Just Communities’  
Institute for Equity in Education  
Evaluation Report Introduction

“Just Communities accelerated change through its IEE and supplementary programming at Dos Pueblos High School, La Colina Junior High, and McKinley Elementary to different degrees. Each had facets of leadership support, common language, community resource engagement, and critical mass for change. This pilot study’s triangulation of policy, process, and achievement indicators along the theory of change are evidence that Just Communities made a measurable contribution to Latino Student Achievement between the 2007/2008 and 2011/2012 school years...”


PROJECT HISTORY
In 2005, Just Communities (then known as The National Conference for Community and Justice of California’s Central Coast) launched an innovative partnership with the Santa Barbara Unified School District (SBUSD) to address the long standing gap in academic opportunity and achievement between White students and Latino students. During the 2004/2005 school year, the “Achievement Gap” in the District had received coverage in the local press and a group of Latino community organizations held a series of meetings with SBUSD administrators to discuss how the District would address this gap. The community organizations recommended SBUSD work with Just Communities to pilot an intensive process designed to help educators address long-standing gaps in educational opportunity and outcomes by addressing institutional racism. Just Communities delivered its first Institute for Equity in Education (IEE) in July of 2005.

IEE is a 4.5-day residential program designed to develop a critical mass of educational stakeholders who understood the link between institutional racism and gaps in educational opportunities and outcomes and who possessed the knowledge and skills to address these gaps by leading change efforts at the individual, school, and district levels. SBUSD’s point person for the initiative at that time was Michael Gonzalez, Director of Compliance & Categorical Programs. Mr. Gonzalez had stated that SBUSD had made “little to no progress” in narrowing the gap or in improving academic outcomes for Latino students over the “past several decades.” When Just Communities was asked if IEE and its year-round follow-up activities (Parent Involvement through Dialogue and Action for parents, the CommUnity Leadership Institute for students, customized professional development and coaching for all stakeholder groups, and convening community partners for additional support) could create meaningful change, we stated that SBUSD would see immediate changes in the attitudes and behaviors of the IEE participants and changes in academic indicators within 5-8 years.

EVALUATION RATIONALE
In the spring of 2012, when Davis Hayden (who at that time served as the Director of Research, Evaluation and Technology for SBUSD) sent us the achievement data for the 2010/11 school year, we saw a trend that had been building since we began our work with the SBUSD: significant improvement in virtually every academic indicator tracked.
Specifically, the data revealed the following:

- A **43% increase** in English Language Arts (ELA) proficiency on National Standards at the elementary level.
- A **27% increase** in Math proficiency on National Standards at the elementary level.
- A **70 point increase** in elementary school level Academic Performance Index (API) scores.
- A **56% increase** in ELA proficiency on National Standards at the secondary level.
- A **50% increase** in math proficiency on National Standards at the secondary level.
- An **85 point increase** in secondary level API growth scores.
- A **55% increase** in ELA CA High School Exit Exam (CAHSEE) scores.
- A **41% increase** in Math CAHSEE scores.
- A **101% increase** in participation in the high rigor Academy programs.

In addition, according to Davis Hayden, three schools saw the greatest achievement gains between 2005 and 2012: Dos Pueblos High School, La Colina Jr. High School, and McKinley Elementary School. These are also the three schools in which Just Communities was most active during this time. Dos Pueblos High School in particular achieved impressive gains including increases in the numbers of Latino students enrolling in honors classes and the rates of reclassification of students from English Learner to English Proficient.

They also saw the following trends between the 2011/12 school year and the 2012/13 school year, on the California Standards Test (CST) ELA scores for key subgroups:

- Hispanic/Latino scores increased by 15%
- Socio-Economic Disadvantaged scores increased by 20%
- Special Education scores increased by 40%

Thus, after decades of little to no improvement, SBUSD achieved impressive gains in Latino achievement and a narrowing of the achievement gap within the first five years of its partnership with Just Communities. Based on these results, and with the generous support of the James S. Bower Foundation and the Santa Barbara Foundation, Just Communities hired an independent evaluation team to determine whether or not our work contributed to the academic gains in these schools and might suggest a contribution to the District’s overall gains.

**EVALUATION FINDINGS**

The attached report details the findings of evaluators Rubayi Srivastava and Michelle Enriquez. Their study demonstrates that “**Just Communities made a measurable contribution to Latino Student Achievement...**” (pg. 7). The accompanying storyboards tell the story of five specific change initiatives that grew out of Just Communities’ work. Both the report and the story boards detail the specific strategies and processes that allowed Just Communities to accelerate achievement gains in SBUSD, including:

- **Introspection:** IEE offers an opportunity for introspection that allows educators to analyze and change their attitudes and practice.

  “**IEE was more introspective and change of mind-set and that was the heavy lifting for folks. That is a big piece, the human piece, just to be able to reflect.**” (Emilio Handall, Assistant Superintendent for Elementary Education / attended IEE as Principal of McKinley Elementary School)
• **Sense of Urgency:** IEE develops a “deep sense of urgency about the achievement gap...about improving learning” and about addressing racism as a strategy to improve outcomes for Latino students.

> “Just Communities was the spark that started the fire for all this work and helped us along in a way that you would hope any organization would and it was never about them and it was always about the kids and the schools.” (Ryan Gleason, Assistant Principal, Dos Pueblos High School)

• **Critical Mass:** IEE develops a critical mass of leaders working for change in behavior and policy

> “Teachers were frustrated by performance. For the first 3-4 years of IEE a lot of the staff members went. By having more people attend, the culture began to evolve with the critical mass. Change became more accessible at the school level.” (Lito Garcia, Principal, Santa Barbara Jr. High School, speaking of his time as Assistant Principal at La Colina Jr. High School)

• **Common Language:** IEE “provides a common language and frameworks for talking about the issues facing Latino student achievement” and about racism in productive ways

> “Part of how I developed the systems is through Just Communities and IEE. The vision is about Ubuntu. Ubuntu means I am because you are, you are because I am, we are one.” (David Ortiz, Principal, La Colina Jr. High School, talking about how he applied his learning from IEE to lead systems change in his school)

• **Infrastructure for Change:** IEE provides an “infrastructure for change” that allows educators to act as internal change agents in their schools and District and “produce quantifiable change in the achievement gap.”

> “Just Communities had a very constant presence and provided technical support for the initiatives. We couldn't have done it without Just Communities. [Just Communities] gave us the voice and the tools and guided us.” (Linda Guereña, Bilingual Coordinator, Dos Pueblos High School)

• **Evidence-Based:** IEE provides “evidence-based practices, case studies, and applied research strategies”

> “. . . a lot of focus on instruction and shifting our thinking also to what is good instruction and what is rigorous instruction, and having high expectations of students.” (Daisy Estrada, Teacher, McKinley Elementary School, Talking about how her school has applied their IEE learning)

We hope you enjoy reading this report and the accompanying materials. If you have questions or would like more information about Just Communities’ efforts to promote equity and excellence in education, please contact Jarrod Schwartz at jschwartz@just-communities.org or (805) 966-2063.

Thank you,

Jarrod Schwartz
Executive Director

**Attachments:**
- Contribution Analysis Storyboards
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Executive Summary

The Contribution Analysis Pilot Study was designed to create an evaluation framework to capture the contribution of Just Communities Central Coast toward the narrowing of the Academic Opportunity & Achievement Gap1 between Latino and White students in the Santa Barbara Unified School District. The pilot study was conducted for Just Communities Central Coast’s Institute for Equity in Education (IEE) program in three selected schools: Dos Pueblos High School, La Colina Junior High, and McKinley Elementary.

Over the past 8 years, the Latino-White achievement gap has narrowed significantly due to the combined efforts of different groups working toward this shared goal. While these combined efforts are necessary to address this complex problem, the multitude of approaches and sheer number of organizations involved make it difficult to distinguish between the contributions made by a single group in a way that is meaningful, rigorous, and convincing to donors and stakeholders. To tell the story of Just Communities’ impact on the Latino-White achievement gap in the Santa Barbara Unified School District (SBUSD), we designed a Contribution Analysis (CA) Pilot Study, utilizing a rigorous, mixed-methods approach that included Outcome Mapping (OM), the Logical Framework Approach (LFA), the Relevant Explanation Finder (REF), and a longitudinal triangulation of 1) quantitative outcome indicators, 2) qualitative process interviews, and 3) programmatic changes. Three schools were selected to exemplify the types of contribution, to identify indicators, and address challenges that would arise during evaluation processes. The changes in student achievement, measured in test scores, participation, and other nationally adopted indicators were then linked to changes in the institution, activated by Just Communities Central Coast and its Institute for Equity in Education (IEE) program.

Just Communities’ Institute for Equity in Education (IEE) is a comprehensive program designed to eliminate gaps in educational opportunity and achievement (as well as other disparities) in our educational system. The Institute is grounded in the belief that confronting educational disparities through race-conscious, race-sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap. The Institute is a 4.5-day residential workshop for educators in California’s Central Coast. IEE helps teachers, counselors, administrators, parents, and other school and district staff increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment. IEE enables participants to find true solutions and strategies for school reform. It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students. IEE is combined with year-round, custom-designed follow-up programs for educators, parents and students in order to create a comprehensive school improvement process.2

Just Communities provides customized professional development trainings and coaching during the Institute for Equity in Education (IEE) and after the participants have graduated. IEE is a residential institute designed to help educators develop the knowledge, skills, and support they need to create the classroom, school, and district conditions that promote academic success for all children. Participants ideally attend in teams of 4-8 from their school and/or district. Teams include a cross-section of educational roles including administrators, teachers, counselors, office staff, support staff, coaches, parents, family liaisons, and others whose roles in any form impact the daily experiences of students and their families. We created a framework to measure the change in behavior, policy, and ultimately student outcomes.

We found that the effects of IEE is continuous, complex, non-linear, multidirectional, and in some aspects not controllable (i.e. when the work takes place in collaboration with partners). Review of IEE curriculum, program strategies, stakeholder engagement methods, and partnership models revealed that their IEE workshop and the follow-ups are designed (and continuously updated) around evidence-based practices to reduce the achievement gap in the SBUSD. Just Communities applies a systemic theory of change, which was built upon in this study to be able to measure the ripple effects of their work within the selected school.

