

CAPP

LEADERSHIP NETWORK

YEAR 1 REPORT (2018-2019)



Fall
2019

Disrupting
Educational
Inequities &
Leading for Change



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THE FUTURE IS BRIGHT WITH CLN

"I'm excited about [CLN] and where this is going in the academic sense, because I see what the outcomes are. I think this is some good work. I think there are resources being put behind the program and poured into people fairly intensely. I'm excited about what the next steps and the possibilities are."

- Dr. Odie Douglas, Facilitator

"The people I see in this room [November Convening], they're going to do something about it [inequity], and they're going to impact others to do something about it. And look at how they can elevate their student voices, their parent and community voices to really support them in this work."

- Dr. Emily Schell, Facilitator

"I'm learning ... Like the conversation about values, beliefs and mindsets has been a good discussion because I came in thinking I know this and then yikes maybe not as well as I thought. It was a insight yesterday."

- Dr. Debbie Costa-Hernandez, Facilitator



CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

LEADING FOR CHANGE

The California Academic Partnership Program (CAPP) was established by the State Legislature in 1983 to build and strengthen cooperative efforts between K-12 and postsecondary institutions. CAPP's primary focus is to improve academic achievement, college preparation and access, and career options for all students in California public schools. The statute provides that CAPP focus efforts in secondary schools with low student admissions and participation in postsecondary education or with a concentration of students from groups which are underrepresented in postsecondary education.

In the fall of 2018, CAPP established a Leadership Network (CLN) to provide a structured professional space that supports continuous leadership development for current and aspiring leaders who are interested in leading for equity and excellence to transform the educational chances for students in their schools. The network engages leaders in a series of professional development opportunities with the explicit focus on leading for equity.

For the purposes of CLN, equity is assessed through the following lenses: academic, climate, and systemic. Leading for equity recognizes that inequitable conditions persist within public schools

throughout the state of California. Equipping school leaders with the tools needed to address these inequitable conditions is imperative and the charge of CLN.

The inaugural CLN cohort was comprised of assistant/vice principals. The decision was made to focus on this particular group of school leaders due to the disproportionately low amount of professional development opportunities available to assistant/vice principals, as compared to principals and the job of school principals has evolved and now requires more distributed leadership to meet the needs of students and other stakeholders.

This report is intended to serve as a summary of all Year 1 (2018-2019) CLN efforts. In this report, readers will be introduced to the structure of CLN, programmatic themes and goals, the CLN family, and documentation and evaluation efforts used to capture the impact of CLN on participants and the respective school sites and districts they serve in.

"I have grown tremendously. I became a CAPP CLN Facilitator to foster someone else's growth and development. In the process, I've discovered how my values, beliefs and mindsets influenced, directed and shaped me as an educator."

-Dr. Evelyn Wesley, Facilitator

CAPP LEADERSHIP NETWORK

BACKGROUND

Scholars exploring the relationship between school leadership and student learning and achievement outcomes conclude that, "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p.5). The important role that leadership plays in ensuring access to equitable and excellent education cannot be overstated. School leaders must not only cast a vision that creates the conditions for educators to understand and pursue equity in their teaching practices, but they must also empower the educators with whom they work to examine, and change if necessary, the norms, values, and beliefs that guide the daily operations and instructional program of the school.

Research suggests that more than 60 years after the *Brown v. Board of Education* (1955) that the educational landscape in many parts of the country has not changed as one might have expected. Despite our best efforts, African American, Latinx, and students from low-income backgrounds are considerably underrepresented among first-time, full-time four-year college students, while White and Asian middle- and high-income students are overrepresented (Baum, Ma, & Payea, 2013; McCarron & Inkelas, 2006).

This persistent educational gap is the result of the fact that public schools remain separate and unequal because the issues confronting them are inextricably connected to the historical, social, economic, and political conditions of the environments in which they are embedded.

Too often, educational reform efforts across the state of California overlook these connections and educational innovations and interventions fail--further widening the educational disparities among student groups.

Building upon 30 years of experience and lessons learned from previous CAPP grant initiatives, CLN is designed to support educational leaders from public secondary schools in California in closing persistent achievement and opportunity gaps.



"I just wanted to note that the activity: "Where Do You Stand? Values, Beliefs, and Perspectives" was extremely enlightening! I found that I really had to consider and evaluate how I am leading with my core values and beliefs, and how they are both affecting my perspective. I appreciated the opportunity to take a moment and reflect on my lens so that I may better fix it on achieving the goal of providing equity and access to all of my students." -CLN Participant



To that end, the CLN provides participating school leaders with a structured professional space where they engage in continuous leadership development activities designed to help them lead for equity and excellence within their respective schools. In essence, the CLN aims to be the catalyst that helps school leaders assume an equity lens as they transform the educational opportunities and chances of students in their schools and throughout the state of California. The inaugural CLN cohort was comprised of 15 Assistant, or Vice, Principals from public secondary schools throughout the state. Administrator turnover is typical and several participants from Year 1 moved to other positions and schools. Student demographics across these sites reflects the growing diversity of the state's populace.

Schools range in size, with the smallest serving 250 students and the largest 2,600. In total, CLN participants directly serve approximately 22,000 students across 15 sites. Moreover, these participants indirectly serve approximately 260,000 students in 12 school districts.

