

TURNAROUND ARTS: CALIFORNIA



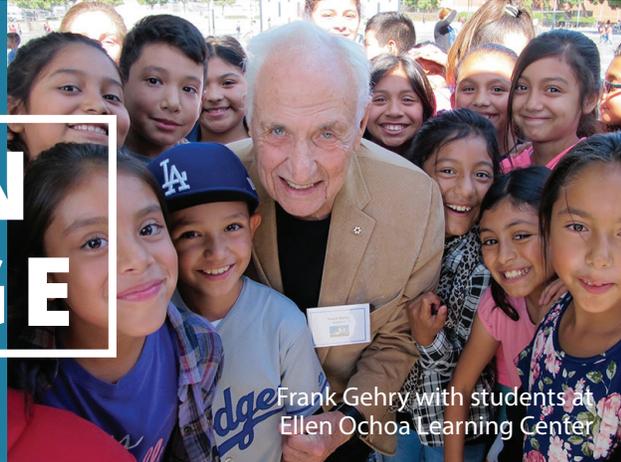
Turnaround Artist Raul Pacheco of Ozomatli performing with students from Ellen Ochoa Learning Center in Cudahy and Florence Griffith Joyner Elementary in Watts

STRATEGIC PLAN 2020-2023

“The arts should belong to everybody, and every kid should have the chance for a good education. Access to the arts and a high-quality education aren’t two different ideas - they are one reality.”

- Frank Gehry, Renowned Architect and Turnaround Arts: CA Co-Founder

OUR VISION FOR CHANGE



Frank Gehry with students at Ellen Ochoa Learning Center

At Turnaround Arts: California (TACA), we believe that all students deserve a vibrant school environment in which they can thrive — inspired by culturally responsive, rigorous learning experiences; facilitated by supportive teachers, families and partnerships; and shared with a community of engaged peers. TACA partners with historically marginalized schools to transform their approach to teaching and learning with the arts at the center of their school ecosystem.

There is a persistent opportunity gap in public education resulting in lower educational outcomes for students of color and for those with lower socioeconomic status (SES). Widening that gap, California’s per pupil education spending is the lowest in the U.S. In the historically under-resourced schools, many principals

and teachers haven’t been adequately funded, equipped, nor empowered to advocate for change because of the entrenched practices and decades of scripted, top-down education reform.

Research¹ shows the intrinsic and instrumental benefits the arts bring to student engagement, learning, and development. Yet for decades now, students living in poverty and students of color have been disproportionately denied equitable access to arts education when compared to their wealthier, and often white, peers.² Strategic use of the arts are also shown to support student social emotional well-being, a necessary foundation for student readiness to learn.³

Studies of public school transformation⁴ highlight five key

levers of change that are predictors of improved student outcomes: a unifying vision; shared, effective leadership; investment in teacher development to facilitate ambitious instruction; a supportive and collaborative environment; and involved, connected families. TACA uses the arts to fuel growth in each of these areas.

TACA acts as the strategic thought partner to each of our schools. Our organization provides strategic planning, capacity-building, financial and implementation support to both principals and teachers — all of which help our partners develop a sustainable model for change responsive to their school’s unique needs. We work with our partner schools to identify goals within our four school **Priorities for Improvement through the Arts (PITA)**:

1. Cultivating a shared vision and collaborative leadership in and through the arts
2. Improving teacher capacity to integrate the arts into classroom instruction — to provide multiple, culturally and linguistically responsive entry points for learning
3. Building a positive school culture and climate that embraces equity and a growth mindset, in order to support risk-taking, collaboration, and empathy, and to honor student voice and agency

4. Engaging family and community members as participants, advocates, volunteers, and equitable partners in learning

The TACA partnership offers more intensive, individualized school support in the first three years of partnership, after which our support shifts to a focus on helping the schools more independently sustain the work for the future.

TACA PARTNER SCHOOLS REFLECT ON THEIR

PRIORITIES FOR IMPROVEMENT THROUGH THE ARTS (PITA)

SHARED LEADERSHIP

86% of teachers agree or strongly agree that their school uses a shared leadership approach to the arts.



