

REPORT TO THE BOARD

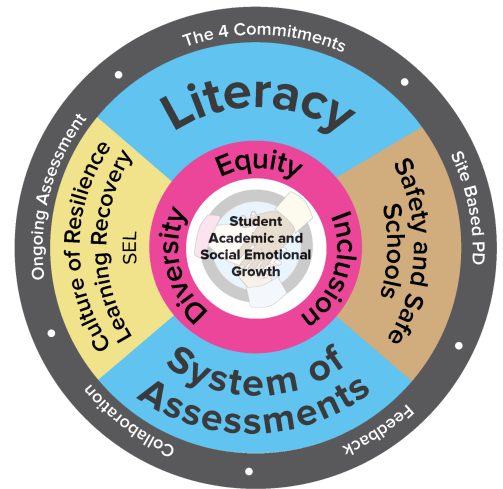
Item:	Diversity, Equity, and Inclusion: A Review & Preview
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Grounded in Literacy Toward Theory of Action: AR0100

On May 12, 2021, the Board approved Administrative Regulation (AR) 0100, which outlines steps that NUSD is taking to systematically address Diversity, Equity, and Inclusion (DEI). Developed as a companion to our existing Theory of Action to Support Student Success (Board Policy 0100), AR0100 outlines expectations to deliver professional development in multiple areas to support all staff, including Anti-Racist/Anti-Bias Training, Culturally Relevant Pedagogy and Classroom Management. AR0100 calls for a 3-year professional development plan that considers staff and student voice, with the intent to ensure that students are safe and welcomed at school and can see themselves reflected in the curriculum.

The last two years of work developing the districtwide plans for literacy and Diversity, Equity, and Inclusion (DEI) led CAO’s staff to develop the NUSD Areas of Focus, captured in this graphic.



- The core *why* for our work: Student Academic and Social Emotional Growth
- The core of *what* we do:
 - Our Culture of Resilience (both Learning Recovery, and Social Emotional Learning (SEL))
 - Literacy
 - Safety and Safe Schools
 - System of Assessments
- *How* we approach our work: NUSD’s 4 Commitments
 - Site Based Professional Development
 - Formative Feedback
 - Collaboration
 - Ongoing Assessment

NUSD’s 3-year DEI plan, originally shared in the [July 27, 2022 Board Report](#), is now in its second year. In this report, there will be a recap of our grounding and foundation building year as well as Year 1, an overview of this year’s ongoing work and a preview of the plan for Year 3. This focused work over a sustained period of time, through Year 3 and beyond, will ensure that we truly change the culture and climate for each of our

students’ daily experiences at their schools. While there have been several starts around DEI work over the years, this has been the most comprehensive and extensive DEI plan to date.

In the 2023-24 school year, there continues to be an intentional districtwide emphasis on literacy through writing, our system of assessments, which monitors student outcomes and provides information that helps impact teachers’ instruction, Our Culture of Resilience, or multi-tiered systems of support that provide tiers of interventions for students both social-emotionally and academically, and safety and safe schools. It is important to note that continuing districtwide professional development in DEI also encompasses our work in trauma informed practices, Restorative Justice (RJ), and Positive Behavioral Interventions and Supports (PBIS). However, this is another body of work that, while its purpose is to increase equitable outcomes and decrease disproportionality, will be discussed in more detail in an upcoming Board meeting this fall. Ongoing work in these focus areas ensures that we approach each of these areas in ways that celebrate and validate all students, families, and staff and provide them each with what they need.

Our Commitment to Sustained Professional Development in Diversity, Equity, Inclusion

2021-2022 Grounding and Foundation Building

2021-2022 was the year for grounding and for building a foundation in which to build our work moving forward. This is the year that the 3-year professional development plan, with input from site and district administrators, teaching staff, and labor partners, was created.

Action	Implementation
DEI Change Management Work Group formed	20 representatives from administration, student body, teachers, and classified staff in order to recommend materials and resources to purchase for libraries and classrooms, create a process for culturally representative materials purchases, and begin exploring recommended supplemental reading lists with resources that allow students to see themselves in their learning.
Ethnic Studies course piloted	One teacher each from IHS, NHS, and LGA developed the course from the model framework. The course has continued to grow and expand at each site.
Educational partners feedback collected	Staff, community members, and students provided feedback regarding DEI implementation and ideas on curriculum for Ethnic Studies.
Professional Development to build a foundation for our leaders	All principals engaged in PD that focused on work on identifying implicit bias in leadership actions. Site leaders began engaging in reading and discussing Zaretta Hammond’s book <i>Culturally Responsive Teaching and the Brain</i> , which helped to build a common language with leaders for culturally relevant pedagogy.

