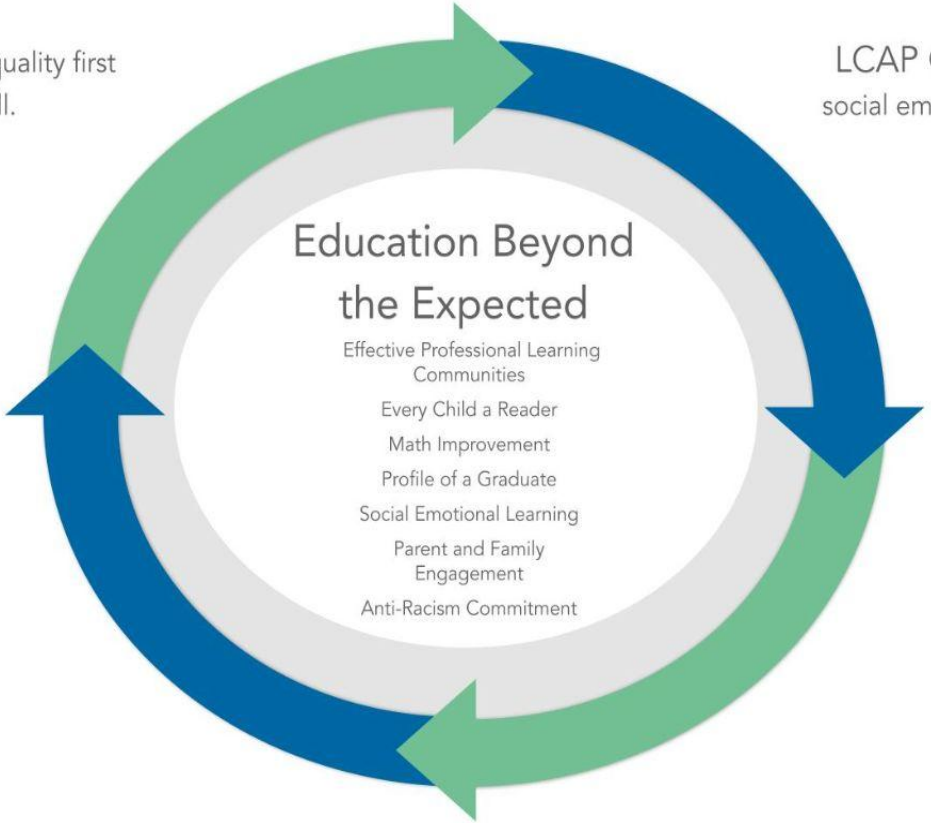
Anti-Racism Update

March 10, 2022
Teaching and Learning

LCAP Goal 1: High quality first instruction for all.

LCAP Goal 2: High quality social emotional learning for all.



LCAP Goal 3: Parent, family, and community engagement to support all learners.

Goals for Anti-Racism/ Anti-Bias Work 2021-2022

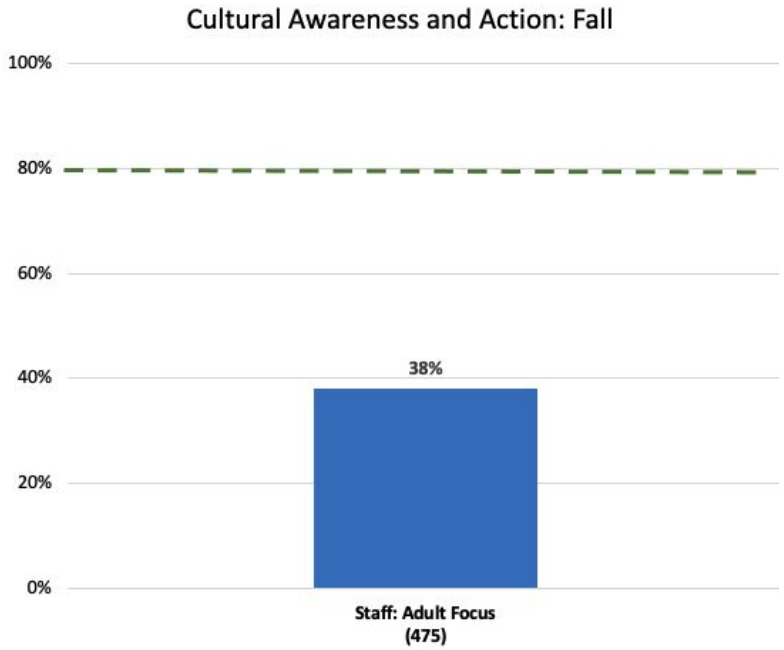
1. Increase the racial literacy of our system.
2. Normalize conversations about race within the system.
3. Engage the voice of untapped families and students within our system.