TEACHER CAPACITY

82% of teachers agree or strongly agree that support and training in the arts is ongoing and embedded at their school.



CULTURE AND CLIMATE

90% of teachers agree or strongly agree that their school’s atmosphere and culture celebrates creativity and artistic achievement



FAMILY ENGAGEMENT

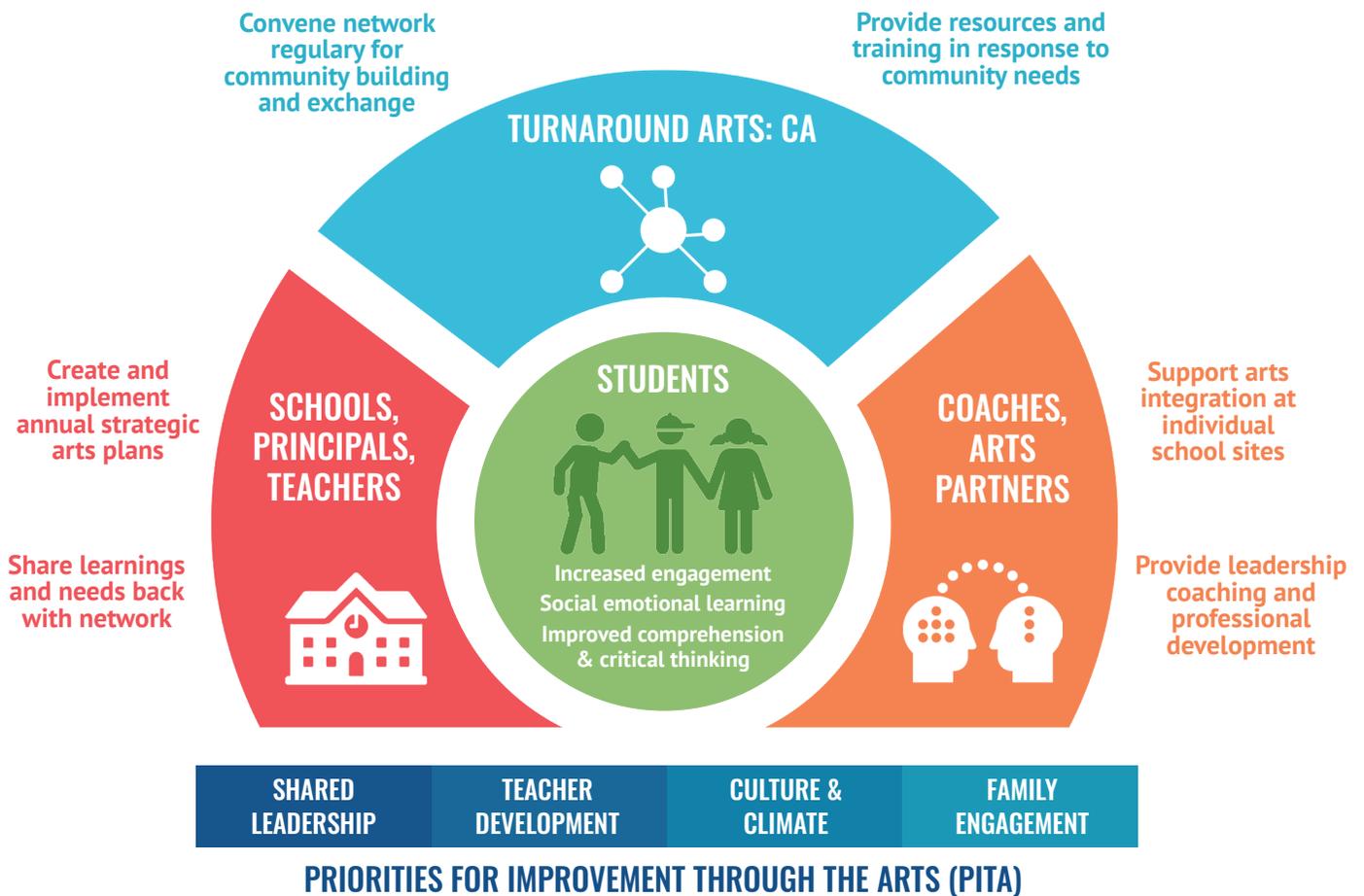
88.5% of teachers agree or strongly agree that their school regularly engages families through the arts