At the end of the IEE workshop, groups of participants draft an action plan for short and long-term goals to implement and measure in their designated schools or districts. These action plans were crucial for us to identify the challenges within the SBUSD academic system, how they changed, and what was the actual

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1 For the purposes of this report, the term Achievement Gap will be used as shorthand for the multiple disparities in educational opportunity and outcomes that exist between subgroups of students.

2 Source: http://www.just-communities.org/ (accessed September 17, 2013)
contribution by Just Communities. To roll out the action plans Just Communities provided consultation and follow-up workshops to further train graduates, such as the Transitions and Change workshop, or conducted place-based curricula for Professional Learning Communities (PLCs) in each school. Some of the schools, such as La Colina Junior High, had Just Communities staff train on-site, while others, such as Dos Pueblos High school, invited Just Communities staff to help facilitate a group of parents, students, and educators at a Transitions & Resistance Workshop about the achievement gap in November 2008, graduates of which then formed the Excellence and Equity in Education (EEE) committee. The consultation model for the follow-ups with participants implementing their action plans was based on their experience, network resources, and best-management practices such as the PLCs.

Evidence-Based Practices: Contribution to Increasing Latino Student Achievement

The outcomes of the interviews with stakeholders (including IEE participants) revealed the following recurring themes throughout the study:

Introspective

All participants agree that the immediate outcome from the 4-5 day residential trainings has been an introspective one - in self-discovery and reflection. Just Communities introduced the concept of “Mirrors & Windows” which has now become a phrase used in staff meetings at the aforementioned schools. Participants must first reflect on their own experiences and connect with the environment that surrounds them and the students they serve. This is a reflective process to reflect on cause and effect, metacognition, and to promote sense of self-efficacy. The introspective change is the first step as quoted here in 2011 C.A.R.E.: Strategies for Closing the Achievement Gaps, “diversity training and the necessary self-reflection and persistent engagement with arising issues that follow can result in equitable education opportunities for students and significant personal and professional growth for educators.”

Within its curriculum, Just Communities has adopted, executed, and evaluated programming, per evidence-based practices and systemic change approaches. This became evident in the “story-telling” interviews when practitioners were questioned about practice and policy changes.

The following page has an illustration of the Systemic Change Framework, from the Rubrics Assessment Handbook for Urban Schools: Assessing Education for All. On the right side you will find the activities by Just Communities that cover different aspects of the system that supports student achievement. Although we focused on the IEE program in this study, Just Communities’ other Family and Student focused programs, and their partnerships with Parent Project, United Parents-Padres Unidos (UPPU), and Future Leaders of America provide systemic support for Latino student achievement.

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3 Adapted from CREDE Teaching Alive! Foundations of Coaching. (Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, 1998)


Critical Mass
The interviews, literature review, school reports and agreements revealed that change in behavior and policy occurred when there was a critical mass of IEE participants involved in the process. It also demonstrated ‘tiers’ of change occurred per the position held by the participant, i.e. principals and assistant principals were able to employ change in a shorter term. This is shown in the supplemental material through categorical and cumulative participant graphs alongside the thematic timelines (shown on the storyboards).

Sense of Urgency
IEE participants felt a deep sense of urgency about the achievement gap; most of the teachers, principals, and other central office administrators with whom they worked exhibited complacency towards the issues. Participants wanted to learn how to become catalysts for change at the institutions. Kati Haycock, president of The Education Trust in Washington D.C. writes “along with engaging in deep inquiry and deliberate action, school leaders must additionally accept responsibility for closing the achievement gap through modeling a consistent sense of urgency and agency towards the problem.” The sense of urgency about improving learning strategies is acute, we see this play out with leaders in all three schools; three IEE participants were assistant principals and had moved into the role of principal in the following years and asked their teachers to also attend IEE and hosted on-site workshops with Just Communities. Many of these participants came from an understanding of the systemic challenge and the underlying issues of the achievement gap but developed a sense of urgency after completing the workshop. Just Communities was able to support the people moving this work forward.

A Common Language
IEE provided a common language and framework in talking about the issues facing Latino student achievement. Administrators and educators found that though they understood some of the underlying concepts of the achievement gap it was still challenging to share and come to a consensus on the causes or next steps with their colleagues. IEE helped participants communicate on the subject without losing colleagues to various interpretations of concepts; IEE provided evidence-based practices, case studies, and applied research strategies. It also gave a common language to colleagues who were already working in the area and equipped them with strategies and a network of resources through Just Communities. They were also able to connect the concept of equity to the achievement gap with their peers.

In the case study interviews of programs outside of Santa Barbara Unified School District (SBUSD), we found they highly valued integration of the concepts of IEE into existing programming designed to increase achievement among all students. They also placed importance on Just Communities’ coaching, trainings, and policy advocacy after the workshop.

Addressing Institutional Racism

A critical component of IEE is building a dialogue around tracking students. Schools have a tendency of placing students in tracking groups to be able to tailor courses to different types of learners. Student of color are often over-represented in lower educational tracks when there is an emphasis on sorting by socioeconomics and culture. Consequently, Latino students are often wrongly placed into lower tracks based on teachers’ and administrators’ expectations for students of color. This is one example of how expectations of a race within school systems are a form of institutional racism, far from the intended purpose. 7 “Grouping by ability is most prevalent in schools having about half their populations composed of white students. The proportion becomes relatively low both when whites dominate and when they make up a low percentage of students. This observation is consistent with those that claim tracking is de facto racial segregation” (VangderHart, 2006).

In November 2008, Just Communities provided a 1-day workshop about the Transitions Framework for Dos Pueblos High School (DPHS) educators, students, and parents with a focus on “de-tracking.” Over time Just Communities also contributed to an increase in piloting of new approaches and strategies such as a new criteria for entrance into honors classes and pilot projects with course de-tracking.

A smaller representation of Latino students in AP and Honors courses further widens the achievement gap and college readiness as student miss out of taking more rigorous courses and having the opportunity to prove their readiness and prepare for college coursework. Schools must actively identify and reach all qualified students regardless of assumptions. Having the course available is insufficient and this is where working with school administrators and counselors has become a pivotal point of change through IEE participation. The workshop also encourages the educator network to build a social support mechanism to help navigate through the change in rigor in the coursework and classroom environment.

According to a publication by the Equity Alliance, “achieving equity in student outcomes means having a laser focus on, access to, and meaningful participation in rigorous high-quality instruction”. 8 The authors also suggest that a notion of continuous examination of “beliefs, attitudes, and practices” will support meaningful opportunities for students to participate in their education and learn from instruction. Furthermore, students must have the opportunity to learn through being engaged in the instruction.

An Infrastructure for Change

Just Communities is committed to the tenets of professional learning communities, as defined by Richard DuFour and Robert Eaker in Professional Learning Communities (1998) and exemplified in Whatever
It Takes (DuFour, DuFour, Eaker, & Karhanek, 2004). To sustain change in learning communities it must be done by and for the people involved and illustrate that although a program can influence outcomes, it cannot control them because the ultimate responsibility rests with the people affected. To be able to prove that there was a change in behavior, followed by policy and achievement, we derived a concise theory of change; the assumptions in the study was that there was a postulated theory of change, the activities of the program were implemented, the theory of change is supported by evidence, and other influencing factors have been assessed & accounted for. The theory of change began from the time of participation in IEE - the impact began as introspective, followed by in-group, and then institutional. This is significant to be able to understand and properly pinpoint the time of implementation of evidence-based strategies and contribution to the quantifiable change in the achievement gap. The role/position of the participant was also relevant to be able to leverage change in a given time.

The work of researchers like Dr. Belinda Williams, nationally-known cognitive psychologist, author, editor, speaker, and critic of the education system in the United States for more than 35 years - focused on the need to move beyond the restructuring of schools to the “re-culturing” of education. If programs to mitigate the achievement gap are introduced in a fragmented way, what you will typically find is only slight and short-term improvements in student achievement.

Summary Conclusion

Just Communities accelerated change through its IEE and supplementary programming at Dos Pueblos High School, La Colina Junior High, and McKinley Elementary to different degrees. Each had facets of leadership support, common language, community resource engagement, and critical mass for change. This pilot study’s triangulation of policy, process, and achievement indicators along the theory of change are evidence that Just Communities made a measurable contribution to Latino Student Achievement between 2007/08 and 2011/12 school years in McKinley Elementary, La Colina Junior High, and Dos Pueblos High School. Some of the long-term outcomes from recent programming are yet to be measured, as are the many ripple-effects of their work.

Though the achievement gap has been on the national agenda, Just Communities has derived programming for systemic implementation of strategies through community needs assessment, their evidence-based programming, and increasing reach with their partner organizations.


Full Report

This Study

Consultant Profile
Goodland Assessment and Partnering Systems (GAPS) consulting services focus on service and process efficiency for non-profit organizations through evaluations and initiating collective strategies for their operations. We build organizational capacity through partnerships and resource sharing platforms. Our specialty is in engaging public, private, and non-profit agencies with the intention of:

- Information sharing and knowledge management to develop a network of resources for program planning, design, and evaluation;
- increasing programmatic capacity through improving processes;
- developing toolkits for measurement, sustainability and scalability; and
- deriving asset maps to identify gaps and opportunities in program execution within the larger systems in their sectors.

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Evaluator / Program Coordinator
Rubayi Srivastava migrated from India in 1993 to pursue higher education in the United States. Her upbringing in an alternative education environment assisted in adapting to the cultural and social differences. She pursued a Bachelor's degree in Global Studies, with socio-political and economic emphasis, at the University of California, Santa Barbara; and continuing with her work on Conflict Management and Peace Science, she attained a Minor in Conflict Resolution in 2002, and later received a certification at the UN University in Amman, Jordan on Promoting Peace through Dialogue in 2008.

