**California Department of Education**

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



**Prepared by:**

**Educator Excellence and Equity Division**

**Instruction, Measurement, and Administration Branch**

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*Description*: Implementation of the Antibias Education Grant Program

*Authority*: Assembly Bill 130, Section 157, Budget Act of 2021 and AB 181 Section 138 of the Budget Act of 2022

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

*Due Date*: September 1, 2023

**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, with an additional $10 million 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.

For the 2021−22 fiscal year, a minimum of 50 grants are required to be awarded to local educational agencies (LEAs) through a competitive application process. Additionally, for the 2022–23 fiscal year, a minimum of 50 grants will be awarded to LEAs through a competitive application process. An LEA shall not receive a grant for less than $75,000 or more than $200,000 with funds available for expenditure or encumbrance through the 2025−26 fiscal year. This report provides a summary of the recipients awarded funding under the Antibias Education Grant Program.

A total of 137 applications were submitted within the posted timeline, and ultimately 75 LEAs were selected to receive funding under the Antibias Education Grant Program. Out of the 75 LEA grantees, 41 were school districts, 10 were county offices of education, and 24 were directly funded charter schools.

If you have any questions regarding this report, please contact Alison Pettit, Education Programs Consultant, Educator Excellence and Equity Division, by phone at

916-323-3927, or by email at apettit@cde.ca.gov.

You can find this report on the California Department of Education 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, Educator Excellence and Equity Division, by phone at 916-323-3927 or by email at apettit@cde.ca.gov.

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

### Applicant Eligibility

Applicant eligibility was limited to local educational agencies (LEAs), defined as a school district, county office of education (COE), or directly funded charter school, within the State of California that serves students in transitional kindergarten through grade twelve (TK–12).

### Application Timeline

The Request for Application (RFA) was posted on the California Department of Education (CDE) Antibias Education Grant Program web page on July 1, 2022, and applications were due on September 30, 2022, by 4 p.m. An Application Workshop Webinar was held on July 15, 2022. Final awards were posted on the CDE Antibias Education Grant Program web page on December 23, 2022. Applicants could appeal the decision of the reading panel and had until 4 p.m. on January 10, 2023, to submit their request for an 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 of 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, and 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 any and 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 towards 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 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 Educator Excellence and Equity Division (EEED) 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 and 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 will 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; and
* Sharing stories and insights about the impact and systems levers that support shifts in relationships, curriculum and instruction, and school culture.

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

## Grantees and Demographics

A total of 137 applications were submitted within the posted timeline, and 75 applicants were selected to receive funding. A total of $14,157,233 has been awarded across the 75 LEA grantees. Out of the 75 LEA grantees, 41 were school districts, 10 were COEs, and 24 were directly 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 |
| --- | --- |
| Acalanes Union High School District | $200,000.00  |
| Alameda Unified School District (USD) | $200,000.00  |
| Alliance Patti and Peter Neuwirth Leadership Academy | $189,900.00  |
| Alliance Renee and Meyer Luskin Academy | $200,000.00  |
| Antioch USD | $199,997.00  |
| Arcata School District | $199,981.63  |
| Arts in Action Community Charter School | $185,160.00  |
| Arts in Action Community Middle School | $185,160.00  |
| Camino Nuevo Charter Academy | $170,372.00  |
| Camino Nuevo Charter Academy #2 | $170,372.23  |
| Camino Nuevo Elementary School #3 | $170,372.23  |
| Camino Nuevo High School #2 | $170,372.23  |
| Campbell Union School District | $200,000.00  |
| Castro Valley USD | $200,000.00  |
| Citizens of the World Charter School 4 East Valley | $199,856.87  |
| Citizens of the World Charter School 5 West Valley | $199,964.62  |
| Citizens of the World Charter School Hollywood  | $199,088.36  |
| Citizens of the World Charter School Mar Vista | $199,936.48  |
| Citizens of the World Charter School Silver Lake | $199,488.11  |
| City Arts & Leadership Academy | $177,167.00  |
| Claremont USD | $185,047.00  |
| Conejo Valley USD | $200,000.00  |
| Contra Costa COE | $200,000.00  |
| Culver City USD | $200,000.00  |
| Davis Joint USD | $194,209.97  |
| El Camino Real Charter High School | $196,000.00  |
| Envision Academy of Arts & Technology | $199,996.00  |
| Five Keys Independence High School | $199,501.66  |
| Folsom Cordova USD | $200,000.00  |
| Fontana USD | $199,972.28  |
| Fort Bragg USD | $199,339.00  |
| Glendale USD | $200,000.00  |
| Glenn COE | $165,771.00  |
| Gonzales USD | $199,930.57  |
| Granada Hills Charter | $75,000.00  |
| Hayward USD | $200,000.00  |
| Helix Charter High School | $200,000.00  |
| Impact Academy of Arts & Technology | $199,921.00  |
| Imperial COE | $200,000.00  |
| Inspire School of Arts & Sciences | $181,733.01  |
| Irvine USD Curriculum & Instruction Department | $200,000.00  |
| John Muir Charter Schools | $97,023.54  |
| Kern County Superintendent of Schools Office | $199,680.00  |
| Kern High School District | $199,999.68  |
| Lake Tahoe USD | $200,000.00  |
| Marin COE | $200,000.00  |
| Martinez USD | $200,000.00  |
| Merced COE | $200,000.00  |
| Milpitas USD | $200,000.00  |
| Moreno Valley USD | $190,718.00  |
| Mount Pleasant Elementary School District | $112,223.92  |
| Mountain View Whisman School District | $200,000.00  |
| Multicultural Learning Center | $200,000.00  |
| New Haven USD | $200,000.00  |
| Pasadena USD | $200,000.00  |
| Petaluma City Schools | $200,000.00  |
| Piedmont USD | $200,000.00  |
| Riverside USD | $198,255.00  |
| Ross Valley School District | $200,000.00  |
| San Bernardino City USD | $199,227.00  |
| San Carlos School District | $200,000.00  |
| San Diego USD | $200,000.00  |
| San Joaquin COE | $200,000.00  |
| San Lorenzo USD | $200,000.00  |
| San Marcos USD | $200,000.00  |
| San Mateo-Foster City School District | $200,000.00  |
| San Ramon Valley USD | $200,000.00  |
| Santa Ana USD | $199,993.00  |
| Santa Clara COE | $200,000.00  |
| Santiago Charter Middle School | $75,000.00  |
| Sonoma COE | $199,627.50  |
| Southern Humboldt Joint USD | $200,000.00  |
| West Covina USD | $200,000.00  |
| Wheatland Union High School District | $196,368.15  |
| Yolo COE | $75,507.00  |

### 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 | 98.7% |
| Religion | 64% |
| Gender | 88% |
| Gender Identity | 92% |
| Sexual Orientation | 90.7% |
| Disability | 86.7% |
| Immigration Status | 77% |
| Language | 76% |
| Other | 16% |

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 | 64% |
| African Americans | 96% |
| Asian-Pacific Islanders | 76% |
| Latinos | 94.7% |
| LGBTQ | 89% |
| Other | 20% |

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 of LEA Grantees** |
| Professional Development | 100% |
| Reviewing policies, practices, and procedures | 82.7% |
| Development (or updating) of a comprehensive bias mitigation or diversity plan | 56% |
| Curriculum | 72% |
| Support of pupil-initiated and pupil-led efforts | 58.7% |

## Remaining Funds and New Request for Application

With a remainder of $5,842,767 left from the initial RFA and selection of grantees, the EEED is initiating the Antibias Education Grant RFA for a Cohort 2. While the obligation of awarding at least 50 LEAs in the 2021–22 fiscal year was met, the second round will allow the CDE to meet legislative obligation for the 2022–23 fiscal year of awarding at least 50 additional LEAs. The Antibias Education Grant Program will use the same materials, timeline and evaluation process, and projects an anticipated completion date in summer 2023.

## Appendix A: Grantee Executive Summaries

Included below are the executive summaries taken from the applications of each LEA selected to receive funding through 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 of the LEA grantees indicated they would be using funding to provide staff PD. Additionally, over 80 percent indicated funds will be used in analyzing and/or revising 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 through the executive summaries are African Americans, Asian-Pacific Islanders, Latinos, English language learners (ELLs), low-income, students with disabilities, students who are LGBTQ, and Jews and members of the Jewish community. 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 increasing feelings of belonging in their school communities, as well as addressing the mental health needs of their students.

