle deficit narratives and unleash brilliance.

**Keywords:** algebra, culturally responsive, early access

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## RAND: American Instructional Resources Survey (AIRS) (RAND Corporation)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Report

**Summary:** Ongoing survey series examining curriculum quality, access, and supports; insights for improving materials implementation.

**Keywords:** curriculum, implementation, survey, RAND

**Source:** External

**Link:** <https://www.rand.org/education-and-labor/projects/airst.html>

## Higher Pathways: Creating A Pipeline for College Success \* (Social Justice Learning Institute (SJLI))

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Describes a high school–to–college pipeline and practices that support college applications, transition, and persistence for urban scholars.

**Keywords:** college access, pipeline, persistence

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://sjli.org/>

## Transforming Attendance NOW: Reducing Chronic Absenteeism and Getting Students Back to School \* (Prince George’s County Public Schools (Board member)

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Introduces The 360 Project—research-informed, whole-child attendance recovery emphasizing Empower, Engage, Inspire actions to boost daily engagement.

**Keywords:** attendance, whole child, recovery

**Source:** CABSE 2024 Institute – Presentation

## Supporting the African American Learner. Los Angeles County Office of Education

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Report

**Summary:** A practical guide offering strategies for shifting beliefs, systems, and instruction to better support Black students.

**Keywords:** strategy, holistic

**Source:** External

**Link:** ✨ [Download PDF](#) ✨ [EdTrust-West](#)

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Community-engaged research and policy work on food justice; a strong California anchor for K–12 partnerships.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ [Berkeley Food Institute](#)

## Santa Clara Univ. Food & Climate Justice Program

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Community-based projects in the South Bay that connect food justice, hunger, and resilience—useful partners/models for districts.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ [Santa Clara University](#)

## UC Davis SAREP – UC Programs Directory

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report **Summary:** California network for food systems/justice programming that can connect LEAs to researchers and extension partners.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ *SARE Program*

## Payne-Sturges et al. (2017)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Multi-campus review: student food insecurity correlates with lower GPA and poorer academic well-being—implications for Black students who face higher rates of insecurity.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** (Open access) ✨ *PMC*

## Gamba et al. (2024)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Finds racial discrimination ↔ food insecurity ↔ stress link among students; underscores compounding harms for Black learners.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ *BioMed Central*

## Macke et al. (2023)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Exploratory study on food insecurity among Black college students; documents academic and belonging impacts—useful for K–12 to college transition planning.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ *Sara Goldrick-Rab*

## CA Dept. of Education – Plate Waste Prevention

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Practical strategies (share tables, scheduling, time-to-eat) that districts can adopt immediately.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** ✨ *California Department of Education*

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** California elementary district study quantifies student plate waste and attitudes; highlights opportunities to redesign menus/service for equity.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** (Thesis; free PDF) ✨ *CSUSB ScholarWorks*

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** CA schools qualitative study on freshly prepared lunches—family/staff perspectives include concern about food waste post-state policy shifts.

**Keywords:** food justice, food insecurity, nutrition

**Source:** External

**Link:** (Article page) ✨ *ScienceDirect*

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** High mobility (triple the rate), discipline disparities highest for African American students experiencing homelessness; calls out stability and supports as academic necessities.

**Keywords:** homelessness, housing insecurity, poverty

**Source:** External

**Link:** (Brief) ✨ *Learning Policy Institute*

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Synthesizes what students/educators say they need (transportation, mental health, basics) to stay engaged and succeed.

**Keywords:** homelessness, housing insecurity, poverty

**Source:** External

Link: ✦ *UCLA Transformation of Schools*

## Berkeley Food Institute – Mission & research hubs (UC Berkeley)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Report

**Summary:** Documents racialized pathways into homelessness and barriers to services; crucial context for district wraparound design.