Rubayi completed her Masters in International Environmental Policy at the Monterey Institute of International Studies with a focus on program administration and evaluation for not-for-profits organizations. Throughout her career, she has worked in multiple sectors, most recently with the Open Health Systems Laboratory, Storyteller Children’s Center, Save the Children, and the Orfalea Foundation. She has developed a strong grasp on public policy and processes, strategic planning, budget and grant management, non-market valuation methods, and human resource management. Her unique strength lies in doing so for multi-sector partnerships for social good programs. The values she carries in her work are enhanced knowledge-share for sustainable processes, output-based decision making, and comprehensive resource and needs assessment; involving both policy-based and bottom-up community-based planning for social good programs.

As a non-profit consultant, Rubayi focuses on collaboration and combined outcomes in program development and education projects. Working as a program consultant Rubayi sees projects from idea and inception to evaluation and redesign. Some of the recent assignments on disaster public education have allowed her to work at the grassroots level and simultaneously participate in regional dialogues on policy and collaboration.

Her recent work includes development of an Operational Area-Wide Emergency Public Education & Awareness Campaign in Santa Barbara County, inclusive of an evaluation tool; strategic planning for Santa Barbara County Volunteer Organizations Active in Disasters (SBC-VOAD); and, research and analysis on developing evaluation methods to measure OXFAM International’s impact on beneficiaries in through a Single Management Initiative (SMS).

Michelle Enriquez,  michelle.m.enriquez@gmail.com
Evaluator / Data Analyst
Michelle Enriquez is a Social Network Analyst and Monitoring and Evaluation Specialist. She consults with non-profit and for-profit organizations to improve both efficiency and impact by co-developing systems for internal feedback and external reporting. Michelle served as a Teach For America Corps Member and Advisor and has worked with a wide range of organizations including those that specialize in education or youth services and job training for the homeless. She holds a B.A. in International Relations from the University of Southern California and is currently a Peace Corps Master's International of Public Administration Candidate at the Monterey Institute of International Studies.
Client Profile

Just Communities is a Santa Barbara, California-based nonprofit organization that was founded in 2001 in order to bring different groups together through human relations. The mission of Just Communities is to advance “justice by building leadership, fostering change, and dismantling all forms of prejudice, discrimination, and oppression.” In order to do this, Just Communities works with people and organizations in areas like education, healthcare, non-profit, government, and business.11

In 2007, Just Communities Central Coast (JCCC) established itself as its own community-based organization and became a founding member of the National Federation for Just Communities (NFJC). NFJC is a coalition of like-minded organizations working across America to bring the values of diversity, inclusion, and social justice to our communities, schools, workplaces and institutions.

Today, Just Communities offers cultural competency training to organizational leaders, education seminars for the general public, leadership-training institutes for students and teachers, and customized consultation to local agencies for diversity and organizational change initiatives. Just Communities consciously works with people from a diverse cross-section of the community along the lines of race, income, gender, sexual orientation, age, and religious affiliation.

What are we doing?

GAPS conducted a pilot study to gather evidence and create a method for evaluation to demonstrate the work of Just Communities Central Coast (JCCC) over the last 8 years has contributed to reducing the achievement gap for Latino students in selected schools within Santa Barbara Unified School District.

Three major programs are annually provided by Just Communities Central Coast (JCCC) - Institute for Equity in Education (IEE), CommUnity Leadership Institute (CLI), and the Family Dialogue Program. The Institute for Equity in Education (IEE) program was the primary focus of this evaluation.

When measuring the contribution of a particular program in social justice, program evaluation and planning is at the heart of efforts to integrate the domains of practice and research. Even with evidence-based practice (EBP), practice-based evidence, and translational research, there is a need for mechanisms that enable a seamless connection between knowledge generation and application.12 We applied a method that builds on the traditions of theory-driven evaluation, logic modeling, and systems science and uses evaluation and program planning as the bridging mechanism between research and practice. The model of Contribution Analysis and Outcome Mapping was adopted from the International Development Research Centre (IDRC). We used mixed methods to build the pilot study and to deliver a methodology for Just Communities to expand on this work for measurement in the future. Our initial toolbox included Contribution Analysis, the Logical Framework Approach, Outcome Mapping, and some Relevant Explanatory Factor evaluation methods to measure:

- The shift in dialogue between administrators, teachers, and parents that explicitly acknowledges race as a component of the achievement gap
- The evolution of Language Access in Santa Barbara Unified School District (SBUSD)
- The change in parent involvement and creation of feedback loops
- The paradigm shift in teacher training and community engagement

Over the seventeen (17) week period the study evolved as it overcame challenges in attaining quantitative data and collating qualitative data in the limited time.

Four (4) parallel research initiatives were launched 1) interviews of stakeholders who participated or were involved in IEE and the selected schools, 2) collection of Just Communities’ materials, interviews, and staff action reports, and 3) research and collection of school and district data, and 4) identifying appropriate indicators for the grade levels. We drew out a timeline and marked the quantitative data, worked backwards with the qualitative data (interviews, agreements, meeting agendas, IEE action plans, single plans, IEE follow-up surveys, board reports, etc.). This allowed us to lay the story on what we have dubbed a “storyboard.” It should be noted that the depth of analysis is limited to the recollection of the stakeholders and the available documentation. The value of the retrospective analysis is that it allowed us to assess impact on the participants, in groups, and in schools; confirm independent quantitative and qualitative findings; and capture some of the most imperative stories from the past.

We also faced some major challenges we were able to mitigate:

- Data was not made available and/or in a timely manner by the school district → pulled the data available on public interfaces, approached individual schools to provide data, and built the logic model to ask for specific quantitative pieces regularly to avoid this in the future.
- Not enough time for a comprehensive Contribution Analysis → we were selective on the interviews to find depth in the available knowledge and inquired on major stories to verify the logic model.
- Data reliability was questionable → we triangulated with documentation and interviews of the selected stories.
- Too much information → we made a conscious effort to communicate with the client throughout the process and have captured relevant information in as brief and concise form as possible.

**Deliverables**

Attached you will find five (5) supporting documents. This narrative runs you through the methodology and the development of the deliverables. The most rewarding outcome has been the logic model, derived from overlaying and analyzing the qualitative and quantitative findings. The attached storyboards are an example of the retrospective research for contribution analysis; hence they cover the longer outcomes on a logical framework. The Logical Framework is designed to collect and assess multiple types of data at all phases of the theory of change from short-term to impact.

**Attachments:**

*All files are in Dropbox [here](https://www.dropbox.com/sh/t9a6rygcow9qycp/yq2xqmKg8I).

- Storyboards
  - file: 2_JCCC_PilotCA_Storyboards.ppt
- Quantitative Data Narrative
  - file: 3_JCCC_PilotCA_DataNarrative.pdf
- Graphs and Raw Data
  - file: 4_JCCC_PilotCA_StudyGraphs_and_RawData.zip
- Interview Summaries
  - file: 5_JCCC_PilotCA_Interview_Summary.docx
- Preliminary Findings Workshop
  - file: 6_JCCC_PilotCA_Preliminary22April13.pps
Evaluation Methodology

Contribution Analysis (CA) is based on the existence or assumption of a theory of change for the intervention being examined. CA examines and tests this theory against logic and the evidence available from outcomes observed (SBUSD student data) and the various assumptions behind the theory of change, alongside other influencing factors. The overall aim is to reduce uncertainty about the contribution an intervention is making to observed results through an increased understanding of why results did or did not occur and the roles played by the intervention and other influencing factors.

At the heart of CA is the aim to be able to make credible causal claims about the contribution an intervention is making to observed results. We consider a number of other influencing events and conditions at work in addition to the intervention of interest.

Contribution analysis is especially appropriate where there are multiple projects and partners working toward the same outcomes, and where the ultimate impacts occur over long time periods influenced by several cumulative outputs and outcomes over time.

Retroactive Outcome Mapping (OM):

Though OM is normally conducted at the start of programs or new initiatives, we were able to conduct a truncated retroactive Outcome Mapping through three stages:

I. The Intentional Design stage helps answer four questions: Why? (vision statement); Who? (boundary partners); What? (outcome challenges and progress markers); and How? (mission, strategy maps, organizational practices).

II. Data Collection included finding milestones and aligning them with programmatic change within Just Communities and the selected schools. Review of school board reports, strategic plans, single plans, MOUs, correspondences, websites, Just Communities’ activity reports, board reports, and evaluations.

III. During the Analysis phase, we triangulated the various forms of data and theory that we collected and mapped, aligned quantitative change and trends with our qualitative research, and made allowances for outside attributes using the REF approach. With this analysis, we were able to articulate a robust and logically sound contribution story that illustrates Just Communities’ instrumental role in advancing educational equity in the selected schools in SBUSD. We learned that some of the REFs had already been engaged by Just Communities, such as Parent Project and United Parents-Padres Unidos (UPPU), to enable collective impact. Just Communities services were also integrated into Professional Learning Communities (PLCs) and teacher induction programs.

Outcome Mapping (OM) focuses on one specific type of result: outcomes as behavioral change. Outcomes are defined as changes in the behavior, relationships, activities, or actions of the people, groups, and organizations with whom a program works directly. These outcomes can be logically linked to a program’s activities, although they may not necessarily directly cause them.

Instead of focusing solely on the direct causal-logic of LogFrames, Outcome Mapping holds a program responsible for observed changes in behavior, relationships, activities, or actions of individuals with whom they work directly. By measuring these more-readily observable changes, one can then develop a contribution or causal story that links these changes in behavior with desired end-result outcomes of the LogFrame. OM also makes explicit the contributions of other partners toward final outcomes, which allows evaluators to more accurately assess the specific contributions of an individual program. Combining the linear logic of a LogFrame with the values focus of OM during the initial Intentional Design Phase of this evaluation helped to:

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13 Contribution Analysis (CA) is an approach to confirming that an intervention is a contributory cause. “Outcome Mapping (OM) provides a conceptual framework for mapping contributions in complex and dynamic environments with collaborating partners where simple notions of linear attribution are neither meaningful more accurate.” Iverson A. 2003. Attribution and aid evaluation in international development: A literature review. Published by the International Development Research Centre (IDRC), Ottawa, Canada.


1. make roles and responsibilities of actors transparent;
2. practically direct strategically coherent planning; and
3. insert monitoring and evaluation tools.