“I needed [CLN] as an intellectual, emotional connection to living out my values. I’ve been in areas of access and equity and graduation rates since I was 18 years old. This is the stuff I believe in. So [CLN], it was giving me a vehicle to live out my personal value. That’s why it’s important to me.”
-Dr. Yolanda Garcia, Facilitator

“This has been an excellent professional development experience. Topics [covered in the convening] have been impactful and relevant.”
-CLN Participant

PURPOSE

The CLN initiative is intended to:

Serve as an enduring professional community for selected leaders who

- Serve underperforming high schools based on the California School Dashboard
- Serve high schools with significant achievement gaps between groups of students, particularly those who are underrepresented in postsecondary education.

Provide opportunities for leaders to deepen their professional practice grounded in

- Equity
- Access
- Academic Excellence.

Collectively explore ways to create an educational environment that

- Reflects the entire school community
- Courageously and systemically transforms organizational structures, policies, and practices
- Supports equitable, rigorous, and relevant teaching and learning.

In addition, CLN participants engage with and learn from a cadre of CAPP partners, who include former school and district administrators, college administrators, university faculty, and non-profit executives. These experiential, content, and research experts help participants in building the capacities needed to lead for equity and academic excellence. To accomplish this aim, CLN, as a collaborative K-12 and higher education partnership, utilizes strategies drawn from participants' practice, educational theory, and research on leadership development in an effort to ensure participants have the leadership skills, knowledge, and dispositions required of school leaders leading for equity within the state of California. Participants are encouraged to be reflective, strategic, and innovative in their practice.



PROGRAM STRUCTURE

The CLN is comprised of three separate but interrelated programmatic strands, those being: 1) individual leadership, 2) positional leadership, and 3) institutional leadership.

The *Individual Leadership Strand* is geared towards individuals interested in deepening their understanding of equity and committed to addressing inequitable conditions within schools. This particular strand is designed to support individual leaders, broadly defined, and their personal development and to increase their awareness of equity issues.

The *Positional Leadership Strand* is geared towards Assistant, or Vice, Principals from comprehensive secondary schools. This particular strand is designed to assist positional leaders in disrupting inequities within their respective school sites. Program activities include quarterly convenings where simulations, experiential activities, case studies, article and book discussions, site visits, and individual coaching and mentoring.

The Institutional Leadership Strand is geared towards team-based leadership within primary and secondary schools. This particular strand is designed to focus on innovation within schools in service of creating equitable learning opportunities for all students through data-driven decision making.

In this strand, leadership teams explore approaches to structuring a team, unpacking internal and external team dynamics, and managing team dynamics.

ORGANIZATIONAL STRUCTURE

CLN is lead by two Co-Directors that oversee Program Administration and Program Development. The Lead Facilitators oversee Documentation and Evaluation and School Engagement, including facilitators' and participants' support and professional learning. The organizational structure is presented below in graphic form.



PROGRAMMATIC THEME: THE ROLE OF LEADERSHIP IN DISRUPTING EDUCATIONAL INEQUITIES

Helping school leaders understand what inequities exist within schools and how best to disrupt them takes time and occurs best in stages. The programmatic themes listed below reflect a staged approach where CLN has gone with participants and where CLN intends to go. In Year 1, participants learned how to identify inequities and measure what matters within schools to address them. In Year 2, participants will unpack their personal beliefs and values and explore how each impact their mindset and those of their colleagues in service of becoming agents of change for equity and excellence. In Year 3, participants take the next step in their development as leaders by developing others through meaningful mentorship. Participants should leave the program with tangible skills to lead with equity and excellence.

YEAR 1: 2018 - 2019
Identifying and
Measuring What Matters
to Whom, When, & Why

YEAR 2: 2019 - 2020
Becoming a Change
Agent: Mindset, Beliefs, &
Values

YEAR 3: 2020 - 2021
Lifting as We Climb:
Meaningful Mentorship

- After 3 years, CLN Participants will be able to...
1. *Clarify and articulate* personal and professional beliefs and values as they relate to leading for equity and excellence.
 2. *Define* an equity mindset and develop tools and resources that nurture and sustain an equity and excellence agenda.
 3. *Clarify and articulate* how one's mindset impacts equity and excellence for all students.
 4. *Demonstrate* the ability to lead as a change agent from an equity framework to improve learning outcomes for all students.

CLN LEADERSHIP TEAM



Robert Cooper, Ph.D.
Co-Director, Program
Administration



Robyn Fisher, Ed.D.
Co-Director, Program
Development



Lynn Haines Dodd
Lead Facilitator for School
Engagement



Nina Moore, Ph.D.
Lead Facilitator for
Documentation and
Evaluation

CLN FACILITATORS



Debbie Costa-Hernandez, Ed.D.



Odie Douglas, Ed.D.



Yolanda Garcia, Ph.D.



Alice Kawazoe, Ph.D.



Don Mitchell



Vicki Rice



Emily Schell, Ph.D.



Diane Siri, Ed.D.



Sherry Smith



Evelyn Wesley, Ed.D.