**Keywords:** homelessness, housing insecurity, poverty

**Source:** External

Link: ✦ *Benioff Initiative*

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## Create a Culture of High Expectations

### I HAVE THE POWER! Power Dynamics in the Urban Classroom \* (Centinela Valley Union High School District)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Uses scenarios to examine classroom power dynamics and offers strategies—apologies, micro-affirmations, inclusive norms—to foster thriving.

**Keywords:** power dynamics, culture, micro-affirmations

**Source:** CABSE 2024 Institute – Presentation

### School Walkthroughs and Effective Feedback that Close Achievement Gaps \* (New Hanover County Schools (former superintendent))

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Provides walkthrough tools and feedback practices that improve instruction and close disparities through inclusive, data-informed coaching.

**Keywords:** instructional coaching, feedback, walkthroughs

**Source:** CABSE 2024 Institute – Presentation

### The Secret Sauce: Black Women in Ed Leadership \* (Dolton West School District 148)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Explores Black women’s leadership contributions and barriers using historical analysis to inform today’s development and advocacy.

**Keywords:** leadership, women, equity

**Source:** CABSE 2024 Institute – Presentation

### Transforming Campus Climates: The Power of Umoja’s 18 Practices \* (Umoja Community Education Foundation)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Actionable strategies to integrate SEL, cultural humility, and restorative practices using Umoja’s 18 transformative practices.

**Keywords:** Umoja, SEL, restorative

**Source:** CABSE 2024 Educational Conference – Presentation

## High-Quality Instructional Materials & Teacher Support (Rivet/EdReports) (Rivet Education; EdReports)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Gray Literature / Report

**Summary:** Makes the case that standards-aligned, culturally responsive materials paired with sustained PD elevate teacher effectiveness.

**Keywords:** HQIM, professional learning, materials

**Source:** External

**Link:** <https://riveteducation.org/>

## Uniting for Equity: Banning the N-Word Across Five Districts \* (Hayward USD; New Haven USD; partner districts)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Details a multi-district collaboration to implement comprehensive policies banning the n-word and addressing broader racism and discrimination.

**Keywords:** policy, climate, anti-racism

**Source:** CABSE 2024 Educational Conference – Presentation

## California’s Bold New Vision for Math Equity \* (EdTrust–West; Californians Together; English Learners Success Forum; Partnership for Los Angeles Schools)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Connects California’s new math framework with culturally relevant math instruction and equity for multilingual learners, outlining needed structural and cultural shifts.

**Keywords:** math equity, multilingual learners, framework

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://west.edtrust.org/>

## Equity and Gold Standard PBL: Strategies for Closing the Educational Equity Gap for Black Students \* (PBLWorks)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Interactive session on using Gold Standard PBL and equity-centered literacy practices to challenge bias and share classroom decision-making with students.

**Keywords:** PBL, equity, literacy

**Source:** CABSE 2024 Educational Conference – Presentation

### Fixing “I Don’t Do Math” With Critical Thinking \* (thinkLaw; San Lorenzo USD)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Reframes math through fairness and justice to tap student strengths and boost engagement, with district examples of middle school implementation.

**Keywords:** critical thinking, math identity, engagement

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.thinklaw.us/>

### The Transformative Power of Representation and Culturally Responsive Books \* (Lee & Low Books)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Shows how culturally responsive literature elevates engagement and belonging; provides tools for selecting inclusive texts and author insights.

**Keywords:** literacy, culturally responsive, representation

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://www.leeandlow.com/>

### When Black Students Excel \* (National Center for Urban School Transformation (NCUST))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Highlights practices and policies that deliver world-class education and conditions for Black students to excel, with exemplars and action steps.

**Keywords:** exemplars, policy, excellence

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://ncust.com/>

### Math That Transforms Futures: Leading With Purpose and Impact \* (District leaders (various))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Leaders share strategies to treat math achievement as a gateway to mobility—centering bold leadership, teacher investment, and purposeful instruction.

**Keywords:** math, leadership, instruction, equity

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## The Math Behind the Math: Strengthening Teacher Content for Student Success \* (District & content experts)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Deepens K–8 teacher content knowledge and concept progressions to improve alignment, fluency, and authentic application that accelerate outcomes.

