**California Department of Education**

**Report to the Governor, the Legislature, and the Legislative Analyst’s Office: Implementation of the Antibias Education Grant Program**



**Prepared by:**

**Professional Learning Support Division**

**Instruction, Measurement, and Administration Branch**

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*Description*: Implementation of the Antibias Education Grant Program

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*Recipient*: Governor, Legislature, and Legislative Analyst’s Office

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**California Department of Education**

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# Executive Summary

This report is required by Section 157 of the Budget Act of 2021 (Assembly Bill [AB] 130, Chapter 44, Statutes of 2021) and Section 138 of the Education Omnibus Budget Trailer Bill of 2022 (AB 181, Chapter 52, Statutes of 2022). The Budget Act of 2021 appropriated $10 million for the Antibias Education Grant Program, and an additional $10 million was included in the Budget Act of 2022.

The purpose of the Antibias Education Grant Program is to prevent, address, and eliminate racism and bias in all California public schools and make all public schools inclusive and supportive of all people. An Antibias Education Grant shall be used for training and resources to prevent and address bias or prejudice toward any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any actual or perceived characteristic listed in Section 422.55 of the Penal Code. Emphasis shall be on preventing bias or prejudice toward groups, including (but not limited to) Jews and members of the Jewish community; African Americans; Asian-Pacific Islanders; Latinos; and people who are lesbian, gay, bisexual, transgender, or questioning youth.

A previous legislative report submitted for the Antibias Education Grant Program outlined the results from the initial Request for Applications (RFA), in which 75 local educational agencies (LEAs) were selected to receive funding through the Antibias Education Grant Program. The previous legislative report included demographic information of the first LEAs selected to receive funding as well as information about their programs and targeted populations during program implementation.

This legislative report outlines the second RFA process, in which 29 LEAs were selected to receive funding under the Antibias Education Grant Program. A total of 76 applications were submitted within the posted timeline, and 29 applicants were selected to receive funding. A total of $5,842,766 has been awarded across the 29 LEA grantees. Out of the 29 LEA grantees, 17 were school districts, three were county offices of education, and nine were direct-funded charter schools.

You will find this report on the California Department of Education (CDE) Antibias Education Grant Program web page at <https://www.cde.ca.gov/ci/pl/antibiasgrant.asp>. If you need a copy of this report, please contact Alison Pettit, Education Programs Consultant, Professional Learning Support Division, at 916-323-3927 or [apettit@cde.ca.gov](mailto:apettit@cde.ca.gov).

## **Summary of Application, Reporting Requirements, and Program Deliverables**

**Applicant Eligibility**

Applicant eligibility was limited to LEAs—defined as a school district, County Office of Education (COE), or direct-funded charter school—within the state of California that serves students in transitional kindergarten through grade twelve. Consortiums of LEAs were eligible to apply, and each participating LEA in a consortium was eligible to apply for up to $200,000. The maximum grant award for each consortium depends on the number of participating LEAs.

**Application Timeline**

The RFA was posted on the CDE Antibias Education Grant Program web page on June 1, 2023, and applications were due by 4 p.m. on July 20, 2023. An Application Workshop Webinar was held on June 21, 2023. Final awards were posted on the CDE Antibias Education Grant Program web page on August 30, 2023. Applicants could appeal the decision of the reading panel and had until 4 p.m. on September 7, 2023, to submit requests for appeal.

**Application Review**

Complete applications were reviewed and scored by a reading panel and evaluated using the Evaluation Rubric. Care was taken to ensure that reviewers had no conflicts with the applicants. There were two main components of the application: the Application Narrative and the Budget Narrative and Funding Request. Under the Application Narrative, LEAs needed to complete several parts: Executive Summary, Theory of Action, Demonstrated Need, Past Antibias Efforts, Proposed Activities, and Proposed Metrics.

**Allowable Activities**

Grant funding can be used for a wide range of purposes that the applicant defines as intended to prevent and address bias or prejudice. Allowable expenditures may include (but are not limited to) the following:

* Professional development (PD) on topics that address hate, bigotry, racism, or any form of bias or prejudice, including (but not limited to) design features of equitable learning environments; classroom management techniques; emotional wellness and self-regulation; and strategies designed to increase teachers’ skills for mitigating bias, fostering caring developmental relationships, and managing pupils in academic and disciplinary settings to support deep and engaged learning.
* Opportunities for teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA to review policies, practices, and procedures that can promote bias( such as referrals for discipline, special education, and course placement) and to update those policies, practices, and procedures to foster in pupils a sense of belonging and connection.
* The development (or updating) of a comprehensive bias mitigation or diversity plan based on the identified needs of the LEA using its data and tied to specific outcomes, such as increasing staff diversity or more racially proportionate pupil discipline referrals.
* Curriculum that is appropriate for pupils in kindergarten or any of grades one through twelve, inclusive, on topics that address hate, bigotry, racism, or any form of bias or prejudice and promote self-love, self-acceptance, pride in one’s multiple identities, understanding of one’s own and others’ cultural histories and contributions, and empathy for and meaningful connections with others.
* Support of pupil-initiated and pupil-led efforts to combat hate, bigotry, racism, or any form of bias or prejudice; to co-design new approaches to mitigate bias and foster a sense of belonging and connection; and to ensure that decisions, actions, and designs are informed by student voice, needs, and aspirations.

