

Culturally Relevant Course Expansion 2016-17



**USP COMPLIANCE
UPDATE
K-8 EXPANSION**

USP Language



V. Quality of Education.

6.Student Engagement and Support a. ii

- ii. By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District's minimum enrollment guidelines. All courses shall be developed using the

August 2014



Mendoza Plaintiffs' Request that the Special Master Bring TUSD's Noncompliance with USP Requirements Regarding Culturally Relevant Courses to the Attention of the Court

August 20, 2014

In the Special Master's report on the status of action plans and implementation plans [Doc. 1641-3], filed on July 31, 2014 as part of his Annual Report, the Special Master states his understanding that CRCs are still "limited to three high schools" and that there was "little recruitment and minimal information" on the courses. With respect to the USP requirement to pilot CRCs to sixth through eighth graders for the 2014-2015 school year, the Special Master indicates that the expansion is "[i]n [p]rogress[.]" yet the "[p]rogress in [m]eeting [m]ilestones" is "[u]ncertain." Mendoza Plaintiffs similarly

October 1st & 2nd: Revision of Implementation Addendum Conference



- The IA will be revised by the District in collaboration with the IC to identify activities underway to implement the provisions of the USP thereby making for a more understandable and coherent IA that specifies the USP-related activities that need to be tracked and reported by the District and monitored by the IC. (–meeting notes)

October 2014-February 2015



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1 **REPORT ON MENDOZA PLAINTIFFS' REQUEST FOR FINDING OF**
2 **NONCOMPLIANCE BY TUSD REGARDING THE**
3 **IMPLEMENTATION OF CULTURALLY RESPONSE COURSES**

13 Following a request by the Mendoza plaintiffs that the Special Master file a report to the
14 Court finding the District in noncompliance with these requirements of the USP, the Special
15 Master filed such a notice with the Court on October 14, 2014. Prior to Court action, the
16 Mendoza plaintiffs entered into a stipulated agreement with respect to an "Intervention Plan" for
17 the spring term 2015 and an "Implementation Plan" for the 2015-16 school year (ECF 1761).
18 This agreement was approved by the Court on February 12, 2015 (ECF 1768).

19

Phase I: Spring 2015 Intervention Plan



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TUSD IMPLEMENTATION OF CULTURALLY RELEVANT COURSES -INTERVENTION PLAN-

USP Section V.E.6.a.ii indicates that by the start of the 2013-2014 year "the District shall develop

In keeping with the expectations noted above, this corrective action intervention plan has been developed to ensure that by the start of the 2015 spring semester at least one Culturally Relevant (CR) course is being taught at five of the District's high schools where no CR course currently is available. This intervention plan is a short term solution pending completion of a comprehensive curriculum framework that will include additional expansion of CR classes in high school and middle school, as well as the piloting of CR units at the elementary school level. The comprehensive plan will represent a systemic approach to ensuring the implementation of CR courses as prescribed in the USP.

Spring 2015 Intervention



Fall 2014

- Cholla
- Pueblo
- Tucson

Total Students : 340

Spring 2015

- Cholla
 - Pueblo
 - Tucson
 - Catalina
 - Rincon/UHS
 - Palo Verde
 - Santa Rita
- ✦ Total Students: 635

Spring 2015

- Preparing for SY 2015-16 Implementation Plan
 - Working with Secondary Leadership
 - Working with sites
 - Student recruitment & course promotion
 - Working with HR on teacher recruitment

Facts:

Tucson Unified School District's Culturally Relevant African American & Mexican American Studies courses are open to all students, regardless of "race" or ethnicity.

ALL students academically benefit from taking a course that reflects the history, experiences and cultures of our African American & Mexican American communities.

Culturally Relevant Courses offer a unique, cultural approach to traditional material while fulfilling core/graduation credit requirements for junior and senior English, American History and Government from the state of Arizona.



Culturally Relevant classes provide opportunities for:

- Community Engagement
- Field Trips
- Collaboration with Universities
- Student-Centered Learning

CULTURALLY RELEVANT COURSES

Culturally Relevant African American Studies courses are offered at year high school.

African American History
African American Viewpoint
An investigation of the unique African American experience with content centered on the development of American history opening the professional on to Africa and America through modern times.

U.S. Government
Mexican American Viewpoint
With an emphasis on the African American experience, this course looks critically at the development of the American political system, government function, practices and structure. This course fulfills graduation requirements.

