REPORT TO THE BOARD

Item:	AR0100 Theory of Action Update
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Board Meeting Date:	07/27/2022

Prepared as of July 20, 2022

The purpose of this report is to provide the Board with information on the planning and development of the NUSD Diversity, Equity, and Inclusion (DEI) 3-year professional development plan to support implementation of NUSD's AR0100 Theory of Action. In this report, there is information on the following:

- Context
- Overview of 3-year professional development plan and DEI actions in NUSD
- Next steps

Context

On May 12, 2021, the Board approved Administrative Regulation (AR) 0100, which outlines steps that NUSD will take to systematically address diversity, equity, and inclusion (DEI). This AR was developed as a companion to our existing Theory of Action to Support Student Success (Board Policy 0100) 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. In addition, AR 0100 was developed with student voice in mind. Our students get to be part of shaping their learning experiences at school.

In particular AR 0100 outlines expectations to deliver professional development in multiple areas to support all staff annually, including training in Anti-Racist/Anti-Bias Training and Culturally Relevant Pedagogy and Classroom Management (our DEI work). In addition, AR0100 calls for a three-year professional development plan to be created by September 15, 2022 and shared with the Board of Trustees at least every three years. And, as mentioned above, staff engagement to assess and suggest policies, practices, and necessary actions will include a representation of students' voices from at least 3rd grade through the 12th grade.

Since the start of the 2021-2022 school year, a significant focus of the work of the CAO's staff has been to develop a comprehensive plan for diversity, equity, and inclusion. The plan is meant to address stakeholders across NUSD: students, administrators, teachers, and classified staff. CAO and CAFE will continue to partner with Parent University opportunities for families. The plan will be summarized in this report and attached in its entirety in Appendix B. COVID clearly had an impact on the timing of how we implemented professional development in anti-bias/anti-racist teaching practices, as well as on the selection of culturally representative materials, due to the shift in focus on distance learning, returning to in-person learning, and continued health protocols. Despite these delays, the plan presented here was developed in consideration of the culmination of

the last 10 years in NUSD (see Appendix A) using the Cycle of Continuous Learning and Improvement (CCLI) analyzing previous challenges and successes. With CCLI, the last 10 years of work has distinctly positioned NUSD to be ready for the next 3+ years of sustained focus on culturally relevant pedagogy and aligned materials and resources. (Prior actions are bulleted in Appendix A of this report.)

Current Actions and Overview of the NUSD DEI 3-Year PD Plan

Current Actions

Development of the NUSD 3-year DEI professional development plan began with a review of previous initiatives and their successes and barriers. An interesting challenge in developing the plan was how to build in innovative approaches and resources while also ensuring the work and partnerships are vetted experts who have evidence of successful implementation in the field. Further work was done by staff vetting DEI institutes, consultants, curriculum developers, and professional development coaches and providers to identify possible partners that would be the right fit for NUSD's local context. This is why the NUSD plan contains multiple partners–no one organization fits all of NUSD's needs. Groups were interviewed by district and site administrators across CAO's office and CAFE and included National Equity Project, Bay Area School Reform Collaborative (BASRC), Center for Culturally Relevant Teaching and Learning, CSU Sacramento, UC Davis, and others. The criteria for selecting partners was as follows:

1. Local organization with connectedness to the Natomas area
2. Responsive to NUSD district goals and needs
3. Documented experience and results in diversity, equity, and inclusion initiatives
4. Staff that represent the diversity of the NUSD community
5. Supports co-collaboration of options for development of a plan that is aligned with our Vision and Core Values

Simultaneously, work was done to benchmark with other high performing districts such as Long Beach, Garden Grove, and Palo Alto, as well as local districts, and other districts our professional development partners have worked with. For example, staff is collaborating with Elk Grove on a process for reviewing, recommending, and selecting culturally relevant materials. It is integral to note that deep work in culturally responsive and sustaining education is not readily available and is generally targeted only at teachers. NUSD, however, is committed to developing a systemic and sustained approach to culturally responsive education by addressing our students as a whole: academically, physically, and social emotionally.

Further feedback on the DEI 3-year professional development plan was gathered from district and site administrators in a work group coordinated through the Superintendent's Office. Staff has engaged in a facilitated review and discussion of the plan, outlined below as well as the graphic shared on page 5 (the full DEI 3 year plan is shared in full in Appendix B).

To implement, monitor, and adjust the plan, a DEI Change Management Work Group has been put together with input from site administrators. The DEI Change Management Work Group is made up of administrators, aspiring leaders, TOSAs, certificated staff, classified staff, and students. The DEI Work Group members represent various grade spans, content areas, sites, and demographic groups. The primary role of the DEI Work Group will be to monitor the implementation of the plan through multiple sources of data. Gathering input from stakeholders is not a single event in the DEI plan but, as evident in the plan, is built into the topics, the rollout over time, and the way staff is cohorted.

Overview of the NUSD DEI 3-Year PD Plan

Below are details regarding the 3-year DEI plan specifically:

Grounding and Foundation Building: 2021-2022

The focus in 21-22 was on reviewing the NUSD Theory of Action to better understand how the work of the district over the last 10 years has shaped our approach with the 3-year DEI plan outlined here. Since 2012, efforts have been made to provide district-level and site-level supports to increase students with systematic access as called out in the Theory of Action (See Appendix A). In particular, it is evident that focused work over a sustained period of time is needed to truly make change in the culture and climate of our students' experience every day.

Specifically, outcomes from this work include:

- *A 3-year professional development plan with input of site and district administrators, as well as key site teaching staff and labor partners.*
- *Identify key representatives from sites as a part of a district DEI Change Management Work Group*
- *Initial work with all site leaders as well as an initial core of site certificated staff as we learn how to grow and scale this important work to be sustainable over multiple years.*

Key Learning	Target Audience	Timeframe for Meeting Target
Develop DEI Change Management Work Group to monitor and adjust (ongoing) 3+ year plan • Recommend materials and resources to purchase for libraries and classrooms • Create process for culturally representative materials purchases • Develop NUSD PK-12 supplemental reading list with resources that allow students to see themselves in their learning	Approximately 20 representatives from administration, student body, teachers, and classified staff	Established in 2021-22 School Year and active for 3-year plan (and beyond)
Pilot Ethnic Studies course	One teacher each from IHS, NHS and LGA	By the end of 24-25 metrics collected to review for Introduction to Ethnic Studies Course
Explore Cultural Responsiveness & The Arts Elective at NMS	CAO's staff and site leader	By end of 21-22, identify work for 22-23 school year
Certificated and Classified Labor Leaders: Build common language with leaders for culturally relevant pedagogy. Use Culturally Responsive Teaching & The Brain by Zaretta Hammond	Labor leaders	By the end of 21-22 the team had 3 sessions to read and discuss. The group expressed interest in continuing on-going DEI reading, guided discussions, and updates on PD in 22-23.
Certificated leaders engage in self review of implicit bias in leadership actions with Dr. Kawami Evans	All Principals in 21-22 (Expand to all Assistant Principals in 22-23)	• Leaders met monthly in 21-22 to review and discuss each chapter and implications for translating the work in their role. The book study will continue in 22-23 at monthly meetings. • Began with 2 sessions in 21-22, continues in 22-23 with 6 more

		sessions and "teachback" in Triad sessions. The impact will be evident in communications, planning (SPSA, PD, etc…), and outreach to their community. ● Assistant Principals follow the PD principals have beginning in December 2022

Beginning in Year 1: 2022-2023

Focus will be centered on creating awareness of what culturally responsive teaching and learning is in daily practice. Certificated and classified staff will be introduced to changing what we teach through anti-racist/anti-bias PD and culturally responsive classroom management. In addition, staff will have greater access to culturally responsive materials and resources at each site. Through 1% PD offerings, certificated staff will be able to apply for DEI mini-grants to purchase culturally representative materials and resources for their classrooms.