Building a learning foundation for our leaders, garnering feedback from all educational partners, and creating a work group to help direct the work, led to an effective implementation of the Natomas Unified DEI plan as we moved into Year 1.

2022-2023 Year 1

The 2022-2023 school year was the first year of implementation of the 3-year DEI PD Plan. A primary goal for year 1 DEI work in the 2022-23 school year was for staff to gain more knowledge and awareness and to begin to shift their mindsets along with their practice. Of note, in 2022-2023 and 2023-2024 Collective Bargaining Agreements between the District and NTA/CSEA, incentivized employees to attend these, and other district-approved trainings, by paying staff the equivalent of 1% of the bargaining unit member’s annual salary upon completion of 12 hours for members of the NTA and 15 hours for members of the CSEA of trainings which address our areas of focus (e.g. anti-racist/anti-bias training, culturally and linguistically responsive teaching and learning, literacy, and trauma informed practices). Multi-faceted actions were taken, as seen in the table below:

Action	Implementation
Anti-race/anti-bias training through the Center for Culturally Responsive Teaching and Learning (CCRTL) with Dr. Sharroky Hollie	903 or 68.50% certificated and classified staff participated in the initial 3-hour training with a one-hour reflection and implementation plan
Additional training with Dr. Hollie on culturally relevant student engagement (offered to certificated, classified, and management) through video modules	177 staff have completed follow-up modules 93 Classified Staff 84 Certificated Staff
Culturally and Linguistically Responsive Classroom Management Strategies PD with Dr. Hollie	All district professional development day facilitated keynote from Dr. Sharokky Hollie (CCRTL) for certificated and some classified staff. 750, or 84% of eligible staff participated.
Job-embedded coaching pilot through CCRTL’s Jumpstart program	Completed with 3 cohorts of teachers (approximately 45 teachers) at Jefferson, H. Allen Hight, and Paso Verde Schools
CCRTL Book study	116 staff completed the book study of Dr. Hollie’s book: <i>Culturally and Linguistically Responsive Teaching and Learning</i> 106 certificated staff 10 classified staff
Dr. Kawami Evans worked with principals to identify implicit bias in their leadership skills	All principals trained and coached in 8 hours of collaborative sessions and 6 hours of follow up coaching in their Principal Triads
California State University Sacramento (CSUS) “Early Adopters” Cohort 1	Cohort 1 comprised of 16 teachers completed lesson study work (See Instructional Spotlight, Appendix A) in five 6-hour sessions
DEI Change Management Work Group formed	2 administrators, 2 classified staff, 2 TOSAs, 1 teacher from each site. The group met monthly in 22-23. The group worked to define the purpose for having a change management work group and began identifying metrics for how to measure DEI growth across time for multiple interest groups.

Supplemental Materials Work Group formed	Teachers from PK-5, 6-8, and 9-12; IB Coordinators, Co-Teaching TOSAs, and site administrators created a process that supports teachers in vetting, approving, and identifying ways that class sets of diverse materials and resources can be effectively used in classrooms, aligned to state standards, and vertically aligned across grade levels in NUSD.
DEI Family Literacy Nights	873 families and community members attended these literacy nights at each of our TK-5 / TK-8 school sites, which highlighted new DEI library materials

2023 - 2024 Year 2

The focus for Year 2 of the DEI plan is to support principals as they lead this work at sites, as well as to continue to build teacher knowledge as they dive deeper into implementation.

Action	Target Audience
Professional development, coaching, and working with principals so that they can lead the work at their sites from Dr. Sharroky Hollie's CCRTL team	Site Principals at Leadership Institute followed up with mentoring in quarterly individual sessions
Follow up training on culturally relevant teaching and learning from CCRTL	Certificated, classified, and management staff at the NUSD PD day
Site professional development for teacher cohorts with CCRTL	Additional cohorts at Jefferson School, Paso Verde School, and H. Allen Hight Elementary will continue the work, starting in August. New cohorts at three more sites will begin in December.
California State University Sacramento (CSUS) lesson study, year 2	CSUS and Cohort 1 will lead the second cohort of 25 teachers during the second Summer Institute and a second Lesson Study cycle, where a new group of teachers will create model lessons aligned to AR0100. TOSAs will also participate in the lesson study.
CSUS coaching and implementation support	CSUS will work with principals to coach and to lead site-based DEI PDs on their own sites.
LGBTQ+ training	All staff will participate in mandatory LGBTQ+ training as part of their yearly mandated trainings. Additional DEI based LGBTQ+ trainings, such as on microaggressions, will also be offered for 1% for teachers and classified staff.
DEI Change Management Workgroup - continued metrics and monitoring	2 administrators, 2 classified staff, 2 TOSAs, 1 teacher from each site

2024-2025 Year 3

The focus for Year 3 will be on making an organizational shift in how we teach, along with the shared accountability for how well we are making the shift through our actions. The impact will be more skillful instruction to increase student outcomes and decrease disproportionality across all groups.