CLN 2018-2019 PARTICIPANTS



Stacie Alexander
Cabrillo High School



Ethel Anumba, Ed.D.
Fremont Academy of
Engineering



Miriam Blum
Vista Heights Middle
School



Brenda Burgo
Valley View High School



Susan Caballos
Deer Valley High School



Jennifer Cho
Carlmont High School



Oralia Cordova
Compton High
School/Santa Ana High
School



Dawn Deloreface*
Winters High School



Dana Dunams
Vista Del Lago High
School

NOT PICTURED
HERE

Stephanie Lam Lee**
Alliance Environmental Science
and Tech High School



Josh Mason
Anderson High School



Tobi Page
Florin High School



Stephen Reid
La Sierra High School

NOT PICTURED
HERE

John Rodriquez
Homestead High School



Jeff Rosado
Fremont High School

*Participant
replaced original
participant.
**Participant left
program shortly
after it started

CLN 2018-2019 SITES

School Name	District Name and # of Students	School characteristics		Race/ethnicity of students				Other student characteristics			Graduates	
		# of students	Grade configuration	% Latino	% African American	% Asian, Filipino, or Pacific Islander	% eligible for free or reduced-lunch	% English language learner	% Graduated in 2019	% College and Career Ready		
Valley View High School	Moreno Valley Unified (32,763)	2,573	9-12	69.5%	13.1%	5.5%	63.3%	8.6%	94.2%	39.2%		
Vista Del Lago High School	Moreno Valley Unified (32,763)	2,118	9-12	74.3%	13.4%	4.8%	77.8%	12.0%	92.7%	20.8%		
Fremont Academy of Engineering And Design	Pomona Unified (23,185)	738	7-12	94.2%	2.2%	2.6%	95.4%	30.6%	97.7%	29.8%		
Fremont High School	Fremont Union High (11,022)	2,081	9-12	40.3%	1.6%	33.7%	30.7%	14.4%	88.5%	55.5%		
Carlmont High School	Sequoia Union High (10,246)	2,216	9-12	13.9%	1.3%	25.4%	11.4%	3.5%	96.9%	76.5%		
Homestead High School	Fremont Union High (11,022)	2,425	9-12	15.6%	0.8%	45.0%	14.4%	7.6%	96.2%	74.6%		
Anderson High School	Anderson Union High (1,737)	538	9-12	24.7%	3.3%	7.5%	64.1%	3.3%	95.6%	54.4%		
Winters High School	Winters Joint Unified (1,541)	458	9-12	62.4%	1.1%	0.9%	58.7%	17.5%	91.7%	49.1%		
Vista Heights Middle School	Moreno Valley Unified (32,763)	1,331	6-8	64.7%	16.3%	3.8%	75.1%	12.8%	N/A	N/A		
Compton High School	Compton Unified (22,975)	1,583	9-12	82.1%	16.6%	0.7%	37.1%	20.5%	87.0%	27.0%		
Cabrillo High School	Long Beach Unified (73,221)	2,124	9-12	72.4%	10.6%	13.9%	79.6%	19.3%	82.9%	33.4%		
Deer Valley High School	Antioch Unified (17,183)	1,986	9-12	33.6%	31.3%	15.2%	59.5%	9.3%	94.2%	39.5%		
La Sierra Charter High School	Tulare County Office of Education (3,186)	236	7-12	77.5%	2.1%	1.7%	91.1%	22.9%	95.3%	11.6%		
Florin High School	Elk Grove Unified (63,917)	1,548	9-12	35.9%	11.8%	43.8%	91.5%	20.9%	92.8%	40.8%		

NOTE: TABLE 1 CAPP LEADERSHIP NETWORK'S POSITIONAL LEADERSHIP STRAND
 Data collected from California Department of Education's School Profile Portal and Dashboard for
 College and Career Readiness; Data collected from AY 2018-2019

DOCUMENTATION AND EVALUATION

Central to any project are efforts that measure, capture, and communicate impact to stakeholders, both those internal and external to CLN. A focus on *How* shifts the principal method of measuring and capturing impact from a discussion of evaluation to a focus on documentation. Evaluation research focuses on simple comparisons between groups subjected to particular conditions (e.g., treatment and control) or before/after interventions, as well as assessing the quality of current services. Those who conduct evaluation research primarily use quantitative research methods to assess and measure overall mean group differences between individuals subjected to either of the aforementioned conditions and interventions and to highlight what transpires in a given program.

Documentation research focuses on the overall process that participants undergo as they engage in certain reform initiatives. Those who conduct documentation research primarily use qualitative or mixed methods research to assess process-oriented data and how those engaging in such work change and change their schools over time. Documenting change over time is often captured through the use of documents (e.g., reports, journal entries, and/or autobiographical sketches), interviews (e.g., semi-structured individual and focus group, where relevant), and systematic observation (e.g., participant or non-participant).

In Year 1, participants completed a S.W.O.T Analysis, a Leadership Self-Analysis, an Inquiry Project Proposal, and Evaluations of Convenings.

To elaborate, participants used the S.W.O.T Analysis as an opportunity to identify strengths, areas of growth, opportunities for change within their sites, and some of the challenges that exist and delimit their leadership practice. Participants were encouraged to use this tool to identify strategies for maximizing strengths and opportunities.

The *Leadership Self-Analysis* provided an opportunity for participants to identify their hopes, dreams, fears, and goals for leadership practice in their current position. By doing so, participants provided mentors with information on how best to support their mentees in reaching their goals. From a documentation perspective, this information provided a baseline of where participants started in their CLN journey--an integral future counterpoint to their final Leadership Self-Analysis.

