

**ALAMEDA UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES
CANDIDATE APPLICATION AND INFORMATION SHEET**

****Please note: Candidates must reside within the boundary of the Alameda Unified School District to qualify for this appointment. AUSD Boundaries only include the City of Alameda. Candidates please ensure your home address is included below so that your residency can be verified. Please complete and ensure your application packet is received on or before October 1 at 5:00 p.m. at:**

**Alameda Unified School District
ATTENTION: SUPERINTENDENT'S OFFICE
2060 Challenger Dr.
Alameda, CA 94501**

Date: September 21, 2021

(Last Name) (First Name) (Middle Initial) Lang, Diane G.

Business Address:

Phone:

Home Address:

Phone:

E-mail:

Occupation: University Lecturer, Leadership Coach, Learning Facilitator, Educator

Employer or Name of Self-Employed Business:

No. of Years Residing in District: 10

Do you have children in the district's schools?

Yes

If yes, what schools? Alameda High School

1. Do you have prior experience serving on a governing board, including a school district board? Please list your prior board experience.

Alameda High School School Site Council, elected member

Racial Justice, Equity and Healing task force leader, Oakland Unified School District

City of Riverside Human Relations Commissioner

2. Have you worked on any school committees or participated in any school activities recently? Please list them.

2018-2021 I served as an elected parent member of the Alameda High School School Site Council and a member of the Alameda High School Parent Teacher Association (PTA) , in addition to serving the community of Oakland as an elementary school principal.

As principal I was a member of the school site council (SSC) , a member of the Parent Teacher Union (PTU) , a member of the Black Family Engagement (BFE), and the SELLS (site English Language Language Learners subcommittee).

3. Describe any other community or business activities in which you have participated. describe your role, and whether your work was volunteer or employment-related

This is my twenty-fourth year as a public school educator, I have a breadth of experience as an educator, a parent to three African American male students and presently as a higher education lecturer, coach and learning facilitator.

My experience includes over a decade of classroom teaching followed by a decade school site administration experience.

Further, I worked as a union representative for United Educators of San Francisco serving the San Francisco Unified School District. This role gave me a keen understanding of the politics of public education and management of unionized staff members and contract implementation.

4. Why do you want to be a school board member?

As a parent and educator I have first hand experience of the realities of three children navigating public education in Alameda Unified School District.

Two of my children are Alameda HS alums, who attended Lum Elementary and Wood Middle School.

I want to serve on the board of trustees to be an advocate for families and children who are historically underserved and overlooked.

I intend to improve the instructional, academic, social and emotional conditions for students and families in Alameda.

Systemic change begins with making the case for change known, the work to improve public education in Alameda has begun. Making information accessible and creating collaborations are next steps to develop policies that facilitate and reinforce changes requested by families.

The AUSD CCEIS process noted an overrepresentation in special education and discipline based on race and ethnicity. Root cause analysis revealed overrepresentation, lack of trust and lack of authentic family engagement, lack of representation, lack of accountability for racist, oppressive practices rooted in stereotypes. Recognized areas of growth include family support, restorative practices and resource availability for families. I want to become a board member to work on improving teaching and learning conditions for students and improved systems of supports for families.

Additionally normalizing conversations that create the conditions to shift the district culture, behaviors and mindsets. Systemic change happens when changes are made that impact all parts of the system and change the behavior of the system.

I want to serve to support families on how to navigate the educational system, to disrupt systems of oppression and to realize liberatory schools for students.

“Until we get equality in education, we won't have an equal society.” Honorable Sonia Maria Sotomayor

5. What do you see as the basic purpose of the public schools?

Public Schools are the cornerstone of a democratic society. They exist to support the academic, civic and social emotional needs of all students. With an intentional focus on students who are furthest away from opportunity. The impact of the pandemic has identified public education as the cause and, paradoxically, the solution for a host of challenges, including science denial, social equity, and reliable programs for students and families.

6. What is the role of the school board in the fulfillment of that purpose?

The school board is responsible to community stakeholders at large.

Board members work with the superintendent and district employees to ensure that the school district is responsive to the values, priorities and credence of the community.

Board members serve to ensure that our district mission, vision and goals are more than words on a website, and that our practices align to policies and operations that improve outcomes for students.

Board members are responsible for policies to deepen family engagement and utilize an asset based engagement approach that assumes responsibility for hard to reach families.

7. How does the board's role differ from that of the superintendent?

School boards are elected by the community to set priorities, establish policies and evaluate the outcomes of district operations. Superintendents are hired by the school district in consultation with the school board to identify needs and policies, provide and develop leadership and manage the day-to-day operation of the district. Community members hold school boards accountable for effective leadership from the superintendent.

8. What should be the relationship between the board members and the administration in the handling of school concerns?

The relationship between board members and administrators should be collegial and cooperative. Fostering mutual respect, clear communication and a proactive stance regarding the needs of students that invites and uplifts all school stakeholders, especially those who are closest to the challenges and conditions that need to be restructured or eliminated.

9. Briefly describe how you believe you will contribute to the educational process.

I will add to the educational process in Alameda Unified School District by bringing my twenty-four years as a public school educator, parent and researcher.

I have a professional background that includes teaching and administration in K-12 and higher education including identifying partnerships needed to support underrepresented students access higher education. I am knowledgeable of all aspects of school operations and my background and experience in neighboring school districts and Alameda USD. Over the past decade I have sat on multiple committees intended to engage African American families in Alameda USD. I sat in the meetings, town halls and roundtables and listened to district staff explain their intention to do better by us, yet things did not move in the ways they had been stated, people left their roles or the district and the traction was lost. I want to serve on the

board to move the dial regarding named inequities that exist in our district and my experience as a public school educator and principal will support me in doing this work .

10. What do you see as the strengths of the school district?

Families are committed to supporting their public schools and are invested in their students' education. Dedicated, hard working staff and educators in our schools. Diverse, creative, curious, energetic students.

11. What do you see as the area(s) most needing improvement in the school district?

Instructional practices that engage all learners, educational pathways that meet the needs of students, greater family engagement inclusive of all stakeholders, family empowerment, district wide commitment with action items and progress monitoring for racial justice, equity, healing and atonement and the elimination of inequitable outcomes.

12. What other pertinent information would you like the board to consider?

My work at UC Berkeley includes working with the (21 CSLA) 21st Century California School Leadership Academy. The purpose of this initiative is to support school leaders needing support for social justice and equity. This happens via leadership coaching and facilitation of communities of practices such as; Reopening Schools With Equity in Mind, Implementing Ethnic Studies, Creating the Conditions for All Students to Thrive and African American Males Leaders Network.

I use generous listening to support leaders in identifying problems of practice related to their individual contexts. I remain curious and offer insight and support to help them identify inequities within their sphere of influence and reflect on steps they would like to take in order to operationalize inclusive, equitable, culturally responsive, antiracist practices and agreements into their community school wide.

This work keeps me active and aware of current research, best practices and problems of practice related to public education. This role would further enhance my position as school board member.