### Acalanes Union High School District $200,000.00

“The Acalanes Union High School District is composed of four comprehensive high schools that serve approximately 5,500 students each year. While the district is a high performing district, persistent gaps remain in the A-G completion rates and data around belonging and inclusion. In 2016, the District held a student summit designed to surface the experiences of students of color and identify areas of harm. This was a powerful motivator for staff to become engaged in antibias training and address policies that unintentionally reinforced inequitable practices. In 2018, the Board passed BP0415, Equity, that gave direction to staff to look at policies, practices, and student programs and activities and ensure alignment with the vision to eliminate the achievement and belonging gap. This grant will assist the district in expanding PD and ensuring that all educators (504 employees) and students are impacted by anti-bias training and inclusive programming.”

### Alameda USD $200,000.00

“Alameda USD will address A-G eligibility for our African American and Latino students by increasing enrollment in advanced math classes. Our theory of action focuses on early identification of students not passing ninth grade Algebra and convening our faculty, students, families and district leadership to examine barriers to Black and Latino students not completing A-G requirements in math. This will impact 20 educators,10 counselors, and 630 African American, Latino students at both high schools. The grant addresses bias by ensuring African American and Latino students are in an environment that trains its staff on culturally responsive practices to increase enrollment in advanced math. This significant equity issue points at the systemic failure of our schools due to bias, low expectations, subpar culturally relevant instruction and lack of intervention/support for these students and families.”

### Alliance Patti and Peter Neuwirth Leadership Academy $189,900.00

“Through the antibias education grant program, we are hoping to address staff and student sense of belonging by deepening our understanding of racism and its impact on us as individuals and as a community. Our theory of change is: if we as staff members increase individual racial consciousness and deepen our understanding of the impact of racial bias on our relationships with other staff members and students, then we can collectively dismantle systems of oppression within our school and design policies and curricula in support of racial justice and becoming an anti-racist organization. To actualize this theory, we plan to partner with the Center for Racial Justice in Education for the spring semester of the 2022−23 school year, and three academic years following. Each year, approximately 65 staff members and 615−620 students will be affected by our work. We plan to use these funds for ongoing PD, a yearly racial equity audit and subsequent racial equity leaders.”

### Alliance Renee and Meyer Luskin Academy $200,000.00

“Luskin serves 79 percent Latiné and 19.1 percent Black students. We recognize that “while all people of color experience racism, blackness is the fulcrum of White supremacy” (Dumas, 2018). Luskin has taken strides in uplifting their Black community, recognizing that in lifting them we can begin to dismantle White Supremacy. Despite the strides Luskin has taken to be pro-Black, they are still experiencing the highest suspension rates, and our attempt to celebrate Blackness has created a sense of exclusion for our Latiné community. Luskin seeks to affirm the identities of our students and build solidarity, build a restorative framework to heal racism. Our commitment to become anti-racist includes all staff (30), and scholars (500), and five randomly selected cohort of parents. Luskin Academy serves as a microcosm of similar California schools in what we will achieve through our anti-racist practices will become models for other schools and our immediate community.”

### Antioch USD $199,997.00

“Antioch USD serves 15,652 students across 25 schools. The targeted schools are three high schools and four middle schools. The issue is the presence of bias and inequity that perpetuates challenges and problems. The realization that inequity is prevalent among teachers and administrators is the starting point. The Theory of Action begins with the need to eliminate bias among school leaders and teachers through objectives of increased knowledge and awareness using inputs and activities for training and pay for teachers resulting in outputs of numbers of participants and outcomes towards eliminating bias and creating an antibias culture. Thirty administrators (10 per year) and 105 teachers (35 per year) will be affected. The long-term project impact will be approximately 7,500 students. Eligible Activities: PD for teachers and school administrators. Funds will be used for eliminating bias among school leaders to create a culture where respect exists for all people.”

### Arcata School District $199,981.63

“District data shows our greatest challenge is ensuring academic equity and school success (grades, attendance and behavior) for diverse students—particularly students from families with low socio-economic status who are not as successful as white students. Arcata’s Poverty Rate is over 35 percent. Arcadia School District must support design features of equitable learning environments including Multi-Tiered Systems of Support (MTSS), which we have started and more equitable instructional practices, which this effort supports. Engaging equitable instruction and grading plus efforts to create a more engaging school environment for vulnerable students are needed to address and eliminate racism and bias and make schools more inclusive and supportive. Over two years of PD (four days per year) educators and staff will be trained in strategies to mitigate bias and resources to design positive learning experiences for all students. The project will also support pupil-initiated and pupil-led efforts to combat hate, bigotry, racism, bias or prejudice.”

### Arts in Action Community Charter School $185,160.00

“Our students need access to resources that celebrate diversity and actively fight against bias and inequity. This aligns with our mission of empowering our students to become activists who advocate for social justice. Schools are responsible for providing culturally responsive education through diverse teaching practices, resources and curricula. Our staff need training and opportunities to learn how to improve and implement antibias practices. Our students deserve and need culturally responsive school resources and curricula. About 1,500 members of the community would benefit from our work. Supplemental funding would allow us to increase and improve the scope of our training and resources for providing parent and student events and workshops, and culturally responsive antibias curriculum and resources. Through the expansion of our existing work, we would be able to provide resources and supports to the East Los Angeles community and neighboring district and charter schools.”

### Arts in Action Community Middle School $185,160.00

“Our students need access to resources that celebrate diversity and actively fight against bias and inequity. This aligns with our mission of empowering our students to become activists who advocate for social justice. Schools are responsible for providing culturally responsive education through diverse teaching practices, resources and curricula. Our staff need training and opportunities to learn how to improve and implement antibias practices. Our students deserve and need culturally responsive school resources and curricula. About 1,500 members of the community would benefit from our work. Supplemental funding would allow us to increase and improve the scope of our training and resources for providing parent and student events and workshops, and culturally responsive antibias curriculum and resources. Through the expansion of our existing work, we would be able to provide resources and supports to the East Los Angeles community and neighboring district and charter schools.”

### Camino Nuevo Charter Academy $170,372.00

“Camino Nuevo Charter Academy requests support for our transitional kindergarten through grade eight (TK−8) Interdisciplinary Ethnic Studies Program. We will use the funds to take a multipronged approach to proactively preventing, addressing, and eliminating racism and bias in our school. Key activities include investing in PD, developing an Equity Plan for organizational policies, and codifying a TK−12 Ethnic Studies curriculum. We will reach 600 students with this work and engage 33 diverse TK−8 educators through PD and curriculum development. We will organize expert guest presenters, Professional Learning Communities, and school site opportunities for hands-on learning. Educators will be equipped to use culturally responsive pedagogy to support students academically while also preparing them to be social justice leaders in their communities. Ultimately, our goal is to establish classrooms built to celebrate diversity and center the student experience as a way to build inclusive schools.”

### Camino Nuevo Charter Academy #2 $170,372.23

“Camino Nuevo Charter Academy #2 requests support for our TK−8 Interdisciplinary Ethnic Studies Program. We will use the funds to take a multipronged approach to proactively preventing, addressing, and eliminating racism and bias in our school. Key activities include investing in professional development, developing an Equity Plan for organizational policies, and codifying a TK−12 grade Ethnic Studies curriculum. We will reach 675 students with this work and engage 47 diverse TK−8 educators through PD and curriculum development. We will organize expert guest presenters, Professional Learning Communities, and school site opportunities for hands-on learning. Educators will be equipped to use culturally responsive pedagogy to support students academically while also preparing them to be social justice leaders in their communities. Ultimately, our goal is to establish classrooms built to celebrate diversity and center the student experience as a way to build inclusive schools.”

### Camino Nuevo Elementary School #3 $170,372.23

“Camino Nuevo Elementary School #3 requests support for our TK−8 Interdisciplinary Ethnic Studies Program. We will use the funds to take a multipronged approach to proactively preventing, addressing, and eliminating racism and bias in our school. Key activities include investing in PD, developing an Equity Plan for organizational policies, and codifying a TK−8 grade Ethnic Studies curriculum. We will reach 730 students with this work and engage 44 diverse TK−8 educators through PD and curriculum development. We will organize expert guest presenters, Professional Learning Communities, and school site opportunities for hands-on learning. Educators will be equipped to use culturally responsive pedagogy to support students academically while also preparing them to be social justice leaders in their communities. Ultimately, our goal is to establish classrooms built to celebrate diversity and center the student experience as a way to build inclusive schools.”