The DEI change management work group will focus on developing clear district outcomes and metrics to measure implementation (for teachers and students) of the DEI professional learning. The change management work group will also oversee development of culturally responsive, anti-racist/anti-biased curriculum (revised scopes and sequences/unit guides) drafted through the cohorts at the CSUS Social Justice Institute.

Metrics we need to develop baseline and growth goals for include:

- Staff efficacy metrics on connection and relationships with students
- Specific Ethnic Studies pilot course metrics (student and family surveys, feedback, etc…)
- Student outcome metrics in writing, reading, and math
- Stakeholder voice metrics of inclusivity and representation for students, families, and staff
- Representative materials and resources purchasing and use review

Key Learning	Target Audience	Timeframe for Meeting Target
California State University Social Justice Institute-CSUS SJI ○ Revise scopes and sequences and unit guides that are inclusive and representative of our students with curriculum, materials, and resources. Support mini-grant proposal process.	All Certificated Staff: ○ Cohort 1: 16 teachers (4th & 5th and 8th & 9th history/social studies, and 1 TOSA) ○ Cohort 2 (23-24): 125 additional teachers ○ Cohort 3 (24-25): 250 additional teachers	By Year 3 approximately 65% of teachers will have directly participated in the PD with CSUS SJI and will be in the process of revising units of study to be culturally responsive *(5 full days + 15 additional meetings) Cohort 2 meets in 23-24, Cohort 3 meets in 24-25.*
Professional learning in anti-racist/anti-bias with Dr. Sharokky Hollie	All certificated and classified staff will attend an initial 4-hour professional development session	Target of 90% of staff will have completed the initial training by October 10 (follow-up trainings will be provided between August 5, 2022 and October 10 based on initial participation) *(3-hour training with one-hour follow-up activity)*
October 10 NUSD PD Day (AM): Dr. Sharokky Hollie on Culturally Responsive Classroom Culture and Management	All certificated staff will attend the initial 3-hour professional development session	Target 95% of certificated staff will complete the initial training on October 10, with follow-up trainings provided. *(3-hour training)*

October 10 NUSD PD Day (PM): Dr. Sharokky Hollie on Culturally Responsive Instructional Practices	Offered to up to 50 certificated staff selected to attend this 3-hour professional development session	Target "early adopters and influencers" identified by administrators to attend this initial training on October 10, with follow-up trainings provided *(3-hour training)*
*Integrated DEI PD with other district initiatives such as literacy plan and Dual Immersion ○ 1% for 12 hours of approved training ○ PD catalog offers initial and increasingly advanced DEI offerings	All certificated and classified staff will have the opportunity to voluntarily participate in professional learning sessions that include DEI focused offerings such as culturally responsive book study session with CCRTL, Restorative Justice Circles, and Literacy Circles	Target at least 50% of staff will participate in a minimum of 12 hours of 1% PD. 1% PD supports voluntary learning in 22-23 and 23-24 for certificated staff and in 22-23 for classified staff. *(12 hours in one year)*
High School Students (at all 4 high schools): Build site networks that increase opportunities for student voice with guided training through the Center for Racial Justice in Education (CRJE)	2 teachers and a cohort of 6-10 high school students at each high school will participate in training to advance social justice in high school leading work for racial equity and dialogue on sites about anti-racism and anti-bias culture at high school	Each high school will develop a team of staff and student leaders to help lead DEI efforts on each campus in 22-23 with new cohorts being trained annually. The students trained will be part of the DEI change management work group. *(Each year the PD consists of a series of 10 sessions with CRJE.)*
Developing an ethnic studies through the arts course for middle schools through Studio Pathways	NMS site administrators, leadership team and a teacher representative from all departments	Representative NMS staff will develop and pilot an "ethnic studies through the arts" course for middle schools. Anticipated pilot at NMS and middle grades in South Areas K-8 sites in 23-24 *(Approximately 12 in person sessions w Studio Pathways with work on the course between sessions.)*
Concurrent Professional Development with Studio Pathways on Culturally Responsive Teaching and Learning Through the Arts	All certificated NMS staff	All NMS certificated staff will participate in professional learning with the impact being a shift in teacher mindset, school culture, and development of instructional practices based in Culturally Responsive Teaching through the Arts. *(Approximately 8 sessions for all staff plus a 4-week summer institute in summer 23 for selected site leaders)*
*Additional DEI PD opportunities will be scheduled in 22-23 and 23-24 for certificated and classified staff based on attendance and input from staff. For example, "Culturally relevant classroom literacy", "How culturally responsive are your push-in supports?", and beginning and advanced sessions of "What is culturally and linguistically responsive teaching?"		
Site leaders will continue to provide training and support to site staff throughout the school year within the approximately 29 hours of existing site collaboration, training and professional		

development time, along with targeted formative feedback through observations in alignment with this area of districtwide focus.

Beginning in Year 2: 2023-2024

Focus will be a culture shift in NUSD where a greater number of staff are changing what we teach, adding more culturally responsive materials to use, and changing how we collaborate in NUSD with shared beliefs about diversity, equity, and inclusion in all aspects of educating the whole child.

The DEI change management work group in Year 2 will begin reporting on DEI metrics and success criteria:

- Staff quality & commitment metrics
- Demographic reporting
- Student outcome metrics in writing, reading, and math
- Stakeholder voice metrics of inclusivity and representation
- Representative materials and resources purchasing and use review

Key Learning	Target Audience	Timeframe for Meeting Target
NUSD selection of DEI leads to begin process of monitoring and sustaining Culturally Responsive Teaching and Learning at all sites, PD supported by CSUS Social Justice Institute Faculty for continued unit and lesson development (lesson study model)	Certificated leads identified for each site to build NUSD's internal capacity	Target proportional leads for size of site, approximately 35-45 teachers across NUSD with impact being on continued site development of culturally responsive scope and sequence and working toward building site monitoring teams for Year 4 and beyond (*Approximately monthly meetings and 8 facilitated PD sessions)*

Site leaders will continue to provide training and support to site staff throughout the school year within the approximately 29 hours of existing site collaboration, training and professional development time, along with targeted formative feedback through observations in alignment with this area of districtwide focus.

