Appendix A:
SB Unified Cultural Proficiency & Equity Initiative
Just Communities' Proposals & Recommendations
2018/19 School Year

Program / Service	Recommendations	Cost to District
Educators ***Institute for Equity in Education (IEE)*** IEE is a 4.5-day residential institute that helps educators develop a cultural proficiency and equity lens that they can apply in their jobs. IEE also helps schools develop a core group of educators who are committed to leading equity and cultural proficiency efforts in their schools. *Just Communities Point Person: Andrea Medina, amedina@just-communities.org*	We continue to hear from graduates that IEE should be a requirement for all SBUSD personnel and we regularly have waitlists for all 3 institutes. We also hear questions from Principals about how many people they can send and how it gets decided which schools get to send how many people to each Institute. We'd like to work with Shawn and Raul to come up with a clear process for deciding how schools/people are accepted to IEE moving forward. Recommendation: • Develop a more clear process for deciding how schools/people are accepted to IEE. • Continue with IEE as we have in the past with District covering the cost of the Institute and schools covering the costs for substitutes as needed. 2018/19 Numbers: • 3 Institutes/year • 24 SBUSD participants per institute • Total of 72 people per year	$154,800 total $2,150 / person *This includes 2 hour of Just Communities staff time for follow-up with the school per IEE participant that school year.*
Students **Talking in Class** Talking in Class is a 3-day program to help bring student voices into conversations and action to improve equity, cultural proficiency, and, ultimately, student outcomes. Held once per week over 3-weeks on the school campus, Talking in Class works with a group of 35 students to identify existing barriers, existing supports and recommendations for future action while create a group of student	Since its launch all high schools, 2 junior high schools, and 1 elementary school have conducted Talking in Class programs – some of them multiple times. Students have generated a lot of recommendations for their schools. Some schools have had great success implementing these recommendations; others have not. We suggest focusing on implementation at these schools rather than running more Talking in Class programs. In addition, many of the recommendations from students are very similar across school sites. We recommend finding ways to share learnings across schools rather than holding a Talking in Class program at every school this year. This could take place in a variety of ways such as principal meetings, staff meetings, and other vehicles. At the same time, the LCAP identifies several student populations where focused work should take place. We therefore recommend shifting from a	$42,255 total $7,950 / Talking in Class Program

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leaders to work in partnership with educational and parent leaders. *Just Communities Point Person: Lena Moran,* *lmoran@just-communities.org*	focus on school-based Talking in Class programs to identity-based Talking in Classes for the following groups of students/topics: • Black/African American students • Undocumented students & students with undocumented family members • Housing Vulnerable Youth: Foster and Homeless Youth • Special Ed • Collaboration with What is Love? And Youth Mental Wellness Coalition on Misogyny, Sexism, and Dating Violence We also recommend more elementary level Talking in Class programs based on the success of Monroe Elementary School during the 2017/18 school year. Finally, we'd love the district's help scheduling these earlier in the school year so that there is time within the school year to build on the students' energy and momentum coming out of the program. 2018/19 Numbers: • 7 Talking in class programs • Up to 35 students per high school level Talking in Class • Up to 30 students per junior high or elementary school level Talking in Class program • Total of 210 to 245 students	
Parents **Parents for Inclusion, Diversity & Access (PIDA)** PIDA is an 18-hour program to help bring parent voices into conversations and action to improve equity, cultural proficiency, parent engagement and, ultimately, student outcomes. Usually	Focus on implementation & reaching a larger audience. Several schools have run numerous programs over the years. They have lots of recommendations. Rather than simply running another session, we should focus on implementation of past recommendations as we did with San Marcos during the 2017/18 school year. We recommend several District-wide, identity-based PIDAs for groups of parents whose children fall under the LCAP priority areas:	$32,800 total $10,075 / PIDA for District-wide PIDA programs. *Note: actual costs may be lower if no interpretation is needed or if there are*