There were three (3) phases to the evaluation:

<table>
<thead>
<tr>
<th>Phase I: Planning and Preparation and Intentional Design</th>
<th>Organizational Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staging Meetings and Framing Interviews</td>
<td>Meeting w/ Executive Director</td>
</tr>
<tr>
<td></td>
<td>Interviews and Follow-ups with Staff</td>
</tr>
<tr>
<td>Development of Parameters of Assessment</td>
<td>Confirmation of schools, participants, stakeholders to be included in the study.</td>
</tr>
<tr>
<td></td>
<td>Identify and categorize boundary partners who may be contributing to outcomes.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Literature review of annual reports, articles, publications, logic models, and evaluation materials provided by Just Communities. (i.e. research on national trends on the state of Latino youth, etc.).</td>
</tr>
<tr>
<td>Contribution Analysis (CA)</td>
<td>Explicitly articulate theory of change and operationalize progress markers toward expected program outcomes of Just Communities and boundary partners (e.g. Language Access, change in dialogue, change in expectations, change in level of trust, etc.).</td>
</tr>
<tr>
<td>Outcome Mapping (OM)</td>
<td>Develop Indicators for measurement.</td>
</tr>
<tr>
<td>Logical Framework Approach (LFA)</td>
<td>Finalize Framework (we originally worked with the Theory of Change provided to us and completed this at a later stage).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II: Data Collection (OM)</th>
<th>Qualitative and Quantitative Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey/Questionnaire Development</td>
<td>Interview Questions Compilation for Selected participants, students, and stakeholders.</td>
</tr>
<tr>
<td>Stakeholder and Participant Interviews</td>
<td>Structured and unstructured key-informant interviews and written surveys with administration, teachers, parents, and students.</td>
</tr>
<tr>
<td>Indicators</td>
<td>Develop Indicators for measurement.</td>
</tr>
<tr>
<td>Review Institutional outcomes change reports</td>
<td>Written evidence of institutionalized changes in official and unofficial administrative documents including policy changes, training manuals, slide shows, meeting notes and agendas.</td>
</tr>
<tr>
<td>Test score review/Performance</td>
<td>Quantitative indicators including CST, CAHSEE test scores, national standardized test scores, GPA, enrollment, participation, and performance.</td>
</tr>
<tr>
<td>Time Journal/milestone tracker</td>
<td>Create a retroactive performance journal of organizational practices over past seven years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase III: Analysis &amp; Reporting (OM)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregation of Data and Analysis</td>
<td>Align these markers with programmatic or institutional changes using the organizational performance journal.</td>
</tr>
<tr>
<td>Longitudinal Comparison</td>
<td>Compare progress towards these markers in schools where Just Communities worked heavily vs. schools where they were not as involved.</td>
</tr>
<tr>
<td>Modified Relevant Explanatory Factor (REF)</td>
<td>Analyze changes in boundary partners that may be contributing to the overall quantitative or qualitative progress using the REF.</td>
</tr>
<tr>
<td>Dashboard visualization</td>
<td>Causal change mapping.</td>
</tr>
</tbody>
</table>
Study Assumptions

In getting into a study like this, the assumptions are that 1) there is a postulated theory of change, 2) the activities of the program were implemented, 3) the theory of change is supported by evidence, and 4) other influencing factors have been assessed & accounted for; therefore, the program very likely made a contribution.

We then contextualized the change incidences by the evidence gathered along the phases of change, and reinforced them by examining other influencing factors. Contribution analysis built a reasonably credible case about the difference the program made (and is making).

We also attempted to capture changes in behavior to stress that development is done by and for people. To illustrate that, although a program can influence the outcomes, it cannot control them because ultimate responsibility rests with the people affected (such that, you don’t control change but rather you influence change). These influences can be from Just Communities’ Boundary Partners, or their boundary partners.

Logical Framework for Outcome Mapping & Theory of Change

To develop a comprehensive Logical Framework we would ideally conduct an entire workshop with Just Communities, their partners and stakeholders over a number of days. This is still recommended to address Just Communities services as a whole. We were able to build the Logical Framework from our meetings with staff and program documentation on IEE and related projects. The stories we gathered were overlaid along a theory of change provided by Just Communities to create this logical framework. From the pilot study we were able to test many of the measurements and recommend indicators and sources to allow for affecting evaluation for contribution by Just Communities for the future. Activities to Mid-Term Outcomes are focused on IEE alone.

Theory of Change: applying a cohesive theory of change on how elements are related to each other in a causal chain over time. This was important in demonstrating that Just Communities had a ripple effect.
### Objectives

- **IMPACT (5 years after workshop)**
  - Increase in Latino achievement

### Indicators

- **Performance**
  - % of Latino students reading at or above proficiency level in grades 5, 8, and 11
  - % of Latino students performing at or above proficiency in Math in grade 5, 8 and 10
  - % of Latino students who graduate from high school
  - % of Latino students who apply and are accepted to traditional or alternative secondary institutions
  - Latino average GPAs in coursework including honors, GATE, AP

### Means of Verification

- CST ELA scores collected yearly disaggregated by race and EL status
- CST Math scores collected yearly disaggregated by race and EL status
- Graduation rates collected yearly
- School Data
- School Data
- ACT Plan Scores

### Assumptions

- Students are invested in tests
- Teachers understand the implications
- Student school-level transition positioned for child-success

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**Figure**: Diagram illustrating the flow from input to output, with objectives, activities, short-term outcomes, mid-term outcomes, long-term outcomes, and impact. The diagram highlights the process of increasing Latino achievement through various indicators and means of verification.
| DISTAL OUTCOMES  
*Within 3 years*
| % of Latinos who have 3 or more unexcused absences (chronic absenteeism – 10% of school days) | Head Counselor at schools, Truancy / Discipline Administrator (District is aggregating this data for piloting Restorative Justice) | Students are healthy and have sufficient financial resources to attend school |
| % of K-12 Latino students involved in repeat school suspensions and/or expulsions as compared to White peers | YouthTruth or California Healthy Kids Survey School Climate Survey (Title IV Safe & Drug-Free Schools & Communities)*16 | Counselors are effective in their support for students |
| % of Latino students who feel connected to school and believe that adults care and have high expectations for their achievement | | Teachers have additional time to give students |

| LONG-TERM OUTCOMES  
*Within 2 years*
| % of Latino students reclassified as EL proficient | School Data | Reclassification tests are appropriate and panel is equipped to properly classify |
| % of Latino students participating in Algebra I in 7th and 8th grade | AERIES, DataQuest | Elementary education has prepared students for higher level math |
| % of Latino students enrolled in rigorous, college prep curriculum (Elem: GATE, Jr. High: Honors, High School: A-G College Prep courses) | AERIES, DataQuest | Testing is culturally appropriate and students have support and time to take part in rigorous curriculum |
| # of students in leadership positions (student leadership is reflective of the student population) | Survey Activities/Leadership Coordinator | |
| # of Latino parents/families in school leadership positions (closer to reflecting school demographics) | Family Engagement Network Coordinator (Parent Roster and Non-profit Affiliate) | Family members have the time and resources to participate in parent engagement activities |

*16 [http://youthtruthsurvey.org/survey-content](http://youthtruthsurvey.org/survey-content) and [http://chks.wested.org/administer/download](http://chks.wested.org/administer/download)
### MID-TERM OUTCOMES: *(Within 1 year)*

Policies and procedures addressing equity, diversity and inclusion are integrated into strategic planning, agenda-setting, meetings, professional development, and/or lesson planning.

- **# of new and/or more effective policies, structures, practices and strategies for dealing with equity issues that address the achievement gap**
  - Yearly Single Plan Reports, District Reports, Meeting Agendas
  - Participants have sufficient influence to affect policy or programming change

- **# of new structures, committees, task forces, support groups formed that address equity, cultural competencies, and the achievement gap as part of their mission**
  - Yearly Single Plan Reports
  - School board, District, State, and National are aligned with equity in education

- **# of professional development workshops that build cultural competencies and address the achievement gap**
  - Meeting Agendas
  - Participants are willing to continue relationship with JCCC

- **# of teachers who integrate equity goals into lesson planning or specific strategies for reducing discrimination**
  - Teacher Surveys, Observations, Tool Development and Sharing at PLCs

### SHORT-TERM OUTCOMES: *(By end of Institute)*

Participants understand and are able to discuss the impact of institutional racism on student achievement and to take steps toward eliminating race-based disparity.

- **% of participants who self-report an increased awareness of educational equity issues**
  - On-line survey administered within 1 week of completion of the Institute
  - Participants are open to self-reflection and change

- **% of participants who can articulate the importance of the 4Rs, Mirrors and Windows and other tools from the workshop**
  - Action plans collected at end of institute
  - Facilitators are effective and skilled in transferring knowledge

- **% of participants who create action plans aimed at ending race-based educational disparities**
  - Curriculum is valid, relevant, and applicable

### ACTIVITIES & OUTPUTS:

Yearly Institutes are held in summer before next academic school year.

- **# of Institute participants**
  - Collected yearly during workshop and summarized in program reports
  - Participants are able to allocate 5 residential training days

- **# of Institute held**
  - Just Communities Board Reports
  - Appropriate space is available for workshops

- **% of participants from each subgroup (position: teacher, administrator, counselors etc. race: Latino, White, etc.)**
  - IEE Follow-ups/Action Plan tracking
  - Tuition is subsidized from donors

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It is recommended that Just Communities use the Logical Framework Analyses, and amend as needed, to evaluate and collect quantitative and qualitative data as they rollout their programming. This will lead to further accuracy in the data and can link documented contribution to impact. The dynamic process of Just Communities builds the environment to allow students to achieve; this begins with the reflective workshops, changing classroom and school climate, bridging parents and school administration, and educating community and parents about academic processes and getting on the path for college. Just Communities already documents its processes; aggregating their data with the school data will allow them to effectively communicate their impact in the schools, classrooms, and with reducing the achievement gap.
Conceptual Recommendations

Indicators
An indicator is a “quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention...” (OECD 2008). Articulating Just Communities’ interventions along a theory of change allowed us to develop and monitor meaningful change indicators.