Beginning in Year 3: 2024-2025

Focus will be on making an organizational shift in how we teach, along with the shared accountability for how well we are making this shift

Key Learning	Target Audience	Timeframe for Meeting Target
Professional development offerings focused on equity and inclusion through the lens of districtwide instructional strategies aligned with culturally responsive teaching and learning, i.e. Specially Designed Academic Instruction in English (SDAIE), Explicit Direct Instruction (EDI), Reciprocal Teaching, and Process Writing	All certificated staff will be trained in NUSD's common instructional strategies	Target 100% of all teaching staff with a training plan by grade level and subject area over 3 years with plan for on-boarding new staff and monitoring after 3 years. The impact is more skillful instruction to increase students outcomes and decrease disproportionality across all groups.
Culturally Representative Common Formative Assessments in writing and math	All certificated staff will give, score, analyze, and use the results of common formative assessments in writing and math (NUSD's System of Assessments)	Target 100% of teaching staff in elementary grades and secondary English or Social Science and math using common formative assessments with shared protocols for analysis of data to use for instructional planning.

Clearly articulated districtwide metrics for implementation of Culturally Responsive Teaching and Learning	All certificated and classified staff will have knowledge of the metrics for NUSD's Theory of Action (DEI PD plan)	Target 100% of staff have knowledge of the metrics used to measure implementation of diversity, equity and inclusiveness.
Site leaders will continue to provide training and support to site staff throughout the school year within the approximately 29 hours of existing site collaboration, training and professional development time, along with targeted formative feedback through observations in alignment with this area of districtwide focus.		
Beginning in Year 4+: 2025-2026 and Beyond Focus will be on structures and systems for monitoring and sustaining the DEI work over the last 3 years. This is intentionally left as a broad scope of what professional development and ley learning will take place as we anticipate there will be adjustments over the next 3 years to the plan. The DEI change management work group will shift in composition to ensure new perspective and fresh insight on the progress of implementation. The work of the change management work group will also be to develop the next 3 year plan through 2027-2028.		
Key Learning	**Target Audience**	**Timeframe for Meeting Target**
Sites form a team to monitor, measure, and sustain Culturally Relevant Teaching and Learning	All sites will have a team comprised of certificated and classified staff to continue the DEI plan	All sites will have a DEI team beginning in 2025-2026
DEI change management work group develops and presents DEI 3-year PD plan 2025-2028		

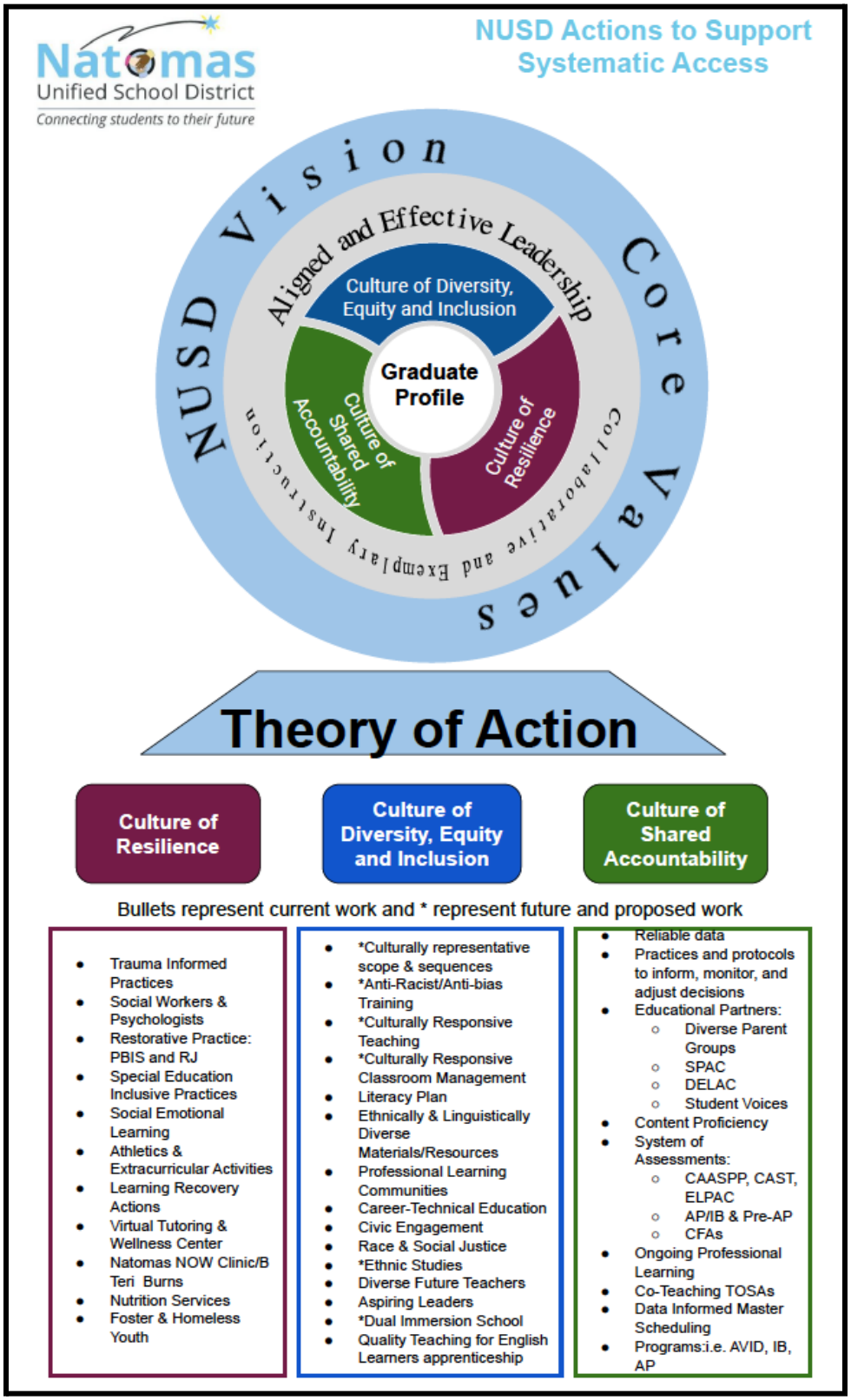
Next Steps

In addition to monitoring the implementation of the DEI plan, next steps include work to develop the NUSD Graduate Profile. Essentially, a graduate profile is what NUSD believes its graduates should know and be able to do when they leave NUSD. Our work to develop this profile involves backwards mapping the skills, characteristics, and attributes that we will help students develop during their time as a student in NUSD. This profile will help staff ensure all work is developed, communicated, and monitored in a cohesive path to achieve outcomes for students, with critical points along the path from preschool to graduation being monitored. For example, how the current Ethnic Studies pilot will help inform bringing Ethnic Studies into PK-8 social studies and how the NUSD Literacy Plan is integrated with texts and writing prompts that provide ways for students to see themselves reflected in culturally responsive resources and materials. As reflected in our Vision, DEI in Natomas will be the lens we use to transform the way we think, teach, learn, and act.

Appendix A
Previous work in NUSD

<u>Previous Board-Approved or Supported Actions and Readiness for the DEI PD Plan</u>
As mentioned above, a key component of the NUSD DEI 3-year Professional Development Plan is sustained learning and collaboration at all levels of our organization: administrators, certificated staff, classified staff, students, and families. The work will happen both inside and outside of the classroom and will address both belief systems, such as implicit bias, and actionable behaviors, such as selecting culturally representative resources and culturally relevant classroom management.

