Santa Barbara Unified School District
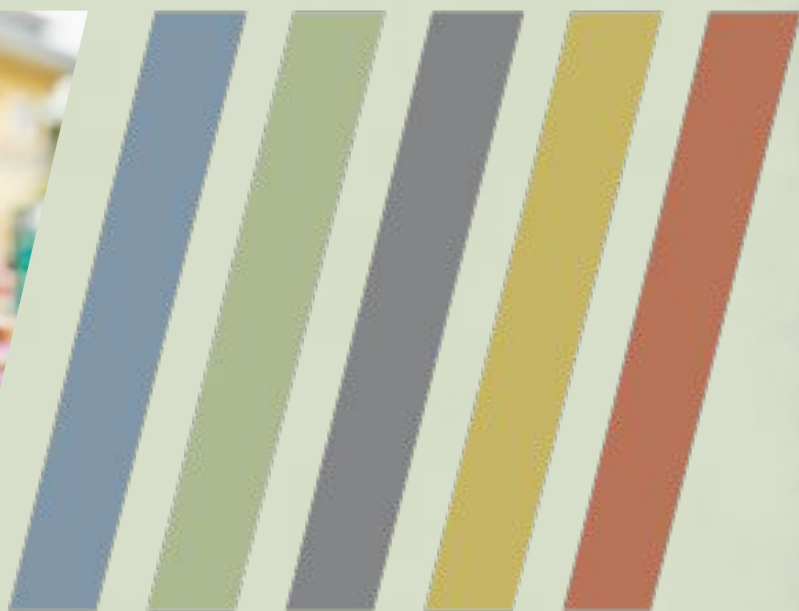
2023 Anti-Blackness and Racial Climate Assessment and Analysis

Insight
EDUCATION GROUP

CONTENTS

PART I

CONTEXT

In this section, please find:

- An overview of the audit process including background and methodology
- Important district context and background

INTRODUCTION

There is currently an active discussion in schools and districts regarding how to ensure that each and every student has equitable access to a high-quality education. Schools and school districts are uniquely situated to impact both educator and student views and actions related to equity. However, without thoughtful planning, clear objectives, and an honest assessment of the current situation, districts will be less likely to achieve educational equity for each and every student.

The purpose of this report is to share the results of a comprehensive equity audit and anti-Blackness and racism climate assessment that Insight Education Group's audit team conducted in Santa Barbara Unified School District (SB Unified). The team met with educational partners from the district and larger community in order to gain as many perspectives as possible and to confirm trends identified through examination of multiple data sets. The assessment included an analysis of district student achievement data, graduation and discipline data, district staffing, professional development, educational partner perceptual data, qualitative data from focus groups.

Data shows that students in the United States face significant disparities in educational opportunity and outcomes. This is especially true for students of color and students from under-resourced communities. (U.S. Department of Education Office for Civil Rights, 2016; Reardon, 2014). When considering disparities in educational opportunity and outcomes, it is important to also consider access, a third variable that we consider to be the critical bridge between the first two. It is our belief that the pressing challenge facing schools and districts is to provide all students with both equitable opportunity and access to high-quality educational experiences in order for them to achieve successful life outcomes.

The equity audit team has developed this report in alignment with our Equity Framework. It includes recommendations that are aligned to each domain in the framework for the superintendent and her team's consideration. This report addresses the current district landscape pertaining to equity and presents an important opportunity for district leadership to develop a plan to implement the recommendations in an aligned, coherent and intentional manner. It is recommended that the district take time to study and make sense of the findings and recommendations to develop a plan to stage the necessary work efficiently and effectively in order to improve outcomes for each and every student in SB Unified.

DISTRICT CONTEXT

Located in the state of California, Santa Barbara Unified School District serves nearly 12,500 students. With 18 school sites and varying specialized school settings. SB Unified offers an array of educational opportunities to serve "every child, every chance, every day" and prepare all students to be academically successful. As such, SB Unified offers students Transitional Kindergarten (TK) education programming, Dual Language Immersion, varying academic pathways at the high school level, Career Technical Education, Advancement Via Individual Determination (AVID), and the Program for Effective Access to College (PEAC) for first-generation college students. In all, SB Unified consists of 9 elementary schools, 4 junior high schools, 3 traditional high schools, 2 alternative or continuation school environments, as well as 3 sites for elementary charter schooling.