**Reporting Requirements**

In addition to completing the application, LEAs were also informed of the requirement (if selected to receive funds) to submit interim progress and end-of-project reports to show that program outcome measures are being met alongside an expenditure report to show how funds were actually spent. These must include all elements required by the CDE as well as any locally determined measures.

**Program Deliverables**

The grantees will provide a summary of activities in the report identifying contributions, including (but not limited to):

* Proposed multiple measures to evaluate progress toward the program goals that evaluate the increased capacity of the grantees to provide quality training and resources to support teachers, administrators, pupils, and other school staff.
* Resources (including training materials, videos, briefs, etc.) to support teachers, administrators, pupils, and other school staff.
* Technical assistance and professional learning opportunities provided for the purposes of preventing, addressing, and eliminating racism and bias in all California public schools and making all public schools inclusive and supportive of all people.
* Number of participating educators, disaggregated by role, classrooms, and schools.
* If applicable, the number of students participating in pupil-initiated activities.

**Grantee Community of Practice**

The CDE Professional Learning Support Division has established a grantee community of practice that is intended to create an environment for intentional learning in which grant recipients can share diverse perspectives and experiences, reflect on common issues, explore ideas, and act as a sounding board to colleagues as they implement grant activities. The community of practice will support collective accountability and learning and emphasize interaction among grantees to share effective practices and create new knowledge that builds educator competencies for addressing and mitigating bias. The CDE is partnering with the National Equity Project to create content and facilitate the community of practice.

Grantees are required to participate in the four convenings of this community of practice and to commit to the following:

* Taking a learning stance in order to better understand the factors contributing to disparate and inequitable outcomes and recognize the patterns of student experiences that are occurring in education systems across the state.
* Holding a bias toward action and trying out promising strategies and interventions that address the systemic and structural constraints that contribute to inequitable outcomes.
* Reflecting on progress, challenges, and lessons learned throughout the implementation of grant activities.
* Sharing stories and insights about the impact and systems levers that support shifts in relationships, curriculum, instruction, and school culture.

Community of practice meetings will be convened virtually, with the exception of the first meeting, which is tentatively planned to occur in person. The National Equity Project will provide LEAs with online PD via webinars to support LEA participation in the community of practice convenings.

## **Grantees and Demographics**

A total of 76 applications were submitted within the posted timeline, and 29 applicants were selected to receive funding. A total of $5,842,766 has been awarded across the 29 LEA grantees. Out of the 29 LEA grantees, 17 were school districts, three were COEs, and nine were direct-funded charter schools. Per Section 157 of AB 130, no grantee received funding below $75,000. Below is the list of funded applicants.

Table 1: List of Grantees

| **Grantee** | **Award Amount** |
| --- | --- |
| Charter Oak Unified School District | $200,000 |
| Gabriella Charter School | $392,235 |
| Hacienda La Puente Unified School District | $200,000 |
| Intellectual Virtues Academy | $75,000 |
| International School of Monterey | $179,411 |
| John Swett Unified School District | $200,000 |
| Keyes Union School District | $199,992 |
| KIPP Poder Public School | $200,000 |
| Live Oak Elementary School District | $200,000 |
| Los Angeles COE | $351,769 |
| Nevada City School of the Arts | $200,000 |
| Nevada Joint Union High School District | $194,000 |
| New Village Girls Academy | $200,000 |
| Newark Unified School District | $200,000 |
| Pajaro Valley Unified School District | $200,000 |
| Palm Springs Unified School District | $200,000 |
| Plumas COE | $150,000 |
| Ravenswood City School District | $200,000 |
| Reed Union School District | $101,300 |
| San Juan Unified School District | $200,000 |
| San Lorenzo Valley Unified School District | $200,000 |
| San Mateo Union High School District | $199,995 |
| Santa Barbara Unified School District | $200,000 |
| Santa Rita Union School District | $200,000 |
| Solano COE | $200,000 |
| Sunrise Middle School | $200,000 |
| The Mission Preparatory School | $199,064 |
| Ventura Unified School District | $200,000 |
| WISH Charter Schools | $200,000 |

### Demographics

At the beginning of the application, LEAs were prompted to respond to the following prompts:

1. The LEA intends to address bias based on which of the following (select all that apply):

Race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or any actual or perceived characteristic.