English 11 & 12
African American Literature
This class emphasizes mastery of reading, writing, listening, speaking, and critical thinking through an exploration of African American literature. This is a course that represents an interdisciplinary study of the breadth of the career development in the unique, lived story of the Indigenous/African Black experience.

The Department of Culturally Relevant Pedagogy and Instruction offers Culturally Relevant Curriculum Courses (CRC) at all Tucson Unified School District high schools and select middle schools.

CRC offerings include literature and social studies courses from a Mexican American and African American perspective. The impact of this educational approach is insurmountable through increased student engagement, achievement, improved graduation rates, lower absenteeism and motivation to college.

CRC are:

- Academically Rigorous
- Transformative
- Empowering
- Engaging
- Validating & Affirming
- Student-Centered
- Liberating
- Research-Based
- Diverse
- Multidimensional



American History Mexican American Viewpoint
This course presents an in-depth, interdisciplinary study of the designated history standards centered on the subject, and the contributions made by groups, including Mexican American and African American.

U.S. Government Mexican American Viewpoint
This course has an emphasis on Mexican American perspectives that fulfill American Government credit and is centered on the development of the political system and the various social, political and historical forces that have influenced it. Student inquiry and research are utilized to develop student critical consciousness.

English 11 & 12 Mexican American Literature
11th grade Mexican American Literature is a college preparatory course that serves as an introduction to the rigorous scope and range impact of Chicano/a & Latino/a Literature in the United States. The 11th grade Mexican American Literature course focuses on the themes of social, justice, resistance and transcendence through literature.



Empowering Diverse

TUCSON UNIFIED SCHOOL DISTRICT

Phase II: Implementation Plan



2015 Intervention Plan for Implementing TUSD's Culturally Relevant Courses

High School Level:

2015-2016 SY: Culturally Relevant (CR) courses shall be made available at all comprehensive high schools in the District. CR teachers newly recruited in the spring semester, as well as continuing CR teachers, will complete monthly professional development (PD) sessions during the spring and additional sessions during the summer. All CR teachers shall be highly qualified in the content areas they are assigned to teach. At least one section of CR will be running at each comprehensive high school during the regularly scheduled school day.

Middle School Level

2015-2016 SY:

8th Grade English Language Arts (ELA) CR-designated courses shall be available at all ten of the District's "traditional middle schools".

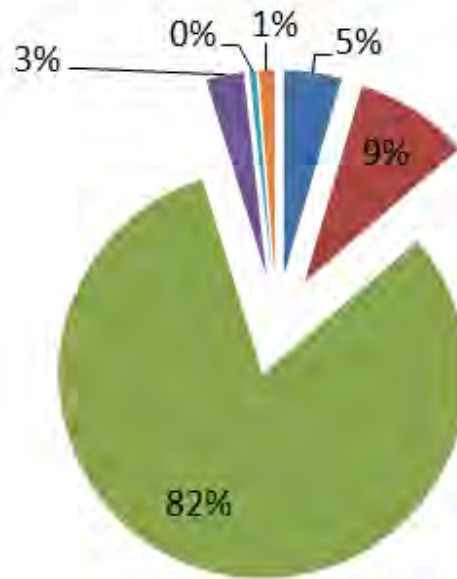
- **ELA:** An 8th grade CR ELA course shall be developed for the middle school level. This course curriculum shall be developed in collaboration with CRPI and content area teachers during the summer preceding implementation of this plan. This course shall focus on literature reflecting the experiences of Latino/Mexican Americans during the first semester. During the second semester, the literary focus shall reflect the experience of African Americans.

Student Diversity: HS CRC



Fall 2015 CRC High School: Ethnic Breakdown of Students

■ White ■ African Am. ■ Latino ■ Native Am. ■ Asian ■ Multi Racial



Fall 2015: Traditional (6-8) Middle School- 8th Grade CRC ELA

- Valencia
- Vail
- Pistor
- Secrist
- Magee

- Doolen
- Dodge
- Mansfeld
- Gridley
- Utterback

• Total Students 471

Student Diversity: CR (6-8) Middle School Classes



Fall 2015 CRC Middle School: Ethnic Breakdown of Students

■ White ■ African Am. ■ Latino ■ Native Am. ■ Asian ■ Multi Racial



SY 2016-17



2015 Intervention Plan for Implementing TUSD's Culturally Relevant Courses

2016-2017 SY: At least one section of English and one section of social studies shall be available at all comprehensive high schools in the District.

2016-2017 SY:

8th Grade ELA CR-designated courses shall be available at all eleven of the District's **K-8** schools.