Evaluations of Convenings presented participants with an opportunity to reflect on content covered during convenings and to articulate how said content connects to their leadership practice. Feedback from these reflections helped improve following convenings and illuminated participants' level of understanding and content areas that needed to be re-emphasized.

And, *Inquiry Projects* helped participants begin to explore an equity issue at their school sites using the three-pronged equity lens: academic, climate, and systemic. Though this was not a research project, participants applied a conceptual lens to real-world equity issues and endeavored to address them.

CLN participants have explored an array of equity issues within their respective school sites. To date, participants have inquired about the following:

1. How, if at all, restorative justice lowers suspension rates.
2. The extent to which participation in a leadership academy improves social skills and lowers suspension rates.
3. How changing systems bolsters performance on college admissions' tests.
4. The relationship between implicit bias and learning opportunities.
5. The relationship between students' participation in advanced integrated science and teacher beliefs.
6. The nature of inequities in grading policies.
7. How to bolster college readiness for students from underserved groups (e.g., ELL, Afr. Am, Latinx, etc.)
8. Establishing equitable discipline processes.
9. How to bolster growth mindsets among students.

In some cases, the impact of these projects has extended beyond the confines of the school sites in which they originated. For example, Ethel Anumba's, Fremont Academy, project on creating systems to support students in completing college admissions test was adopted district-wide such that all high school students in Pomona Unified will now be able to take the PSAT for free during a school day. Though CLN is directly impacting leaders and the students they serve, indirectly CLN's impact is widespread.

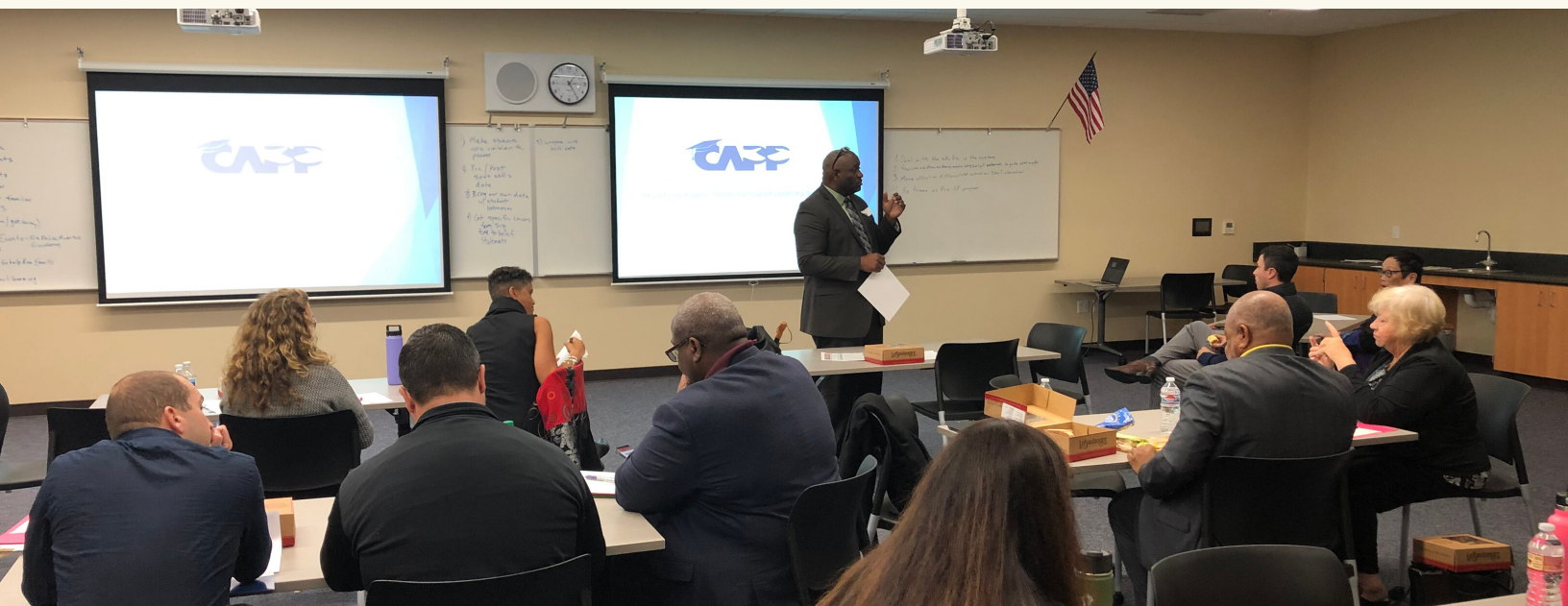
LESSONS LEARNED

Building capacity among school leaders so that they can address entrenched issues of inequity within their respective schooling environments is challenging and provides for an opportunity to learn a great deal. The list presented below was generated from CLN stakeholders and frames lessons learned over the course of CLN's Year 1:

1. Must be strategic in how we work with Assistant Principals to support their learning and growth in addressing inequitable issues within their schools.
2. Must develop a common and shared understanding of equity.
3. Must ground leadership skills and knowledge in the areas of systems, structures, policies, and procedures.
4. Must better connect school principals and district leaders to the CLN so that they are involved and can help sustain the equity work.
5. Must better determine how the CLN will support participants once the 3 year process concludes.
6. Must use data to inform critical decisions around addressing inequities and changing school cultures.
7. Must use research to inform and guide an equity agenda.