### Camino Nuevo High School #2 $170,372.23

“Camino Nuevo High School #2 requests support for our grades nine through twelve (9−12) Interdisciplinary Ethnic Studies Program. We will use the funds to take a multipronged approach to proactively preventing, addressing, and eliminating racism and bias in our school. Key activities include investing in PD, developing an Equity Plan for organizational policies, and codifying a TK−12 grade Ethnic Studies curriculum. We will reach 470 students with this work and engage 32 diverse 9−12 grade educators through PD and curriculum development. We will organize expert guest presenters, Professional Learning Communities, and school site opportunities for hands-on learning. Educators will be equipped to use culturally responsive pedagogy to support students academically while also preparing them to be social justice leaders in their communities. Ultimately, our goal is to establish classrooms built to celebrate diversity and center the student experience as a way to build inclusive schools.”

### Campbell Union School District $200,000.00

“Campbell Union School district is seeking grant funding for the purpose of uncovering bias and racism within our system. The District has three strategic goals: increase the racial literacy of our system, normalize conversations about race and bias, tap the untapped voices of the families and students we serve. To achieve the goals, we have two theories of action centering on two problems of practice: 1) Hispanic students make up 47 percent of our district student population, however there is predictable data discrepancy between Hispanic students and other student groups; 2) Staff members feel ill-prepared to engage in conversations about race, bias and inclusion. The focus on antibias education will impact the overall system. We have 400 certificated educators, 295 classified staff and 6,488 TK−8 grade students. The funds will be used to create adult and student Equity and Anti Bias Leadership teams that will advance our work in this area.”

### Castro Valley USD $200,000.00

“Castro Valley USD is seeking an Antibias Education grant to support LGBTQ+ students and reduce harassment; to shrink the attendance and achievement gap for Students of Color; and to provide additional training for TK−12 teachers initiating complex Social Emotional Learning (SEL)/antibias discussions in their classrooms. Surveys show clearly these student groups are facing higher levels of bullying and it has impacted attendance—which research has closely correlated to decreased academic performance. Over four years, 300 plus staff will receive antibias training; 200 students will train as student ambassadors and 350 will be supported through student-led groups and workshops; and thousands of TK−12 students will receive more rigorous antibias/antiracist (ABAR) lessons. If the District supports teachers, and if students and families are also empowered to eliminate bias, then lessons will be more relevant and effective, an antibias framework will be put in place, which will lead to a more positive outlook on school and fewer absences.”

### Citizens of the World Charter School 4 East Valley $199,856.87

“Citizens of the World Charter School East Valley serves 300 students (growing by 50−100 students per year) and a staff of 43. Like many urban public schools, we are facing dilemmas, including gaps in academic data along lines of race, class, language and ability. These same groups report a lower sense of belonging than their White and Asian identifying, wealthier, neurotypical developing, English-speaking peers. Our theory of action is that growing the competencies skill, will, empathy and confidence of students, staff, families and leadership to engage in ABAR work will have a direct impact on student academic and social emotional success and improve belonging for our most underserved. Our proposed activities include 1) strengthening our Diversity, Equity, Inclusion and Belonging (DEIB) strategic plan; 2) providing PD to staff and leaders; 3) adopting a kindergarten through grade eight (K−8) ABAR curriculum; 4) establishing affinity groups for students, staff and families; and 5) auditing practices, policies and procedures to eliminate bias and prejudice.”

### Citizens of the World Charter School 5 West Valley $199,964.62

“Citizens of the World Charter School West Valley serves 300 students (growing by 50−100 students per year) and a staff of 45. Like many urban public schools, we are facing dilemmas, including gaps in academic data along lines of race, class, language and ability. These same groups report a lower sense of belonging than their White and Asian identifying, wealthier, neurotypical developing, English-speaking peers. Our theory of action is that growing the competencies (skill, will, empathy and confidence) of students, staff, families and leadership to engage in ABAR work will have a direct impact on student academic and social emotional success and improve belonging for our most underserved. Our proposed activities include 1) strengthening our DEIB strategic plan; 2) providing PD to staff and leaders; 3) adopting a K−8 ABAR curriculum; 4) establishing affinity groups for students, staff and families; and 5) auditing practices, policies and procedures to eliminate bias and prejudice.”

### Citizens of the World Charter School Hollywood $199,088.36

“Citizens of the World Charter School Hollywood serves 425 students and has a staff of 74. Like many urban public schools, we are facing unprecedented dilemmas, including gaps in academic data along lines of race, class, language and ability. These same groups report a lower sense of belonging than their White- and Asian-identifying, wealthier, neurotypical developing, English-speaking peers. Our theory of action is that growing the competencies (skill, will, empathy and confidence) of students, staff, families and leadership to engage in ABAR work will have a direct impact on student academic and social emotional success and improve belonging for our most underserved. Our proposed activities include five practices: 1) strengthening our DEIB strategic plan; 2) providing PD to staff and leaders; 3) adopting a K−8 ABAR curriculum; 4) re-establishing affinity groups for students, staff and families; and 5) auditing practices, policies and procedures to eliminate bias and prejudice.”

### Citizens of the World Charter School Mar Vista $199,936.48

“Citizens of the World Charter School Mar Vista serves 550 students and has a staff of 84. Like many urban public schools, we are facing unprecedented dilemmas, including gaps in academic data along lines of race, class, language and ability. These same groups report a lower sense of belonging than their White- and Asian-identifying, wealthier, neurotypical developing, English-speaking peers. Our theory of action is that growing the competencies (skill, will, empathy and confidence) of students, staff, families and leadership to engage in ABAR work will have a direct impact on student academic and social emotional success and improve belonging for our most underserved. Our proposed activities include five practices: 1) strengthening our DEIB strategic plan; 2) providing PD to staff and leaders; 3) adopting a K−8 ABAR curriculum; 4) re-establishing affinity groups for students, staff and families; and 5) auditing practices, policies and procedures to eliminate bias and prejudice.”

### Citizens of the World Charter School Silver Lake $199,488.11

“Citizens of the World Charter School Silver Lake serves 725 students and has a staff of 115. Like many urban public schools, we are facing unprecedented dilemmas, including gaps in academic data along lines of race, class, language and ability. These same groups report a lower sense of belonging than their White- and Asian-identifying, wealthier, neurotypical developing, English-speaking peers. Our theory of action is that growing the competencies (skill, will, empathy and confidence) of students, staff, families and leadership to engage in ABAR work will have a direct impact on student academic and social emotional success and improve belonging for our most underserved. Our proposed activities include five practices: 1) strengthening our DEIB strategic plan; 2) providing PD to staff and leaders; 3) adopting a K−8 ABAR curriculum; 4) re-establishing affinity groups for students, staff and families; and 5) auditing practices, policies and procedures to eliminate bias and prejudice.”

### City Arts & Leadership Academy $177,167.00

““A school has an anti-racist learning culture when…adults are working intentionally and collaboratively across differences to identify and interrupt racial oppression within themselves and every policy of the school to ensure everyone thrives!” Daneen Keaton, Leadership for Liberation Our project addresses racialized student outcomes and racialized professional experiences for staff. Our Theory of Action is that if we develop staff as antiracist educators who skillfully design and implement pro-Black instruction, systems and structures, we will build a strong school community that meets the needs of both students and adults and promotes equitable outcomes for all. As a result, all students, regardless of background, will thrive. This work will serve 42 staff and 472 students. We can help combat racism and promote inclusivity through our consulting arm, Envision Learning Partners (ELP). ELP plans to incorporate our pro-Black work into its offerings to educators throughout California.”

### Claremont USD $185,047.00

“Claremont USD (CUSD) hopes to secure Antibias Education Grant funding to reduce opportunity and achievement gaps, diversity staff to mirror student demographics, and increase mental health and SEL supports for students. Through teacher training, staff development, administrative training, and student involvement, CUSD will create and maintain spaces dedicated to preventing and eliminating bias in all 10 CUSD schools. With the Continuous Improvement Cycle theory of action, CUSD will identify local needs, select evidence-based interventions, plan, implement, and examine practices to ensure that antibias education develops in the years to come. Through this funding, CUSD will be able to impact 6,500 students, 350 certificated teachers, 325 classified staff members, and 40 administrators. Additionally, numerous parents, guardians, and community members will be included in creating antibias educational spaces.”