- **ELA:** An 8th grade CR ELA course shall focus on literature reflecting the experiences of Latino/Mexican Americans during the first semester. During the second semester, the literary focus shall reflect the experience of African Americans.
- A teacher shall be identified at each of the District's traditional middle school sites during the spring semester of the preceding year. Identified teachers shall have a minimum of one section of CR in their course load. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.

2016-17 CRC K-8 Expansion



- 2 models to implement
 - CR Designated Courses
 - ✦ Traditional middle school schedule
 - CR Infused Curriculum
 - ✦ Self Contained
 - ✦ Multi-level
 - ✦ Non-traditional schedule

3.0 Curriculum Map: 8th Grade ELA

CRC Designated Course

TUCSON UNIFIED
SCHOOL DISTRICT

ELA Curriculum Map for Grade 8 CRC

<p>Reading Focus: Literary Writing Focus: Narrative</p>	<p>Unifying Concept: What Makes Us Who We Are? Unit Title: The Sense of Place Viewpoint: Mexican American</p>	<p>Quarter 1</p>
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Migration experiences affect peoples' sense of place. Time and culture create individual experiences that allow the development of ideas, the ability to impart knowledge, and the capacity to communicate effectively in order to engage in a global society. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What factors contribute to successful relocation of migrants? How has migration influenced life in the United States? How do the experiences of immigrants in the past compare to those of more recent immigrants? How do authors develop a personal voice? How do readers recognize the elements of a well-written story? In what ways has literature brought you a greater understanding of yourself, your family, your friendships, or your world? 	

Highly-Leveraged Target Standards: are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime), leverage (knowledge and skills are used across multiple content areas), and essentiality (knowledge and skills are necessary for success in future courses or grade levels). These standards are emphasized every quarter and used in formal assessment to evaluate student mastery.

8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibility from a range of strategies.
 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *proceed*, *record*, and *secede*).
 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Supporting are related standards that support the highly-leveraged standards in and across grade levels.

8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.W.8 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

8.W.8 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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 questions and comments with relevant evidence, quotations, and uses.

ELA Curricul

Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in others' ideas and expressing their own clearly.
 a. Come to discussions prepared having read or researched material under of probe and reflect on ideas under discussion.
 b. Follow rules for collegial discussions and decision-making, track progress: questions that connect the ideas of several speakers and respond to others' ideas and comments with relevant evidence, quotations, and uses.
 c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, quotations, and uses.
 d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

AZCCRS	Anti-Bias Framework Anchor Standards	Selected Readings of Complex Texts
<p>Constant Standards are addressed routinely every quarter.</p> <p>8.RL.10 8.RL.110 8.W.4, 6, 10 8.SL.2, 6 8.L.1, 2, 6</p>	<p>Identity 1 - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p>Identity 2 - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p>Identity 5 - Students will recognize traits of the dominant culture, their home culture and other cultures, and understand how they negotiate their own identity in multiple spaces.</p> <p>Diversity 6 - Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p>Justice 12 - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional level (e.g., discrimination).</p> <p>Justice 15 - Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>Anti-Bias Framework http://www.effectivelearning.org/meda/494</p>	<p>ADOPTED ANTHOLOGY: <i>The Language of Literature</i> <i>Born Worker</i>, Gary Soto (p.84) "Something to Declare," Julia Alvarez <i>One Million Volunteers</i>, Rudolfo Anaya (p. 856) "This Land is Your Land," Woody Guthrie (p.888) "I Was Dreaming to Come to America," Ellis Island Oral History Project (p. 885)</p> <p>EXTENDED TEXTS: Choose 1-2 <i>The Circuit</i>, Francisco Jimenez <i>Call Me Maria</i>, Judith Ortiz Cofer <i>La Linea</i>, Ann Jaramillo <i>Taking Sides</i>, Gary Soto (Q1 or Q2)</p> <p>SUPPLEMENTAL TEXTS & MEDIA: <i>Enrique's Journey</i>, Sonia Nazario (selected excerpts) <i>Breaking Through</i>, Francisco Jimenez (immigration flashback excerpt) "Death in the Mediterranean" (article plus video) http://www.cbnews.com/news/migrant-death-in-the-mediterranean/ Sonia Nazario: TV Interviews http://www.enriquetourneer.com/about-sonia-interviews-with-sonia-tv-interviews/ Primary source photos of Enrique and Enrique's family from the <i>Enrique's Journey</i> website: http://www.enriquetourneer.com/ "A Mexican Immigrant's Act of Honor," Jeff Biggers. 2/14/12. <i>New York Times</i>. UNHCR Student Resource Sheet from Human Rights and Refugees: Universal Declaration of Human Rights (abbreviated) http://www.unhcr.org/4693806f.html UNHCR: Universal Declaration of Human Rights http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx United Way study immigrant interviews http://vbccommunityclinics.wikispaces.com/file/view/U%20Way%20cultures_0.pdf/369363490/U%20Way%20cultures_0.pdf My Immigration Story http://myimmigrationstory.com/</p>