During the data assessment and validation we critically reviewed each theory of change statement in the matrix and brainstormed potential indicators for the theories.

Only when we understood the theorized connection between a set of inputs and the expected results we:

• identified an appropriate set of indicators for measuring results;
• assessed how well the results were actually met; and
• compared results across similar interventions to determine if the theory holds up.

Through this pilot study we were able to develop a Logical Framework with indicators and means of verification. It is crucial that this is a living model and be applied for measurement as Just Communities evolves in its work in the community.

School Level Change

• Explore a Whatever It Takes strategy as demonstrated by Whittier High School which includes daily intervention periods in the bell schedule. The differentiated model provides students with daily needs, study skills, and enrichment opportunity. There is a daily opportunity to build relationships with a small cohort of students. Cox, Keni Brayton “What’s Working in Whittier,” Reshaping High Schools May 2008, Volume 65, Number 8, url: http://www.ascd.org/publications/educational-leadership/may08/vol65/num08/What%27s-Working-in-Whittier.aspx, (accessed April 2, 2013)

• Increase capacity through engaging community-based programs, including faith-based organizations, conflict resolution and counseling groups, and economic support service providers.

• Single Plan Tracking: Single Plans only began to be presented to the board over the last two years. When Dr. Cash became superintendent he did a round robin with the board members and the principals. The Board was provided single plans previously to review; the principals take turns around the table to respond to questions and concerns (Interview with Emilio Handall, April 17, 2013). Just Communities has an opportunity to leverage this process to include equity planning, demand better measurement for the plans, and increase accountability at a policy level.

• Find Control Districts/schools to collect comparable data.

Hold a follow-up Summit on Latino Achievement

• This should be a working group session, where data have been reviewed, as have school reports, and the District’s strategic plan19 prior to the meeting.

• Reduce the burden of implementation at the school level by providing “packaged” resources that have had success in current schools.


Knowledge Management Tools

Just Communities has an immense amount of documentation in its hard drives. The action plans, rosters, evaluation, and extensive spreadsheets live as ‘information’ unless they can be collated to develop knowledge and be easily quarried for reporting, tracking, and learning. Because the organization has made it a practice to develop the documentation, it is well positioned to populate legacy data and use a database that fits its operations. This transition will increase efficiency in process, management and measurement.

- **Recommended Online tools:**
  - VerticalChange [https://verticalchange.com/](https://verticalchange.com/)
  - Apricot Software [http://www.communitytech.net/apricot](http://www.communitytech.net/apricot)

An IEE goal is to see that 50% of Action Plans are implemented in a way consistent with their original intent. “Ticketing” and project tracking for each action plan by school would allow for 1) efficient communication, 2) access to resources on a single platform, and 3) fast reporting and measurement. As a whole, a customer relationship management (CRM) system will help with coordination, knowledge generation (what is working, resources and gaps, etc.), information management, tracking projects, and easy reporting to boards, stakeholders, and funders.

- **Sample Modules:** [http://goo.gl/fvJZxl](http://goo.gl/fvJZxl)
La Colina JHS: Building Institutional Capacity for Equity in Education

IEE provided the knowledge network, tools, and evidence-based strategies to enable leaders at La Colina Junior High to support Latino/a Achievement.

LONG-TERM OUTCOMES
(Within 2 years)
More Latino/a students are participating in rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

DISTAL OUTCOMES
(Within 3 years)
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

IMPACT
(5 years after workshop)
Increase in Latino/a achievement

La Colina API Base (2005-2010)

2009 IEE faculty members included Lito Garcia, IEE graduate and La Colina Junior High Assistant Principal.

School Vision (amended to): Equity, access, relevance, rigor, and positive relations.

June 10-12, 2009: Just Communities provided the IEE Phase II training at SUSD Professional Development week about the 3 R's. Seven (7) La Colina Junior High staff participated in this training.

The Spring 2009 Professional Development Workshops focus by Just Communities was Relationships and Relevance.

La Colina IEE Participants (Cumulative)

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In school year 2006-07 La Colina prioritized Leadership and Diversity Inclusion and Equity in their Single Plan and the school installed a 7th period to accommodate EL students such that they could fit in more challenging coursework.

Over the years the Single Plans noted more and more activities reflecting the work of IEE, from the 4R’s, Mirrors & Windows, and an increase in priority for 100% of English Learners to improve level on CELDT, and ascending numbers of EL students to be reclassified as EL Proficient. Much of this coincided with the increased involvement with Just Communities, and the number of IEE attendees from La Colina Jr. High.

In 2008-09, La Colina had an active IEE Graduate Committee made up of IEE attendees and other interested staff members (in addition to the active Diversity & Equity Committee).

In 2008-09, the committee held eight (8) monthly meetings. Just Communities staff coordinated and facilitated the meetings and took notes. The committee addressed a number of issues at each meeting, including:

- Planning for Diversity and Equity Week
- Student Success Teams
- Pyramid of Interventions
- AVID
- Gang prevention activities
- Inclusiveness in student leadership elections
- Communication between admin, teachers, and counselors to catch problems early and support students
- Intervening in bullying
- Teachers working to address oppressive language as it comes up
- Grades being posted online for more access to families
- Application of Transitions Framework to La Colina efforts to promote equity.

May 2009 Customized Professional Development: Just Communities provided two 2 hour & 15 minute training sessions to 30 La Colina teachers with this goal: “To offer information, tools, and support to help La Colina Junior High educators connect with all students and create a safe, equitable classrooms.”

The focus was on Relationships and Relevance. These sessions were coordinated by the Diversity and Equity Committee and facilitated by Just Communities at La Colina.

The training covered the 3 R’s (Relationships, Relevance, and Rigor) and included activities about connectedness, analyzing achievement gap data, a student panel, the “Mirrors and Windows” module about cultural relevance, and action planning.

Professional development and coaching at La Colina paved the way for the district-wide restructuring of the GATE & Honors programs in 2010.

GRAPHS
The shown data was selected to summarize trends in Latino/a achievement between the spring of 2007 and 2012. At all three schools and the Elementary and Secondary district-levels, there is a positive trend in Latino/a achievement on the CST ELA exam. Latino/a Math scores rose consistently at McKinley and DPHS, but decreased consistently at La Colina until 2012 when Latino/as at both La Colina and DPHS increased their average scores by almost 50 points.

RELEVANT RESEARCH
Five performance areas have been identified as the critical leadership skills a principal must demonstrate to effectively lead a school in improving student achievement per the Performance Indicators for Effective Principal Leadership in Improving Student Achievement:

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan
- Using systems thinking to establish a clear focus on attaining student achievement goals.

Principal Ortiz, working with Just Communities has executed all the efforts above and continued to evolve with the needs of his staff and students to improve student achievement.

**Access to Honors**  
Secondary Level GATE and Honors Restructuring

**LONG-TERM OUTCOMES**  
(Within 2 years)
More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions

- Junior High Principals brought an “Honors for All” proposal to the School Board. Its aim was to remove barriers to Honors and GATE (Gifted and Talented Education) classes that resulted in the underrepresentation of Latino/a, first generation college-bound, and EL students in these classes. It was voted down 4-1 at that time.

- Increased focus on school climate and Achievement Gap

**DISTAL OUTCOMES**  
(Within 3 years)
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

**IMPACT**  
(5 years after workshop)
Increase in Latino/a achievement

**TIMELINE**

On March 23, 2010, the Santa Barbara Board of Education voted 4-1 to restructure the GATE program and to create a new rigorous Honors program in order to remove an unfair barrier that disproportionately blocked Latino/a, English Language Learners, and first-generation college goers from access to advanced courses and the opportunities such classes provide.

**Community Mobilization – Spring 2010:**
- Latino/a Achievement Collaborative: Just Communities is a founding member of the Latino/a Achievement Collaborative, a coalition of local nonprofit organizations dedicated to educational equity and the academic success of Latino/a students. LAC formally supported the district’s proposal and, with leadership from Just Communities and United Parents-Padres Unidos (UPPU), engaged in a campaign to support the proposal, called “Access to Honors,” including Media Campaigns, School Board Meeting Statements, Endorsements, Community Engagement and Follow-Ups.

April, 2011, Connectedness and Student Success Workshop: JC facilitates an all-day workshop for 31 DP faculty, students, and parents. The workshop focused on developing concrete strategies for supporting students of color in high-rigorous courses.

**In 2009 5 principals attend IEE.** They all expressed agreement that they wanted to see a change in participation rates of Latino/a students in rigorous courses. By 2008-2009 school year there had already seen a district-wide secondary level 15% increase of Latino/as in the academies (from 15% to 30% in one year).

**PARTICIPATION PATTERNS:**
- Participation in advanced courses is an indication that students are being held to high expectations and are being given the opportunity to engage in challenging coursework. Students that take honors or GATE courses, are enrolled Algebra 1 in 7th or 8th grade, and are able to participate in rigorous courses with their peers are more competitive for college admissions.
- Latino/a participation in Honors courses at Dos Pueblos increased by almost 10% between 2007-2012, with the steepest incline between 2011 and 2012. This last year of growth accounted for 5% of that increase. One explanation for this increase is the 2010 GATE restructuring. Despite the steady increases in both Latino/a and White participation, the alarming disparity between Latino/as and Whites did not decrease. Although GPAs decreased at the height of GATE/Honors participation, CST Math and ELA scores continued to increase, suggesting that lower GPAs don’t necessarily correlate with a decline in content mastery.