Fall Panorama Benchmark Results

We used Panorama to provide us a baseline and help us measure our work aligned to diversity, equity and inclusion.



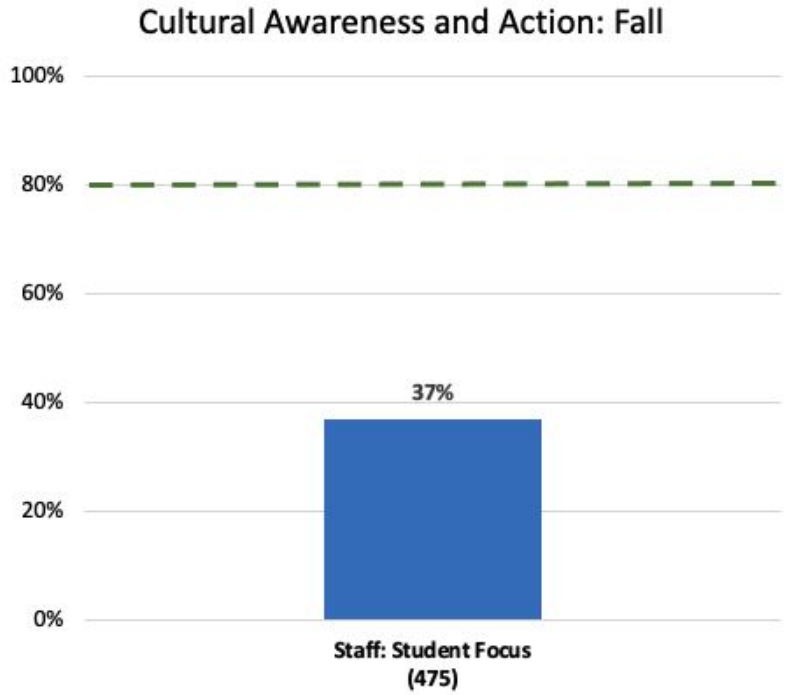
Cultural Awareness & Action: Staff (Adult Focus)



Cultural Awareness Percent Responding Favorably

1. How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? **43%**
2. How often do you think about what colleagues of different races, ethnicities, or cultures experience? **63%**
3. How confident are you that adults at your school can have honest conversations with each other about race? **40%**
4. At your school, how often are you encouraged to think more deeply about race-related topics? **36%**
5. How comfortable are you discussing race-related topics with your colleagues? **50%**
6. How often do adults at your school have important conversations about race, even when they might be uncomfortable? **13%**
7. When there are major news events related to race, how often do adults at your school talk about them with each other? **25%**
8. How well does your school help staff speak out against racism? **35%**