### Conejo Valley USD $200,000.00

“The purpose of this request is to provide training for district/site leaders, teachers, staff, students and the community of Conejo USD in the area of inclusivity, unconscious biases, microaggressions, ISM’s and being racially conscious in Conejo USD. This funding opportunity will allow Conejo’s leadership and Diversity, Equity and Inclusion (DEI) Department opportunities to explore ways to train the community to recognize, interrupt and repair situations where there are racial inequities, non-inclusive policies and where biased attitudes negatively impact student experiences/outcomes. This shift in school culture will decrease bullying, absenteeism, exclusionary practices and increase student experiences/outcomes while improving safe spaces for marginalized students. School culture is defined by mutually shared beliefs and traditions that are unwritten, informal, and conveyed through casual and continuous contact and socialization.”

### Contra Costa COE $200,000.00

“Contra Costa COE serves over 600 students, of which the majority are students of color. Our workforce population, including teachers, managers, and support staff, are, for the majority, from the dominant white culture that makes up Contra Costa County. Our Equity committee, which is made up of representatives from all our various work groups, classified, certificated, management, as well as representation from all ethnic backgrounds that make up our agency, discussed and analyzed the issues and came to the determination that in order to cultivate a truly antibiased, inclusive organization, our leadership needs have a greater understanding of racial equity work and be able to lead conversations and change efforts while our teachers and staff are receiving training for their classroom. Our theory of action is we will train all leadership in (name of Epoch training) and that will lead the ongoing work agency wide.”

### Culver City USD $200,000.00

“Culver City USD seeks to address the needs of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual people collectively (LGBTQIA) students, particularly those of color, for improving school climate, increasing school connectedness and meaningful participation, and reducing bullying based on their actual or perceived sexual orientation, gender identity/gender expression, and intersecting identities (i.e. race/ethnicity, permit status). Aligned to our 2020−23 Equity Plan, our theory of action is: IF we support students to initiate and lead efforts to create liberated learning environments that are free of bias; AND IF we listen to their needs and concerns as we design and implement PD to mitigate bias, foster caring relationships and engaged learning; THEN we will provide an inclusive environment and safe haven for the intersectionality of LGBTQIA and other identities. Funds will support pupil-led activities and strategies impacting 2,600 high school students and provide PD for 120 educators.”

### Davis Joint USD $194,209.97

“Davis Joint USD (DJUSD) will prevent and address the issues of bias and prejudice towards African-American, Jewish, and LGBTQ+ students in Davis kindergarten through grade twelve (K–12) schools. Our theory of action is that long-lasting, meaningful change comes when those who are most affected by harm are able to direct how things will be set right. When this is prioritized, and the institution co-designs structural solutions with members of the affected constituency, systems and culture can be changed for the better. DJUSD has done this before and will be able to expand it to new constituency groups with this funding. The project activities will directly benefit the 1,300 of our 8,500 students who identify as African American, Jewish or LGBTQ+ by improving policies, adding structures, changing practice; with benefits for all. We will involve 250 District adults in four years, 25 percent of staff. DJUSD will help eliminate racism and bias in all California schools by actively participating in and contributing to the Grantee Community of Practice.”

### El Camino Real Charter High School $196,000.00

“El Camino Real Charter High School, with approximately 150 educators and 3,630 students in grades 9−12, aims to be an inclusive school for all. However, new data from the Center of Disease Control show that in high school students, 1 in 3 experienced poor mental health during the pandemic, and 20 percent seriously considered suicide. Subgroup data is even more alarming. For example, according to a recent survey from the Trevor Project, 45 percent of LGBTQ youth seriously considered suicide this year; however, LGBTQ youth who found their school to be LGBTQ-affirming reported much lower rates of suicide. Security is a basic need and without it, we cannot expect our students to learn and thrive. Wanting all people to feel safe, respected, and valued, and realizing our students spend the majority of their day in our schools, we must do our best to support them. Through intentional PD, programs, materials, field trips, and renovation, we plan to make our school a space that not only supports our students and staff but helps create a world where all California public schools prevent, address, and eliminate racism and bias.”

### Envision Academy of Arts & Technology $199,996.00

“A school has an anti-racist learning culture when…adults are working intentionally and collaboratively across differences to identify and interrupt racial oppression within themselves and every policy of the school to ensure everyone thrives!” Daneen Keaton, Leadership for Liberation. Our project addresses racialized student outcomes and racialized professional experiences for staff. Our Theory of Action is that if we develop staff as antiracist educators who skillfully design and implement pro-Black instruction, systems and structures, we will build a strong school community that meets the needs of both students and adults and promotes equitable outcomes for all. As a result, all students, regardless of background, will thrive. This work will serve 45 staff and 277 students. We can help combat racism and promote inclusivity through our consulting arm, ELP. ELP plans to incorporate our pro-Black work into its offerings to educators throughout California.”

### Five Keys Independence High School $199,501.66

“Five Keys Independence High addresses the issue of reifying schools as antibias institutions so students will thrive in their educational journeys. We serve 6,000 low-income, majority-minority students/year (2,300 ADA) of which 25–40 percent are attending while in jail. Most have been subjected to multiple, concurrent, and persistent biases and prejudices throughout their lives. Our theory of action is premised on a sustained whole-of-school approach with 250 plus educators and staff in antibias PD that will build self-reflective skills and self-regulation to increase awareness and interrupt manifestations of bias. All students will have access to revised curriculum developed through an antibias framework of social justice, antiracism, and anti-oppression so that our school environment remains safe, equitable, and welcoming for all. Grant funds will be used for teacher stipends and consultant fees for antibias planning, PD, and curriculum writing.”

### Folsom Cordova USD $200,000.00

“Through continuous cycles of improvement and the analysis of student outcome data, the Folsom Cordova USD has identified areas of need including the prevention of and addressing bias and prejudice toward historically marginalized student groups, specifically Black, Hispanic, Immigrant, LGBTQ+, and students with disabilities. In response to this need, the LEA has selected evidence-based interventions and other activities to address bias and prejudice. With careful planning and support, the interventions will be monitored, examined, and progress will be measured. By 2026, the Folsom Cordova USD expects approximately 1,000 educators and all students will be impacted by this work. Funds from the AntiBias Education Grant Program would allow the Folsom Cordova USD to expand PD, fund student-led affinity groups, and amplify the voices of historically marginalized students.”

### Fontana USD $199,972.28

“The Fontana USD faces historically rooted injustices that are deeply embedded into our local schools. Fontana USD is primarily composed of students of color with our educator population being mostly White. Data shows that many of our students of color, among other student populations, do not feel a sense of belonging at their schools. This significantly impacts behavior and achievement. Our Theory of Action infuses social justice and culturally responsive pedagogy into our schools by creating a site-based position of “Social Justice and Equity Coordinator” to support equity in the school structure and classroom instruction. The Antibias Education Grant would help us reach over 1,500 educators and 35,000 students. These coordinators will receive PD on social justice standards, culturally responsive pedagogy, and courageous conversations. This is an opportunity for teachers to review and revise policies and practices that continue bias and injust.”

### Fort Bragg USD $199,339.00

“Fort Bragg USD is in Mendocino County and we have five campuses with 250 staff members and 1,700 PreK−12 students. We intend to reach all students and staff through this grant program by building awareness of the effects of implicit bias and racism in our schools and bringing change through actionable data and evidence-based strategies. We will share these strategies through PD, data collection and analysis, and measure outcomes of strategic instructional practices to demonstrate statistically significant improvement in student outcomes. Our work will include staff, students, and community members to provide high-quality and engaging educational experiences presented by informed educators through a culturally responsive lens. We will support pupil-led efforts to fight bias and/or prejudice to nurture a sense of connection and develop an inclusive campus culture that can be shared with our community of practice and replicated across the state.”