Ours is a community-driven model: We believe that school challenges are best met by supporting leadership and creativity and by actively listening to the communities experiencing those challenges themselves. Our model's structure allows for customization based on unique community needs, demographics, and interests. We invest in convening our network regularly to optimize learning from, and between, our stakeholders. Evaluation is an ongoing, embedded practice that creates a valuable feedback loop for TACA to refine programming according to evolving school realities and contexts.

Our work is yielding profound results. Our partner schools are designing and building vibrant communities: principals and teachers are motivated by creative agency, students are engaged in their learning, families feel connected to the school community and see their students in new light. This transformation sustains itself as creative practices develop ever-stronger roots in each school. Still, we recognize that there is always more work to be done and this plan is our call to action.

An Arts-Based Ecosystem Supporting School Transformation





Parents and Student at Whaley Middle School

PREPARING FOR OUR FUTURE

A Focus on Sustainability to Prepare us for Growth

We are now at a key moment in our history and are taking time to thoughtfully reflect on our past and simultaneously look ahead to our future. After collecting comprehensive stakeholder feedback through in-depth work sessions with strategic planning consultants, and TACA board and staff, we have identified three strategic organizational priorities to guide our work over the next three years - **Refine our program model; Expand our evaluation practices; and Build a foundation for long-term financial stability.** Foundational to these three priorities is our focus on stronger equity and anti-racist practices to ensure our organization is best prepared to respond to and support the the many diverse communities throughout California.

The through-line of these focus areas is sustainability, which will enable us to successfully expand into new schools along the Los Angeles River over the next three years, as well as to scale our model across the state in the years that follow.

This plan comes at a time of great uncertainty in the world around us as we grapple with the COVID-19 global pandemic and widening inequity as the virus disproportionately impacts communities of color. Yet our twenty-four school partners' commitment has not wavered. Indeed, our partners value the important role the arts will continue to play in student engagement, well-being, and learning during school building closures and this new era of remote learning. Year one of this plan assumes continued remote engagement with our school partners, and we are thoughtfully considering how this may best serve our network-wide work moving forward. This is intended to be a living document that will be continually revisited and regularly updated in response to a near-constantly changing environment.

*"A school with the arts?
It's like LIGHT!"*

- Parent, Florence Griffith Joyner Elementary

“The arts have been a beautiful tool to promote equity on every level from core instruction, to parent events, to student showcases, and to support the empowerment of our school’s cultural identity.”

-Principal, Costaño Elementary

EQUITY REMAINS OUR DRIVING FORCE

We acknowledge that we are embedded in the American systems of public education, social services, and philanthropy, none of which are immune to our country’s generational and systemic racism. The current moment has only underscored the urgency of devoting resources to our most underserved communities in order to ensure equitable access to an engaging, supportive, and culturally-responsive education.

Diversity, equity and inclusion (DEI) is the foundation of our partnerships with schools and community organizations. These partners are experts in their communities’ unique needs and assets and provide pathways for us to support the schools with respect for their varied lived experiences and specific cultural wealth and knowledge. Our program design of inclusive

professional learning experiences allows participants to have agency over their own learning and to maximize its utility. We support the leadership development of principals and teachers to advocate for their communities and share their success stories.



Student at Barton Elementary in San Bernardino

We also firmly believe that the arts have particular potential to help students thrive, and to challenge biases and systems that oppress students of color. We have seen the arts support learning across differences, reflect and sustain culture, and develop vibrant school environments where students feel welcomed and safe.

Throughout our strategic planning process, stakeholders identified our responsive program model and DEI

practices as both a key strength and as a key growth opportunity. In view of this, we are creating goals and a plan of action to further our commitment to equity as an organization, including structures to support increased diversity and enhance our culture of inclusion internally, and externally through partner and school engagement. Examples of commitments already embedded within this plan are the creation of a board DEI plan and a pilot of an organizational artist in residence focused on equity.