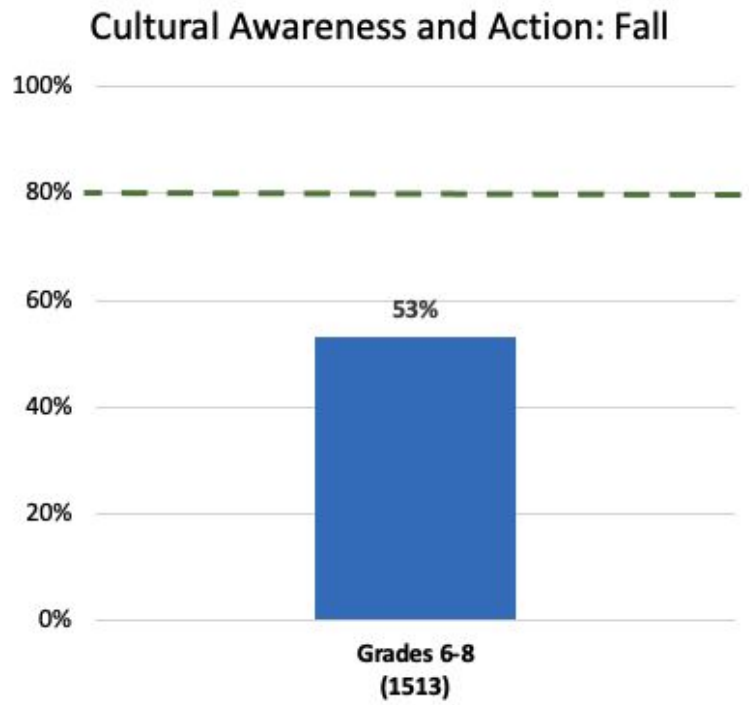
Cultural Awareness & Action: Staff (Student Focus)



Cultural Awareness Percent Responding Favorably

1. How often are students given opportunities to learn about people from different races, ethnicities, or cultures? **50%**
2. How often do you think about what students of different races, ethnicities, or cultures experience? **71%**
3. How confident are you that adults at your school can have honest conversations with students about race? **39%**
4. At your school, how often are students encouraged to think more deeply about race-related topics? **22%**
5. How comfortable are you discussing race-related topics with your students? **53%**
6. How often do students at your school have important conversations about race, even when they might be uncomfortable? **11%**
7. When there are major news events related to race, how often do adults at your school talk about them with students? **21%**
8. How well does your school help students speak out against racism? **27%**

Cultural Awareness & Action: Students 6-8



Student Questions Percent Responding Favorably

1. How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? **48%**
2. How often do you think about what someone of a different race, ethnicity, or culture experiences? **73%**
3. How confident are you that students at your school can have conversations with each other about race? **42%**
4. At your school, how often are you encouraged to think more deeply about race-related topics with other students? **69%**
5. How comfortable are you sharing your thoughts about race related topics with other students at your school? **38%**
6. How often do students at your school have important conversations about race, even when they might be uncomfortable? **41%**
7. When there are major news events related to race, how often do adults at your school talk about them with students? **63%**
8. How well does your school help students speak out against racism? **52%**

Open Question - Student Responses

What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school? (1298 Responses: 6-8th grade)



A Sample of Student Responses

"I wish they knew some of my culture and how I grew up, not many people get to experience that in their life."

"Honestly I don't think race really matters to me, I always just focus on someone's personality rather than their race."

"I wish racism was taught more, as well as the history to educate children on how much times changed."

"I wish we did more lessons about diversity and race. As well as having important conversations about it."

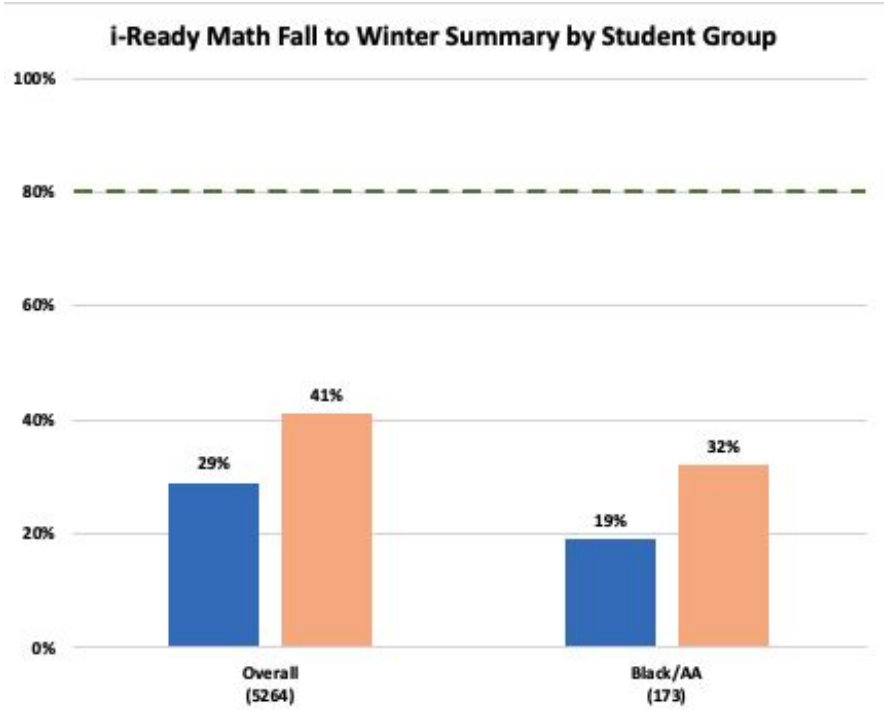
"We should have more representation of different races and acknowledgment of different cultures."