### Glendale USD $200,000.00

“Funds from this grant will be used to implement three initiatives to promote needed change for 24,200 district students and 1,200 teachers and staff. The Collective Impact Initiative will work to develop a shared vision to improve climate as it relates to sociocultural inclusion. The initiative will examine existing anti-bias initiatives including restorative justice, student wellness centers, positive behavior interventions (PBIS), and DEI education to coordinate the deployment & strengthen the impact of these resources in schools. The Learning Together Initiative will provide professional learning within Glendale USD and extend to community members, students, and families around pedagogy that is culturally inclusive and sustaining for all humans. The Common Ground Club Initiative will develop the leadership capacity of at-risk youth and empower them to form and build campus clubs focused on building sociocultural understanding and alliances with their diverse peers.”

### Glenn COE $165,771.00

“Glenn COE, in order to make public schools more equitable and inclusive of students and staff is committed to providing PD through a robust antibias program. As per Dashboard, we have student groups of color in the Red or Orange. Students within minority ethnicity, gender and sexuality subgroups are chronically absent, suspended at higher rates, and emotionally disconnected at school. Our small, rural county includes 73.4 percent Free and Reduced Priced Meals, English Learners (ELs), and Foster Youth. Glenn COE’s strategic theory of action will prevent, address, and eliminate bias by using funds to increase diverse literature and student-led activism, while preparing for the upcoming Ethnic Studies requirement and increasing multicultural education TK−12. The activities will be offered to all educators in our county schools including paraprofessionals and Ed Specialists who serve districts through coteaching and planning. We hope to affect 140 educators through our offerings directly affecting learning and school culture for 3,000 students.”

### Gonzales USD $199,930.57

“Gonzales USD will address the issue of access and opportunity to a high-quality Science, Technology, Engineering and Mathematics (STEM) education, devoid of bias and systemic barriers, for underrepresented students of color, special education and emergent bilingual students. Antibias professional learning is often separated from content driven training. Our theory of action is to combine academic content with antibias pedagogy. We will address the root causes in reaching our underrepresented groups by implementing districtwide lesson study that highlights math and science in parallel with an anti-bias framework. We will recruit up to 10 administrators and 20 educators, prioritizing teachers of special education students and ELLs, resulting in a scope of about 1,200 students. Gonzales USD will run six districtwide workshops open to all Gonzales USD district and school faculty. Gonzales USD will use the funds to partner with organizations and experts in antibias including STEM4Real and run antibias, standards-based professional learning.”

### Granada Hills Charter $75,000.00

“Granada Hills Charter (GHC) partnered with a few anti-bias organizations and provided presentations on anti-bias instructional practices. Those efforts were not part of a strategic plan. GHC needs to conduct an anti-bias audit to create a coherent mitigation plan for eliminating bias and prejudice. This work will affect over 5,500 diverse students and 500 diverse certificated and classified staff. Our theory of action is: IF GHC partners with an IHL or an anti-bias in education organization to conduct an anti-bias audit of the school, and IF GHC convenes a working group of educational partners tasked with implementing the mitigation plan, and IF GHC empowers the working group to lead the strategies described in the plan by providing them with the administrative support, time, and resources, THEN GHC will be in alignment with its mission to create student-centered learning environments. The funds will be used to conduct an audit and provide targeted professional development and resources.”

### Hayward USD $200,000.00

“The Hayward USD serves about 18,000 students and 2,000 staff members. The Hayward USD rejects all forms of racism as destructive to its mission of educational equity, yet race continues to be the most persistent predictor of student performance. If we as a school district continue providing mandatory ABAR PD to all staff members; continue exploring the implications of this training on practices; and hire a consultant to develop a Racial Complaint process; then students will receive more a more equitable education student outcomes will improve because we will be able to build on our cultural assets, skills and knowledge to deliver more engaging and transformative educational experience. Achieving this will forward the districtwide goal of increasing all staff’s capacity to share a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism.”

### Helix Charter High School $200,000.00

“Issue: Understanding the factors both direct and indirect bias or prejudice contributing to disparate and inequitable outcomes for groups, including, but not limited to, African Americans, Asian-Pacific Islanders, or Latinos, and people who are lesbian, gay, bisexual, transgender, or questioning youth. Theory of Action: All staff PD is not a good medium for equity trainings—both because of a lack of quality time and challenges associated with all staff events. Our Action Plan is to investigate and train in cohorts of teachers with shared release times. Providing adequate time to develop a necessary space for difficult conversations, reflection AND to make specific, discrete changes to their curriculum and teaching practices in light of their equity training. Program Impact: Pilot Year: Department Chairs; Year 1: Core Teachers and 25 percent Classified Staff; Year 2: Non-Core Teachers and 25 percent Classified Staff; Year 3: Non-Core Teachers and 50 percent Classified Staff.”

### Impact Academy of Arts & Technology $199,921.00

“A school has an anti-racist learning culture when, adults are working intentionally and collaboratively across differences to identify and interrupt racial oppression within themselves and every policy of the school to ensure everyone thrives!” Daneen Keaton, Leadership for Liberation. Our project addresses racialized student outcomes and racialized professional experiences for staff. Our Theory of Action is that if we develop staff as antiracist educators who skillfully design and implement pro-Black instruction, systems and structures, we will build a strong school community that meets the needs of both students and adults and promotes equitable outcomes for all. As a result, all students, regardless of background, will thrive. This work will serve 53 staff and 781 students. We can help combat racism and promote inclusivity through our consulting arm, ELP. ELP plans to incorporate our pro-Black work into its offerings to educators throughout California.”

### Imperial COE $200,000.00

“Antibias education, Education to End Hate, must empower everyone who touches our schools. The Imperial COEs antibias efforts have been met with a myriad of mindsets. Through PD, curriculum, and bias mitigation plans, Imperial COE will affect mindsets regarding language acquisition, development, and proficiency; literacy; transborder students; LGBTQ+ students, ethnic studies, and shadism, which all exist in most classrooms in Imperial County. Asset-Based Pedagogy, Culturally and Linguistically Responsive Teaching, Transformative-SEL, and Ethnic Studies are all part of our Theory of Action, as are Restorative Practices, Conversational Capacity and systems change. These funds will allow Imperial COE to build the capacity to lead this effort within our own programs. Our staff will then initially affect approximately 20 administrators, 200 teachers, and 8,500 students to begin to prevent, address, and eliminate racism and bias in our Imperial County schools.”

### Inspire School of Arts & Sciences $181,733.01

“Inspire’s Student Equity Council (SEC) grant project addresses the bias built into school structures that assumes young people’s insights are less important than those of adults. The SEC will aim to disrupt the model of student leadership that only superficially involves young people in informing the decisions that affect them the most, and will put in place structures and practices that ensure students furthest from opportunity will have a meaningful voice in school change. If we intentionally engage diverse membership on the Council, we will not only build students’ capacity for leadership and civic engagement, we will empower them as partners with adult decision-makers in exploring and addressing the systemic and structural constraints that contribute to their learning outcomes. The vision for SEC would affect all educators (30) and students (425) in our organization, but the project has implications for growth across our region and beyond as we share what we have developed and learned.”

### Irvine USD Curriculum & Instruction Department $200,000.00

“The impact of the Irvine USD Antibias Education Program will improve the sense of belonging among Irvine USD’s most vulnerable students by focusing on school climate, capacity building, and systems change. Goals are to increase student engagement, improve staff knowledge of cultural responsiveness, and expand districtwide protocols for responding to bias incidents. Program activities will include cohort-style professional learning for staff, student-led clubs, leadership development, and the expansion of districtwide protocols and practices to help mitigate the impact of bias incidents. Directly impacting 150 students, six principals, and 12 teachers across seven schools. Greater effectiveness of the grant will impact over 8,000 students and 500 staff. Approximately $50,000 annually for four years is needed. A total amount of $200,000 to fund the Antibias Education Program is needed to purchase materials, hire expert speakers, and pay staff stipends.”

### John Muir Charter Schools $97,023.54

“John Muir Charter Schools is an alternative high school serving opportunity youth in partnership with vocational training programs across 36 sites in 23 counties. Recent survey data shows there are key areas to address related to biases students are or may be experiencing in our classrooms. These are student feelings of connection with staff, opportunities for students to learn about different cultures, and whether students feel teachers hold high expectations for their success. Our goal is to elevate student voice to address bias and racism in our policies, practices and procedures. We propose to build a statewide student leadership structure to seek meaningful input and respond directly to student concerns around bias and racism. We aim to impact approximately 600 students and 50 staff. Funds will allow us to build a sustainable student leadership structure and provide stipends for staff to work on ongoing school improvement and professional development around antibias work.”