**Keywords:** math, teacher PD, curriculum

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## Active learning increases student performance in STEM (Freeman et al., 2014) (PNAS)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Peer-Reviewed Literature

**Summary:** Meta-analysis of 225 studies showing active learning improves student performance relative to traditional lecturing.

**Keywords:** active learning, meta-analysis, STEM

**Source:** External

**Link:** <https://www.pnas.org/doi/10.1073/pnas.1319030111>

## California Educators Together (HQIM-aligned resource hub) (California Department of Education; CCEE)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Toolkit

**Summary:** Statewide platform offering vetted lessons, professional learning, and HQIM-aligned resources for TK–12 educators.

**Keywords:** HQIM, curriculum, professional learning, California

**Source:** External

**Link:** <https://www.caeducatorstogether.org/>

## EL Success Forum: Curriculum Adoption Toolkits (MLL/EL-centered) (EL Success Forum (ELSF))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Toolkit

**Summary:** Step-by-step adoption process and customizable tools to select and implement HQIM that center multilingual learners.

**Keywords:** HQIM, curriculum adoption, multilingual learners

**Source:** External

**Link:** <https://www.elsuccessforum.org/curriculum-adoption-toolkits/introduction>

## EdTrust–West: California HQIM Learning Community Resource Page (The Education Trust–West)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Resource Page

**Summary:** Equity-focused resources, tools, and exemplars to guide HQIM selection and implementation, centering multilingual learners.

**Keywords:** HQIM, equity, multilingual learners

**Source:** External

**Link:** <https://west.edtrust.org/california-high-quality-instructional-materials-learning-community-resource-page/>

## RAND: American Instructional Resources Survey (AIRS) (RAND Corporation)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Report

**Summary:** Ongoing survey series examining curriculum quality, access, and supports; insights for improving materials implementation.

**Keywords:** curriculum, implementation, survey, RAND

**Source:** External

**Link:** <https://www.rand.org/education-and-labor/projects/airst.html>

## Afterschool Approaches: Empowering Black Students to Become Fluent Readers \* (Ignite Reading; Hayward USD)

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Shares results from daily 1:1 foundational reading tutoring in afterschool programs, with strong growth and family support systems.

**Keywords:** tutoring, literacy, afterschool

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.ignite-reading.com/>

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## Buy-In from the Dais to the Desk and Beyond

### Building a Legacy of Cultural Understanding \* (Clovis USD)

**Theme:** Cultivating High Quality Teachers | Resource Type: Presentation / Tool

**Summary:** Offers strategies to sustain cultural relevance and promote diversity in predominantly non-Black institutions, including PD approaches.

**Keywords:** cultural relevance, PD, diversity

**Source:** CABSE 2024 Educational Conference – Presentation

### The Secret Sauce: Black Women in Ed Leadership \* (Dolton West School District 148)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Explores Black women’s leadership contributions and barriers using historical analysis to inform today’s development and advocacy.

**Keywords:** leadership, women, equity

**Source:** CABSE 2024 Institute – Presentation

### High-Quality Instructional Materials & Teacher Support (Rivet/EdReports) (Rivet Education; EdReports)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Gray Literature / Report

**Summary:** Makes the case that standards-aligned, culturally responsive materials paired with sustained PD elevate teacher effectiveness.

**Keywords:** HQIM, professional learning, materials

**Source:** External

**Link:** <https://riveteducation.org/>

### A Student-Centered Restorative Review Process for Reducing Suspensions & Expulsions \* (Centinela Valley Union High School District)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Shares a whole-child, restorative process for discipline referrals with district–site coordination to reduce suspensions/expulsions.

**Keywords:** restorative practices, discipline, climate

**Source:** CABSE 2024 Educational Conference – Presentation

## Democratizing Decision Making for Equitable Outcomes \* (Inflexion)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Strategies to create inclusive decision-making by centering Black students and families, adopting shared leadership and consensus-building.