"I want teachers to know that I have seen a few people be racist in school, it is still a problem."

"I don't really experience anything bad since a lot of people at school are people of color and I hope it's like that for everyone.



Math Data for African American Students



The bars represent percent of students early on/above grade level. Numbers in green represent the growth between the fall and winter assessment, with 9% being the target goal for all.

CUSD	**ELE:** 33% ***+17%*** *(119)* **MS:** 30% ***+9%*** *(54)*

School	African American Students	School	African American Students
Blackford	15% ***+9%*** *(20)*	**Marshall Lane**	*
CSI	**ELE:** 8% ***+10%*** *(16)* **MS:** *	**Monroe**	28% ***+12%*** *(32)*
Capri	42% ***+24%*** *(19)*	**Rolling Hills**	33% ***+19%*** *(18)*
Castlemont	62% ***+31%*** *(13)*	**Rosemary**	*
Forest Hill	55% ***+20%*** *(11)*	**Sherman Oaks**	**ELE:** * **MS:** *
Lynhaven	18% ***+18%*** *(17)*	**Village**	55% ***+30%*** *(11)*

Results suppressed (*) if student group size is 10 or less.

Anti-Racism Statement

In Campbell, we realize that racism is dehumanizing to everyone it touches.

Racism is systemic oppression that is conscious or unconscious, intentional or unintentional grounded in racial prejudices designed to reinforce the superiority of one race over another by an individual or group.



Self-Directed

We acknowledge… that in our desire to become an anti-racist and inclusive organization we must transparently identify and deconstruct issues of race and bias that are negatively impacting our system, our policies and our people.



Collaborative

In our learning community we are resolved… to challenge and improve current practice at all levels in order to provide more equitable opportunities for all.



Empathetic

In our learning community we are resolved… to lean into discomfort to uncover biases and learn about our history, ourselves, and those we serve.



A Critical Thinker

In Campbell we commit… to eradicate racist practices by developing along a continuum toward deeper understanding of race, racism and how it impacts our system.

We do this work with love, compassion, and justice to honor our students and families.



Inclusive Organization

- Updating Board policies with our statement in mind
- Examining our hiring and staff placement practices
- Expanding opportunities for students with disabilities to be included in general education settings
- Inclusion of culturally appropriate library books
- Removing barriers for participation
    - Busing for after school activities/summer school
- Eliminating programs when they do not offer equal opportunity for all
    - Gifted and Talented Program
    - Advanced Math classes
    - Long term independent study program

Challenging and Improving Practice

- Cycles of improvement: Identification of focal students
- Bright spot mining process aligned to identifying what works for certain groups of students
- Providing additional opportunities for learning for identified student groups (Summer, Saturday, Expanded Learning, Tutoring programs)
- Closely examining data by student group
- Evaluating the metrics that matter and determining what data points we value and will communicate to the public