These lessons reflect the programmatic aspects of CLN that must evolve in Years 2 and 3 but also the the growing need of additional support for school leaders across the state of CA in addressing inequity within their schools.

"On one hand, there's nothing more important than to do this. This audience of vice principals and assistant principal is, I think, a brilliant and challenging audience to work with, because I've worked with the principals, I've worked with the superintendents, I've worked with the curriculum directors, and this is the right audience". - Dr. Emily Schell, Facilitator



NEXT STEPS

Feedback received from facilitators and participants in Year 1 highlighted the need for additional trainings and exercises in specific target areas, those being:

1. Engaging and supporting collaboration
2. Building and sustaining partnerships
3. Developing trust within the team
4. Building individual leadership skills, knowledge and dispositions
5. Developing processes and structures for effective decision making
6. Building consensus
7. Developing Team Norms
8. Working through Conflicts
9. Developing and following meeting protocols (e.g., agenda setting, communications, time management, follow-up)

10. Creating and implementing a vision for change

11. Supporting equitable teaching and learning

12. Strengthening, supporting, and encouraging participants to view their school communities through an equity lens

13. Intentionally using resources and tools to drive an equity agenda

14. Bolstering rigor in the classroom

15. Securing external funding and managing budgets.

As such, in Years 2-3, CLN will provide opportunities for individual leaders and leadership teams to focus on the aforementioned target areas.

"This project is really helping me consider all aspects of what it means to be a leader for change".

-CLN Participant

"[The inquiry project] really makes you pause and analyze the systems in place that may be systemic but inequitable".

-CLN Participant

"I like how equity was placed into categories, versus blanket equity.

The categories increase my understanding of equity, especially in terms of designing a project."

-CLN Participant

BIOS

Dr. Robert Cooper is Associate Professor of Education in the Urban Schooling Division at the University of California, Los Angeles. Additionally, Dr. Cooper serves as faculty Director of the Principal Leadership Institute at UCLA, the Undergraduate Education Studies Minor, and the Equity and Access Studies in Education (EASE) Project. Dr. Cooper's research explores the ways in which schools are influenced by the social, political, and cultural context of the urban environment and the role of school leaders in addressing issues of inequity in schools. As an urban sociologist of education, Dr. Cooper brings to the CAPP Leadership Network a wealth of experience and expertise in equity, college access, school leadership, and equity-minded reform.

Dr. Costa-Hernández is the Executive Director of the California Reading and Literature Project (CRLP) based at the University of California, San Diego. In this role, she oversees efforts to promote students' ability to read independently and understand complex texts and professional development for educators. Dr. Costa-Hernández brings to CAPP Leadership Network a wealth of experience and expertise in professional development, adult learning, literacy, curriculum development, and leadership.

Lynn Haines Dodd is the co-founder of the LDM Group, LLC., an organization designed to collaborate, consult and coach K-12 educational institutions, higher education communities and community-based organizations in developing system-wide change to advance equitable college access for all students. Prior to her work in the LDM Group, LLC., Ms. Dodd was a school administrator with the Oakland Unified School District and served as the Senior Director of K-12 Services in the College Board, Western Regional Office. As a visionary in the field of education, Ms. Dodd brings to the CAPP Leadership Network a wealth of experience and expertise in school leadership, college access, and systems thinking.

Dr. Odie Douglas is an educational consultant and recently retired as the Assistant Superintendent from Pleasanton Unified School District, located in Alameda County. In this capacity, Dr. Douglas oversaw educational services and supervised elementary, middle, and high schools in Pleasanton Unified. Dr. Douglas has also served as an adjunct professor at California State University, Sacramento where he taught courses in educational leadership, multicultural education, community relations, special education, and categorical programs. A national consultant for the College Board and AVID (Advancement Via Individual Determination), Dr. Douglas brings to CAPP Leadership Network a wealth of experience and expertise in school leadership, school accountability, college access, and curriculum and instruction.

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Dr. Robyn Fisher is the President and C.E.O. of R.T. Fisher Educational Enterprises, Inc. (RTF), an umbrella educational enterprise that focuses on promoting academic excellence in Bay Area communities of color. Dr. Fisher's educational consultancy and curriculum design work have impacted students across the state of California for over 20 years by fostering their readiness for college. Dr. Fisher brings to the CAPP Leadership Network a wealth of experience and expertise in college access, non-profit leadership, equity-minded reform, and community relations.

Dr. Yolanda Garcia is an educational consultant and the former Assistant Vice Chancellor of Student Academic Support Services at the University of California, Santa Barbara. In this capacity, Dr. Garcia was responsible for a number of departments, some of which include the Educational Opportunity Program, Counseling Center, Career Center, and International Students and Scholars. As the current Chair of the Board of Directors for the YMCA's Youth and Family Services Branch, Dr. Garcia brings to CAPP Leadership Network a wealth of experience and expertise in leadership, college access, student support services, and staff development.