Below are the percentage of applications that selected each option for the awarded applicants.

Table 2: Types of Bias

| **Group** | **Percentage** |
| --- | --- |
| Race | 100% |
| Ethnicity | 96.5% |
| Religion | 82.7% |
| Gender | 82.7% |
| Gender Identity | 89.6% |
| Sexual Orientation | 89.6% |
| Disability | 93.1% |
| Immigration Status | 75.8% |
| Language | 89.6% |
| Other | 27.5% |

1. The LEA intends to emphasize preventing bias or prejudice toward which of the following (select all that apply):

Jews and members of the Jewish community; African Americans; Asian-Pacific Islanders; Latinos; and people who are lesbian, gay, bisexual, transgender, or questioning youth (LGBTQ); other.

Below are the percentage of applications that selected each option for the awarded applicants.

Table 3: Group Identities

| **Group** | **Percentage** |
| --- | --- |
| Jews and members of the Jewish community | 72.4% |
| African Americans | 96.5% |
| Asian-Pacific Islanders | 68.9% |
| Latinos | 93.1% |
| LGBTQ | 89.6% |
| Other | 37.9% |

1. Additionally, applicants were asked to select the activities the LEA grantees proposed to accomplish over the course of the grant period. Below are the percentage of applications that selected each option for the awarded applicants.

Table 4: Proposed Activities

| **Proposed Activity** | **Percentage** |
| --- | --- |
| PD | 96.5% |
| Reviewing policies, practices, and procedures | 89.6% |
| Development (or updating) of a comprehensive bias mitigation or diversity plan | 72.4% |
| Curriculum | 68.9% |
| Support of pupil-initiated and pupil-led efforts | 72.4% |

## **Conclusion and Recommendation**

Following the latest RFA, all available funds within the Antibias Education Grant Program have been fully allocated. For the fiscal year 2021–22, a minimum of 50 grants were required to be awarded to LEAs. After the first RFA, this requirement was met with 75 LEAs selected to receive funding. The total award amount from the first RFA was $14,157,234. To fund the 75 LEAs, $10 million was used from AB 130 (Ch. 44, Stats. 2021), Section 157 of the 2021–22 California State Budget, and $4,157,234 was used from AB 181 (Ch. 52, Stats. 2022), Section 138 of the 2022–23 California State Budget.

For the fiscal year 2022–23, a minimum of 50 grants were required to be awarded to LEAs. After the conclusion of the second RFA, 29 LEAs were selected to receive funding. These LEAs were funded with the remaining funds from the 2022–23 California State Budget; the amount of $5,842,766 remained from the first RFA and was allocated to the LEAs selected during the second RFA. While only 29 LEAs were selected to receive funding after the conclusion of the second RFA, the CDE has met the legislative requirement of awarding at least a total of 100 LEAs. After two rounds of RFAs, the CDE has awarded grants to 104 LEAs.

A total of 220 applications were submitted during both RFA periods to secure funding through the Antibias Education Grant Program. Of these, 104 grantees were selected, which left more than half of the applicants unable to participate. This indicates a notable level of interest in the program.

Furthermore, the CDE received a large volume of emails inquiring about additional funding opportunities under the Antibias Education Grant Program at the conclusion of both RFA periods. Given the significant number of applicants and the evidence of interest from the inquiries, it is recommended that additional funding opportunities be made available within the Antibias Education Grant Program.

## **Appendix A: Grantee Executive Summaries**

Included below are executive summaries taken from the applications of each LEA selected to receive funding through the second RFA of the Antibias Education Grant Program. In summary, nearly 500,000 staff and over 400,000 students will be impacted through the Antibias Education Grant Program. All the LEA grantees indicated they would be using the funding to provide staff PD. Additionally, more than 80 percent of LEAs indicated funds will be used to analyze and/or revise policies and procedures, 72 percent will use funds in curriculum development, and nearly 59 percent will use funds to increase participation in student and/or community member programs and activities. Specific student groups mentioned in the executive summaries are African Americans, Asian-Pacific Islanders, Latinos, English language learners, students from low-income households, students with disabilities, and students who are LGBTQ. Related to preventing, addressing, and eliminating racism and bias and making all public schools inclusive and supportive of all people, some LEA grantees are focusing their work on creating inclusive learning environments, providing comprehensive support for all students, and increasing opportunities for prioritizing student voices.