Lean into Discomfort

- School Anti-Racism Learning Pathways designed for staff to start the journey with an exploration of their personal beliefs
  - Character Strong (BLK,CAP, CSI, FH, LYN, ML, SO, Village)
  - YWCA Partnership: Restorative Practices (Castlemont)
  - *Unconscious Bias in Schools* Training (Rolling Hills)
  - Panorama equity survey (Rosemary)
  - MTSS equity and access pathway (MMS)
- Universal Design for Learning (UDL) and anti-racism book study professional development
- Dismantling Racism in Math professional development
- Challenging staff mindset by discussing what impact bias may have in how decisions are made on behalf of students
- Engaging in conversations that challenge assumptions

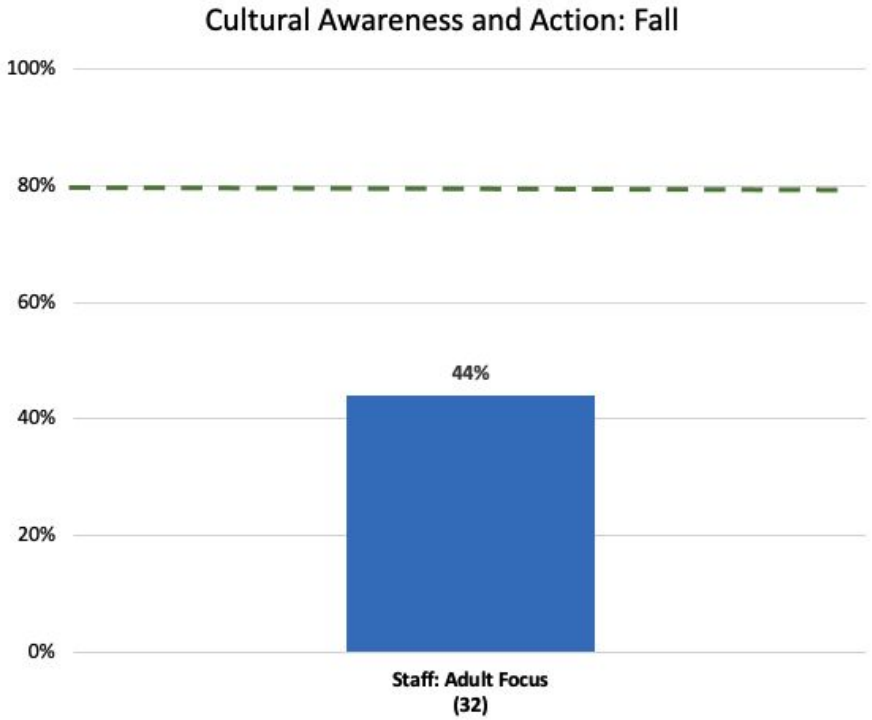
Eradicate Racist Practices

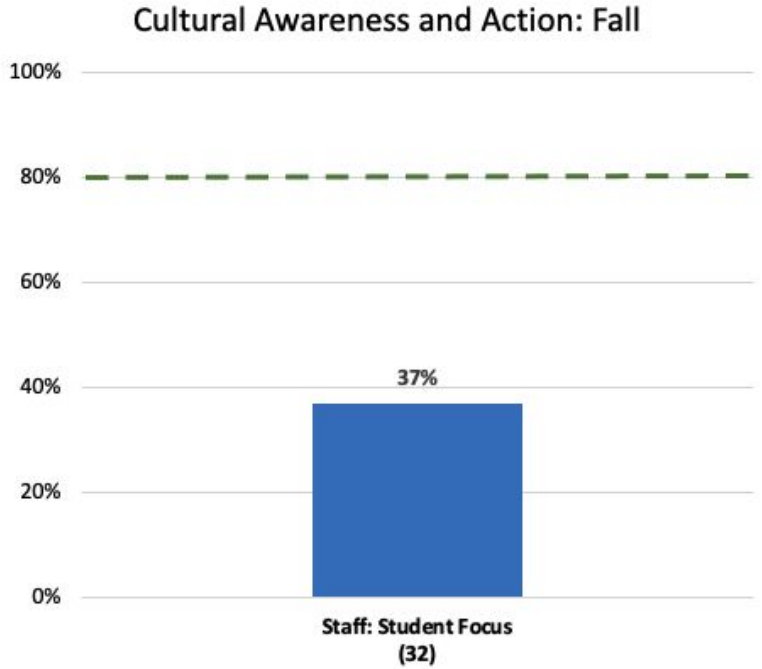
- Tapping our untapped voices: Forum for African American/Black families and follow up Thought Exchange
- Studer engagement survey
- Panorama survey highlighting student and staff voice
- Leader rounding process aligned to the topic of anti-racism
- Focus groups with students
- After school clubs at the middle school level: LGBTQ+, Ethnic Groups based on student interest
- Examining trends in our student study team process aligned to data points