Dr. Alice Kawazoe's life is a testament to the belief that people in one lifetime live many lives. Raised in Asia in a caring family of scholars and artists, Dr. Kawazoe was deeply enamored by mathematical, scientific, and philosophical investigations and pursued a career in Physics. Dr. Kawazoe later became an English teacher and school administrator. She brings to CAPP Leadership Network a wealth of experience and expertise in equity, writing, and literacy.

Donald Mitchell is the co-founder of the LDM Group, LLC., an organization designed to collaborate, consult and coach K-12 educational institutions, higher education communities and community-based organizations in developing system-wide change to advance equitable college access for all students. Committed to improving pathways to access for underserved student groups, Mr. Mitchel has taught at the secondary and post-secondary educational level and has served as administrator in the San Diego Unified School District and San Francisco City Schools. In addition, he served as the Senior Director for State and District Projects for The College Board. Mr. Mitchell brings to CAPP Leadership Network a wealth of experience and expertise in college access, school leadership, and educational partnerships.

Dr. Nina Moore is an educational consultant and recently retired as the Executive Director of Diversity & Engagement for the California Subject Matter Project at the University of California's Office of the President. Dr. Moore is senior level education program administrator with significant experience in university, state (see next page)

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and federal education policy analysis. She brings to CAPP Leadership Network a wealth of experience and expertise in education policy analysis, education partnerships, educational equity and access, educator preparation, and professional development.

Vicki Rice currently serves as the Executive Director of Coalition for Educational Partnerships, an organization designed to support all children with reaching their highest potential and to increase their readiness for college and career opportunities. Mrs. Rice aims to provide districts, schools and families an opportunity to reflect on hopes and dreams, beliefs and expectations for their students. Committed to family and community engagement, Mrs. Rice brings to CAPP Leadership Network a wealth of experience and expertise in family and community partnership, college access, and non-profit leadership.

Dr. Emily Schell serves as the Executive Director of the California Global Education Project (CGEP), based in the College of Education at San Diego State University. In her duties as Executive Director, Dr. Schell leads the charge in inspiring and supporting K-12 educators to develop the knowledge, skills, resources, and leadership to foster global competence in all students through interdisciplinary studies and programs. As a former school teacher, school administrator, and district coordinator, Dr. Schell brings to the CAPP Leadership Network a wealth of experience and expertise in school leadership, social studies education, educational psychology and technical writing.

Dr. Diane K. Siri is a policy consultant. She served as the County Superintendent of Schools for the Santa Cruz County Office of Education—an elected role she held for 16 years. A respected leader in California, Dr. Siri brings to CAPP Leadership Network a wealth of experience and expertise in educational policy and leadership.

Sherry Smith is the Executive Director of Berkeley Community Scholars, an organization that supports the college journey of first generation, low-income and underrepresented students graduating from Berkeley public high schools. Prior to her time in this role, Mrs. Smith was the Principal at SASHED Consulting and Director of Operations at Making Waves Foundation. As a non-profit leader in the state, Mrs. Smith brings to CAPP CLN a wealth of experience and expertise in school and college admissions, college access, and organizational management.

Dr. Evelyn C. Wesley is an educational consultant and former President of Merritt College. Prior to her work as an educational consultant and role as President, Dr. Wesley served the Vice President of Student Services at San Jose City College and later administered workforce and economic development programs for Peralta Community College District.

Dr. Wesley has served as a teacher, counselor, work experience coordinator, assistant principal, and middle school principal in the Oakland Unified School District. (continued)Dr. Wesley brings to CAPP Leadership Network a wealth of experience and expertise in school leadership, school partnerships, and college access.

SELECTED INQUIRY PROJECT REPORTS

Inquiry Projects are designed to provide participants with practical tools to examine inequities at their school sites and to engage in continuous improvement. The intent is to build participants' capacity to identify and study root causes of inequities, collect data and analyze data, and develop and implement strategies to address the inequities. This section includes a sample of selected inquiry project summaries submitted by participants in Year 1.

Name: Stacie Alexander

School: Cabrillo High School, Long Beach Unified School District

Position: Assistant Principal

Inquiry Project Title: The JAG Center

How does the project Disrupt Educational Equity at your school?

Prior to the 2017-18 school year, Cabrillo implemented punitive & exclusionary disciplinary practices, with little to no professional development in addressing challenging behaviors/situations in class and across campus. Several of these practices have been revised and are in practice, but we continue to work towards decreasing the suspension rate and improve teachers' mindset & improve their positive response to student behavior. I want these new practices & procedures to become systematic & part of our school culture.

I believe a two-prong approach (The Jag Center & intentional teacher/staff professional development) is necessary to achieve our goal. We currently have strong relationships built between students and many teachers, but want to challenge teachers and staff to examine their own implicit biases and systems that may currently exist in place and contributing to a lower level of student achievement. Providing intentional professional development will help equip teachers with the skills they need to respond to the whole student. We also want to send a strong message to students that they matter. We recognize and acknowledge the challenges they face outside of school and want to provide supports to address these challenges in a comprehensive and effective manner.

What is the Systemic Impact of your work?

When teachers suspend students from their classrooms (for an instructional period), students will be provided SEL instruction (lessons & activities) during that period to address the cause(s) of the suspension.

Teachers will be provided consistent and intentional professional development to increase their awareness and understanding in four key areas (instructional differentiation, culturally relevant teaching practices, classroom discipline, social-emotional learning) to improve their response to discipline.