**Charter Oak Unified School District $200,000.00**

Due to an academic achievement gap between Hispanic and African American students and their Asian and White counterparts, the Charter Oak Unified School District (COUSD) will launch a comprehensive Anti-Bias Program devised to confront and eliminate bias while fostering inclusivity. Our theory of action rests on the premise that through fostering a deeper understanding and respect for all identities, we can cultivate an educational environment where every student and staff member feels valued, included, and empowered to reach their full potential. This theory posits that an inclusive educational space supports marginalized students while enhancing the overall social fabric by encouraging empathy, understanding, and respect among all individuals. The initiative will directly impact over 4,500 students and 500 teachers and staff members. COUSD will allocate the provided funds towards comprehensive staff training, curriculum enhancement, and student engagement activities.

**Gabriella Charter School $392,235.00**

Gabriella Charter is the Lead LEA for the consortium of Gabriella Charter & Gabriella Charter 2 (collectively “GCS”). Our mission is to join academic rigor with the creativity of dance to engage young people in underserved communities, empowering them to excel. GCS is committed to advancing equity and eliminating bias within and beyond our classrooms. Over 90 percent of students identify as Hispanic/Latinx or Black/African-American, while 50 percent of senior leaders and over 65 percent of teachers identify as people of color. Our student body includes a high percentage of students from socio-economically disadvantaged backgrounds, students with disabilities, and ELLs [English language learners]; all of whom are vulnerable to prejudice in their everyday lives. Our theory of action is to invest in evidence-based training and build staff capacity to interrupt systemic and unconscious bias so we can build a school program inherently equitable and inclusive for all students and families. This work will benefit approximately 800 students in transitional kindergarten to eighth grade and approximately 120 staff, who can share their antibias knowledge beyond the walls of GCS.

**Hacienda La Puente Unified School District $200,000.00**

The community and students of the Hacienda La Puente Unified School District (HLPUSD) shared a desire for more discussions and teaching about community, ethnicity/culture, and other identities within the classroom; and data show disproportionality in academic and behavior outcomes between ethnic and socioeconomic subgroups. Thus, more than 600 teachers, 100 site administrators, 200 classified employees, and 16,000 students will be impacted through PD that addresses hate, bigotry, racism, or any forms of bias; TK–12 curriculum that fosters belonging and recognition; improved antibias policies, practices, and procedures; learning environments that celebrate diversity, reduce bullying, and promote empathy; increased community engagement and partnerships; and Youth Participatory Action Projects aligned to the State Seal of Civic Engagement. HLPUSD seeks to weave antibias practices throughout the district, fostering a transformative, inclusive, and empowering learning experience for all students.

**Intellectual Virtues Academy $75,000.00**

Intellectual Virtues Academy High is located in a neighborhood identified by the Los Angeles Times as the top 5 percent most violent in Los Angeles County. Our students suffer from this and other factors, including: — 45 percent of our students reported chronic sadness — 22 percent felt suicidal ideation — two times homelessness; over two times with special needs — less than 60 percent identified as heterosexual. Despite these challenges, our program has been recently featured at 38 conferences, in four scholarly articles, and in the New York Times top 10 bestseller *The Coddling of the American Mind* as developing “wiser, stronger” students “who will thrive.” Our Intellectual Virtues model emphasizes cultivating virtues such as curiosity, humility, and open-mindedness. These virtues form the backbone of our community, but they are insufficient to address all our needs, especially in tackling bias. As more fully discussed below, this grant would help push the work we have already done in building a vibrant community that can uplift Long Beach.

**International School of Monterey $179,411.00**

International School of Monterey (ISM) is addressing the issue of racism and bias behavior in school. As an International Baccalaureate World School, whose mission includes being conscientious, compassionate, and responsible citizens of the world, ISM has a particular desire to be proactive in addressing racism and bias in its school. Theory of action 1. Create an administrative position, Assistant Principal for Culture and Community, who will be the point person on staff for implementing ISM's plan to address racism bias in the school; 2. Create a parent committee to bring the discussion of racism and bias beyond the classroom; 3. PD workshops to help teachers and students address bias and racism; 4. Student club program to promote inclusivity. Educators and students to be affected: 426 students; 55 Educators. Use of funds 1. Partial funding of appropriate salaries 2. PD training 3. Curriculum materials 4. Data tracking software.

**John Swett Unified School District** **$200,000.00**

The John Swett Unified School District has a long and unfortunate history of elevated suspensions and expulsions for African American, Latinx and Special Education students, especially African American males. While we have been working on correcting this for years, we have seen a resurgence of suspensions for these students and renewed efforts on the part of teachers and staff to restore organizational climates in our schools with heightened racialized blaming. We have 1,211 students and 181 staff that need more training in the area of unconscious bias so the behavior of African American, Latinx and Special Ed students will not be perceived as more blameworthy. Our goal is to increase the use of restorative justice in discipline situations. The grant funds will be used to bring in outside organizations that have expertise in Restorative Practices and antibias training to better train our teachers and staff to ensure our schools are inclusive and supportive.