“We’re looking for ways where all students feel like they have something to contribute and have an opportunity to be successful in every day and every classroom in every subject, and the arts are a perfect vehicle for that.”

- Former principal, Vincent Academy



Students performing in Suessical the Musical at Barton Elementary in San Bernardino

EXECUTIVE SUMMARY

Priorities, Goals, and Strategies



Students from Fremont-Lopez Elementary in Stockton performing in Mariachi Band

We have identified three strategic priorities, from which we have created a set of goals that we will pursue over the period of this 3-year plan. We have also set actionable strategies associated with each goal. At a glance:

1

PROGRAM MODEL: Refine program model to deepen and sustain our work with partner schools including planned expansion along the L.A. River

GOAL 1: Continue to adapt program model to remote context

GOAL 2: Increase support resources for schools throughout our partnership

GOAL 3: Increase advocacy for schools at the district and state level

GOAL 4: Further equity and inclusion by leveraging the arts to make the voices and visions of our school partner communities visible

2

EVALUATION: Refine and expand evaluation practices to (A) inform program improvement and (B) provide clear measurement of program impact

GOAL 1: Refine our current evaluation methods around our Priorities for Improvement Through the Arts

GOAL 2: Pilot evaluation of student impact beyond state standardized data

3

FINANCIAL STABILITY: Build financial stability to support future years of sustainable growth

GOAL 1: Build board capacity to promote equity while supporting fund development and overseeing our fiscal health

GOAL 2: Build revenue streams and explore new opportunities for growth

GOAL 3: Build our brand to create greater awareness of our work

**PRIORITY
1**

Student at Hoopa Valley Elementary in Hoopa



PROGRAM MODEL

PRIORITY 1: PROGRAM MODEL

Refine program model to deepen and sustain our work with partner schools including planned expansion along the L.A. River

GOAL 1: REMOTE LEARNING

Continue to adapt program content and approach to remain responsive to the changing school contexts during and following the pandemic. Identify strengths of remote arts education programming for possible post-pandemic continuation.

YEAR 1

Program Design and Delivery:

Continue to develop and utilize expertise in remote engagement. Continue to adapt design and delivery of Turnaround Arts program (e.g. coaching, training, convenings and Turnaround Artist engagement) for a remote context.

Program Content: Adapt content of programming and strategic partnerships to meet schools' articulated priorities, including therapeutic use of the arts, families as key education partners, and cultural responsiveness and equity through the arts.

YEAR 2

Program Design and Delivery:

Continue to implement hybrid programmatic approach: in person (as feasible) and remote.

Program Content: Based on school stakeholder feedback, continue to adapt content of programming and strategic partnerships.

YEAR 3

Program Design and Delivery:

Refine hybrid programming per learnings in year 2, weighing cost savings of virtual convenings with relative impact and reach of in-person vs. online programming.

Program Content: Based on school stakeholder feedback, continue to adapt content of programming and strategic partnerships.



PRIORITY 1: PROGRAM MODEL

GOAL 2: SCHOOL SUPPORT

Increase support to current and new schools throughout the partnership lifespan to better address needs related to partnership development, sustainability and principal turnover.