Action	Target Audience
Professional development focused on equity and inclusion, through the lens of districtwide instructional strategies aligned with culturally responsive teaching and learning	Goal: 100% of all teaching staff will have a training plan by grade level and subject area over the upcoming 3 years
California State University Sacramento (CSUS) lesson study, year 3	Cohort 1&2 will lead teachers during the third Summer Institute and Lesson Study cycles, where an estimated 75 new teachers will create model lessons aligned to AR0100. CSUS SJI faculty will now just be mentors to NUSD staff.
Pilot a comprehensive onboarding plan that ensures that new staff are able to integrate collective knowledge into our structure, culture, and values	New staff
Districtwide common formative assessments with shared protocols for analysis of data and instructional planning	100% of teaching staff in elementary grades and secondary English or Social Science and math

By the end of Year 3, 100% of staff should have knowledge of the metrics used to measure implementation of diversity, equity, and inclusiveness.

Our Ongoing Commitment

NUSD will continue to provide professional development that systematically addresses DEI, with the intention to support students in feeling safe and welcome in their schools, and to see themselves, their experiences and backgrounds reflected in the content delivered in classes and available at school sites.

This investment into the learning and growth of staff has been an avenue in which NUSD has been able to provide additional DEI training opportunities that support all students, both social-emotionally and academically. In combination with mandatory trainings, voluntary professional development, site-based learning opportunities, the all staff PD day, and supporting our principals to continue to lead this work, we continue to make great strides to ensure we create a culture in NUSD that celebrates and validates all students, families, and staff.

As we move forward with our 3 year plan and beyond, we will continue to *provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.* Our work with DEI reflects and supports our Vision and each of our Core Values and provides our students with opportunities to thrive.

CAO's staff and principals will continue to provide updates to Trustees as we move forward.



Instructional Spotlight: Using the Lesson Study Model for DEI Professional Development



WHAT IS LESSON STUDY?

Lesson Study is a Japanese model of teacher-led research that has been used as a professional development model in the US for over two decades.

In the model, teachers collaborate around a collectively identified problem of practice in teaching and learning. The key steps in the Lesson Study Cycle are:

Step 1: STUDY

- The team chooses their problem of practice and engages in research about how to improve.

Step 2: PLAN

- The team develops a detailed lesson plan.

STEP 3: TEACH

- One member of the team teaches the lesson and others observe and gather data.

STEP 4: REFLECT & REVISE

- The team discusses the experience and data collected. Insights, ideas, and reflections guide planning for future lessons and work.

WHY THIS WORK IS IMPORTANT

Our first cohort of "early adopters" identified Lesson Study as a high-leverage practice for professional development to increase student learning outcomes as a result of our Diversity, Equity, and Inclusion (DEI) efforts during the 2022-23 year. This type of professional development prioritizes teacher collaboration in both planning and reflection and we have partnered with CSUS faculty to ensure that we are grounding our efforts in research and best practice. It also allows for the focus to be placed on a single lesson and emphasizes careful observations of student learning as it occurs.

A primary goal for year 1 DEI work in the 2022-23 school year was for staff to gain more knowledge and awareness and to begin to shift their mindsets along with their practice.

IMPLEMENTATION

During 2022-23, three groups of teachers (One at each grade span: Elementary, Middle, and High) in NUSD collectively planned, taught, reflected, and revised what is referred to as a Research Lesson. The goal was to integrate and enact the theories and practices of Ethnic Studies, Critical Literacy, and other approaches related to DEI educational reforms in our district.

KEY LEARNINGS

The three groups that participated in the lesson study identified key learnings in observations of students as well as their own experience.

Across their observations and reflections, the groups noted that student growth is optimal when learning incorporates the following conditions:

- Space to share their own ideas
- Ability to hear others' ideas in brave/open conversation
- Chances to develop and amplify their voice
- Feeling direct connections to the content
- Feeling connections to each other



Regarding their own experience participating in the Lesson Study cycle, teachers noted that the process supports innovation with new content and teaching strategies and values teacher voice. As a district, NUSD also believes that this practice can be a key lever in building leadership skills for participating teachers, including those who will lead our DEI work in Year 2 and beyond.