**Keywords:** shared leadership, inclusion, decision-making

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.inflexion.org/>

## Harnessing the Cradle-to-Career Data System to Enhance Black Student Success \* (EdTrust–West)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Interactive workshop on leveraging the new C2C Data System for actionable insights and equitable solutions along student pathways.

**Keywords:** data system, pathways, equity

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://west.edtrust.org/>

## The Machinery of Improvement \* (Los Angeles County Office of Education (LACOE))

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Describes LACOE’s student-centered improvement cycle—data, feedback, action—paired with multilevel partnerships and social justice policies.

**Keywords:** continuous improvement, LACOE, policy

**Source:** CABSE 2024 Institute – Presentation

## BLOOM & Flourish – Cultivating Success for Young Black and Brown Men \* (Becoming a Man Los Angeles; SJLI; Brotherhood Crusade)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shares 3-year evaluation results for meaning-based interventions, wraparound services, and collaboration that improved graduation and college access.

**Keywords:** mentorship, wraparound, evaluation

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://www.brotherhoodcrusade.org/>

## Cultivating Equitable and Engaging Learning Environments: Empowering ALL Students \* (Plainfield Public School District)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shares strategies for culturally inclusive, creative classrooms, SEL, and community partnerships that support whole-child development.

**Keywords:** inclusive classrooms, SEL, partnerships

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://www.plainfieldnj12.org/>

## Effective Partnerships: How to Collaborate in a Traditionally Competitive Landscape \* (Learning Collaborative Institute)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Presents a validated framework for inter-institutional collaboration across districts, colleges, and organizations to close equity gaps.

**Keywords:** partnerships, collaboration, college access

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://learningcollaborativeinstitute.org/>

## Equity in Action: Mobilizing Communities for Black Student Excellence \* (Equation 2 Success; Pasadena USD)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Covers a Black Student and Family Task Force model—roles, implementation plans, and stakeholder engagement to re-envision equity and access.

**Keywords:** task force, community, engagement

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://equation2success.com/>

## LCAP Funded HBCU Tour for Modesto City Schools Students \* (Modesto City Schools)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shows how a fully funded HBCU tour expands students' horizons and provides an imitable model for districts to replicate.

**Keywords:** HBCU, exposure, college-going

**Source:** CABSE 2024 Institute – Presentation

## **Rising Above: Waukegan’s Blueprint for African American Male Success \* (Waukegan Public Schools District 60)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Outlines an initiative using task forces, partnerships, data, and focus groups to drive holistic supports and improved outcomes for Black males.

**Keywords:** male achievement, partnerships, data

**Source:** CABSE 2024 Educational Conference – Presentation

## **The Rialto Story: Family Literacy Unveiled \* (Rialto USD; University of Southern California)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Describes Rialto USD’s Family Literacy Program that aligns school and home literacy supports through a district–university partnership.

**Keywords:** family literacy, home–school, partnership

**Source:** CABSE 2024 Institute – Presentation

## **Uniting for Equity: Banning the N-Word Across Five Districts \* (Hayward USD; New Haven USD; partner districts)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Details a multi-district collaboration to implement comprehensive policies banning the n-word and addressing broader racism and discrimination.

**Keywords:** policy, climate, anti-racism

**Source:** CABSE 2024 Educational Conference – Presentation

## **Dual Capacity-Building Framework for Family–School Partnerships (Mapp et al.) (Harvard Graduate School of Education)**

**Theme:** Family–Community–Partner Connection

**Resource Type:** Gray Literature / Toolkit

**Summary:** Framework and tools for building authentic, effective partnerships between schools and families that support student learning.

**Keywords:** family engagement, partnerships, framework

**Source:** External

**Link:** <https://www.dualcapacity.org/>

## When Black Students Excel \* (National Center for Urban School Transformation (NCUST))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Highlights practices and policies that deliver world-class education and conditions for Black students to excel, with exemplars and action steps.