YEAR 1	YEAR 2	YEAR 3
<p>New School Onboarding: Redesign school selection and Year 1 onboarding process to strengthen capacity building and increase equity and inclusion.</p> <p>New LA River Schools: Identify, engage and select new LA River partner schools.</p> <p>Year 3 to 4 Supportive Transition: Pilot more supportive transition to Year 4 of TA partnership for one school (Ellen Ochoa) for increased sustainability.</p> <p>Principal Transitions: Bolster orientation and support for new principals.</p> <p>School Sustainability: Increase professional development opportunities for veteran partner schools through online series, offered with TA partners, for all TACA partner schools; Increase internal focus on diversity, equity and inclusion to improve our offerings.</p> <p>School Leadership Capacity: Continue to foster exchange and leadership development for principals and teacher leaders.</p>	<p>New LA River Schools: Pilot the newly redesigned Year 1 program, focused on planning and onboarding, for 3 to 6 new LA River schools (pending readiness and capacity of schools in the LA River Region).</p> <p>Year 3 to 4 Supportive Transition: Expand Year 4 sustainability pilot for 10 schools.</p> <p>Principal Transitions: Continue to support new principal transitions, as applicable.</p> <p>School Sustainability: Review impact of online professional development offerings, refine and continue as warranted.</p> <p>School Leadership Capacity: Continue to foster exchange and leadership development for principals and teacher leaders.</p>	<p>New LA River Schools: Year 1 onboarding program for up to 3 additional schools along the LA River.</p> <p>Principal Transitions: Continue to support new principal transitions, as applicable.</p> <p>School Sustainability: Review impact of online professional development offerings, refine and continue as warranted.</p> <p>School Leadership Capacity: Continue to foster exchange and leadership development for principals and teacher leaders.</p>

“They [students] have absolutely blossomed as performers, but also as expressive advocates of themselves. They are now talking about things that are of concern to them through very constructive conversations because of their involvement in the arts.”

- Former Superintendent, Santa Ana Unified School District

PRIORITY 1: PROGRAM MODEL

GOAL 3: DISTRICT AND STATE ADVOCACY:

Sustain and increase district and state investment in, and support of, school partners.

YEAR 1

Highlight Alignment: Raise awareness of alignment between Turnaround Arts and district non-arts priorities, including equity.

District Communication: In collaboration with the Board, communicate with districts more regularly to support school partners, especially new principals, in advocating for the flexibility and/or resources needed to successfully implement the Turnaround Arts program.

District Investment: Advocate within district for sustaining investment in discrete arts education that complements TACA arts integration support; Serve as thought partner for creative use of limited resources.

CA Department of Education: Continue to liaise with CDE around school eligibility and exceptional school recognition.

YEAR 2

Continue Year 1 strategies

Assessment: Coordinate evaluation efforts with the district.

Convene district leaders: Convene district leadership learning and networking panel.

State government: Continue to communicate with CDE to find opportunities to align and raise visibility of our work.

YEAR 3

Continue Year 1 and 2 strategies

Raise Visibility: Collaborate with districts to raise visibility of successful practices, especially in conversation with CDE.



Principal at Avenal Elementary in Avenal

PRIORITY 1: PROGRAM MODEL

GOAL 4: ARTS FOR EQUITY

Further equity and inclusion by leveraging the arts to make tangible and visible the creative voices and visions of our school partner communities statewide.

YEAR 1

Artist in Residence: Design, implement and evaluate a pilot of TACA Artist in Residence whose role would be to remotely train teachers to engage their students and families in creating a statewide artmaking campaign to support creative expression, community healing, exchange and visibility.

Socially Engaged Art Project:

Implement a pilot of TACA socially engaged art projects/campaigns using a hybrid physical and virtual approach to making and sharing.

YEAR 2

Artist in Residence: Evaluate and potentially expand Artist in Residence program.

YEAR 3

Artist in Residence: Based on assessment in Year 2, continue or expand Artist in Residence program.



Mother and daughter at Florence Griffith Joyner Elementary in Watts

“Turnaround Arts created a positive culture, an environment where teachers can take risks. It has literally and figuratively brought color into our lives.”

- Principal, Turnaround Arts Partner School

**PRIORITY
2**

Arts Leadership Team Members from Whaley Middle School using Tableau



EVALUATION

PRIORITY 2: EVALUATION

Refine and expand evaluation practices to (A) inform program improvement and (B) provide clear measurement of program impact.

GOAL 1: CURRENT EVALUATION

Refine evaluation methods around our four school Priorities for Improvement through the Arts (PITA) (Shared Leadership; Teacher Capacity; Culture and Climate; Family Engagement).

YEAR 1

Impact on Discrete Arts Education:

Outline how TA narrows inequity by quantifying how students in TA schools receive arts education resources beyond peers in comparable schools.