Castlemont Elementary



Cultural Awareness and Action: Adult and Student Focus





Castlemont Staff

Castlemont Response to Results

- Guiding Coalition evaluation of results
- Identification of trends
  - Highest area of favorable response for adult focused questions was "How comfortable are you discussing race related topics with colleagues?" (69%)
  - For student focused questions highest response was "How often do you think about what students of different races, ethnicities, or cultures experience?" (69%)
  - Lowest areas: Frequency of uncomfortable conversations (16%)
  - When there are major news events related to race, how often do adults discuss with students (13%)

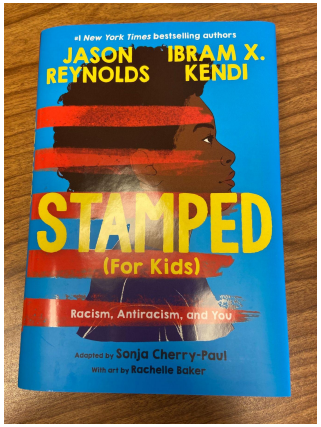
Castlemont's Anti-Racism Work

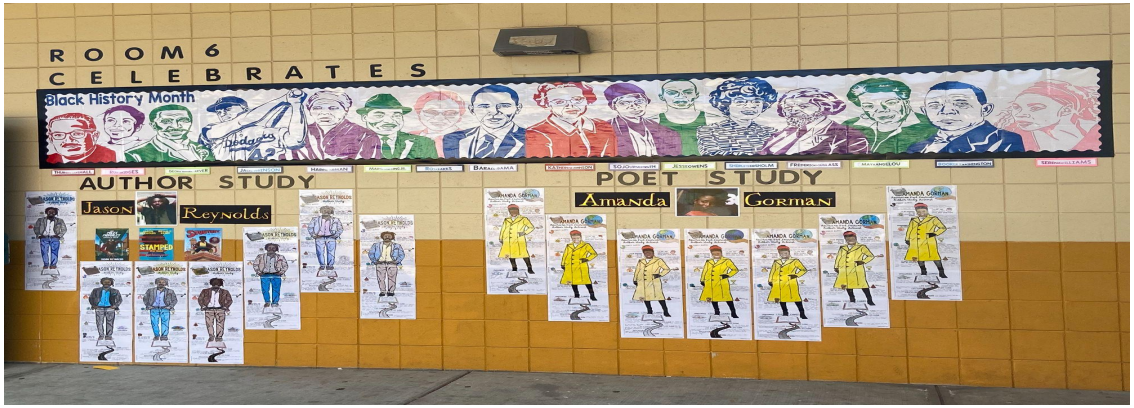
- Partnership with YWCA to provide professional development to staff
  - Community Circle implementation
  - Community Circle coaching for all staff
  - 3rd Grade Brightspot
  - Office discipline referrals declined to zero from this grade level
- Character Strong Modules to continue building our own racial literacy.

<u>Next Steps:</u>

- Creating opportunities to have and model conversations about race
- Supporting staff to integrate more social justice lessons in the classroom. An example: Mrs. Biggs' Fifth Grade Anti-Racism lessons

Fifth Grade Anti-Racism Work



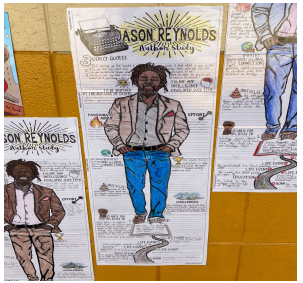












Castlemont's Anti-Racism Work in Building Community



https://youtu.be/FJ6pfVQoGHE