Since 2012, efforts have been made to provide district-level and site-level supports to increase the systematic access explicitly called out in the Theory of Action. Below, and represented in the draft graphic, are just a few examples of efforts undertaken in NUSD between 2012 and 2022:



<u>Supporting Early and Exceptional Learners</u>:

- California State Preschool Program classes offered at 6 of our sites (3-and 4-year olds, income eligible)
- Transitional Kindergarten first brought to South Area Schools then all sites
- Full-day Kindergarten was opened and expanded
- GATE testing given to all first grade students; GATE services provided at all elementary and K8 sites
- Targeted Site Support Teams and Extended Day Tutoring offered at South Area Schools

- NUSD Becomes our own SELPA
- 17 Co-Teaching TOSAs hired to address Learning Recovery

Supporting Instructional Programs (IB, AVID, Dual Immersion, and the Arts):
- Expanded music program at NHS
- AP Capstone brought to NHS
- IB Continuum Expanded Across Sites (ALS, BCS, HAH, IHS, JFS, NMS, PVS)
- AVID Expanded Across Sites (IHS, TRE, NPE, WRE)
- $10,000 Amazon Donation to NHS for STEM
- Development of Pre-AP and Capstone Courses at LGA and NHS
- Partnership with College Board for Pre-AP for South Area Middle School grades (7-8)
- Development of Dual Immersion Program in partnership with CSU Sacramento

Supporting Diversity, Equity, and Inclusion:
- The HOPE program was launched at NHS
- EL TOSAs hired and WestEd Apprentice Program launched
- Mentoring Programs for Black/African American and Hispanic/Latinx/Chicanx students
- Resolution passed that NUSD is a Safe Haven District
- Beginning work to provide model lessons with culturally representative literature (i.e. The Tulsa Race Massacre)
- Student Voices Work with Edwin Javius
- Research work with Dr. Okonofua from UC Berkeley on implicit bias
- Resolution passed in 2015 to implement Race and Social Justice course at comprehensive high schools
- Pilot Ethnic Studies course approved in 2022
- Equity Audit with Ready, Set

Supporting and Expanding Family Choice and Educational Options:
- Measure J passed to create and renovate school facilities
- Opening of PVS Primary and Middle Years Programme Site
- Larry G Meeks Academy launched
- Heredia-Arriaga Dual Immersion Program opening in 2023-2024

Supporting College and Career Readiness:
- Improve Your Tomorrow (IYT) added at NHS
- Partnership with U-CAN
- Double sessions were added at Discovery High School
- College field trips began for all 3rd, 6th, 8th, and 11th grade students
- Multiple CTE Pathways Added (I.E., Broadcast Media, Building and Construction Trades, Public Safety, Cosmetology, Culinary Arts Program at DHS, Music Production)
- Relationship with College Board
- Launched State Seal of Biliteracy
- PSAT proposed for all 8th, 9th, and 10th grade students
- ACT and SAT provided for all 11th grade students
- Increase AP/IB enrollment
- AP/IB exam fees paid for all students

Supporting Instructional Technology:
- 1:1 Chromebooks/Macbooks for students
- Hotspots to connect all students and families ot the internet
- Partnership with New Dawn and Go Guardian for additional safety for students
- Project Underway for Installation of LTE Towers ("NUSD Connect")

Supporting Social Emotional, Physical, and Mental Health

- Intervention Specialists at South Area Schools
- Psychologists, Social Workers, and Health Assistants at ALL Sites
- B. Teri Burns Health Clinic at NHS
- Launched Elementary Athletics
- $1 Million Investment in Extracurricular Activities for Students
- Sustained investment in Restorative Justice and PBIS Professional Development
- Opened Community and Staff COVID Testing and Vaccination Clinics
- Created Urgent Care NOW Natomas Clinic

Supporting On-Going Development of Staff:
- Diversity Recruitment Plan Approved, Funded, and Subsequently Extended
- Training Offered for Teachers in GATE, Differentiated Instruction, and Culturally Responsive Education
- Aspiring Leaders Program Launched
- Bridge Staffing at ALS, BCS, JFS, PVS, LGMA, and Heredia-Arriaga
- Increased Pay for Substitute Teachers
- Fund AP, IB, and AVID Professional Development
- Launch First Module of Trauma Informed Practices for Certificated and Classified Staff

Supporting Family and Community Partnerships:
- CCS Department Created and Expanded
- CAFE Team Created and Expanded
- Parent CORES focus on Black/African American and Hispanic/Latinx/Chicanx parent engagement (now called Parent University)
- Center for Fathers and Families at BCS and JFS
- Parent Affinity Groups Launched, Diverse Conversation Groups
- Partnership with 1300 Campaign
- Student Voices Group Begins
- Special Education Community Advisory Committee (CAC) Launched
- MOSAC and K-5 Day Camps Extend Learning Recovery Opportunities
- Added Staffing and mobile truck to Joey's Food Locker to Reduce Community Food Insecurities
- 100 Black Men of America Program at IHS and NMS
- Girls' Leadership, Inc. (BCS, JFS, NMS, NHS)

Supporting Investment in Facilities and Infrastructure:
- Measure J Passed
- Measure L Passed
- Conversion of South Area Sites to K-8
- NUSD Facilities Master Plan Update with Renovation and Construction at ALS, BCS, JFS, NPE, and NHS
- State of the Art Athletic Facilities (i.e. Track and Field, Softball and Baseball Complex)
- New CTE facilities to include Public Safety, Building and Construction Trades, Music Production, Culinary & Hospitality, and Cosmetology
- Construction and Opening of Paso Verde School
- Safety and Security Upgrades Across Sites

What these extensive efforts above show are the many necessary, preceding actions that have been implemented over the years with intentionality. Some were tried, and through our CCLI process, were determined to not work as we had hoped. Each of these previous actions have been the required building blocks to position NUSD to implement a systematic approach to diversity, equity, and inclusion. Under AR0100, NUSD is ready for the deep and sustained work required across all levels of the organization to address the inequities historically faced in public education for our community, particularly those of historically marginalized groups.

APPENDIX B

NUSD Diversity, Equity, and Inclusion 3-year Professional Development Plan

Note: Other district focus areas such as trauma informed practices, Restorative Justice, and literacy plan professional development will be included in the professional development catalog, this appendix contains only the DEI 3-year PD plan.

Overview of DEI PD Proposal by Year

21-22 Foundation Year Goals:

- Develop a 3-year professional development plan
- Site Leaders: Build common language for Culturally Relevant Pedagogy, begin Implicit Bias PD
- Innovators: Launch DEI Early Adopters Change Management Work Group
- Who should be included from each site? 4th/5th, 8th/9th H/SS, classified, social worker, psychologist, other early adopters
    - Create process for representative materials adoption
    - District supplemental reading list with resources that allow
    - Recommend materials and resources to purchase for libraries and classrooms
- Select Staff: Create Ethnic Studies course, Explore Cultural Responsiveness & The Arts Elective
- CAO Staff: Propose Civics plan

22-23 Year 1 Goals: Awareness and Introduction to Changing What and How We Teach

- Site Leaders & DEI Early Adopters Change Management Work Group (Cohort 1):
    - Revise scope and sequences and unit guides that are inclusive and representative of our students with curriculum, materials, and resources.
    - Identify and report on DEI metrics and success criteria:
        - Staff quality & commitment metrics
        - Demographic reporting
        - Student outcome metrics in writing, reading, and math
        - Stakeholder voice metrics of inclusivity and representation
- All Staff: Professional learning in anti-racist/anti-bias, culturally responsive classroom management practices, and module II of trauma informed practices
    - 1% for 15 hours of approved training
    - October 11 NUSD PD Day-Dr. Sharokky Hollie
    - Integrate PD for DEI and Dual Immersion
    - Integrate PD for DEI and Literacy Plan
- Students: Build site networks that increase opportunities for student voice with guided training.