### Kern County Superintendent of Schools Office $199,680.00

“Kern County Superintendent of Schools intends to strengthen a culture of belonging and an awareness of implicit bias for classified and certificated staff and students by developing a Comprehensive Diversity and Bias Mitigation Plan, providing PD on topics that address bias and prejudice, and developing an antibias awareness campaign for offices and schools countywide. More than 3,000 students and 2,000 staff will be impacted. Feeling safe, connected, and heard is of utmost importance to ensure our staff are provided with competencies to mitigate bias and implement changes to structures, processes, and practices to ensure supportive and caring environments exist, ensuring students and staff can learn and thrive. If we identify and communicate priorities about equity; prioritize and affirm the need to prevent and address bias; develop trusting relationships, and develop expertise in supporting staff on antibias strategies, then we will build an equitable learning environment for all students.”

### Kern High School District $199,999.68

“Kern High School District plans to use Antibias Education Grant Program to help prevent, address, and eliminate racism and bias in Kern schools so that they are inclusive and supportive of all people. Through providing PD to the recently established Kern High School District Equity Division and by expanding student Equity Communities of Practice Kern intends to combat hate, bigotry, racism, or any form of bias or prejudice.”

### Lake Tahoe USD $200,000.00

“Lake Tahoe USD’s Antibias Project will address significant inequities in student outcomes for specific vulnerable student populations (Hispanic, Filipino, ELLs, and male students) linked to inconsistent staff skills in navigating DEI. The project includes an expanded, districtwide needs assessment that will drive strategic planning and targeted training. The proposed interventions are supported by moderate evidence in the literature and promising evidence at the level of engaged outside agencies. One hundred percent of Lake Tahoe USD educators (N=181) will be affected by this work, with impacts districtwide for 3,724 students in eight schools, of whom more than half are experiencing inequities in educational outcomes. The project will: 1) engage in collaborative strategic planning for comprehensive bias mitigation; 2) provide data driven DEI-related training; and 3) engage students and parents in co-creative efforts to improve inclusivity.”

### Marin COE $200,000.00

“The Marin COE proposes to conduct an extensive review of policies guided by a committee representing all Marin COE staff. This will be followed by the formation of a comprehensive Mitigation Plan with a commitment to implementation. These items will comprise Phase I. Phase II will follow with a series of PD sessions open to all staff based on recommendations of the Mitigation Plan. Beyond Differences, a nonprofit known for its work in the antibias/inclusion field will facilitate Phase I and provide PD workshops of Phase II at times best suited for Marin COE staff. Data gathering, analysis, and evaluation will be conducted. The process will be modeled for representatives of all school districts in Marin County and available for replication. The long-term outcome is a culture that will promote inclusion and belonging for 33,000 students and 2,000+ faculty in Marin County.”

### Martinez USD $200,000.00

“Martinez USD is committed to providing a safe, equitable and inclusive environment for all students, staff and families. Through the Antibias Education Grant, Martinez USD plans to increase explicit training and learning opportunities for all educational partners on racial equity and gender/sexual orientation equity. Martinez USD believes that by providing districtwide opportunities in a multitiered approach (staff, students, families) it will build a strong foundation, common language and the sustainability needed to impact necessary change. Martinez USD is comprised of roughly 3,800 students, their families and 500 staff; all of whom would be engaged in this work through districtwide training, leadership development opportunities, and collaboration over the span of the next four years and beyond. Martinez USD plans to use the funds to pay for the cost of PD including, speaker fees, staff time, materials, etc.”

### Merced COE $200,000.00

“The Merced COE will partner with GLSEN Merced and the Merced Pride Center to address bias based on sexual orientation, gender identity, and the intersectionality of LGBTQ+ status with race, ethnicity, and disability. By providing PD to educators, support for student-led initiatives, facilitation of policy/procedure reviews, and relevant curriculum items, Merced COE will improve pupil engagement and school climate, resulting in students feeling safer and more supported on campus. Six hundred and ninety classified staff, 120 classroom educators, and 1,563 students will benefit from the program. Merced COE operates four community/court schools, two charter schools, and numerous special education campuses/classrooms. This work furthers existing anti-bias efforts at Merced COE, is aligned with the California Community School concept, and directly addresses the needs of Merced COE’s diverse students, who are 84 percent non-white, 52 percent students with disabilities, and 15 percent LGBTQ+ identifying.”

### Milpitas USD $200,000.00

“Our African Americans, Latinos, ELs, and Students with Disabilities perform below our overall student population on district and state assessments in English Language Arts and Math. They also have disproportionally high discipline referrals and suspensions. Via climate surveys and focus groups students shared they struggle feeling included based on race, gender identity, sexual orientation, disability, and language proficiency. Milpitas USD established the Culture of We Equity Team in 2020 to address the causes of inequitable practices, the impact of inequity on educational opportunities and experiences, and our commitment to eliminate the systemic and structural constraints that contribute to bias and prejudice. Next, through expanded sub-committee work, our goal is that 10,000 students and 1,000 staff will benefit from our work. This grant will be used for training, resources, and surveys to prevent and address bias and prejudice toward any group of people and to improve inclusive practices.”

### Moreno Valley USD $190,718.00

“Moreno Valley USD, the Moreno Valley Antibias Program team is presenting this Antibias Grant, which addresses purposeful PD workshops, an antibias curriculum plan, and student-led initiatives. The Antibias Program Theory of Action is a delivery model designed to Plan, Boost Skills, Elevate Antibias Education, and Use Data for Continuous Improvement. This plan will potentially impact over 500 teachers, 450 classified staff, 30 parent ambassadors, 20 social workers/behavior specialists, 20 administrators, 13,000 students, and 20 community leaders. Providing substitutes, extra-duty pay, and stipends will support staff planning and attending training. Securing a contract with Anti-Defamation League will provide workshops, antibias curriculum guides, materials, support, and consulting to drive successful conversations, collaboration, and implementation.”

### Mount Pleasant Elementary School District $112,223.92

“Mount Pleasant Elementary is changing systems and policies to create an anti-racist inclusive culture where every individual is treated with dignity. The theory of action focuses on; building staff capacity in identifying racism, equitable learning, restorative justice practices, mitigating bias, systemic change, evaluation of policies that maintain discrimination or unequal distribution of resources, increase student voice, and development and implementation of antibias curriculum that fosters belonging through appreciation of different cultures, own identity, empathy and meaningful connections in the classroom. Mount Pleasant Elementary serves almost 1,700 students TK−8, and employs 200 plus staff. All students and staff would be impacted. Black, LGBTQ+, Latino/a, ELs, and Students with Disabilities are focus. Funds will support staff development, policy review, curriculum development and implementation and increased student voice/student engagement.”

### Mountain View Whisman School District $200,000.00

“Mountain View Whisman will address identified pervasive bias among administrators and teachers that have led to disparities between students based on ethnicity, ELL, and socioeconomic disadvantage. Theory of Action: Mountain View Whisman will use data driven training and comprehensive systems analysis to reduce disparities in academic outcomes and behavioral referrals while strengthening an inclusive environment. Proposed measures are supported by moderate evidence in the literature and by promising evidence at the level of engaged outside agencies. Educators/Students Impacted: 100 percent of Mountain View Whisman educators (N=275) will participate, affecting 4,700 students in 11 schools. Use of Funds: The project will 1) develop districtwide culturally responsive practices; 2) develop assessment tools for inclusivity; 3) provide training on culturally responsive practices; and 4) use data analytics for informed decision making.”

### Multicultural Learning Center $200,000.00

“Multicultural Learning Center provides a Spanish/English dual immersion program rich in multicultural themes and opportunities for developing global and social-emotional competencies. Our diverse school community and program build unity and understanding through language and helps us prepare scholars to engage in a global economy with diverse perspectives, biliteracy, and social confidence. We need to develop our staff in personal development around identity, bias, power, and oppressive ideologies that hinder deeper community building and equitable practices. Multicultural Learning Center is collaborating with Roots Connected to align our antibias educational practices and develop a staff equity group. This work will include 60 staff members and 500 students and will begin with building the internal capacity and mindsets of the leadership team. Multicultural Learning Center will utilize a social action framework as a tool to deepen our instructional model to develop global citizens who are prepared to act against injustice.”