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When/As the above two interventions are implemented, teacher referral rates & student suspension rates will continue to decrease. It will also improve the school culture/climate at Cabrillo High School, as evidenced by increased rates in each area of the CORE Survey.

Name: Ethel Anumba

School: Fremont Academy of Engineering and Design, Pomona Unified School District

Position: Assistant Principal

Inquiry Project Title: *Preparation and Successful Transition to College*

How does the project Disrupt Educational Equity at your school?

At Fremont, there is no system in place to provide highly important information to students regarding programs that can support their academic performance and college preparation. Specifically, the SAT, PSAT and the ACT are not promoted purposefully. Occasionally, guidance counselors make announcements regarding registering for SAT and would guide those students who show interest through the process. However, the students who may require additional information or those who are unaware of the test are completely left out of the process. Even for those who register for the tests, there is no structured guidance and preparation for the exam at the school level. Classroom teachers generally make no reference to SAT and therefore do not specifically prepare students for it. Unfortunately, due to high cost of private test preparation and the students' low socio-economic backgrounds, most Fremont students do not have access to these resources that their peers who enjoy higher socio-economic capital have. The only Fremont students who get some level of support are Fremont's top students who participate in college preparatory programs such as Upward Bound and Bright Prospect. Consequently, Fremont students who end up taking the tests without any form of preparation do not perform optimally. This creates serious inequities in college preparation and access of our students. Within Fremont, only about 10% of high school students participate in available college preparatory programs.

Due to the inequity created by insufficient information and preparation for PSAT/SAT/ACT, among other factors, some Fremont students who are eligible for four year universities end up attending community colleges. Purposeful actions are not taken to broaden students' options, especially for the average or below average student. This inquiry project is designed to bridge the informational and preparation gaps that currently exists at Fremont Academy. All students, starting from 7th grade will be purposefully given information about these high-stake tests and will receive instruction necessary to prepare them to perform their best on the tests

What is the Systemic Impact of your work?

Anticipated impact of the inquiry project is that SAT classes will be added to the master schedule and on selected Saturdays. In addition, there will be a system to disseminate information to both parents and students regarding the SAT and available college preparation programs and resources at Fremont Academy. Another systemic impact is that the SAT will be administered at Fremont Academy during the school day starting with the October 16th test.

CAPP LEADERSHIP NETWORK

Name: Brenda Burgo

School: Valley View High School, Moreno Valley Unified School District

Position: Assistant Principal

Inquiry Project Title: Restorative Justice & Mentoring

How does the project Disrupt Educational Equity at your school?

There exists a feeling of disenfranchisement by some of our African American students who don't necessarily excel in sports or academics and therefore do not connect with a teacher, coach, or other staff member. These students on the fringe may not have received the necessary skill set that students in sports, clubs, academic programs, or those coming from a strong home environment might have received to navigate through conflict.

My Inquiry Project is related to our Superintendent's Goals and Expectations, which are aligned to our LCAP Goals. The specific goal states that, "Learning environments support all students to thrive academically at the rigor of each grade level," and that we, "Decrease [the] suspension rate for...African American students by 5% annually." We have currently not met that goal and are in the red on the California School Dashboard for African American student population.

The project will focus on providing Restorative Justice training for our staff as well as a strategic program for our African American students, male and female, designed to instruct them on appropriate social skills to improve how they interact with their classmates and the staff members. I intend to implement a two-pronged approach to both equip our staff members with the knowledge and tools they need to make connections with our African American students, as well as empower our African American students with the tools and support they need to navigate successfully in an educational setting. I will include a bi-monthly mentoring component from an outside consultant aimed to increase self-awareness, self-appreciation and self-efficacy. The consultant will facilitate small groups during mentoring sessions as well as provide one-on-one mentoring sessions for students throughout the day. The overall goal of this will be to address the social and emotional needs of our African American students, especially those in foster care, to reinforce their ability to resolve social conflicts that will prevent behavior consequences and propel them towards the attainment of high levels of academic achievement.

What is the Systemic Impact of your work?

My goal is not to fix our students just by giving them the skills to manage their environment; my goal is to empower them with tools to be successful as we work to ensure that our staff members receive the training, follow up, and support that they need to make better connections and support ALL students equitably. I want to ensure that the staff and students understand that we are not trying to tame lions. We are trying to get our lions to understand how to navigate, and equally important, trying to get our staff to appreciate the lion for all the natural beauty and strengths it possesses. My goal is to create a more culturally responsive campus. The project will expose the staff to the need for Restorative Justice practices and then empower them to make better connections with their students. This will enable staff to have the tools they need which will in turn to reduce the number of referrals.

This will be done through training and professional development. I will utilize our Faculty meetings and Staff Enrichment time to offer these trainings.

CAPP LEADERSHIP NETWORK

The project will empower students through mentoring and group sessions with the skill set they need to articulate and express their concerns or frustrations in a more appropriate manner which will in turn reduce referrals.

The referral process for how students are assigned disciplinary actions based upon a classroom disruption/defiance will be restructured to support another means of correction allowing administrators to refer students to the mentoring group.

Name: Dawn Delorefice (Current) and Justin Young (Former)

School: Winters High School, Winters Joint Union High School District

Position: Assistant Principals

Inquiry Project Title: EXPLORE

How does the project Disrupt Educational Equity at your school?