**HONORS STUDENT GPAS**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean GPA</td>
<td>3.56</td>
<td>3.68</td>
<td>3.70</td>
<td>3.74</td>
<td>3.74</td>
<td>3.76</td>
</tr>
<tr>
<td>Percentage of Student Group</td>
<td>45.0%</td>
<td>45.5%</td>
<td>46.1%</td>
<td>46.3%</td>
<td>46.3%</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

**WHITE AND LATINO GATE AND/OR HONORS STUDENTS IN DOS PUEBLOS HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean GPA</td>
<td>3.14</td>
<td>3.36</td>
<td>3.44</td>
<td>3.59</td>
<td>3.60</td>
<td>3.66</td>
</tr>
<tr>
<td>Percentage of Student Group</td>
<td>5.0%</td>
<td>6.5%</td>
<td>9.1%</td>
<td>11.8%</td>
<td>13.6%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

**DHS VS. SECONDARY DISTRICT STAR CST MATH**

- White Honors Students
- Latino Honors Students

**WORKSHOP TO EXPLORING THE 3 R’S OF EQUITABLE EDUCATION:**
- Relevance, Rigor and Relationships) as best practices for improving instruction, learning, and student achievement. This 4-part series was requested and coordinated by Shawn Carey (IEE grad) who was the Assistant Principal at Dos Pueblos High School at the time. The final session in May 2010 focused on rigor and specifically on how to implement a rigorous curriculum for all students and the inclusion of more students of color in higher-level courses.

**Support for the SBUSD:**
- Just Communities provided consultation and support to SBUSD administrators regarding the district’s approach to restructuring the secondary GATE and Honors program, especially with regard to community engagement and responding effectively to community concerns. This took place in late 2009 through spring 2010.

**IMPACT:**
- Increase in Latino/a achievement

**On March 23, 2010** the Santa Barbara Board of Education voted 4-1 to restructure the GATE program and to create a new rigorous Honors program in order to remove an unfair barrier that disproportionately blocked Latino/a, English Language Learners, and first-generation college goers from access to advanced courses and the opportunities such classes provide.
media
JC
Follow
Endorsements

content suggesting GATE/Honors alarming Despite in one Latino/a Just in GATE On ACCESS TO HONORS: Honors Latino/a March – 23% of communities restructure. of educators, almost Level GATE and Honors GATE a campaign replaced with, and leadership with honor success of Latino/a students. LAC formally supported the district’s proposal and, with leadership from Just Communities and UPPU, engaged in a campaign to support the proposal, called “Access to Honors,” including:
• Media Campaign: LAC wrote Letters to the Editor, submitted Op-Ed pieces, and gave numerous interviews with local media about the proposal. In addition to interviews from LAC representatives, Just Communities coordinated media interviews with students, parents, and educators.
• School Board Meeting Statements: LAC recruited dozens of students, educators, parents, and community leaders to give public statements at a series of high-profile Santa Barbara Unified School District (SBUSD) School Board meetings addressing the proposal. Just Communities provided workshops before the meetings to coach speakers in public speaking skills and to refine their statements, and met after each meeting to debrief and provide support.
• Endorsements: Just Communities visited like-minded organizations throughout the community to seek their endorsement of the proposal, including groups of parents, students, and educators, and they publicized the growing list of formal organizations supporting the proposal.
• Community Engagement:
  • JC created bilingual fact sheets to help community members understand the proposal and gave short workshops and presentations to community groups about the proposal.
  • JC mobilized community members, including teachers, parents, students, and others, to express their support by sending letters, emails, and making phone calls to board members, district representatives to address how the approved plan would be implemented.
• Follow-up:
  • JC held a victory celebration with supporters
  • JC held a series of follow-up meetings with their supporters and with the District to discuss implementation of the new policy

CONCLUSION
Through consistent effort and ongoing evaluation to maintain progress, Dos Pueblos High School strengthened its faculty teams, monitored student performance data, enhanced professional development, and expanded supplemental support services. These activities led to significant progress in raising Latino/a academic achievement and extracurricular participation of minority students.

RELEVANT RESEARCH
Enrollment in rigorous courses with the support of counselors and teachers and coursework follow-up is an evidence-based practice to reduce the achievement gap. This was best iterated by Robert Smith, former superintendent in Arlington County, Va., He is an associate professor of education leadership at George Mason University in Fairfax, VA. “I believe combining the right organizational conditions with high expectations and support for participating students and their parents, teaching for meaning, and enabling access to rigorous course work will ensure that achievement gaps disappear as all student achievement grows.” Gaining on the gap by Robert G. Smith, 2011, Rowman & Littlefield Education edition, in English.

LONG-TERM OUTCOMES
(Within 2 years)
More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

DISTAL OUTCOMES
(Within 3 years)
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

IMPACT
(Increase in Latino/a achievement)

ACCESS TO HONORS:
Secondary Level GATE and Honors Restructuring
On March 23rd 2010, SBUSD voted to restructure the GATE program in order to increase access to rigorous courses for Latino/a students. The long awaited GATE restructuring (defeated just 5 years earlier in 2005), which combined Honors and GATE student groups, was heavily advocated for by members of Just Communities (JC). JC also advised on the District’s overall strategy and implementation both at the District level and at Dos Pueblos High School. The accomplishment here is the creation of an inclusive Honors Program, which included the restructuring of the GATE Program.
The restructure removed the label of “GATE” from classes in secondary schools and replaced it with the label “Honors,” and created clear guidelines for how students can access Honors classes. This has resulted in an increase in Latino/a and other underrepresented students in “higher-level” classes, in particular Honors Classes. Now they can enroll in Honors classes if they meet one of several criteria, i.e. grades, test scores, and teacher recommendations.
Just Communities’ role was primarily in community organizing. They provided consultation to the district and most effectively helped mobilize local parents, students, educators, and community organizations in support of the proposed restructuring of the secondary GATE and Honors programs. The community mobilization campaign was a collaboration with the other members of the Latino/a Engagement Collaborative, especially United Parents-Padres Unidos (UPPU). The collaborative nature of the campaign was critical to its success.
Between 2010-2012, Latino/a participation rates in the GATE program at Dos Pueblos High School increased by 5% and White participation rates increased by 6%. Although participation rates in Honors courses hit their peak in 2012 (39.6% of White students and 16.5% of Latino/a students), GPAs fell by over one-tenth of a point for Latino/a students and one-twentieth of a point for White students – almost back to their pre-restructuring average. Latino/a participation in Honors Courses at Dos Pueblos increased by almost 10% between 2007-2012, with the steepest incline between 2011 and 2012. This last year of growth accounted for 5% of that increase.
Despite the steady increases in both Latino/a and White participation, the alarming disparity between Latino/as and Whites did not decrease. As illustrated in Figure 2. Although GPAs decreased at the height of GATE/Honors participation, CST Math and ELA scores continued to increase, suggesting that lower GPAs don’t necessarily correlate with a decline in content mastery.

GATE & Honors Restructuring Process
Just Communities activities related to this process:
Support for the SBUSD: Just Communities provided consultation and support to SBUSD administrators regarding the district’s approach to restructuring the secondary GATE and Honors program, especially with regard to community engagement and responding effectively to community concerns. This took place in late 2009 through spring 2010.
Community Mobilization – Spring 2010:
Latino/a Achievement Collaborative: Just Communities is a founding member of the Latino/a Achievement Collaborative (LAC), a coalition of local nonprofit organizations dedicated to educational equity and the academic success of Latino/a students. LAC formally supported the district’s proposal and, with leadership from Just Communities and UPPU, engaged in a campaign to support the proposal, called “Access to Honors,” including:
• Media Campaign: LAC wrote Letters to the Editor, submitted Op-Ed pieces, and gave numerous interviews with local media about the proposal. In addition to interviews from LAC representatives, Just Communities coordinated media interviews with students, parents, and educators.
• School Board Meeting Statements: LAC recruited dozens of students, educators, parents, and community leaders to give public statements at a series of high-profile Santa Barbara Unified School District (SBUSD) School Board meetings addressing the proposal. Just Communities provided workshops before the meetings to coach speakers in public speaking skills and to refine their statements, and met after each meeting to debrief and provide support.
• Endorsements: Just Communities visited like-minded organizations throughout the community to seek their endorsement of the proposal, including groups of parents, students, and educators, and they publicized the growing list of formal organizations supporting the proposal.
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  • JC mobilized community members, including teachers, parents, students, and others, to express their support by sending letters, emails, and making phone calls to board members, district representatives to address how the approved plan would be implemented.
• Follow-up:
  • JC held a victory celebration with supporters
  • JC held a series of follow-up meetings with their supporters and with the District to discuss implementation of the new policy

“Alena was working with Just Communities on restructuring GATE and the outcry in the community would never happened without them. The main reason it (accessibility to Honors courses) went through was Just Communities.”
Nicole Dinkelacker, Equity and Excellence in Education (EEE), 6 February 2013

RELEVANT RESEARCH
Enrollment in rigorous courses with the support of counselors and teachers and coursework follow-up is an evidence-based practice to reduce the achievement gap. This was best iterated by Robert Smith, former superintendent in Arlington County, Va., He is an associate professor of education leadership at George Mason University in Fairfax, VA. “I believe combining the right organizational conditions with high expectations and support for participating students and their parents, teaching for meaning, and enabling access to rigorous course work will ensure that achievement gaps disappear as all student achievement grows.” Gaining on the gap by Robert G. Smith, 2011, Rowman & Littlefield Education edition, in English.
**Equity and Excellence in Education (EEE) – Dos Pueblos High School**

**Mitigating injustice and sustaining social change**

**SUMMER 2008: Parent Involvement through Dialogue and Action (PIDA - formerly known as the Family Dialogue Program)**

- Parent Involvement through Dialogue and Action (PIDA) is known as the Family Dialogue Program piloted at DPHS with 4 sessions, culminating in a discussion with program participants, DPHS administrators, and SBUSD School Board members about how to increase Latino/a parent involvement and improve communication between families and the school. Members of United Parents-Padres Unidos (UPPU) attended. The discussion was rich with the participation of UPPU, which later entered into a partnership with Just Communities.

**IEE attendees included PTSA parent leader Nicole Dinkelacker, UPPU President Sal Güereña, and Assist. Principal Carey, among other peers.**

**Oct. 2009, IEE & CLI Graduates Meeting:** Just Communities facilitated a meeting between Dos Pueblos High School students (graduates of Community Leadership Institute (CLI) and educator leaders of IEE) to discuss their equity-related goals and how they can best collaborate. The graduates decide to work together through the EEE Committee, with the shared goal to increase participation and equitable representation on the EEE Committee.

**Change in Leadership, Shawn Carey, Assistant Principal (IEE 2009):** She immediately installed Mirrors & Windows and the 3 Rs (Relevance, Rigor and Relationships) in her staff dialogues.