Existing Impact Measurement

Tools: Examine and refine existing tools to measure the PITA and evaluate TACA professional training and coaching offerings.

State and District Assessment:

Gain understanding of impact of pandemic on CDE's school accountability measures and consider other data points at district levels.

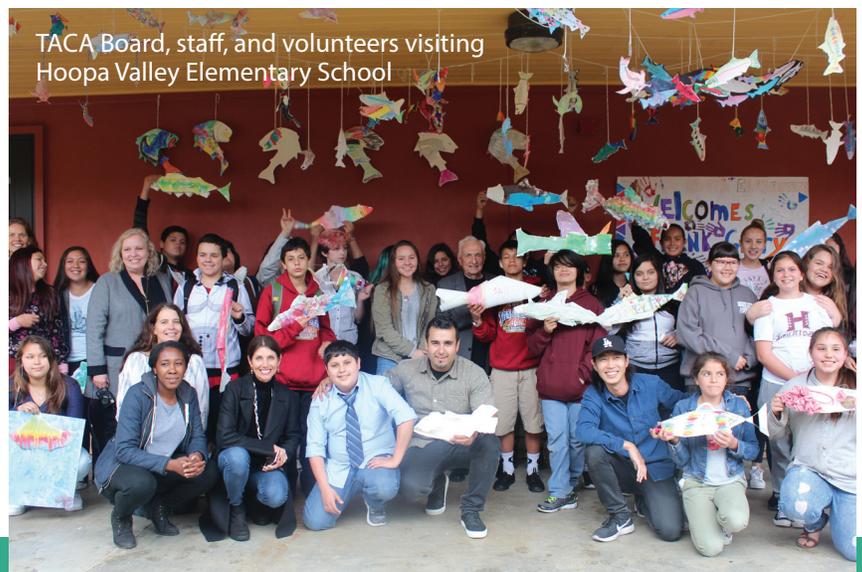
Share Findings: Collaborate across TACA team to articulate findings and repurpose for external audiences.

YEAR 2

Assess Strategies: Assess effectiveness of Year 1 strategies, adjust and continue as viable.

YEAR 3

Assess Strategies: Assess effectiveness of Year 2 strategies, adjust and continue as viable.



PRIORITY 2: EVALUATION

GOAL 2: STUDENT OUTCOMES

Identify and pilot ways to evaluate student impact beyond state standardized data.

YEAR 1	YEAR 2	YEAR 3
<p>Arts Partner Collaboration: Engage with TACA partners, such as UCLA Arts and Healing, to evaluate select programs in TA schools.</p> <p>Student Work: Pilot opportunities to work with coach partners and teachers to collect evidence of student impact.</p> <p>Outcomes Framework: Pending funding, identify evaluation consultant to create evaluation framework and measurement tools to pilot, with a lens towards inclusive, culturally responsive evaluation methods.</p>	<p>Outcomes Framework: Assess effectiveness of evaluation tools and refine for continued use.</p> <p>Student Work: Assess effectiveness of pilot, refine and continue as warranted.</p>	<p>Strategy assessment: Assess effectiveness of Year 2 strategies, adjust and continue as warranted.</p> <p>Share Findings: Formally share evaluation findings with external audiences beyond TACA's network, via conferences, publications or other convenings.</p>



Teacher at TACA's annual Arts Leadership Team Retreat

“Turnaround Arts has had a HUGE impact on my teaching career and without them I would not be the teacher I am today. This has opened so many doors, as well as my mind set on how and what a classroom should look like. Movement, collaboration, music, and taking risks is what you will find in my classroom and with my students.

- Teacher, Fremont-Lopez Elementary

**PRIORITY
3**

Teacher and students at Florence Griffith Joyner Elementary



**FINANCIAL
STABILITY**

PRIORITY 3: FINANCIAL STABILITY

Build financial stability to support future years of sustainable growth

GOAL 1: BUILD BOARD CAPACITY

To promote equity, support fund development, and oversee our fiscal health.