### New Haven USD $200,000.00

“New Haven USD, one of the most ethnically, racially and linguistically diverse school districts in the country, seeks to create learning communities that engage all students and promote belonging by implementing a systemic approach to professional learning and support to develop educator competencies in culturally relevant pedagogy and implementation of antibias practices. Our theory of action is that systemic changes requires highly engaged teachers at each site, to implement and carry on professional learning communities. Through this grant each school-based Teacher on Special Assignment and our Coordinator of Equity Assessments and Achievement will develop a three-year plan 2023−26 to deeply engage six educators at each of 10 sites, creating a community of practice. These 60 teachers will touch on 900 students annually over the course of three years, or 2700 students throughout the span of the grant, and create cultures of change at each site.”

### Pasadena USD $200,000.00

“Pasadena USD is seeking to build on antibias activities it began in 2021 to address student disengagement, disparate disciplinary practices and outcomes, and documented incidents of bias and prejudice experienced by students. Our theory of action is that by: 1) creating a community of practice that is inclusive of Pasadena USD students, families, teachers, administrators, and staff; and 2) building a holistic plan that integrates professional learning, student agency, curriculum development, and policy revision, Pasadena USD will activate changes to structures, processes, and practices that contribute to disparate and inequitable outcomes for students. The project will impact about 1,000 educators and staff and the entire K−12 population of more than 14,000 students. The grant will fund antibias training for educators and classified staff, antibias education and support for students and parents, curriculum review, and student empowerment through youth-initiated activities.”

### Petaluma City Schools $200,000.00

“Petaluma seeks to address the growing concerns of racism and biases towards our students of color as evident in our recent Equity Study, Student/Parent Forum, and Community Surveys related to racism, biases, school climate, relationships, and culturally responsive systems. Our goal is to find ways to consistently identify racism and bias within our schools and work with our partners to dismantle it by 1) developing a committee to identify the current climate of our district as it relates to racism and biases; 2) implementing appropriate PD and workshops around racism/biases for ALL staff, students and parents; 3) supporting our curriculum and instruction to be culturally responsive and representative of our diverse students and staff; and 4) implementing an evaluation process to determine the effectiveness of our actions. Serving all school partners (10,000 people) in Petaluma City Schools, our goal is to touch all educational workers in order to disrupt systems that have continued to produce inequitable outcomes.”

### Piedmont USD $200,000.00

“Despite Piedmont’s 1 percent affluence, it is like any town where dominant culture, by policy created a city to ensure and remain segregated. The grant money is needed in order to address the entrenched white privilege, change culture and climate so that all students can thrive driven by Board anti-racist policy. Our theory of action is: If we Engage students in understanding the historical significance racism, while demonstrating cultural competence in relationships with others, and Create a comprehensive anti-racist strategy from policy to practices, accountability, and networking, Create professional learning between the two “bookends” of racism, implicit bias, and systemic racism while learning strategies to change behavior to diminish the impact for students and staff of color, Enlist our partners and families in an “it takes a village” model, Then we will create a learning environment in which all students can thrive, belong, and excel toward a future of their choosing.”

### Riverside USD $198,255.00

“Riverside USD will provide unconscious bias training for classified staff who do not directly interact with students. According to the National Education Association, the term ‘educator’ includes education support professionals. Riverside USD will also establish and implement an evaluation tool to assess staff effectiveness at implementing culturally responsive strategies. Unconscious bias training will allow staff to better understand the community they serve, identify areas for personal growth, and develop cross-cultural skills and inclusivity to be more culturally responsive. Developing an evaluation tool will allow Riverside USD to hold staff accountable for implementing strategies from the training and will also provide opportunities to follow up with staff when needed. This grant proposal will directly impact approximately 473 classified staff and will indirectly impact 39,443 students across the district by educating staff on how to prevent and address bias in daily practice.”

### Ross Valley School District $200,000.00

“The Ross Valley School District consists of five schools, four elementary and one middle, with approximately 1,700 students and 200 staff reflecting our predominantly white Marin County community with 75 percent of our students identifying as white. We recognize that many of our systems and structures are a reflection of an antiquated, white-centric educational model and that creating a truly inclusive educational experience necessitates a thorough examination and retooling of our district’s practices and policies. To that end, we have developed a Racial Equity Action Plan (REAP) which revisions our District through an equity lens and identifies actions that shift us towards our goal. 2021−22 was the first year of implementation and, while we made strong progress in some areas, we have a long way to go. Funding from the AntiBias Grant Program would help ensure that we are able to commit to, and bring to fruition, our Racial Equity Mission Statement and the actions outlined in our REAP.”

### San Bernardino City USD $199,227.00

“Issue: The project will address the growing academic achievement gap between students of color and their peers from other cultures. Theory of Action: holistic, antibias training that focuses on the dispositions and instructional practices that close gaps for African American students, can give educators the tools to do so when coupled with ongoing coaching, follow-up PD, and support. The framework includes an update of our comprehensive student performance plan and interventions for students of color starting with third-grade reading comprehension through ninth-grade A-G course completion. We will conduct PD four times per year which will result in high-quality, culturally relevant K−12 curricula. Number of Students and Educators: 3,000 certificated staff within the next five years to serve 6,368 African American students and 40,709 Latinx students. Bias Prevention: comprehensive training to deliver high-quality education in an unbiased and culturally proficient manner.”

### San Carlos School District $200,000.00

“The San Carlos School District Leadership Team, Governance Team, staff, teachers, students, and community members recognize the importance and the immediacy to continue to address DEIB to ensure the academic success, well-being, and opportunity for all of students. The District began working with a consultant group in 2020 to identify areas of need and growth, and developed a DEIB Steering Committee made up of Leadership team members, teachers, guardians, students, and staff. The result of the consultant work was an Equity Report outlining areas in need of continued focus. The committee examined the Equity Report to develop a mission and vision statement, and to guide the work of the Steering Committee. Five subcommittees (discussed below) were also developed to ensure action and sustainability. The District recognizes how vital it is to ensure that TK−8 equity work starts when students are early on.”

### San Diego USD $200,000.00

“Utilize community voice and knowledge in decision-making, build meaningful community partnerships with communities who are underserved; apply the 5P’s Lens tool, Deep Equity Outcomes, and other equity tools and integrate into processes; support, fund, and resource community-capacity building strategies such as districtwide equity teams and professional learning opportunities that are inclusive of Restorative Justice Practices, and Ethnic Studies Apply and act upon the Black Youth Call to Action & LGBTQIA+ Resolution Implementation Plan Promote cross-division/department advocacy efforts around equity (Guaranteed Viable Curriculum, Micro-credentials, Literacy Action Plan, Equity Teams, etc.) Develop Communities of Practice for staff and other opportunities to learn from each other by articulating their experiences and their expertise around the use of an equity lens and Ethnic Studies pedagogy (working groups, affinity groups, etc.)”

### San Joaquin COE $200,000.00

“San Joaquin COE will conduct an equity audit to understand the policies and systemic structures that are limiting access to opportunities and causing harm to student populations, including but not limited to, African Americans, Asian-Pacific Islanders, and Latinos. A root cause analysis will determine levers for change and level of impact on outcomes for students. San Joaquin COE will then use change ideas to effect systemic change in California public schools. San Joaquin COE equity teams will review policies, practices, and procedures and address areas that promote bias to cultivate student connection and belonging within school communities. Teams will then identify and participate in professional learning opportunities to help staff develop skills and competency in interrupting and eliminating bias and addressing bias that is embedded within agency systems and practices. Approximately 4,500 students, 300 teachers and administrators, and 500 classified staff are affiliated with San Joaquin COE.”

### San Lorenzo USD $200,000.00

“The students of San Lorenzo USD are 96 percent students of color. As we returned to in person learning in the fall of 2021, it was important for us to gather data in regards to how our students felt while at school. According to the CA Healthy Kids Survey, only 49 percent of all high school students felt connected to school, 51 percent of all high school students felt they had a caring adult at school, and only 43 percent of high school students perceived they felt safe at school. These percentages are not much different than the data prior to Distance Learning. The issue continues to be that our students, who are predominantly from the global majority, are not as connected to school in comparison to the statewide averages. San Lorenzo USD has also recently entered into the cohort of districts who show a significant disproportionality of African-American students who were qualified for special services.”