**Keywords:** exemplars, policy, excellence

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://ncust.com/>

## The Math Behind the Math: Strengthening Teacher Content for Student Success \* (District & content experts)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Deepens K–8 teacher content knowledge and concept progressions to improve alignment, fluency, and authentic application that accelerate outcomes.

**Keywords:** math, teacher PD, curriculum

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

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# Student-Responsive Classrooms

## Building a Legacy of Cultural Understanding \* (Clovis USD)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Offers strategies to sustain cultural relevance and promote diversity in predominantly non-Black institutions, including PD approaches.

**Keywords:** cultural relevance, PD, diversity

**Source:** CABSE 2024 Educational Conference – Presentation

## I HAVE THE POWER! Power Dynamics in the Urban Classroom \* (Centinela Valley Union High School District)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Uses scenarios to examine classroom power dynamics and offers strategies—apologies, micro-affirmations, inclusive norms—to foster thriving.

**Keywords:** power dynamics, culture, micro-affirmations

**Source:** CABSE 2024 Institute – Presentation

## School Walkthroughs and Effective Feedback that Close Achievement Gaps \* (New Hanover County Schools (former superintendent))

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Provides walkthrough tools and feedback practices that improve instruction and close disparities through inclusive, data-informed coaching.

**Keywords:** instructional coaching, feedback, walkthroughs

**Source:** CABSE 2024 Institute – Presentation

## Transforming Campus Climates: The Power of Umoja’s 18 Practices \* (Umoja Community Education Foundation)

**Theme:** Cultivating High Quality Teachers

**Resource Type:** Presentation / Tool

**Summary:** Actionable strategies to integrate SEL, cultural humility, and restorative practices using Umoja’s 18 transformative practices.

**Keywords:** Umoja, SEL, restorative

**Source:** CABSE 2024 Educational Conference – Presentation

## A Student-Centered Restorative Review Process for Reducing Suspensions & Expulsions \* (Centinela Valley Union High School District)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Shares a whole-child, restorative process for discipline referrals with district–site coordination to reduce suspensions/expulsions.

**Keywords:** restorative practices, discipline, climate

**Source:** CABSE 2024 Educational Conference – Presentation

## Democratizing Decision Making for Equitable Outcomes \* (Inflexion)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Strategies to create inclusive decision-making by centering Black students and families, adopting shared leadership and consensus-building.

**Keywords:** shared leadership, inclusion, decision-making

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.inflexion.org/>

## Harnessing the Cradle-to-Career Data System to Enhance Black Student Success \* (EdTrust–West)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Interactive workshop on leveraging the new C2C Data System for actionable insights and equitable solutions along student pathways.

**Keywords:** data system, pathways, equity

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://west.edtrust.org/>

## U.S. Department of Education: Artificial Intelligence and the Future of Teaching & Learning (U.S. Department of Education)

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Gray Literature / Report

**Summary:** Guidance on using AI for feedback, personalization, and efficiency while upholding privacy, safety, and educator agency.

**Keywords:** AI, data, assessment, privacy

**Source:** External

**Link:** <https://www.ed.gov/ai>

## Cultivating Equitable and Engaging Learning Environments: Empowering ALL Students \* (Plainfield Public School District)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Shares strategies for culturally inclusive, creative classrooms, SEL, and community partnerships that support whole-child development.

**Keywords:** inclusive classrooms, SEL, partnerships

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://www.plainfieldnj12.org/>

## Equity in Action: Mobilizing Communities for Black Student Excellence \* (Equation 2 Success; Pasadena USD)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Covers a Black Student and Family Task Force model—roles, implementation plans, and stakeholder engagement to re-envision equity and access.

**Keywords:** task force, community, engagement

**Source:** CABSE 2024 Institute – Presentation

**Link:** <https://equation2success.com/>

## The Rialto Story: Family Literacy Unveiled \* (Rialto USD; University of Southern California)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Describes Rialto USD's Family Literacy Program that aligns school and home literacy supports through a district–university partnership.