Year 2 Goal: Culture Shift-What We Teach, the Materials We Use, and How We Collaborate with Shared Beliefs and Outcomes

- Site Leaders & Innovators: Cultural change, begin leading Culturally Responsive PD's jointly with CSUS Staff
- Site Leaders monitoring Lesson Study outcomes in DEI leads and Cohort 2
- Piloting Common Formative Assessments in ELA & Math with information writing assessment

Year 3 Goal: Organizational Shift-Movement into Changing How We Teach and Shared Accountability for How Well

- PD in district wide instructional strategies aligned with culturally responsive teaching & learning
- Cohort 3
- Common Formative Assessments in ELA & Math
- Agreed upon metrics for implementation of culturally responsive teaching and learning

Year 4 and beyond: Monitoring and Sustaining

- Sites will form a (ideally horizontal) team to monitor and sustain Culturally Relevant Teaching and Learning

- These teams become a Cohort 4 and not only monitor and sustain work but assist with the 3 year professional development plan 2026-2029

NUSD Theory of Action Calls All Partners to Understand and Name That:

- Historically, curricula and instruction were deemed "high-quality" without considering culturally responsive criteria like student identity, culture, language assets, etc.
- Instructional materials and the associated supports we provide through professional learning need to be interrogated, supplemented, and, sometimes, completely revised to ensure all students can bring their unique experiences to learning.
- Teachers can and should honor and leverage students' identities to support intellectual and emotional development.
- To remove barriers for all students to succeed, all educators must acknowledge the ways history has perpetuated inequities in our education system, as well as confront their individual and collective roles in perpetuating a harmful dominant culture

Providers/Partners in DEI Work (Please see bios pps.18-21):
California State University, Sacramento, Social Justice Institute (CSUS SJI)
Center for Culturally Relevant Teaching & Learning (CCRTL)
Center for Racial Justice in Education (CRJE)
UC Davis/Fear Slayers
Studio Pathways
Girls Leadership, Inc.

Projected Budget:
Foundation Building Spring 2022-June 2022: $86,250
Year 1 July 2022-June 2023: $411,300
Year 2 July 2023-June 2024: $265,000-$280,000
Year 3 July 2024-June 2025: $458,000
TOTAL: $1,235,550

Overview of DEI PD Proposal by Stakeholder Group

LEADERSHIP TRAINING AND CAPACITY BUILDING
March 2022 – June 2025

Activities: Book group (Hammond), CRJE training
Deliverables: Leading 3 year DEI plan with central and site metrics
DEI Early Adopters/Change management work group: reps from admin, student body, teachers, classified will monitor and adjust (ongoing) 3+ year plan

PD Focus: Anti-bias leadership and leading for sustained equity through Leadership Institutes and Triad Coaching

STUDENT LEADERS GROUP

DEI Change management work group: reps from admin, student body, teachers, classified will monitor and adjust (ongoing) 3 year plan
PD Focus: CRJE Intergenerational connection (teachers and students) learning skills and ways to advocate and be advocates for racial justice on their campuses. Mentoring through Girls Leadership, Inc. at select sites (BCS, HAH, JFS, NMS, and NHS).

Related/Impacted Systems and/or Decisions	Teacher and Classified Focused PD COHORT 1: CSU Social Justice Institute May 2022-June 2023 **Activities**: 2022 Summer Institute, 2022-23 Lesson Study **Deliverables**: Revised Scope & SequenceModel lessons, Teaching and Learning framework (integration of Ethnic Studies, H/SS framework, Seal of Civic Engagement), NUSD supplemental reading list/materials purchase, and development in districtwide practice and strategies for grades 4, 5, 8 and 9 **July 2023-June 2025** **Activities**: Implement AR0100 aligned Teaching and Learning framework, implement signature experiences and evaluate student outcomes, evaluate teacher outcomes, refine/revise all associated professional learning (summer institutes, lesson study, framework, etc.) **Deliverables:** Finalized, AR0100 aligned, Teaching and Learning framework, revised scope and sequence, NUSD supplemental reading list, exemplar lessons and signature experience guidelines by grade level/subject **COHORTS 2 and 3** **(with facilitation from CSUS and Cohort 1)** July 2023-June 2024 (see Cohort 1) July 2024-June 2025 (see Cohort 1) **Activities**: Summer Institute, DEI Lesson Study **Deliverables**: Revised Scope & Sequence (AR0100 Aligned), Model lessons **COHORT 4** **July 2025-Beyond** Sustaining DEI work through monitoring and plan development for continuous growth	**Additional levers for transformation:**
● Culturally Responsive Teaching and Learning Through the Arts ● Literacy Plan ● System of Assessment ● Ethnic Studies Adoption and Civics Implementation ● Diversity Staffing Initiatives		● Mini-grants for teachers ● Principal Institutes ● Administrator Teachback Model ● Cycles of continuous improvement (data analysis, change management)

***TBD All certificated teachers may receive hourly pay Professional Learning in NUSD Focus Areas:** DEI Professional Learning will focus on developing common understandings of anti-racist/anti-bias teaching and learning and increasing engagement with dialogue about how to implement this shared understanding through district wide instructional practices and strategies. Note: Classified Staff will also have access to this professional learning but compensation structure is still being negotiated.

Racial equity advocacy training for families and parents (TBD per CAFE)

Foundation Building: Spring 2022- June 30, 2022:

Group	Rationale/Purpose	Dates	Overview of PD/Work	Cost
Site Administrators and Aspiring Leaders	-Develop shared understanding and common language for district and site leaders -Implicit Bias for leaders; the history or it and its impact on our actions	-Launch Hammond book study February 15/22 w principals and AP's -Spring Leadership Institute June (1, 6 or 7) TBD -Triad Coaching -Administrator Interviews and Data Collection	-First focus on common language for our DEI work -Recs for DEI Adopters -Build shared ownership of a 3-year plan -Develop central and site metrics for work -Implicit Bias for Leaders -Inclusion of student voice, working with CAFE on mapping out student voice	-Purchase of 65 books **$2,000** -**$20,000**
DEI Early Adopters Focus Grades 4th-5th and 8th-9th H/SS	-Form a cross-site, diverse body of NUSD leaders, teachers, and students to guide implementation, monitoring, and adjustment of PD, collaboration, and curriculum to support D,E,I -CSUS SJI Start with early adopters/innovators to define NUSD framework for culturally resposive, anti-racist/anti-bias teaching & learning. These early adopters will be teachers in grades 4, 5, 8 and 9. They will define and operationalize a AR0100 aligned-DEI framework that incorporates H/SS	-Form work group of early adopters in Spring 2022 -In addition to CAO and CAFE leads, approximately 15 teacher and classified leaders and 5 students -Will meet 5 times in Spring/Summer 2022 plus work time -July 2022 Institute on anti-racist/anti-bias teaching & learning **PROPOSED JULY 25-29, August 8 (.5 day)**	-Develop metrics to measure understanding, implementation, and outcomes for teachers and students -Integrate culturally responsive, anti-racist/anti-biased curriculum: -Draft NUSD process to identify, approve, and purchase anti-rascist, culturally representative resources and materials -Create NUSD supplemental reading list by grade level/subject	-15 teachers, 2 meetings, 3 hours of work time: **$3750** -Food **$500** **-$5000 to begin material purchases** **-$22,500 for CSUS fees for Summer Institute development and delivery** **-$3,750 hourly for 15 teachers, 5 hours** **-$1875 $250/day for 15 teachers, 5 day summer institute** **-$1,000 Materials, supplies, food** **Sub-total: $30,000**

	framework, Model ES curriculum, Liberated ES curriculum, CA Native Curriculum, seal of civic engagement.			
Students (w/Secondary Staff)	-CRJE Pilot at IHS, NHS, LGA, DHS	-2022- 2023 (Academic Year)	-3-5 Student Leaders from each high school plus 1-2 adults (could be teachers, admin, or SEL team) -Teams trained in a model to advance racial justice in high schools and leading work and dialogue on sites about anti-racism and site culture	**$20,000-$25,000** (CRJE is in the process of soliciting grant funding to support this program, so that cost could go down even further, but we won't have that information until later this spring.)
Mentoring with female students	-Girls Leadership, Inc… will mentor with inequity lens focused on underserved and historically marginalized female scholars	-2022-2023 (Academic Year)	-Select female students at BCS, HAH, JFS, NMS, and NHS will receive mentoring	**No additional fees associated**
Foundation Year Cost				$2,000 $20,000 $3750 $500 $5000 $30,000 $25,000 **Total: $86,250**

Year 1: 2022-2023
Cohort 1:

Group	**Rationale/Purpose**	**Dates**	**Overview of PD/Work**	**Cost**
Administrators	-How culturally responsive is your leadership? How do biases show up in leadership actions? -Transformative Leadership	-Leadership Institute July-August 2022 (July 28?) -Summer Institute	-UCD/Fear Slayers @ Leadership Institute for Culturally Responsive Leadership Practices Plus Coaching	**$45,000**

	-Daring Leadership -Celebrating Students & Changemakers	-October -June 2023 Spring Institute	Triads and Teach Back in Triads -CSUS/SJI Principal PD in complement with teacher PD	
DEI Early Adopters and TOSAs	-CSUS SJI: Investing in our leads here is critical for year 2 and year 3 -Focus on mapping out, writing/revising NUSD YAG's (scope and sequences) as well as merge other initiatives into work:, Literacy Plan, Ethnic Studies, Civics, Dual Immersion -Introduction to tools to try out new curriculum/resources in classrooms -Further refine 3 year professional learning plan based on work -Begin identifying success criteria and metrics	-July 2022	-5 Day Summer Institute "DEI Network Of Practice" on using new scope and sequence with PD on culturally relevant teaching, equitable assessment practices -Quarterly meetings with site leaders and CSUS Team -Use supplemental resources adoption process and recommend culturally representative materials and resources for district purchase and teacher mini-grants	CSUS faculty costs covered above Hourly for DEI Leads 15-20 people x $50 x 30 hours= **$37,500** $Mini grants max $750x200 teachers: **$150,000** $150,000 for materials and resources Sub-total: $**225,000**
All Teachers and Classified Staff	-1% for 15 hours PD Offerings	-July 2022-April 2023	CCRTL Sessions: What is culturally and linguistically responsive teaching? Sessions: What is culturally responsive classroom management? Sessions: What is culturally	-COST: In year 1 I would like to pilot virtual sessions lead by DEI Leads/TOSAs to see if we move to a flipped model of asynchronous PD with collective processing, expectations, and progress sharing Virtual sessions can be purchased

	-Develop common understanding and expectations for Culturally Responsive Teaching and what anti-racist/anti-bias instruction looks like in the classroom **WINTER 2022**: -Launch PD on anti-bias classroom practices -Literacy Plan PD integrated with NUSD rubric, information writing prompts and model plans (this work overlays as prompts/readings are representative curriculum) -DEI Resources in TRIP loaded -Teacher mini-grants for classroom application for DEI: class sets of culturally relevant materials (from approved list and/or go through adopted process, project, collaboration with another department)	October 10, 2022	responsive classroom literacy? Sessions: How culturally responsive are your instructional push-in supports? -CCRTL Dr. Hollie speaking at NUSD District PD Day	for use by 750 for 1 year at $3500 per topic Subtotal: 4 x $3,500=$**14,000** ANNUALLY plus staff costs if no 1% $**7,000** speaking fee
NMS & Studio Pathways:	-Digital Media and Ethnic Studies Program: Establish a design team lead by Studio Pathways (12-15 teachers plus admin) for an arts elective that is designed based on culturally responsive	Stage 1, 2 and 3 buld during 2022-2023 with support for our pilot course kickoff in August 2023	The stages begin with establishing our design community, moves into co-design and creation, constructing our curricular studio and lab, then culminates in a kick-off at the start	**$58,800**

	teaching and learning and builds equity within a community of practice		of the 2023-2024 school year	
Arts at NMS:	-Develop school wide capacity for understanding the relationship between culture, cognition, and the arts.	2022-2023	-This PD with Studio Pathways will facilitate both mindset and culture shifts while also developing practices based in culturally responsive teaching and learning through the arts (CRTLA).	**$25,000**
Students & Families:	-Racial equity advocacy training pilot at IHS, NHS	2022-2023	-See description in Foundation Year above for year long PD	
Cohort 1 Year 1 Cost				**$45,000** **$37,500** **$14,000** **$7,000 speaking fee** **$225,000 materials mini grants** **$58,800** **$25,000** **Total: $411,300**

***Monitor and revise plan for Year 2 based on data**

Year 2: 2023-2024
Cohort 1:

Group	Rationale	Dates	Overview of PD	Cost
Administrators	-Leading Culturally Responsive Campuses, Building Culturally Responsive Teacher Teams -Monitoring Lesson Study	Leadership Institute and Principal Meetings	Work with CSUS SJI to deepen site leaders skills at leading culturally responsive teaching and learning UCD/Fear Slayers will continue coaching site administrators with a focus on tools for	TBD TBD ($20,000)

			sustained implementation	
DEI Early Adopters/TOSAs	-PD to lead organizational change in their buildings to talk about race and anti-racist teaching and learning -PD focus is now "leading from the middle" about changing the culture of our organization through culturally responsive teaching and learning -Leading the shared accountability for HOW WE TEACH starts with the lesson study model (collaborative, interactive DEI lesson design focused on literacy) to change practice. Addresses change in what, how, and how well we teach and also incorporates DEI, CoR, and literacy -Culturally Responsive Immersion Experiences. Using the revised frameworks and materials in the classroom -PD on culturally responsive instructional strategies and practices with a	-2023-2024 -Summer 2023 -Fall 2023	-Teachers in groups of 3-4 create a lesson focused on a learning gap their students have (related to our DEI work), teachers observe each other while collecting data on students. The team analyzes the lesson, revises it based on data and another teacher in the group teaches it, may be several iterations before lesson get intended outcomes for students change	-Collaboration time for DEI Leads -7 release days for DEI Leads $200xday, 20 staff= $28,000 -Fees for CSUS Faculty and CAO Staff =$12,000

	co-teaching model with CSUS -PD is in cohorts and is experiential, CSUS staff would work DEI Leads to experience lessons with the culturally responsive practices then teachers go implement in their own classrooms. Trained to lead in Year 3 on their sites.			
All Teachers and Classified Staff	-Recorded PD's of all sessions offered in 2022-2023 -The PD launched in Winter 2022 would continue in Winter 2023 with an emphasis in culturally relevant teaching practices aligned to literacy, on demand writing and informational reading	Ongoing	-CCRTL Sessions on Culturally responsive teaching, classroom management, literacy, etc… -Internal NUSD trainers could also use asynchronous materials to lead training	Hourly rates for NUSD Staff $50/hr x 600 staff x 4 sessions/session refreshers= up to $120,000+$14,000 for annual license of CCRTL courses and/or new topics
Cohort 1 Year 2 Costs				**$20,000** **$28,000** **$12,000** **$120,000** **Cohort 1 Year 2: $180,000-$195,000**

Cohort 2:

Group	Rationale	Dates	Overview of PD	Cost
Elementary Teachers: 1st-3rd and 6th-7th	Cohort 2 begins where DEI Leads started in Year 1, see DEI Leads Year 1	-Summer 2023	-PD is co-lead by CSUS and DEI Leads	Hourly@ $50/hr. ~1,000 hours $50,000 (or 1% in negotiations this year) CSUS $10,000
Secondary Teachers: Other H/SS & Math		-Summer 2023	-PD is co-lead by CSUS and DEI Leads	
Students	Cohort 2 of CRJE	-2023-2024 Academic Year	-See description in Foundation Year above	$20,000

New hires/On-Boarding:	Bargain for additional new teacher orientation day at start of year and/or a release day mid-year to take the culturally responsive teaching and learning PD sessions, these would be facilitated by DEI Leads			TBD
Cohort 2 Year 2 Costs				**$85,000 + $180,000 Cohort 1 Year 2= $265,000-$280,000**

***Monitor and revise plan for Year 3 based on data**

Year 3: 2024-2025
Cohort 1:

Group	Rationale	Dates	Overview of PD	Cost
Administrators	Leading strategy focused professional learning	Spring 2024 and Leadership Institute 2024, Principal Coaching Dates	-Site leaders being instructional leaders and monitors of district wide instructional practices	N/A
DEI Leads	-Monitoring and adjusting roles in implementation of DEI -Start PD in Informational Text Handling (writing and reading strategies)	Monthly Meetings in 24-25	-Responsible for monitoring success criteria and metrics of DEI ● Implementation Data ● Survey Data ● Success Criteria ● Common Formative Assessments ● Stakeholder Voice	20 staff x$50/hr x8 meetings= $8,000 If funding supports, offer mini grants for classroom libraries to purchase representative resources
All Teachers and Classified Staff	-Districtwide instructional strategies and Grade level “signature experiences”	Begin Summer 2024 with PD sessions in literacy based strategies		Negotiate 1% or pay hourly? TBD: $150,000

	facilitated by CSUS but likely also others in writing and engagement (literacy focus in ELA and math)			
Students	Cohort 3 of CRJE	2024-2025 Academic Year	-See description in Foundation Year above	$20,000
Cohort 1 Year 3 Costs				**~$178,000**

Cohort 2:

Group	**Rationale**	**Dates**	**Overview of PD**	**Cost**
Elementary Teachers: 1st-3rd and 6th-7th	Cohort 2 engages in lesson study rounds as described above for Cohort 1 in Year 2	2024-2025 Academic Year	-Culturally responsive academic vocabulary and literacy -Informational Text Handling: writing and reading strategies -Student Engagement Strategies (recommend Explicit Direct Instruction but EDI is a BIG lift)	
Secondary Teachers: Other H/SS& Math:				
Cohort 2 Year 3 Costs				$28,000 $12,000 $120,000 (pending 1%) **$160,000**

Cohort 3:

Group	**Rationale**	**Dates**	**Overview of PD**	**Cost**
Elementary Teachers: PK-K and NEW HIRES and/or Targeted Support	Cohort 3 begins where DEI Leads started in Year 1, see DEI Leads Year 1 with revising YAG's/ scope & sequences	2024-2025 Academic Year		
Secondary Teachers: ELA, Science, VAPA, PE			Following Cohort 1& 2 pending data review and adjustment to plan	$120,000

Cohort 3 Year 3 Costs	**$120,000**

Year 2025-2026
Cohort 4:

Group	Rationale	Dates	Overview of PD	Cost
Site Teams for monitoring and sustaining	Cohort 4 monitors and sustain work into next 3 year plan Teams made of champions, ideally a horizontal team	2025 Academic Year and beyond	TBD	
Cohort 4 Costs **2025-2026** **2026-2027** **2027-2028**				**TBD**

Meet NUSD's DEI Partners

California State University, Sacramento:
Pia Wong: Dr. Pia Wong is the Associate Dean, Research & Engagement for CSUS School of Education and the lead for the DEI partnership between NUSD and CSUS. Pia Serves on Commission on Teacher Credentialing's Committee on Accreditation (COA). From 2000 to 2008, she was the project director for the Equity Network, an urban school reform and teacher preparation partnership that included 12 professional development schools, five districts, two teachers associations, and Sacramento Area Congregations Together. She co-edited the book *Prioritizing Urban Children, Their Teachers, and Schools Through Professional Development Schools* with Ronald Glass and co-authored *Education and Democracy: Paulo Freire, Education Reform and Social Movements.* Wong has been an education researcher for more than two decades. She earned both a bachelor's with honors in Latin American studies and a master's in city planning from UC Berkeley, and a doctorate in international development education from Stanford University.

Eric Claravall: Eric is in the School of Education at CSUS. He is a professor and practitioner in educational psychology and special education. Eric's expertise is in inclusion and literacy development. He also focuses on critical literacy as part of social justice pedagogy.

Mimi Coughlin: Mimi Coughlin is Professor of Education at the CSUS. Mimi has been leading the Social Justice Institute at CSUS and has most recently been working with San Juan Unified on anti-rascist, anti-bias teaching. She was formerly a Partnership/Lesson Study Coordinator with the Placer County Office of Education as well as a secondary Social Studies teacher. Mimi earned her Ph.D. in Curriculum and Instruction from Boston College, an M.A. in Education and a B.A. in American Studies from Stanford University.