### San Marcos USD $200,000.00

“As a microcosm of the larger society, San Marcos USD has seen an uptick in mental health concerns, racial, sexual orientation, and gender identity conflicts and is now seeing true divides in the community. At one point San Marcos USD was an important organization to the community, one that would help shape the community’s ideals and expectations. Now there is a disconnect between families, community members and even staff. San Marcos USD community is reporting feeling unseen, unheard and othered by the system. The theory of action: identifying the need, utilizing evidence-based interventions, implementing those interventions and engaging in evaluation and reflection. At first, the grant will support 60 teachers and 40 students and in later years support 1,000 certificated employees. San Marcos USD will implement evidence-based practices with the Site Equity Teams using The Prejudice Habit Breaking Intervention to disrupt microaggressions in the classroom and build capacity in this specific area at the sites.”

### San Mateo-Foster City School District $200,000.00

“The San Mateo Foster City School District educates approximately 11,000 students across its 21 school sites. The families served are linguistically, economically, and culturally diverse with black, indigenous, and people of color (BIPOC) students comprising 80 percent of the population. Yet, achievement rates for this majority have lagged behind the state average with a devastating 1 percent of ELL reaching reclassification in academic year 2020−21. Many will attribute this statistic as an anomaly caused by the pandemic but the reality is that in an abundantly resourced county, students of color have been historically disenfranchised (approximately 8 percent of EL’s were reclassified in 2018−19). BIPOC students also experience a disproportionate rate of suspensions compared to white peers. and comprised 90 percent of all suspensions in 2018−19, equating to a critical loss of instructional minutes for students already performing below grade level, an indicator that the National Center for Education Statistics (<https://nces.ed.gov/programs/raceindicators/>).”

### San Ramon Valley USD $200,000.00

“As we looked closer into our data, it was evident that we needed to better support students who fell in specific subgroups or categories. Our data shows significant disparities in areas such as suspension rates and academics. As a part of our equity goals, an action was to increase restorative practices within schools. By recognizing our own implicit bias and how we deal with discipline, our staff can move from a punitive approach to a more restorative approach. We bought in an organization called SEEDS this past year to support the PD for staff. We started with small focus groups for intensive Restorative Justice trainings and expanded introductory trainings to whole staff at a few of our schools. Being a large district of 36 school sites, we know that PD will take time and commitment. The plan is to reach 3,000 staff members and 30,000 students through Restorative Justice to help address, prevent, and eliminate racism and bias.”

### Santa Ana USD $199,993.00

“Santa Ana USD plans to: Build cultural proficiency for District/site leaders and their capacity to lead antibias education and establish culturally proficient best practices at their site. Develop a District Cultural Proficiency Strategic Plan in alignment with Santa Ana USD Board Priorities Develop a Cultural Proficiency Self Reflection Tool Develop a Cultural Proficiency PD Plan Ensure that District policies and administrative regulations are consistent with culturally proficient principles.”

### Santa Clara COE $200,000.00

“The Santa Clara COE will address deeply embedded inequities in the county’s education system using the Ways 2 Equity Playbook (W2EPB). The Inclusion Collaborative (IC) will expand enhancements in the playbook for African American students; ELs, and Students with Disabilities. These resources and tools promote inclusion, remove predictability of success/failure correlated with ethnicity, culture, race, or socioeconomic status, and recognize biases within systems. The IC will provide PD to Santa Clara COE educators utilizing the W2EPB to increase knowledge and skills to incorporate equity and inclusion at school sites. PD will reach approximately 20 educators (including specialized support staff) and 500 students by June of 2024. Educators will analyze academic, behavioral, and social-emotional data to find patterns, ascertain root causes of inequities, and lead decision making to improve outcomes for marginalized populations.”

### Santiago Charter Middle School $75,000.00

“About 67 percent of Santiago Charter Middle School’s (SCMS’s) 1150 students meet at least one mental health consideration and 11 percent are in crisis/acute crisis according to the school’s 2021 Screening. Santiago’s vision of #WeCare does not let the LEA sit and wait for others to solve this issue. Santiago’s staff of 83 will be proactive in providing for the physical and mental well-being of our students and work to ensure a safe environment for sharing differences and learning through participation in the conversations and training needed to put this action into practice and share with others in the charter community. SCMS’s Theory of Action states: Encourage students to explore a rigorous standards-based curriculum and diverse electives Invest in the professional learning of all stakeholders Enlist our partners and develop support programs for all stakeholders Provide students with a safe environment focused on their physical and mental well-being Then every student who enrolls in SCMS promotes belonging and purpose.”

### Sonoma COE $199,627.50

“Quantitative and qualitative data from our youth reveal that the largest obstacles to their educational success include cultural ignorance, lack of representation and empathy, isolation, and overt racism. There are educators that consciously or unconsciously engage in microaggressions against BIPOC and LGBTQIA+ students, and educators lack the skills to engage in difficult conversations in the classroom. Sonoma COE is proposing to address these issues by engaging in PD, policy development, and creating anti-racist and mental health curriculum for secondary students. Forty staff members will be able to participate in PD opportunities, impacting all 746 students in our LEA. As the County Office, policies could impact all 40 districts. The curriculum will support all of our students and has the potential to reach over 43,000 students and 5,000 educators countywide. Our hope is that classrooms increasingly become anti-racist, inclusive environments.”

### Southern Humboldt Joint USD $200,000.00

“The goal of this plan is to prevent, address, and eliminate bias and disproportionate discipline of any subgroup of students and to reduce exclusionary discipline to make our schools inclusive and supportive. This plan will impact approximately 150 staff and 690 students with evidence-based and data-driven actions. Root causes are: Lack of Consistency in Discipline Policies, Procedures and Practices; Trauma/Socioeconomic Demographics; Lack of Data Management; Chronic Absenteeism; Inconsistent MTSS; Lack of Parent Engagement. Actions to improve school climate and eliminate racism and bias: review and revise policies, procedures, and practices; establish Professional Learning Communities to support classroom management, SEL, MTSS and PBIS; PD on restorative/trauma-informed practices; increase diverse parent engagement; continuously manage and review data. Funds will be used for staff costs, travel and PD costs, curriculum for PD and student SEL.”

### West Covina USD $200,000.00

“West Covina USD has long used evidence-based strategies to promote social inclusiveness, or belonging. This proposal will promote academic belonging by building the capacity of 255 teachers and 10 administrators to promote academic inclusiveness for 4,740 middle and high school students, most of whom are Hispanic (75 percent) and low-income (69 percent), are most vulnerable to bias and stereotype threats about their academic worth and ability to learn, and who have persistent and disproportionately high course failure rates (44 percent) in West Covina USD. Funds will provide research-based training and resources that will build the capacity of staff to recognize, address and eliminate bias, change their beliefs about their ability to create equity-focused learning environments, leading to more equitable systems, policies and practices in grading, hiring and course placement that will promote positive academic mindsets, improve academic inclusiveness and accelerate academic achievement.”

### Wheatland Union High School District $196,368.15

“In 2021 Wheatland Union High School students were photographed at an off-campus party, with Nazi-related symbols on their bodies. The photograph was posted on social media and circulated globally, even featured in London’s Daily Mail. What was brought to light by this incident was the extent of the issue of racism in the community. If the principal mandates all staff address incidents uniformly, set clear expectations on how to handle incidents with specified student consequences and provide appropriate curriculum/lessons for all staff, then teachers will be able to teach lessons on antibias, present content from multiple perspectives, address incidents uniformly and not tolerate inappropriate language. So that students will be able to understand different cultures, historical incidents, use kinder language and create a welcoming learning environment for all. About 1,150 students and 135 staff will participate. Funds will be used for PD, review of policies, curriculum, student-led efforts to eradicate bias on campus.”

### Yolo COE $75,507.00

“The Yolo COE seeks to engage staff and the larger school community in anti-racist work to transform education in our County Community School. Having recently received a Community Schools Planning grant, we have begun the process of redesigning the school better coordinate wrap-around services. Foundational to this work is reexamining our vision, policies, and practices through an anti-racist lens. To serve our students well, we must work to reverse the harm they have experienced due to systemic inequality in public education. Cesar Chavez Community School currently serves 26 students who have been referred by their home districts or by probation. We propose to provide ongoing professional development that invites staff to examine their own assumptions about students and leads us to change practices that reinforce racial inequality and provide high-quality education that builds on students cultural and community wealth.”