**Keywords:** family literacy, home–school, partnership

**Source:** CABSE 2024 Institute – Presentation

## Translating Trauma Science Strategies into Student Success \* (Inner Sun Consulting)

**Theme:** Family–Community–Partner Connection

**Resource Type:** Presentation / Tool

**Summary:** Applies trauma science to improve engagement, behavior, and academics with practical strategies for leaders and staff.

**Keywords:** trauma-informed, engagement, climate

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.innersunconsulting.com/>

**California’s Bold New Vision for Math Equity \* (EdTrust–West; Californians Together; English Learners Success Forum; Partnership for Los Angeles Schools)**

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Connects California’s new math framework with culturally relevant math instruction and equity for multilingual learners, outlining needed structural and cultural shifts.

**Keywords:** math equity, multilingual learners, framework

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://west.edtrust.org/>

**Equity and Gold Standard PBL: Strategies for Closing the Educational Equity Gap for Black Students \* (PBLWorks)**

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Interactive session on using Gold Standard PBL and equity-centered literacy practices to challenge bias and share classroom decision-making with students.

**Keywords:** PBL, equity, literacy

**Source:** CABSE 2024 Educational Conference – Presentation

**Fixing “I Don’t Do Math” With Critical Thinking \* (thinkLaw; San Lorenzo USD)**

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Reframes math through fairness and justice to tap student strengths and boost engagement, with district examples of middle school implementation.

**Keywords:** critical thinking, math identity, engagement

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.thinklaw.us/>

**Increasing Black Student Engagement Through the Incorporation of Black Joy \* (Environmental Charter High School–Lawndale)**

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Guides educators to infuse Black Joy into curriculum and school culture to elevate engagement beyond trauma-centered narratives.

**Keywords:** engagement, culture, joy

**Source:** CABSE 2024 Institute – Presentation

## The Transformative Power of Representation and Culturally Responsive Books \* (Lee & Low Books)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Shows how culturally responsive literature elevates engagement and belonging; provides tools for selecting inclusive texts and author insights.

**Keywords:** literacy, culturally responsive, representation

**Source:** CABSE 2024 Institute – Presentation

## Using AI to Enhance Student Learning in Math Classrooms \* (Carnegie Learning)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Explores AI as a virtual tutor that offers hints and feedback to build conceptual understanding and procedural fluency in math.

**Keywords:** AI, math, tutoring, personalization

**Source:** CABSE 2024 Educational Conference – Presentation

## Algebra for the Culture: Identity-Based Critical Thinking in Math Education \* (District leaders & practitioners)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Builds Algebra I readiness early, advocates early access, and applies culturally responsive strategies to dismantle deficit narratives and unleash brilliance.

**Keywords:** algebra, culturally responsive, early access

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## Black Cultural Wealth in Math Settings \* (District & higher-ed partners)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Showcases culturally relevant practices and cases reimagining math environments to be rigorous, engaging, and affirming for Black learners.

**Keywords:** math, cultural wealth, rigor

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## Math That Transforms Futures: Leading With Purpose and Impact \* (District leaders (various))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Leaders share strategies to treat math achievement as a gateway to mobility—centering bold leadership, teacher investment, and purposeful instruction.

**Keywords:** math, leadership, instruction, equity

**Source:** CABSE 2025 Institute – Presentation

**Link:** <https://tr.ee/IEBzoJIHFk>

## Active learning increases student performance in STEM (Freeman et al., 2014) (PNAS)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Peer-Reviewed Literature

**Summary:** Meta-analysis of 225 studies showing active learning improves student performance relative to traditional lecturing.

**Keywords:** active learning, meta-analysis, STEM

**Source:** External

**Link:** <https://www.pnas.org/doi/10.1073/pnas.1319030111>

## California Educators Together (HQIM-aligned resource hub) (California Department of Education; CCEE)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Toolkit

**Summary:** Statewide platform offering vetted lessons, professional learning, and HQIM-aligned resources for TK–12 educators.