n Map for Grade 8 CRC

ives immigration Primary Sources
<http://documents.scribd.com/doc/121212121/Immigration-Primary-Sources>
<http://www.immigration.gov.sg/immigration-education/development-of-the-industrial-united-states-era%205%5d-the-emergence-of-modern-1>
<http://www.immigration.gov.sg/immigration-education/development-of-the-industrial-united-states-era%205%5d-the-emergence-of-modern-1>
 rnia" Ana Castillo (poem)
 asje de la Cruz" (video)
<https://www.youtube.com/watch?v=1vpmXsrtBB8>
 "Migrant Agricultural Workers and Their Socio-economic Occupational and Health Conditions—A Literature Review" By Syxson, M. et al. (Journal article excerpt)
<http://pub.lub.lu.se/lur/download/funct=downloadFile&recordId=3954707&fileId=3954709>
 Palermo Protocol—Annex III—"Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime" (United Nations Office on Drugs and Crime primary source)
http://www.unodc.org/documents/southeastasiandpacific/2011/04_som-indonesia.convention_smuug_eng.pdf
Grapes of Wrath by John Steinbeck (excerpts)
Out of the Dust by Karen Hesse (poems)
 The Photographs of Doretha Lange by Keith F. Davis (Photographs)

Assessment Examples & Guides	Instructional and Assessment Resources
<p>Summative Assessments: Essay-Using texts analyzed this quarter (photos, videos, and written text describing immigration experiences), student will write an argumentative essay taking a stance on whether or not all of the risks immigrants take to live in America are worth it. Examples from at least 2 of the texts will be used support claims. Photo presentations: Students will create a multimedia presentation focused on the immigrant experience as it relates to a sense of place (student selected or menu of pre-selected resources). Formative Assessments: reading logs, Cornell Notes, journal writings, close reading questions/responses, multimedia presentations, evidence charts, vocabulary quizzes, responses via class discussions, research project components, Interactive Student Notebook pages Writing Guides http://www.azed.gov/assessment/files/2015/01/grade-7-8-argumentative-writing-guide-smwrtr72.pdf Performance Level Descriptors http://www.azed.gov/assessment/files/2015/07/azmerit-pdts_ela_grade-8.pdf</p>	<p>DOK Levels http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf DOK Stems http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf Hess's Matrix http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf Socratic Seminar http://www.saschools.ca/curr_content/bestpractices/socratic/index.html Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects The Language of Literature Grade 8 Classroom http://www.classroom.com/books/language_of_lit_gr08/index.cfm Crossing Borders with Digital Storytelling http://www.immigrationpolicy.org/education-crossing-borders-digital-storytelling Teaching Guides for <i>Enrique's Journey</i> http://www.enriquetourneer.com/educators-students/middle-school/</p>

¹ This definition for highly-leveraged standards was adapted from the "power standard" definition on the website of Millis Public Schools, K-12, in Massachusetts, USA.
http://www.millis.k12.ma.us/services/curriculum_assessment/brochures

² https://evcs.scholastic.com/images/products/collateral_resources/pdf/33/0545305853_e026.pdf

CR Infused Curriculum



LESSON PLAN TITLE: 8TH GRADE CRC SOCIAL STUDIES – BROWN VS THE BOARD OF EDUCATION

Teacher: Hollingsworth, Teri
School: Magee MS
Grade: 8

Date(s): 4-18-16
Course: SSCRC
Quarter: 4

LESSON PURPOSE & OVERVIEW:

Lesson is to help students think critically about two sides in an event. Also encourage the research skills necessary to generate questions grounded in the specific discipline. Also, discover the issues around the “separate but equal” issue.

ENDURING UNDERSTANDING

History is interpreted in differing ways by different historians and through various people’s eyes.

ESSENTIAL QUESTION/S

In what ways can historians interpret history differently?
 How did the Supreme Court justify its power in the Brown vs The Board of Education? How did the South react?