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held as a series of 2-hour sessions over 9 weeks, PIDA helps schools develop a core group of parent leaders to work in partnership with educational leaders. *Just Communities Point Person: Ana Huynh, ahuynh@just-communities.org*	• Parents of African-American / Black students • Newcomer parents (through Maria's office) – with an emphasis on STEM and Culture • Parents of foster youth and housing vulnerable students • Special Ed parents • Other? There are some schools that would still benefit from a PIDA. And several such as Santa Barbara & La Colina Jr. High Schools, and Santa Barbara High School have already reached out. Just Communities can work with interested schools on a case by case basis with the schools paying for the program directly. 2018/19 Numbers: • 4-5 PIDA programs (4 if full interpretation is provided, 5 if 3 PIDAs are monolingual) • Up to 20 participants per PIDA • Total of 80-100 participants	*existing childcare and options already in place.*
Parents **Parent Equity Workshops** A series of 3-hour workshops to help parents understand key educational equity concepts and to build their support for SBUSD's educational equity efforts. *Just Communities Point Person: Ana Huynh, ahuynh@just-communities.org*	In addition to the PIDA program, Just Communities recommends adding several parent-focused workshops on key equity issues designed to reach a much larger group of parents and requiring much less commitment of time than the PIDA program. We recommend four 3-hour workshops held over the course of the year with each workshop offered 2 times in different parts of town (alternating between Eastside, Westside and Goleta). Topics would focus on core equity concepts and the workshop would be designed to help parents better understand and be better able to support the District's equity efforts. Topics might include: • Implicit Bias • The 4 R's: Relationships, Relevance, Rigor & Racial Justice/Equity • Language Justice / Creating an Inclusive Parent Group • A deeper dive on Relevance & Rigor that would include a focus on Ethnic Studies, Individualized Learning , and Depth of Knowledge	$23,600 total $2,950 per workshop *Includes food, childcare, and interpretation. Fees may be reduced if childcare and food are provided by district.*

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	• Other topics to be determined by SBUSD, Just Communities, and individual schools that are interested. In addition to District-sponsored workshops to which all schools may send parents at no cost, individual schools could schedule these workshops for their parents. 2018/19 Numbers: • 4 Parent Equity Workshops • Each held twice for a total of 8 workshops • Each for up to 80 parents • Total of 640 parents served	
Language Access Development Language Access Development efforts consist of several programs all designed to improve communication between limited- and non-English speaking community members and the school district. Programs and services will help SB Unified develop a larger number of skilled interpreters, ensure on-going skill development of those interpreters, and ensure key district personnel understand and implement best practices for working with interpreters and translators thereby creating effective cross-language communication. *Just Communities Point Person: Lena Moran,* *lmoran@just-communities.org*	**Key Components:** **Interpreting for Social Justice** A 20-hour workshop that helps bilingual or multilingual school staff, faculty, and volunteers become effective interpreters. The workshop includes: interpretation ethics, best practices, how to set up a space that facilitates effective cross language dialogue, and interpretation practice. Graduates of the program are also invited to participate in monthly meetings designed to help them continue to build their skills. **One Room, Many Voices** A 90-minute to 3-hour workshop designed to help schools understand and implement best practices for creating cross-language engagement and partnership. The program can help school administrators, faculty, staff, PTSAs, and others understand best practices for successful meetings, presentations, IEPs, Back to School Nights, etc. where a common language does not exist amongst all participants. **Recommendations:**	$25,950 total $8,150 / 20-hour workshop *Does not include meals and snacks which can be arranged by Just Communities for an additional fee.* One Room, Many Voices: $1,225 / 3-hour workshop