**November 2008:** Just Communities provided a one-day workshop about the Transitions Framework for Dos Pueblos High School (DPHS) educators, students, and parents with a focus on “de-tracking.”

- “Many of those who have attended IEE have joined together under the auspices of the PTSA and formed a site committee known as Excellence and Equity in Education (EEE). This committee meets (regularly) to engage in analyzing assessment data, discussing best practices from research, organizing to bring together community resources to address academic needs, planning social events aimed at breaking down racial barriers, fundraising to provide reduced-fare bus passes to underprivileged students, and other related activities.” [Western Association of Schools and Colleges (WASC), California State Department of Education: Focus on Learning: A Self-Study for Dos Pueblos High School, 2010, p.21, url http://www.shanfan.org].

- EEE provides a vehicle for school staff, parents, and students to engage in productive conversations about equity, race, cultural proficiency, and achievement and develop and implement innovative strategies and action plans that produce meaningful change in school practice, culture, and educational outcomes.

**First formal Equity and Excellence in Education (EEE) meeting was held in January 2009.**

Just Communities offers 6-session PIDA at DPHS for a group of 12 parents, monolingual Spanish and English speakers in spring 2009.

**Dos Pueblos IEE Participants (Cumulative)**

- Added to the Single Plan Goal #4: To Reduce the Achievement Gap

- **IEE Committee on Relationships and School Culture (RSC)** (2011): EEE Relationships and School Culture Subcommittee conducted an EL Student Interview Project.

**EEE Subcommittee on Relationships and School Culture (RSC) (2011):** EEE Relationships and School Culture Subcommittee conducted an EL Student Interview Project.

**August 2010: Re-envisioning Education for All:** “A Summit for the Academic Achievement of Latino/a Youth”: DPHS is one of the three schools participating in the summit with a large team of educators, parents, and students. EL Reclassification and the need for more students of color to be represented in higher-level classes are key themes at the summit.

**April 2011, Connectedness and Student Success Workshop:** JC facilitates an all-day workshop for 31 DP faculty, students, and parents. The workshop focused on developing concrete strategies for supporting students of color in high-rigor courses.

EEE activities included: Providing bus passes to students in need of support for transportation to school; Cultural Proiciency Training for EEE Committee. Presentations about the EL Student Interview Study to EEE Committee, DPHS Faculty, PTSA, and ELAC.

**Participants Data / Timeline**

**Mid-term Outcomes**

- Policies and procedures addressing equity, diversity and inclusion are integrated into strategic planning, agenda-setting, meetings, professional development, and/or lesson planning.

**Long-term Outcomes**

- More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

**Distal Outcomes**

- Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

**Impact**

- Increase in Latino/a achievement (5 years after workshop)
EQUITY AND EXCELLENCE IN EDUCATION (EEE) – DOS PUEBLOS HIGH SCHOOL:
Mitigating injustice and sustaining social change
Nicole Dinkelacker, a member of the Dos Pueblos High School (DPHS) PTSA went to a Transitions Workshop hosted by Just Communities in 2008 (an IEE follow-up workshop). She was troubled by the conversation and intrigued as an activity PTSA member. Subsequently she became a founding member of Equity and Excellence in Education (EEE) which is now a sub-committee of the Dos Pueblos High School PTSA.
Among others, the core group of EEE was comprised of Linda Güereña (Parent Project), Sai Güereña (LUPPU), Monica Hammonds, Shawn Carey, (both Assistant Principals at that time), Amando and Rosalina Veloz, Denice Fellows, and many past DPHS IEE graduates. IEE helped create a common language for communication on the issues of race and achievement for Latino/a students within the community of parents, teachers, administrators, boards, and community-based organizations.
Between 2005-2011, 28 individuals participated in the Institute for Equity in Education from Dos Pueblos HS, including 8 teachers, 2 bilingual or ELL-focused teachers, 5 counselors, 4 assistant principals, 1 principal, 4 parents, and 4 individuals with other specializations. The participation data shows that over the course of six years, more and more influential individuals were present in these three teaching communities (and at district level) who had attended the IEE summer training. These individuals now share a common vocabulary and frame of reference that they can use when speaking about institutional racism and the achievement gap.
In a follow-up meeting with Dos Pueblos High School, the staff, students and parents said amazing things about Just Communities and about the impact of their work on them. As evaluators, we have found the staff dialogue echoes many of the lessons of IEE including transitions, literacy, rigor and relevance, strong relationships with students and cultural proficiency.

Key Activities at Dos Pueblos High School:
Sep. 2008: Just Communities staff facilitated meetings with DPHS IEE Graduates and other staff to discuss equity issues, including:
• Equity in registration process
• PTSA translation for parent communications
• De-tracking
• Professional Learning Communities
• Discipline: Enforcing rules with all students and giving equal consequences.
• Relationships: Integrating IEE strategies into individual practices
• IEE-CLI Grad Collaboration:
• Need for more bilingual signs on campus

Nov. 2008: At the request of Linda Güereña and Amy Wolffslau, Just Communities provided a one-day workshop about the Transitions Framework for DPHS educators, students, and parents with a focus on “de-tracking.” Nicole Dinkelacker participated in this workshop, which initiated her interest in closing the achievement gap and subsequent spearheading the EEE Committee of the PTSA.

Spring 2009: Just Communities offered a 6-session Parent Involvement through Dialogue and Action (PIDA - formerly known as the Family Dialogue Program) at DPHS for a group of 12 parents, monolingual Spanish and English speakers. Six PIDA Graduates joined the EEE Committee.

Oct. 2009, IEE & CommUnity Leadership Institute (CLI – Just Communities’ leadership institute for high school students) Graduate: The sub-committees of both programs decided to work together through the EEE Committee, with the shared goal to increase participation and equitable representation on the EEE Committee.

Oct. 2009 – May 2010: Just Communities provided a 4-part Professional Development Series to 100 DPHS faculty about the 3 Rs (Relevance, Rigor and Relationships). The final session in May 2010 focused on rigor and specifically on how to implement a rigorous curriculum for all students and the inclusion of more students of color in higher-level courses.

Oct. 2009 – Spring 2011: EEE Relationships and School Culture Subcommittee – English Learner (EL) Student Interview Project
• Subcommittee identifies a need for data about EL students related to their experiences of the DPHS school culture.
• Interviews were conducted through a peer-to-peer (current and former EL students to EL students) process and results were analyzed during the 2009-10 school year.
• The Interview Project results were presented to the full EEE Committee, the PTSA, ELAC, Associated Students (student leadership), and finally the full DPHS faculty throughout the 2010-11 school year. The presentation to the full DPHS faculty included a panel discussion with EL students and parents about how to better include and support EL students and their families.

August 2010: Re-envisioning Education for All: “A Summit for the Academic Achievement of Latino/a Youth”: DPHS is one of the three schools participating in the summit with a large team of educators, parents, and students. EL Reclassification and the need for more students of color to be represented in higher-level classes are key themes at the summit.

2010-11 School Year: EEE Committee Relationships and School Culture Subcommittee – Cultural Proficiency Project
• The Relationships and School Culture (RSC) subcommittee of EEE chose to incorporate the 2010 Latino/a Achievement Summit Action Plan regarding Cultural Proficiency into the goals of this committee and the first priorities include building on the EL Student Interview Project by developing a school-wide Cultural Proficiency Assessment. The subcommittee created a Cultural Proficiency Assessment. The Assessment was accepted by Just Communities’ staff. This assessment was rolled out school-wide in 2011-12.

April, 2011, Connectedness and Student Success Workshop: Just Communities facilitated an all-day workshop for 31 DPHS faculty, students, and parents.

Goal: To increase connectedness, understanding, and respect between teachers, students, and families from different backgrounds with a focus on DPHS’ highest-rigor academic pathways, with the overall goal of increasing the enrollment and success of underrepresented students (i.e. Latino/a and students from low-income backgrounds) in high-rigor classes like Honors and Advanced Placement courses.

Long-term Outcomes
More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

Distal Outcomes
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

Impact
Increase in Latino/a achievement.
Heart and Functional Tools for Achievement: McKinley Elementary School

McKinley Leaders Incorporate Institute for Equity in Education into School Enhancement and Student Achievement

Emilio Handall, Principal or McKinley came through IEE in 2009 with a team from his school. The Parent Involvement through Dialogue and Action (PIDA - formerly known as the Family Dialogue Program) for McKinley Elementary School was completed on December 1st, 2009. PUEDE (Padres Unidos en El Desarrollo Educativo or Parents United in Educational Development) committee was created by graduates of this program.

Since the summer of 2009, Just Communities supported the Bower Foundation in adapting the AVANCE Early Childhood & Parent Education program for replication in Santa Barbara County. Just Communities helped identify a group of community leaders to travel to San Antonio to learn about the program and then facilitated a series of meetings of those leaders to adapt the program for local implementation. AVANCE training took place during the summer of 2010 and 3 pilot projects have now launched: McKinley Elementary School, Harding Elementary School, and Carpinteria’s Main School Family Resource Center.

The following data were selected to summarize trends in Latino/a achievement between the spring of 2007 and 2012. At all three schools and the Elementary and Secondary district-levels, there is a positive trend in Latino/a achievement on the CST ELA exam. Latino/a Math scores rose consistently at McKinley and DPHS, but decreased consistently at La Colina until 2012 when Latino/as at both La Colina and DPHS increased their average scores by almost 50 points. McKinley’s trend reversed in 2012 and Latino/as decreased their scores by the same amount (50 points).

*This data anomaly at McKinley might be the result of a query error on the part of data entry.

On December 8th, the McKinley PIDA Session concluded with a presentation to 20 educational leaders and funders. The 12 participants created Action Plans regarding the following areas:
- Respect and School Safety
- College Preparedness
- Counseling Services
- Sports Programs

Just Communities continues to provide follow-up support to PIDA graduates at McKinley Elementary School who formed the PUEDE Committee. Forty (40) parents now regularly attend McKinley ELAC Meetings, compared to 5-10 parents in attendance before the PUEDE Committee’s parent engagement efforts. Parent classroom involvement increases from 0-2 parents per classroom to 15 parents per classroom due to a Room Parent program created by PUEDE.
A transition meeting was held to incorporate new graduates into the PUEDE 2008. PUEDE created a Room Parent. Graduates presented their goals to school board members and community leaders. McKinley Elementary installed many activities focused towards systemic changes for student achievement. It rose out of Program Improvement within three years and has continued to implement Professional Development Programs for teachers, Parent Engagement Programs, improving school environment and community involvement.