RESOURCES

Primary Source Documents – Excerpts from Earl Warren delivery of the unanimous ruling in the landmark civil rights case *Brown v. Board of Education of Topeka, Kansas* and Southern Manifesto on Integration (March 12, 1956)

OBJECTIVES: STUDENTS WILL BE ABLE TO...

Analyze two primary source documents using the IREAD system. Next TSWBAT use the H2W system to construct the template outline of their argument. Next TSWBAT write and peer review their essays with a final draft due Friday.

STANDARDS

Social Studies Standard - Strand 1: American History

Concept 1: Research Skills for History

- PO 4. Formulate questions that can be answered by historical study and research.
- PO 6. Determine the credibility and bias of primary and secondary sources.
- PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.
- PO 8. Analyze two points of view on the same historical event.

Concept 9: Postwar U.S.

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy. 1945 – 1970s
 PO 6. Describe the importance of the following civil rights issues and events: Jim Crow Laws, nonviolent protests, desegregation, Civil Rights Act of 1964, Voting Rights Act of 1965

Standard(s)/P.O./Concept Grade 8 - READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH)

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies.

LEARNING PROCESS

- ANTICIPATORY SET: Give students a rate yourself quiz with the standards.
- PURPOSE: to help them understand a bit about what they should know going into high school and help take the edge off of one more essay.
- INSTRUCTIONAL INPUT: Read the two primary source documents with the class to help with clarity and vocabulary.
- CHECK FOR UNDERSTANDING: Ask questions randomly of class to check for understanding of document comprehension. |
- GUIDED PRACTICE: Roam room and observe/ask questions/probe/ as students begin to analyze their documents. Be available for help individually. Ask students to come to my table to read and discuss their essays individually as students write.
- CLOSURE: Reader’s parade. Do a round table read and exchange with essays. Have student’s complement each essay they read with two good comments.
- INDEPENDENT PRACTICE: Writing.

RESOURCES

- Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12 (Common Core State Standards for Literacy) by [Chauncey Monte-Sano](#) (Author), [Susan De La Paz](#) (Author), [Mark Felton](#) (Author)
- Excerpts from Brown vs Board of Education and Southern Manifesto

ASSESSMENT

- Summative Assessments:** Essay
- Formative Assessments:** classroom conversations and elbow partner conversations as well as rough drafts.

GRADING CRITERIA

- Text Rubric

INSTRUCTIONAL SUPPORT/DIFFERENTIATED INSTRUCTION

- Differentiated instruction is embedded in peer help.

Increasing Student Achievement & Engagement



Brown v. Board of Education

In 1952 a case brown v. board of education went to the supreme court. African Americans argued that they are American and have the right to have to send them to a separate school. The supreme court decided that segregation is illegal. Did the 14th amendment justify the verdict in Brown vs. The Board of Education.

The newly segregated schools went against the 14th amendment, as shown by the separate black inferiority. Said by their dif

persuaded Chief Justice Earl Warren to support Warren's statement. He asked black children which white doll I can trust. Dr. Clark B. On the other hand, the right to judicial powers rightfully have no 14th Amendment. said Chief Justice Warren. He said that segregation "deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment." This means that some of their rights had been taken away which is not be treated differently and to have the same rights as anyone else.

Looking back on decision

On May 17, 1954 the Supreme Court decided, in the case of Brown v. Board of Education, that segregation in public schools was unconstitutional. The court held that the 14th Amendment to the U.S. Constitution guaranteed equal protection of the laws to all citizens, and that segregation in public schools violated this right.

Segregation while the idea was that they would be separate states. "I don't understand how people attending the same school as you, but is a different color is a problem. The only thing that is going to change is the amount of children attending the school.

In that case I believe that the U.S. was ready to get rid of the segregation but equal law. People were seeing how other human beings should be treated. The 14th Amendment states that all Americans are equal under the law. This rule applies to all people, regardless of race or color. Even though all educational powers had the right and responsibility to have a positive affect on the lives of all children, the 14th Amendment does justify the opinion that segregation is unconstitutional.

The supreme court stated that having segregated schools is going against the fourteenth amendment. "We hold that the plaintiffs and other similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the fourteenth amendment," they are breaking the fourteenth amendment because they are taking away their rights and forcing them to attend a segregated school and limiting their education. In this case they have to allow the blacks to attend a regular school, because not letting them is breaking the fourteenth amendment.

without regard to the consent of the governed, outside mediators are threatening immediate and revolutionary changes in our public school system. If done, this is certain to destroy the system of public education in some of the states." I don't understand how people attending the same school as you, but is a different color is a problem. The only thing that is going to change is the amount of children attending the school.