William Gow: Dr. William Gow is a California-based community historian, educator, and documentary filmmaker. He serves as a professor of Ethnic Studies in the Ethnic Studies Department at CSUS. He teaches Introduction to Ethnic Studies and Asian American Studies courses. Dr. Gow spent over 10 years teaching history and social studies in California public schools including Nightingale Middle School, Santa Monica High School, and Berkeley High School. His first documentary, *More to the Chinese Side*, co-directed with Sharon Heijin Lee, was nominated for the Golden Reel Award at the Los Angeles Asian American Film Festival in 2003. The documentary is a first-person examination of Dr. Gow's biracial identity and his parents' interracial marriage. In

addition to his co-edited volume for the CHSSC, Dr. Gow is researching and writing a book about Los Angeles Chinatown and its relationship to Hollywood cinema in the 1930s and 1940s. In 2019, the Western History Association awarded him the Vicki Ruiz Award for best journal article on race in the North American West for his piece, "A Night in Old Chinatown: American Orientalism, China Relief Fundraising, and the 1938 Moon Festival in Los Angeles," published in *Pacific Historical Review*. A fourth-generation Chinese American and a proud graduate of the San Francisco Unified School District, he holds an M.A. in Asian American Studies from UCLA and a Ph.D. in Ethnic Studies with a designated emphasis in Film Studies from UC Berkeley. Before joining the faculty at Sacramento State, he taught Asian American Studies courses at Stanford University, UC Berkeley, and UCLA.

Dana Kivel: Dana Kivel is a Professor and Director at CSUS in Health & Human Services. Dana's expertise is in recreation and leisure, diversity and inclusion, LGBTQ Issues, Recreation and Leisure and LGBTQ Youth, LGBTQ Youth and Identity, Leisure and Identity Formation, Social Justice, Community Engagement, Service Learning, Community Service. Dana is also the CSUS Director of the Sacramento State Community Engagement Center (CEC) where she Kivel led a multi-year effort to develop and implement an online system for placing, managing and tracking all students enrolled in service learning courses for internships. Using this system, Kivel was able to demonstrate the measurable success the CEC has on supporting Sacramento State's initiatives. Dr. Kivel received a CSUS distinguished faculty award and was commended for her social justice approach to community engagement.

Center for Culturally Relevant Teaching and Learning:
Sharokky Hollie: Dr. Sharokky Hollie is a nationally known educator who provides professional development in culturally responsive teaching and learning. Dr. Hollie has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015). He has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

UC Davis and Fear Slayers:
Crystal Fry: Blending neuroscience, conscious leadership models, and a unique international perspective on diversity, Crystal Fry is a leadership coach and facilitator specializing in issues of equity and organizational change. She focuses her coaching with clients on reflecting their personal leadership to overcome shadows of fear and limitation; she develops high performing leaders. Crystal inspires her clients to identify and activate their highest and best possible outcomes with the power of response-ability (leaders ability and duty to lead through an equity lens) to change and equity.

Kawami Evans: Dr. Kawami Evans, is an experienced higher education administrator on a mission to change people and organizations. With more than 20 years in colleges and universities with focused efforts on diversity, she has a transformative leadership style that inspires others to unleash their human potential through the moral realization and living practice of inclusionary excellence. Drawing from a broad range of scholarship on organizational development, educational leadership, and workplace change, Dr. Evans utilizes a unique and innovative approach to unmask structural biases to influence long lasting change.

Studio Pathways:
Mariah Rankine-Landers: Mariah is most proud of her 12 years as a kindergarten and first grade teacher. She stepped out of the classroom in 2011 to lead for teacher leadership and school transformation at Alameda County Office of Education, a role she was asked to lead due to her outstanding methodology and equity outcomes in her classroom leading through the arts. Mariah is sought out for her ability to design responsive curriculum centered in creative inquiry. She's a coach to school leaders, classroom teachers, and educators at large to interrupt master narratives in favor of systems whose outcomes are justice.Mariah's work promotes and invites the educational system to redesign its purposes with the role of the contemporary artists at the

forefront of how young people can develop the capacity for imagination, innovation, perception, and critical thought that will bridge and build a society that we all deserve. In recent years, Mariah Rankine-Landers, has been a fellow for the National Arts Strategies Harvard Business Program, Yerba Buena Center for the Arts, and Harvard's Project Zero. She was featured on The Electric Company (PBS), The Teaching Channel, Education.com, Teaching Artists Guild, and Happy Black Girl. She co-founded Canerow, a resource and database of literature for children of color written by authors of color. She is also a founder of Chapter 510, a writing center for youth in Oakland and served on the board for 7 years.

Jessa Brie Moreno: Moreno is Co-Founder and Co-Executive Director for Studio Pathways, and has collaborated as a pedagogical advisor, instructional designer and facilitator for leading edge arts organizations and educational institutions nationwide. Studio Pathways' projects, partners and clients include: Rise Up! An American Curriculum, The Kennedy Center, Turnaround Arts National, Othering and Belonging Curriculum for UC Berkeley's Othering and Belonging Institute, Racial Healing Curriculum/WKKF Foundation, Instructional Designers/Zaretta Hammond, Favianna Rodriguez' The Center for Cultural Power, the California Spoken Word Project, Turnaround Arts National CA, California Alliance for Arts Education, Hewlett Foundation, Los Angeles Education Partners, Youth Speaks, Youth In Arts, Museum of the African Diaspora, Oakland Museum of California, and County, District and School Sites. In addition, Moreno has held posts as Adjunct Faculty with the California Institute for Integral Studies (BA, MFA programs) and San Jose State University (Theatre Dept.) is a founding member of White Educators for Racial Justice (WERJ) and has facilitated with RISE for Racial Justice. Moreno (alongside Rankine-Landers) formerly co-lead the Integrated Learning Specialists' Program, professional development in and beyond Alameda County that supported transformative K-12 school change through the arts. Moreno served the California Alliance for Arts Education as a Local Advocacy Field Manager building community leadership networks for Arts Advocacy statewide. She was the founding director of both the Oakland Theatre Arts Initiative and of award-winning student theatre company OakTechRep. Jessa's directorial work has appeared in collaborations with CalShakes, Stanford, UC Davis and in Edinburgh, Scotland. Professional Awards as a performing artist include an Emmy (Motion Capture Specialist), Bay Area Theatre Critics Circle, Dean Goodman, and Shellie Best Actress Awards.

Girls Leadership, Inc.:
Dr. Kendra Carr is the Chief Program Officer of Girls Leadership. She joins the Girls Leadership team after almost a decade of work as an administrator at an all-girls school in Oakland, CA. She is deeply committed to girls' programming that addresses the needs of all girls, especially those at the margins of society. Love, community, humility, equity, and a commitment to liberating action are the values that guide her work with youth. For the last 15 years, Dr. Carr has served in various roles within the field of education and youth development and has worked with elementary, middle, high school, and community college students and their families.

Takai Tyler is the Co-Chief Executive Officer of Girls Leadership. Takai has dedicated over 25 years of her life to working with children and families in the Bayview Hunters Point Community of San Francisco. During this time, she created a holistic youth program for "high-risk" African Americans that framed urban agriculture as a foundation for promoting leadership development and community service. Takai later joined the agency executive team and served for 14 years as the Co-Executive Director of the Hunters Point Family agency.