McKinley programs have engaged two of Just Communities’ core partners, Parent Project and Padres Unidos. As a result their strategy has continuously been comprehensive. Within the Quality Education Investment Act (QEIA) requirements, teachers who participated in IEE found a common language and priority-setting strategies to make their coursework relevant and rigorous.

2009-2010 school year has largest jump (48 points) in API scores. IEE advocate and graduate, Emilio Handall, then principal at McKinley, installed Coffee with the Principal and hired bi-lingual counselors. Parent Leader (and PIDA graduate), Maribel Canales established PUEDE (Padres Unidos en El Desarrollo Educativo or Parents United for Educational Development) as a vehicle for increasing Parent engagement. Following the 2011-12 school year, McKinley becomes only the second school in Santa Barbara County to be released from Program Improvement status.

PUEDE grew out of an action plan developed by parents who participated in the very first Parent Involvement through Dialogue and Action (PIDA - formerly known as the Family Dialogue Program) at McKinley. It was conceived by parents, started by parents, and led by parents. The PIDA was held at McKinley as part of an action plan developed at IEE that focused on Parent Engagement. PUEDE’s first year saw fantastic results. McKinley went from having a pattern of 0-2 parents involved in each of their classrooms to a range of 12-15 per classroom within PUEDE’s first year stemming from their Adopt-a-Classroom Room Parent effort.

Another PIDA action-plan outcome was a comment box was created for parents to provide anonymous feedback in their home language about the experiences of their children. Parents were not able to communicate comfortably with schools and this helped increase communication between school and Latino/a parents. Evidence-based practices include developing an effective and a committed way to engage parents as partners in education with explicit roles and responsibilities for parents and educators.1

**HEART AND FUNCTIONAL TOOLS FOR ACHIEVEMENT**

**McKinley Leaders Incorporate Institute for Equity in Education into School Enhancement and Student Achievement**

McKinley Elementary installed many activities focused towards systemic changes for student achievement. It rose out of Program Improvement within three years and has continued to implement Professional Development Programs for teachers, Parent Engagement Programs, improving school environment and community involvement.

McKinley programs have engaged two of Just Communities’ core partners, Parent Project and Padres Unidos. As a result their strategy has continuously been comprehensive. Within the Quality Education Investment Act (QEIA) requirements, teachers who participated in IEE found a common language and priority-setting strategies to make their coursework relevant and rigorous.

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**MCKINLEY SUMMARY OF ACTIVITIES**

**PIDA Programs**

**1st session: Spring 2009**

- Major outcome: Graduates founded the PUEDE Committee (Padres Unidos en el Desarrollo Educativo or Parents United for Educational Development) to carry forward their equity-related goals. JC provided ongoing coaching to the creation of the new parent organization.
- PUEDE created a Room Parent Program: In previous year had 0-2 parents per class, this year up to 15 involved in a class. Room Parents meet together regularly.
- PUEDE increased parent engagement efforts resulting in regular ELAC meeting attendance of 40 parents of 5 from just 2 years prior.
- PUEDE successfully completed all other goals created in the PIDA Programs including adding a clear and early Spanish option to the school phone greeting, adding an anonymous suggestion box for parents, and increasing access to music and sports programs.

**2nd session: Fall 2010**

- Graduates presented their goals to school board members and community leaders.
- A transition meeting was held to incorporate new graduates into the PUEDE Committee.
- Successful outcomes for their goals included:
  - Safety: Improved relationship with local law enforcement, as one problem was police presence in the school parking lot which intimidated some families
  - College Preparedness: The Padres Adelante program was offered to inform parents about college preparedness.

**TERM OUTCOMES**

**LONG-TERM OUTCOMES**

(Within 2 years)

More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions

**DISTAL OUTCOMES**

(Within 3 years)

Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

**IMPACT**

(5 years after workshop)

Increase in Latino/a achievement

**Key Players**

Emilio Handall, then principal at McKinley Elementary and a crew of teachers and administrators went through IEE in 2009. At IEE that he met the Executive Director of the James S. Bow Foundation and IEE is where the two of them first talked about AVANCE – a parent education program developed in San Antonio, TX which has shown excellent results in improving kindergarten readiness. That led to the Bow Foundation investing in sending people from Santa Barbara to San Antonio to check out AVANCE and ultimately to an investment in bringing it to Santa Barbara in general and McKinley specifically.

In addition, educators from McKinley began coming through IEE during their first year: 2005. They had a few participants each subsequent year until 2009 and 2011 when larger teams came (re: participation graph). To date, it has been the only Elementary School in the District to participate regularly in the Institute and in other Just Communities programs such as PIDA and Strategic Planning.2

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**GRAPHS**

Summary data is shown here to show trends in Latino/a achievement between the spring of 2007 and 2012. At all three schools selected for the study and the Elementary and Secondary district-levels, there is a positive trend in Latino/a achievement on the CST ELA exam. Latino/a Math scores rose consistently at McKinley. McKinley’s trend reversed in 2012 and Latino/as decreased their scores by the same amount (50 points).*

- This data anomaly at McKinley might be the result of a query error on the part of the district. We were unable to access SBUSD Elementary District results through DataQuest; and therefore cannot verify this 2012 data.

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Reclassification at Dos Pueblos High School

From Evidence to Advocacy, working with school counselors and district to critically assess EL student classification.

**LONG-TERM OUTCOMES**
(Within 2 years)
More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

**DISTAL OUTCOMES**
(Within 3 years)
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

**IMPACT**
(5 years after workshop)
Increase in Latino/a achievement.

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**The Equity and Excellence in Education (EEE) launches in late 2008 and holds its first formal meeting in January 2009.**

**May 2011, EL Student Reclassification:**
Dos Pueblos High School efforts toward reclassification:
In 2009-10 and 2010-11 EEE supported “Pizza with the Principal” before exams that determine reclassification for EL students who are close to the score they need. In 2011, 35 students participated in Pizza with the Principal. Among other things they emphasized the importance of scoring well on the tests in order to be reclassified and moved out of the EL program.

In 2010-11, all High School’s added an English-intensive class for students in place of an elective to help them advance so they can be reclassified. In this class, teachers use a Student of the Month program and incentives like gift certificates. EEE paid for the incentives. English Intensive continued for all students not reclassified; it is offered by ability level instead of grade level and will be refined to promote EL advancement and literacy for EL academic needs.

In 2011, principal gave small group pep talks to EL students before the STAR testing which students and parents didn’t realize was a vehicle for reclassification. In addition, scoring 350 on the ELA portion of the CAHSEE was added as another way to be reclassified.

Spring 2011: In the past, Dos Pueblos High School only reclassified 5-15 students each year. 42 students were reclassified in the 2010-11 school year.
LONG-TERM OUTCOMES  
(Within 2 years)  
More Latino/a students are participating rigorous academic courses that prepare them for college and more Latino/a parents and students are in leadership positions.

DISTAL OUTCOMES  
(Within 3 years)  
Latino/a students and families are more engaged in every aspect of the school culture, including academics, leadership, and extracurricular activities.

IMPACT  
(5 years after workshop)  
Increase in Latino/a achievement

RECLASSIFICATION AT DOS PUEBLOS HIGH SCHOOL  
From Evidence to Advocacy, Working with school counselors and district to critically assess EL student classification.

"Repairable Harm" (Olson, 2010) suggests that the solution to the problem of students who remain classified as English Learners for long periods of time consists, among other things, of more careful preparation on tests of their progress, careful tracking, and "rigorous" instruction that includes explicit and direct teaching of the vocabulary, grammar and text structure of academic language.

Nea Voss (2011), an IEE graduate and Assistant Principal at the at Dos Pueblos High School has scrutinized the process in her school, and taken a systemic approach to at-risk student counseling, academic support, and achievement. She works closely with Linda Guereña, their community and family liaison and also spends ample time analyzing trends in each individual student’s achievement and potential for success outside of EL. Nea has advocated for changing when the California English Language Development Test (CELDT) is conducted at the State level. The CELDT is currently administered in September. For EL students, summer is a time when they are out of school and not practicing their English as frequently. This results in a loss of proficiency each September which is made up for within the first several months of each new school year. Thus moving the CELDT later in the fall would provide a more accurate measure of proficiency. Her personal experience, knowledge, and the support of IEE peers have furthered her ability to be diligent with EL student success and proper counseling.

Despite hundreds of English learner students scoring high enough to be designated as fluent English proficient, very few of them are actually being reclassified, according to Santa Barbara Unified School District administrators.

Reclassification rates at DPHS fluctuated between 0-7.6% between 2004-2011 before spiking sharply up to 17.1% in 2012. This spike is likely the result of key personnel and reclassification policy changes, which were implemented in 2011 and continued through 2012. One concern with higher reclassification rates was the potential for a drop in STAR CST scores. As is illustrated in the Figures, CST ELA scores continued to rise despite higher rates of reclassification.

Equity and Excellence in Education (EEC) Committee 2010-2011 
Accomplishments that contributed to the discussion on Reclassification and Equity in Education:

• Pizza with the Principal Event to encourage EL students who are close to reclassification
• Bilingual School Map
• Tamale Fundraiser – purchased new interpretation equipment for DP to ensure bilingual meetings for families
• Cultural Proficiency Training for EEC Committee
• Presentations about the EL Student Interview Study to EEC Committee, DPHS Faculty, PTSA, and ELAC
• Increase in consistent student and parent participation in committee
• Student leadership in subcommittees
• Increased recognition of EEC annual events, i.e. Pizza with the Principal, Tamale Fundraiser, partnership with DP Rocks
• Provided bus passes

"Of the 3R’s, rigor and the relevance have been given so much focus such that my part was in relationships."

- Nea Voss, Assistant Principal, 5th February 2013