The change being proposed is to change the adult mindset and culture around student motivation that all students can succeed. The inquiry project will test whether changes about mindset around student motivation and Explore will increase the college and career readiness, attendance, graduation, and Advanced Placement course enrollment rates at Winters High School. The proposed intervention will occur through Winters High School's advisory program, Explore. The Explore team composed of six teachers, one school counselor, and the assistant principal will design more relevant curriculum around college, career, and life readiness as a result.

This curriculum will include relationship building so that every student is connected positively to at least one adult on campus, components of the AVID curriculum, best instructional strategies, PSAT prep, college and career applications and resume building, strategies for success in Advanced Placement courses, and incentives to succeed. The inquiry group will also work to create messaging and efforts about shifting the mindset of adults on campus about student motivation and achievement, that all students are motivated and all students can succeed. This will include gathering data from students and staff on their current perspectives about how motivation is defined and what skills do students demonstrate to show they are college, career, and life ready.

As a result of this inquiry project, there will be a cultural shift about the perspective of student motivation that all students can be college and career ready, along with pedagogy to support student motivation and success. This will be tested through staff and student surveys around motivation, staff and student surveys about the Explore program and lessons, and through Explore curriculum and lesson plans. As a result of the shift in mindset, Winters High School will see an increase in college and career readiness, attendance, graduation, and Advanced Placement course enrollment rates among all students, and a decrease in office referrals.

What is the Systemic Impact of your work?

According to the California School Dashboard School Performance Overview for the 2017-2018 school year, 49.1% of students are College and Career Ready, which is 108 students at Winters High School. Only 45.9% (61 students) of students identified as Hispanic are prepared (65% of the student population at Winters High School are identified as Hispanic) and only 39.1% (69 students) of students identified as Socioeconomically Disadvantaged are College and Career Ready according to the California School Dashboard.

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Both subgroups also saw declines in College and Career Readiness rates as well. Based on the data, this may be an inequity that exists among students being prepared for college and career.

This inquiry project is interested in researching how adult mindset on student motivation and how this mindset shapes theirs and students' perspectives, as well as internal and external forces of motivation for college and career readiness. The project will research the inequities around motivation and students' college and career readiness through the Explore program as it is integrated into the system of developing students to be college, career, and life ready.

Name: Jeff Rosado and John Rodriguez

School: Fremont & Homestead High School, Fremont Union High School District

Position: Assistant Principals

Inquiry Project Title: Academic Foundations: Course Redesign Project

How does the project Disrupt Educational Equity at your school?

Academic Foundations (AF) was envisioned as an intervention to help students with the academic achievement as well as work on the softer "professional student" skills that most of them lacked. So, the course was set up to have explicit instruction in organization, goal setting, social emotional learning as well as time for students to get help with their academic work. Over time, the program grew at both schools as the sites found the program to be a positive support for kids. The past few years, however, the course has come under heavier scrutiny from the district office.

So that is where we started last year with our equity project. You see, nearly all of the students we are talking about are students of color. We work in a district that is very affluent and with a large majority of the overall district population being financially well off, highly educated, and experienced in the ways to navigate the school system. So, it is not surprising that many of our Latino families who do not share those advantages can struggle to have their needs seen by the district, as more and more courses are developed and opened up to serve the AP and Honors students. We are trying to disrupt the sense we get from the district that the AF course does not in fact have a place on our campus to help some of our more historically disadvantaged students.

As such, we have spent the last year plus working with a group of teachers to redesign the course to better reflect what both the site and what some in the district believe is important to see. The course has a clear expectation of accelerating the academic learning of our students by explicitly combining the teaching of literacy skills through the experience of gaining the softer skills that we believe the students also need.

What is the Systemic Impact of your work?

We believe this course is vital to have a meaningful system of interventions in place for our schools. If this program were to go away, our sites would return to having no real options in the Tier 2 level in our pyramids of support. We are, in this way, fighting for the students who traditionally don't have as loud of voices as the more advantaged students and families in our district. We want to have this class in place for them to be explicitly taught the skills that they haven't learned on their own, and to also accelerate their academic achievement over the course of a year (or at a maximum two years) and be able to find themselves successful in the future without this layer of support.

CAPP LEADERSHIP NETWORK

Name: Dana Dunams

School: Vista Del Lago High School, Moreno Valley Union School District

Position: Assistant Principal

Inquiry Project Title: Addressing the Social Needs of At-Risk Students of Color

How does the project Disrupt Educational Equity at your school?

My Inquiry Project exposes an inequity on our campus. When students face challenges acquiring English as a second language, we enroll them in an English Language Development Course. When students demonstrate academic challenges due to developmental deficiencies, we provide Special Educational Services including support personnel and curriculum courses. Our African American student group is demonstrating increasing deficits in the area of academic progress due to social, emotional and behavioral constraints. This student group should be offered a targeted course designed to support their individual needs.

What is the Systemic Impact of your work?

Aside from the implementation of a new course that is focused on developing soft/social skills for students, this course is initiating a conversation regarding how our educational institution is adequately and equitably preparing our students for both college and career aspirations post-graduation. This course addresses the curriculum and processes for implementing a holistic curriculum that will serve the depth of learning needs exhibited by our students, especially our students of color.

ASSORTED PHOTOS