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	We heard during the November 2017 IEE reunion that some of the best practices the district had developed are starting to be relaxed. Newer principals haven't been through the training. We recommend offering a workshop early in the school year to all principals, AP's, parent liaisons, and anyone else who is actively involved with supporting PTSAs, ELACs, DELAC, School Site Councils, planning orientations, back to school nights, or other big parent events. We have also heard that best practices have slipped during IEP meetings so it would also be helpful to be able to train all teachers, school psychologists and other District personnel who are involved in IEP meetings. In addition, we recommend specialized workshops for all district interpreters focusing on topics such as: • The Language of Special Ed: Interpreting for IEPs • Simultaneous Interpretation We've also observed that one of the biggest areas of needed growth for interpreters is simply improving their Spanish Language skills. While this is not something Just Communities does, we recommend SBUSD develop a partnership with a language instruction program whether that be at Santa Barbara City College, UCSB, or even the district's own Spanish teachers to improve interpreters language skills. 2018/19 Numbers: • 2 Interpreting for Social Justice Workshops • Up to 22 people each • Total of up to 44 people served • One Room, Many Voices workhops: numbers to be determined	
Educators **Culturally Relevant Curriculum Development Process** Just Communities' Culturally Relevant Curriculum Development	When we first started IEE in 2005, there was active resistance to the idea of culturally relevant curricula. Today, the idea has been widely accepted across the district as an important component of an equitable, engaging, and effective education. Virtually every Talking in Class program has included "more culturally relevant content" as a recommendation from students. IEE grads are requesting more content and assistance from Just Communities. A significant number of IEE action plans are focused on	$6,400 total $3,200 per full-day workshop *Planned for June Professional Learning week*

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Process (NepanTiahui) takes a multi-disciplinary approach to education that crosses traditional boundaries between subject areas, traditions, and practices, while also crossing boundaries between educators, students and families. While the initiative seeks to improve outcomes especially for cultural groups whose needs are currently not being met by these systems, we anticipate outcomes improving for all groups. The program provides educators with the skills, knowledge, and practical tools they need to develop and implement culturally relevant curriculum in their classrooms and culturally proficient practices. *Just Communities Point Person: Andrea Medina,* *amedina@just-communities.org*	Mirrors & Windows. While IEE provides the theoretical framework for Mirrors & Windows, Just Communities Culturally Relevent Curriculum Development Process (NepanTiahui) offers a learning lab in which educators can create curricula that provides both mirrors and windows for their students across the curricula. Even the community is echoing this call through the Ethnic Studies Now Coalition. We recommend a shift this school year from teaching about the importance of cultural relevance to helping educators implement it in their classrooms. To that end, we recommend: One or two days of workshop focusing on cultural relevance during the June 2019 PL Week. Potentially work with individual schools on a case-by-case basis as their interest develops and as supported by SBUSD Education Services (schools would be responsible for these costs). 2018/19 Numbers: • To be determined	
Customized Professional Development Just Communities can work with Principals to design customized professional development workshops and coaching sessions focused on a range of equity and cultural proficiency efforts. We can design programs and processes that meet a range of desired outcomes, time-frames, and budgets. *Just Communities Point Person: Jarrod Schwartz,* *jschwartz@just-communities.org*	Implicit Bias work will continue as a separate contract for the 2018/19 school year. School-based customized PD to be determined on a case-by-case basis. 2018/19 Numbers: • Implicit Bias Training ○ 2 workshops ○ Up to 150 per workshop ○ Total of up to 300 participants • Customized workshops: ○ To be determined	Implicit Bias Training: $8,625 Additional Customized Professional Development $400/hour for a workshop or training $250/hour for coaching

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On-Going Coaching & Consultation Just Communities will work with the Principal, her or his leadership team, and graduates of IEE, PIDA, Talking in Class and CLI to help schools implement lessons learned from their participation in these Just Communities Programs. Just Communities offers 1 hour of on-going coaching & consultation to the school for every person sent to IEE during that school year. *Just Communities Point Person: Andrea Medina, amedina@just-communities.org*	We recommend working closely with District leadership to explore specific areas of change in the district and how we can weave equity in from the start (or close to the start) rather than waiting until the end. Allies for Equity: The model has been very successful at DPHS and is showing promise at San Marcos. We would like to explore how to launch similar models at other schools where they have invested in educator, parent and student equity work. Additional school-specific coaching and consultation as requested by the schools	*No cost to District covered through outside funding.*