In that case I believe that the U.S. was ready to get rid of the segregation but equal law. People were seeing how other human beings should be treated. The 14th Amendment states that all Americans are equal under the law. This rule applies to all people, regardless of race or color. Even though all educational powers had the right and responsibility to have a positive affect on the lives of all children, the 14th Amendment does justify the opinion that segregation is unconstitutional.

People are getting angry and upset with the school. They are trying to stop it by going to court and the real question is do we have the right to education?

Brown v. Board of Education

Schools have been segregated ever since black kids went to school. In 1952 the Brown v. Board of Education case went to the Supreme Court. This case focuses on whether the 14th Amendment to the U.S. Constitution is being violated by the separate schools. The argument is does the 14th Amendment to the U.S. Constitution guarantee equal protection of the laws to all citizens? The Southern Manifesto of 1956 states that the 14th Amendment is unconstitutional. The white Americans. The horrible thing is that the 14th Amendment is basically illegal. It is unconstitutional.

"Separate but equal" was a lie. Chief Justice Earl Warren said that segregation is unconstitutional. We know that Warren is probably correct because he had to study law and be a lawyer. He asked black children which white doll I can trust. Dr. Clark B. On the other hand, the right to judicial powers rightfully have no 14th Amendment. said Chief Justice Warren. He said that segregation "deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment." This means that some of their rights had been taken away which is not be treated differently and to have the same rights as anyone else.

CR Teacher Support



- Itinerant staff modeling and coaching
- Monthly workshops
- Lesson planning
- Resource
- Advocacy

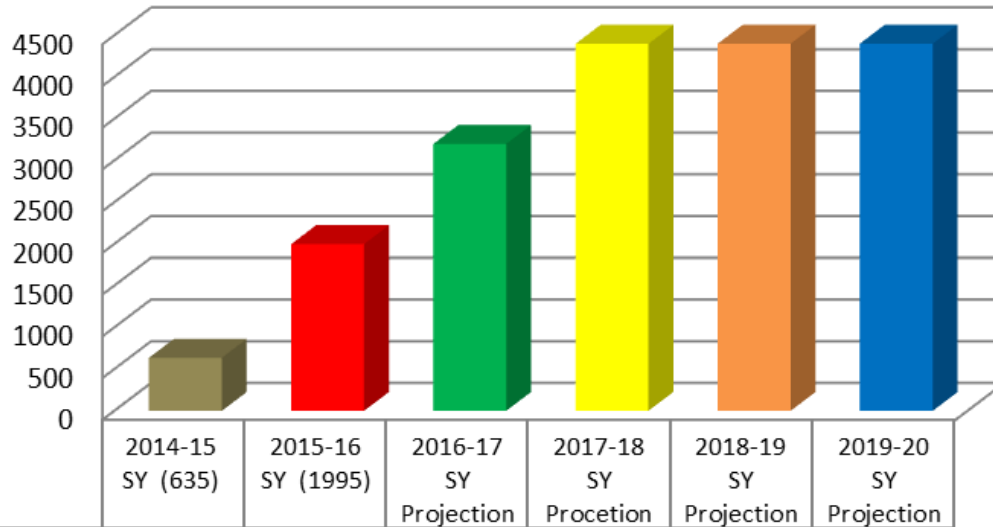


CRC Projected Growth through 2018



TUSD Students in Culturally Relevant Courses

CRC Enrollment & Projections



*IP= USP Implementation Plan						
■ Baseline Year	635					
■ IP Yr.1 214% Increase		1998				
■ IP Yr.2 60% Est.Increase			3198			
■ IP Yr.3 38% Est. Increase				4398		
■ IP Yr.4 25% Est. Increase					4400	
■ IP Yr.5 12% Est. Increase						4400

Obligations



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Recommendation

While the District did not effectively implement the provisions of the stipulation agreement regarding CR courses in the spring of 2015, it took positive actions to implement the provisions of the agreement for the 2015-16 school year. Nowhere in the USP, any action plan for CRC, or the stipulated agreement between the District and the Mendoza plaintiffs are there specific goals for student enrollment in CR courses. As noted above, I believe that the District is in reasonable compliance with the provisions of USP.

Respectfully submitted,

/s/
Willis D. Hawley
Special Master

Dated: April 20, 2016

Why are Culturally Relevant Classes important?



Culturally Relevant Pedagogy and Instruction



THANK YOU FOR YOUR SUPPORT