YEAR 1	YEAR 2	YEAR 3
<p>Board Diversity, Equity and Inclusion Plan: Create plan and goals for Board building a culture of diversity, equity and inclusion as we expand.</p> <p>Governance Best Practices: Discuss and build board consensus to adopt governance best practices (e.g., term limits for officers and members and give/get thresholds).</p> <p>Financial Management Policies: Engage the Finance Committee in developing a set of financial management policies (e.g., reserve and investment policies).</p> <p>Role as Ambassadors: Provide board with tools, training, and opportunities to develop their role as ambassadors.</p>	<p>Board Diversity, Equity and Inclusion Plan: Implement DEI plan as we expand.</p> <p>Financial Management Policies: Implement newly-developed financial management policies.</p> <p>Succession Planning: Develop succession plan for Board leadership.</p>	<p>Board Evaluation: Create and implement Board evaluation mechanism.</p> <p>Board Committees: Refine leadership and committee structure.</p>



TACA Co-founder Malissa Shriver and board member Meaghan Lloyd with students from Ellen Ochoa Learning Center

PRIORITY 3: FINANCIAL STABILITY

GOAL 2: DIVERSIFY FUNDING SOURCES

Build upon existing revenue streams and pursue new opportunities for growth.

YEAR 1	YEAR 2	YEAR 3
<p>Foundation Pipeline: Build foundation funding pipeline including cultivating ongoing relationships and identifying new prospects with a focus on general operating support.</p> <p>Individual Pipeline: Build individual donor pipeline with particular focus on major supporters, including exploration of individual giving circle, donor-advised funds, estate planning, and events.</p> <p>New Revenue Streams: Assess viability of new revenue streams such as licensing agreements, federal education grants, corporate and in-kind support, and endowment.</p> <p>Funding for Special Projects: Identify funding partners to support special initiatives related to strategic plan priorities.</p>	<p>Foundation & Individual Pipelines: Continue building foundation and individual funding pipelines.</p> <p>New Revenue Streams: Pilot new revenue stream(s) based on year-1 assessment.</p> <p>Strategic Partnerships: Continue to monitor and nurture our relationship with The Kennedy Center while exploring additional strategic partnerships.</p> <p>Funding for Special Projects: Apply to funding partners to support special projects related to strategic plan priorities.</p> <p>Donor Management System: Identify and create an implementation plan for donor management system.</p>	<p>Revenue Streams Assessment: Assess priorities for TACA's revenue streams based on work in prior years.</p> <p>Donor Management System: Implement donor management system.</p> <p>Strategic Partnerships: Further develop alternative strategic partnerships as necessary.</p>

“Everything that we as educators need to be looking at - attendance, suspensions - bringing the arts into the schools the way that we’ve been able to with Turnaround Arts has allowed us to do better at all that, because the arts integration allows our kids to be more engaged, it makes our kids want to be at school.”

- Former Principal, Willard Intermediate School

PRIORITY 3: FINANCIAL STABILITY

GOAL 3: UPDATE BRANDING

Refine and expand TACA's brand, creating awareness of our work and impact across the state.

YEAR 1	YEAR 2	YEAR 3
<p>Messaging: Develop and update TACA's messaging and marketing.</p> <p>Turnaround Artists: Collaborate with Board and current Turnaround Artists to adapt their engagement to our remote context.</p>	<p>Partnerships to Amplify Brand: Identify strategic partnership(s) to amplify our brand and online presence.</p> <p>Turnaround Artists: Assess and continue to adapt strategies to optimize impact of Turnaround Artist partnerships.</p>	<p>Marketing & Communications Capacity: Build capacity to support growing marketing and communications efforts.</p>



Students performing in Shrek the Musical at Florence Griffith Joyner Elementary

"The arts aren't just about creativity and expression it is also about learning how to problem solve and think critically about the world around them. This partnership has given so many of my students opportunities that they wouldn't have had otherwise. Turnaround Arts is a movement that allows opportunities for students to grow and develop into amazing, creative human beings."

- Teacher, Willard Intermediate

"I've often times heard the phrase, 'an investment in teachers is also an investment in students.' I truly understand that being a partner with Turnaround Arts."