**Keyes Union School District $199,992.00**

Keyes Union School District (KUSD) aims to combat rising intolerance and social media bullying by utilizing the Antibias Education Grant for an inclusive transitional kindergarten to eighth-grade antibias program. This will include curriculum, training, guest speakers, and staff development to foster cultural understanding and respect. The program specifically will target harmful narratives such as antisemitism, racism, sexism, and ablism affecting our expanding community of 1,000+ students and dedicated educators. The district plans to engage students and staff in PD and curriculum building over two years. The district further intends to use the grant to establish key metrics to assess and monitor bias and prejudice within the school environment. These data-driven insights will inform future iterations of the program, ensuring its adaptability and responsiveness to emerging challenges in creating a fully inclusive learning environment.

**KIPP Poder Public School $200,000.00**

Following the onset of the pandemic, nationwide social challenges and discussions, and the return to in-person instruction, we have been grappling with student challenges related to breaking down stereotypes, exposing them to different cultures and lifestyles, and celebrating differences. Our theory of action involves building and training our staff through anti-biased professional development from expert organizations and professionals. Staff will then return as mentors and teachers to other staff, students, and parents. This grant will impact more than 150 students and 24 staff members who will collaborate with each other on creating a more anti-biased school community. If awarded, we will be focused on funding the education of staff members on anti-bias work and best practices, expanding staff capacity with funding for after-hours work, training for parents to educate their parent peers, and hosting more celebrations that expose them to new cultures and perspectives.

**Los Angeles County Office of Education**  **$351,769.00**

The Los Angeles County Office of Education (LACOE), LA Leadership Academies, and ISANA Academies represent 12,000 students, 25 public and charter kindergarten to grade twelve schools, and 1,800 educators. This proposal will address issues of racial bias against students, families, and staff and other prejudices within the school environment. Grounded in a theory of action the intended outcomes will be to: reduce instances of harassment on school sites; increase positive school climate; increase student access to culturally responsive and sustaining pedagogy practices and increase access to culturally relevant materials; launch lesbian, gay, bisexual, transgender, queer, intersex, and asexual plus (LGBTQIA+) inclusive clubs and campaigns for student leadership; draft a comprehensive diversity plan; improve organizational climate with a focus on increased experience of belonging among linguistically and religiously diverse Black/African American and LGBTQIA+ staff as measured by an annual equity survey and focus groups.

**Live Oak Elementary School District $200,000.00**

Since the pandemic, we are experiencing an increase in racist slurs among students and staff is struggling on how to deal with it. Teachers do not feel equipped to handle what is happening among the students. Administrators are struggling to support both teachers and students. This past year site administrators and directors participated in a Restorative Justice training in order to have some tools on how to address the issues that are arising. The district is resolved that we will take whatever steps necessary to make our district a space where the voices of Black, Brown, and Indigenous students and staff are heard, believed and prioritized; where diversity is celebrated, power is shared, leadership and decision-makers reflect our diverse community, ALL people feel comfortable and safe; and where one’s skin color, language and identity are no longer barriers to equal treatment nor predictors of educational outcome. Our plan and mission are to address antibias issues to create systems and spaces where our families and staff feel like they belong. If we come together to delineate action steps for awareness and action around the issues our students are experiencing and are open to listening to our students and families and learning to address our biases, then we will be on our way to addressing barriers that are keeping our students from feeling like they belong and keeping them from fulfilling their potential.

**The Mission Preparatory School $199,064.00**

Our theory of action postulates that if we create an inclusive, respectful, and anti-racist environment in our school community through the Harmony Initiative, then we will foster the positive development of our students, educators, caregivers, and the wider community. This inclusive culture will lead to decreased loss of learning time, improved teacher retention, and an enhanced school culture. If we provide students with education on diversity, equity, inclusion, and belonging, they will develop a greater understanding and respect for people's differences. By reducing incidents that disrupt the learning environment, we minimize the loss of learning time, leading to better academic outcomes for all students. If we support educators with resources and training on diversity, equity, and inclusion, they will be better equipped to foster an inclusive learning environment.