**Keywords:** HQIM, curriculum, professional learning, California

**Source:** External

**Link:** <https://www.caeducatorstogether.org/>

## EL Success Forum: Curriculum Adoption Toolkits (MLL/EL-centered) (EL Success Forum (ELSF))

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Toolkit

**Summary:** Step-by-step adoption process and customizable tools to select and implement HQIM that center multilingual learners.

**Keywords:** HQIM, curriculum adoption, multilingual learners

**Source:** External

**Link:** <https://www.elsuccessforum.org/curriculum-adoption-toolkits/introduction>

## EdTrust–West: California HQIM Learning Community Resource Page (The Education Trust–West)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Gray Literature / Resource Page

**Summary:** Equity-focused resources, tools, and exemplars to guide HQIM selection and implementation, centering multilingual learners.

**Keywords:** HQIM, equity, multilingual learners

**Source:** External

**Link:** <https://west.edtrust.org/california-high-quality-instructional-materials-learning-community-resource-page/>

## PhET Interactive Simulations (STEM) (University of Colorado Boulder)

**Theme:** High Quality Instruction & Instructional Tools that Excite and Challenge Students

**Resource Type:** Presentation / Tool

**Summary:** Free interactive simulations that build conceptual understanding and engagement in science and math.

**Keywords:** STEM, simulations, inquiry

**Source:** External

**Link:** <https://phet.colorado.edu/>

## Afterschool Approaches: Empowering Black Students to Become Fluent Readers \* (Ignite Reading; Hayward USD)

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Shares results from daily 1:1 foundational reading tutoring in afterschool programs, with strong growth and family support systems.

**Keywords:** tutoring, literacy, afterschool

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://www.ignite-reading.com/>

## Higher Pathways: Creating A Pipeline for College Success \* (Social Justice Learning Institute (SJLI))

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Describes a high school-to-college pipeline and practices that support college applications, transition, and persistence for urban scholars.

**Keywords:** college access, pipeline, persistence

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://sjli.org/>

## Leveraging Technology to Unlock Career Pathways and Life Skills \* (Find Your Grind)

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Shows how digital tools foster self-awareness, resilience, and future-ready skills to connect passions to opportunities.

**Keywords:** career pathways, SEL, technology

**Source:** CABSE 2024 Educational Conference – Presentation

**Link:** <https://findyourgrind.com/>

## Transforming Attendance NOW: Reducing Chronic Absenteeism and Getting Students Back to School \* (Prince George’s County Public Schools (Board member))

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Presentation / Tool

**Summary:** Introduces The 360 Project—research-informed, whole-child attendance recovery emphasizing Empower, Engage, Inspire actions to boost daily engagement.

**Keywords:** attendance, whole child, recovery

**Source:** CABSE 2024 Institute – Presentation

## Intelligent Tutoring Systems: Evidence of Impact (overview) (Various (Ed policy summaries))

**Theme:** Targeted Tutoring & Extended Learning Time

**Resource Type:** Gray Literature / Review

**Summary:** Synthesizes evidence that targeted tutoring systems can yield large gains, especially for historically underserved learners.

**Keywords:** tutoring, personalization, intervention

**Source:** External

**Link:** <https://oercommons.org/authoring/67831-intelligent-tutoring-systems-overview>

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# Getting Comfortable with Not Doing the Same Thing the Same Way

## The Machinery of Improvement \* (Los Angeles County Office of Education (LACOE))

**Theme:** Data-Driven, Targeted & Responsive Practices

**Resource Type:** Presentation / Tool

**Summary:** Describes LACOE's student-centered improvement cycle—data, feedback, action—paired with multilevel partnerships and social justice policies.

**Keywords:** continuous improvement, LACOE, policy

**Source:** CABSE 2024 Institute – Presentation

## U.S. Department of Education: Artificial Intelligence and the Future of Teaching & Learning (U.S. Department of Education)

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