- Coach Partner

LOOKING AHEAD

We express our profound gratitude to our board members, staff, program partners, teachers, principals, and other stakeholders whose input was crucial in informing our strategic plan. The challenges of the present moment have only underscored the importance of our work to support schools to build safe, creative, and engaging spaces for students to learn, discover themselves, and build community. The next three years will be an important period of growth and discovery for Turnaround Arts: California and our network of partner schools across the state. We are excited for what the future holds.



TACA staff with principals at annual Principal Retreat

THANK YOU TO OUR PARTNERS



Parents and students at Martin Luther King School of the Arts in Seaside

SCHOOLS

Northern California

Burbank Elementary, Hayward
Costaño Elementary, East Palo Alto
John C. Fremont Elementary, Stockton
Hoopa Valley Elementary, Hoopa
Pine Hill Elementary, Eureka
South Bay Elementary, Eureka
Vincent Academy, Oakland

Central California

Avenal Elementary, Avenal
Marina Vista Elementary, Marina
Martin Luther King, Jr. School of the Arts,
Seaside

Southern California

Barton Elementary, San Bernardino
Ellen Ochoa Learning Center, Cudahy
Florence G. Joyner Elementary, Watts
Frank J. Zamboni Middle, Paramount
Garfield Elementary, Alhambra
Janie P. Abbott Elementary, Lynwood
John J. Montgomery Elementary, Chula Vista
Martin Luther King Elementary, Compton
Mary Chapa Academy, Greenfield
McKinley Elementary, Compton
Sierra Preparatory Academy, Santa Ana
Tweedy Elementary, South Gate
Whaley Middle, Compton
Willard Intermediate, Santa Ana

COACH PARTNERS

Collaborations: Teachers and Artists
Create Humboldt
Dr. Akida Kissane Long

Liz Harvey
P.S. ARTS
Sunset Cultural Center

And the numerous other organizations with which we collaborate!
See our website for the full list - turnaroundartsca.org.

ENDNOTES

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2. Create CA. (2019). *Arts Ed Data Project*. <https://createca.org/arts-ed-data/>
President's Committee on the Arts and Humanities. (2011). *Reinvesting in Arts Education: Winning America's Future through Creative Schools*. <https://www.giarts.org/sites/default/files/Reinvesting-in-Arts-Education-Winning-Americas-Future-Through-Creative-Schools.pdf>
3. Farrington, C., Maurer, J., Aska McBride, M., Nagaoka, J., Puller, J.S., Shewfelt, S., Weiss, E., & Wright, L. (2019). *Arts Education and Social Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action*. Ingenuity/University of Chicago Consortium on School Research. <https://consortium.uchicago.edu/sites/default/files/2019-05/Arts%20Education%20and%20Social-Emotional-June2019-Consortium%20and%20Ingenuity.pdf>
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5. Kohli, R., Pizarro, M., Nevarez, A. (2017). The "New Racism" of K-12 Schools: Centering Critical Research on Racism. *Review of Research in Education*. 41(1), 182-202. <https://www.sjsu.edu/people/marcos.pizarro/publications/KohliPizarroNevarez2017.pdf>
6. **Diversity** - Psychological, physical, and social differences that occur among any and all individuals including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.
Equity - The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups⁷.
Inclusion - The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/ thoughts of all people⁷.
Cultural responsiveness - An approach which prioritizes understanding the cultural context, such as the perspectives, beliefs, values and norms, of the people with which we work, and establish collaborative and equal partnerships. Cultural responsiveness requires cultural humility and a commitment to life-long reflexivity, self-evaluation, and learning that aims at redressing the power imbalances inherent in our work⁸.
7. Equity in the Center. *Awake to Woke to Work: Building a Race Equity Culture*. (2019). <https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf>
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TURNAROUND ARTS: CALIFORNIA



Turnaround Arts
The Kennedy Center

The mission of Turnaround Arts: California (TACA) is to harness the power of the arts to engage, empower, and transform historically marginalized schools and communities throughout the state. TACA is an affiliate program of The John F. Kennedy Center for the Performing Arts.

Staff

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