**Nevada City School of the Arts** **$200,000.00**

Nevada City School of the Arts (NCSA) is a transitional kindergarten to eighth-grade charter school situated in a predominantly white, rural county, in which a pressing need exists to recognize and address the institutional and cultural biases that contribute to an inequitable educational system. Too often, the needs of traditionally marginalized students go unrecognized and ignored. Critical issues due to the lack of comprehensive antibias and equity-focused education include: chronic absenteeism, excessive suspensions and disciplinary referrals among low-income students and students of color, and a lack of cultural representation in the curriculum. Our theory of action focuses on professional training, stakeholder engagement, and the creation of a safe and inclusive learning environment, to create an equitable learning experience for all 560 students and staff. Funds will support Antibias awareness training, curriculum development, responsive classroom and restorative practices, and community support.

**Nevada Joint Union High School District $194,000.00**

Nevada Joint Union High School District (NJUHSD) is located in a rural community, which historically lacked diversity and is experiencing a culture crisis, as highlighted by the National Public Radio segment titled, “Students are resisting Black and LGBTQ erasure in one of California’s whitest counties.” NJUHSD’s Board, Superintendent, and Executive Cabinet all recognize the impact the current culture is having on the daily student experience and acknowledge that effective change will need to address the agency as a whole across the four Anti-bias domains: identity, diversity, justice, and action. Education must be inclusive of the district’s 2,403 students, 151 certificated staff, 121 classified staff, and 17 administrators. The proposal is to adopt a systematic, long-term plan for regular PD with a renowned agency, passionate about improving school culture. Simultaneously creating systems within classrooms to acknowledge individuality daily, as well as looking to more restorative practices for discipline.

**New Village Girls Academy $200,000.00**

New Village Girls Academy aims to achieve equity and social justice for at-risk girls of color and gender-expansive youth in Los Angeles County through relevant, student-centered learning and wellness programs within an unbiased, culturally competent school community. It is essential that our teachers and staff can identify the bias created by a system of oppression and prejudice, how it impacts their interactions with students and families, as well as discipline referrals, and the opportunities offered to students. Our theory of action focuses on training teachers and staff in core Big Picture Learning practices and restorative justice, and improved schoolwide wellness to support attendance, deeper learning, personal growth and relationships of trust. Our work will impact 20 teachers/staff and 90–100 students annually. Grant funding will support staff/teacher training, classroom-based teacher coaching, and mindfulness training and coaching for all teachers, staff and students.

**Newark Unified School District** **$200,000.00**

To achieve excellence for all students, we must look at the uncomfortable truth that our organizational and individual practices are preventing us from getting there, due in part to a long history of explicit and implicit bias. Challenges have been exacerbated by the pandemic and our current socio-political environment. As a high school student said, “Instances like these do not define us, our school, nor the administration. We are all individuals who work together, and that is what makes us a community.” This grant will fund research-based Empathic Instruction modules for approximately 250 TK–12 staff, secondary restorative justice student leadership program development, and which currently serve approximately 2,800 students and 140 staff members, and community outreach for ongoing district antibias, equity work. In doing so, we seek to reduce the impacts of bias in educational opportunities, which contribute to academic and engagement disparities.

**Pajaro Valley School District $200,000.00**

While Pájaro Valley Unified School District has expanded their grades nine to twelve Ethnic Studies program, they have seen a faster expansion of the program at two of the three comprehensive high schools. This imbalance of access to Ethnic Studies courses is evidence of educational inequity across our high schools, to content which addresses the contributions of Black, Indigenous, Latinx and people of color (BILPOC) in our society, and lack of consistency of equitable grading practices across the district TK–12. Addressing these inequities will increase rich learning experiences centering experiences, stories, and knowledge of ethnic groups providing a culturally and community responsive education. Grant funds will be spent on communities of practice and a contract with Community Responsive Education to support professional learning for 16 teachers, 11 leaders impacting approximately 1,100 students.

**Palm Springs Unified School District $200,000.00**

Palm Springs Unified School District (PSUSD) has prioritized diversity, equity, and inclusion as part of the district’s mission, vision, and plan development efforts. Although significant progress has been made in improving equity, uplifting the voices of marginalized populations, and developing systems to support all groups, PSUSD understands that more work is needed to truly create the model set forth in our Equity Statement. In applying for this grant, PSUSD seeks to accelerate our Conscious Education antibias training for all district staff, create a Diversity and Equity Steering Committee to develop a district Equity Plan and act as an advisory group, and continue work with equity consultants to refine Diversity, Equity, and Inclusion related practices. PSUSD seeks to expand our current efforts to improve school climate through bringing awareness to biases, directly confronting racism, and ensuring that we are successfully creating learning spaces where all students are welcome, included, and respected.

**Plumas County Office of Education** **$150,000.00**

The Plumas Unified School District seeks funding through the Antibias Education Grant Program to eliminate racism and bias, promoting inclusivity for all students. Focused on anti-Semitism and bias against African Americans, Asian-Pacific Islanders, Latinos, and LGBTQ+ youth, we aim to foster supportive schools across California. The proposal outlines our approach, theory of action, estimated impact, and fund utilization. Issue Addressed: Bias, racism, and prejudice persist in our educational system, affecting students' well-being and academic success. We propose evidence-based strategies to promote understanding, empathy, and respect for all individuals, regardless of their characteristics. Theory of Action: Our theory of action is based on the belief that by providing educators with comprehensive PD, reviewing and updating policies to reduce bias, developing a diversity plan tailored to the needs of our district, implementing an inclusive curriculum, and supporting pupil-initiated efforts to combat bias, we can create a positive and inclusive school environment. We believe that increased awareness, knowledge, and skills among educators will translate into equitable practices, improved student outcomes, and a greater sense of belonging for all students.

**Ravenswood City School District $200,000.00**

Ravenswood City School District (RCSD) will address the issue of achievement with English Learners (EL), African American (AA) Special Ed (SPED) students and chronic absenteeism. The theory of action is: 1) Identify needs of EL, AA and SPED students and root causes of chronic absenteeism; 2) Invest in professional learning: Culturally Responsive Lesson Study with a focus on English Language Arts (ELA) and antibias Leadership 4 Justice Training; 3) Plan for implementation of 20 educators that will create antibias interdisciplinary science, technology, engineering and mathematics (STEM) +Literacy classrooms. This will result in a scope of approximately 450 students and scale to participating schools; 4) Create the Antibias in Literacy Implementation Plan while analyzing ELA achievement data and chronic absenteeism rates as metrics to identify patterns of bias and disparities across students, particularly AA, EL and SPED; 5) Examine and reflect on best practices from lesson study that highlights STEM+Literacy academic content in parallel with an antibias framework.

**Reed Union School District $101,300.00**

Reed Union School District (RUSD) is committed to utilizing funds district-wide, across all grade levels to increase equity supports and action to address, prevent and eliminate racism and bias in our school community. RUSD will utilize funding district-wide to implement an evidence-based strategic plan of action to address achievement gaps, improve inclusive practices, increase the representation of diverse populations, and build connectivity amongst all students and staff with longevity and fidelity through data analysis, staff PD, community input, student instruction and experiences, curriculum adoption, targeted supports, outreach, and expert guidance. The district will implement success monitoring systems that involve stakeholders, including students, to ensure lasting growth that incorporates an antibias lens into our general practices and the fibers of what we do and how we do it. The district has 151 employees and 1,026 students.

**San Juan Unified School District** **$200,000.00**

San Juan Unified School District (SJUSD) will address the recent increase of hate incidents on campus, the decline in positive school climate, barriers to inclusivity and opportunities for marginalized students to find community. The proposed theory of action prevents, identifies, and addresses bias within the district by creating an inclusive, equitable school climate that fosters positive academic and social-emotional outcomes for students. As a large district, an estimated 11,000 SJUSD students and 400 educators will be impacted by this work. These funds will address the grant goals by enhancement of the roles of the Equity Liaison Team, a group of trained staff members who liaison between their schools and the Equity and Student Achievement Department, and the Identity Club Advisor Team, site-based educators who support and facilitate student identity clubs; both teams are two critical elements in the district’s Bias Mitigation and Diversity Plan. Lessons learned will be shared with other LEAs.

**San Lorenzo Valley Unified School District $200,000.00**

We are a rural school district of 2,500 TK–12 students and predominantly Caucasian although we have seen an increase in diversity and LGBTQIA+ students over the last few years. If we provide structured anti-racism, anti-hate, and microaggression training to all students and staff, then we will develop a common language and expectation of inclusive practices throughout the district. Which will result in a reduction in bias-based incidents within the district. PD will impact all 312 employees and our students. PD will be tailored to students' grade level and age. By providing training and expanding our book study we will build a study with our entire teaching staff, 143 employees. We are the largest employer, an opportunity to engage our families and community around the work, by hosting family nights, sharing resources, and providing district updates on our work and progress to eliminate racism and bias within our small school district and our broader community.

**San Mateo Union High School District $199,995.00**

San Mateo Union High School District is committed to creating a more equitable and inclusive educational environment by disrupting and eliminating hate in our schools and transforming our systems, so every student and staff member feels a sense of belonging on our campuses. However, instances of hate speech and more overt acts of racism continue to persist, and the persistence of dehumanizing and hateful language impacts the work climate for our educators of color, specifically our Black educators. The purpose of this grant is to provide direct support to up to 20 Black educators and Black, Indigenous, and people of color educators through professional learning and networking opportunities to sustain them professionally. Additionally, as part of the project, the district will identify an outside facilitator to complete a comprehensive assessment of our Black educators’ and students’ experiences on our campuses and identify actionable steps to improve working conditions based on the assessment.

**Santa Barbara Unified School District** **$200,000.00**

Santa Barbara Unified School District’s Theory of Action to transform the cultural climate to eradicate any form of hate, racism, and bias against students reinforces its vision of "Every Child, Every Chance, Every Day." This objective addresses the normalized racism, prejudice, and bias that is negatively affecting our most vulnerable students. Clear communication, immediate response to bias incidents, improving policy and implementation, and setting firm expectations form the strategy impacting 12,249 students, and 2,056 staff, across 17 schools, in over 700 classrooms, and district offices. Professional learning, supported by policies, protocols and procedures that nurture student voice, leadership, and holistic well-being will achieve outcomes of decreased bias incidents, improved school environments, and increased respect and empathy amongst all. In the long term, academic performance and college/career readiness will increase for students who experience discrimination.

**Santa Rita Union School District $200,000.00**

Virtual learning, paired with immigration-enforcement policies and the public murders of black Americans, have brought forward longstanding disparities in academics, discipline, and access to resources leading to decreased academic performance, truancy, disproportionate discipline, and declining social-emotional well-being among Latinx and black students. Addressing this will result in a greater sense of belonging, positive relationships, and access to interventions and supports. This work will impact over 3,400 students and 400 staff. The funds will be used to work with community partners to support an indigenous language interpreter, critical consciousness training for staff, “Thriving Thursdays,” an after-school program designed for students to do internal work around self-actualization, bringing together self-liberation with the liberation of others, including healing circles and opportunities for students to contribute to their campus, their academic success and their community.

**Solano County Office of Education $200,000.00**

Solano County Office of Education (SCOE) will address the issue of achievement with English Learners and Special Education and chronic absenteeism. The theory of action is: 1) Identify the needs of foster youth and special education students and the root causes of chronic absenteeism; 2) Invest in professional learning: Culturally Responsive Lesson Study and Anti-Bias Leadership for Justice Training; 3) Plan for the implementation of 20 teachers and 10 administrators that will create inclusive STEM classrooms. This will result in a scope of approximately 600 students and scale to the participating schools; 4) Implement and create 3-Year Antibias in STEM Implementation Plans while analyzing student achievement data and chronic absenteeism rates as metrics to identify patterns of bias and disparities across students, particularly foster youth and Special Education; 5) We will examine and reflect on best practices from countywide lesson study that highlights STEM academic content in parallel with an anti-bias framework.

**Sunrise Middle School** **$200,000.00**

Issue: Elimination of multi-directional bias and replacement with an intellectual and emotional commitment to inclusivity, the intrinsic value of all people, and action to improve human relations. Recipients--students, school staff, and parents—have experienced bias based in part on their ethnicity. Some are biased toward those who have been biased toward them. Bias elimination must therefore be multi-directional. Theory of Action: Educating the whole person is a powerful method for eliminating bias. Such education attends to the intellectual, rational, emotional, social, psychological, and civic development of each participant. Numbers: 309 students, 40 educators and staff, and about 600 parents will be affected. Use of Funds: Funds will partially support major elements of the integrated multi-dimensional program to eliminate bias in learning, reasoning, feelings toward oneself, interacting with others, developing self-understanding, and serving the community.

**Ventura Unified School District $200,000.00**

Ventura Unified School District (VUSD) has experienced instances of bias and prejudice over the past two years: the African American Parent Council (AAPC) shared specific instances in which their children experienced racial harassment and discrimination, including the use of the N-word; Multilingual Learner focus groups report that Syrian students hear racial slurs daily; Local Control and Accountability Plan student survey responses indicate that instances of bullying are not addressed by the school and the ability to report anonymously is not available. VUSD will contract with outside providers to train leadership teams comprising students, classified staff, teacher leaders and administrators. Leadership teams will implement practices that amplify student voices and support students in becoming stewards of equity and inclusion. Administrators will be trained in creating compassionate systems to support the work being done by students. Approximately 40 administrators, 500 staff, 25 teacher leaders and 9,000 students will be impacted by this work.

**WISH Charter Schools $200,000.00**

WISH serves approximately 1,300 public school students and 120 educators in elementary, middle, and high schools in Los Angeles. The students attending are admitted by lottery and makeup approximately 6 percent Asian students, 4 percent of two races or more, 30 percent white students, 30 percent Black students, and 30 percent Latino students. WISH is committed to social justice through inclusivity in that not only is there diversity of race in every single classroom, but there is also diversity of religion, identity, gender, and ability. It is our commitment that when you raise students in heterogeneous groups that value diversity from the outset, these students become adults who thereby create community spaces and workplaces that support and embrace the rich diversity of humanity around us.