As a local school system, SB Unified serves a demographically diverse student population in race/ethnicity, socio-economic status, English Language Learner status, and students being served through special education programming. Based on data found on the California Department of Education website, the student population at SB Unified for the 2021-22 school year can be broken down into the following percentages by race and ethnicity: American Indian or Alaska Native (0.3%), Asian (2.5%), Black or African American (0.7%), Hispanic/Latinx (61.0%), Filipino (0.5%), Pacific Islander (0.1%), white (30.7%), and two or more races (2.8%). Other SB Unified student characteristics include: English Learners (15.1%), low income/economically disadvantaged (60.9%), and students with disabilities (SWD) at 13.1%.

METHODOLOGY

DATA COLLECTION

Insight Education Group conducted an Equity Audit in Santa Barbara Unified School District between October 2022 to February 2023. The team met with educational partners from the district and larger community to gain as many perspectives as possible to determine district trends using an equity-focused lens by collecting multiple datasets.

In this section of the report, we will review the foremost components of our methods surrounding the Comprehensive Equity Audit and Anti-Blackness and Racism Climate Assessment for SB Unified. To begin we will provide a detailed overview of the data collection process. We will share data analysis techniques employed to inform our understanding of trends occurring in Santa Barbara Unified School District both in strengths and areas for future improvement.

The Insight audit team worked closely with the district to amass a robust set of district data and documents for review in the initial phase of the Equity Audit and Climate Assessment as well as to engage educational partner groups throughout the data collection process during the 2022-2023 school year.

The data collection process included the following activities to assess district beliefs, policies, and practices in relation to equity and anti-Blackness:

- Review of graduation and discipline data

- Evaluation of student achievement data

- Review of district documents

- Educational partner surveys

- Focus groups

Audit team members requested a comprehensive dataset from SB Unified that contained student demographic information, student achievement data, student discipline data, Multi-Tiered Systems of Support (MTSS) data, advanced course enrollment data, PEAC enrollment data, AVID enrollment data, and graduation rates.

Team members reviewed district provided data on previous academic achievement in English Language Arts and mathematics for all district students to appraise the academic performance of SB Unified students by various demographic subgroups and characteristics. These academic achievement data points allowed team members to detect relatively persistent gaps in academic performance, if any, between peers in terms of race/ethnicity, socioeconomic status, English Language Learner status, and special education classification.

Members of the audit team reviewed discipline data provided to understand discipline related trends in terms of student infraction frequencies. Moreover, Insight evaluated discipline data by infractions attributed to groups of students demographically.

Audit team members reviewed special education enrollment information to a) determine the rate of special education services provided to enrolled SB Unified students and b) conduct a demographic comparative analysis of all enrolled students to the district demographic landscape. Additionally, to gain an understanding for how SB Unified maintains, monitors, and assesses student progress where students have been identified as below or at-risk of falling below their respective academic grade level, audit team members reviewed MTSS data made available at the time of the audit.

Team members assessed course enrollment, including advanced course or dual college credit courses, by student subgroups to detect disportionality of enrollment, if present.

Graduation rates supported audit team members' appraisal of how frequently, consistently, and to what percent SB Unified students graduate on-time with their matriculating class.

In addition to preliminary quantitative datasets provided by SB Unified, the audit team conducted an evaluative review of district documents to establish additional trends involving equitable beliefs, practices, and policies maintained by the district. The audit team evaluated district artifacts within the scope of five domains outlined by the Insight Equity Framework. The five domains are outlined as follows and will be described in further detail with relevant research in latter sections of this report: 1) Structures, Systems, and Resources; 2) Culture and Community; 3) Equity in the Educator Workforce; 4) Professional Learning and Personal Growth; and 5) Curriculum, Instruction, and Learning.

The Insight audit team reviewed the Local Control and Accountability Plan (LCAP), strategic planning documents, district policy handbooks, and school success plans to evaluate the structures and systems in place at the district level utilized to provide an equitable education for all Santa Barbara students.

Insight audit team members reviewed the Santa Barbara Unified School District website, social media sites, and outgoing communication to the community, such as published Board meeting notes, to evaluate trends aimed towards building a culture and community grounded in equity within the district. Additionally, team members reviewed district discipline policies and student codes of conduct for punitive actions, escalation practices, and any accounts of biased or discriminatory language.

To assess Santa Barbara Unified School District's educator workforce with a focus on racial equity in the recruitment, retention, placement, and promotion of district educators; Insight audit team members utilized staffing demographic data, affinity group documents, and coaching schedules provided by the school district.

Audit team members reviewed professional learning opportunities extended to Santa Barbara educators and staff in relation to their respective role in the district as well as content areas of professional learning; including Diversity, Equity, Inclusion, Justice, and Liberation (DEIJL), Social-Emotional Learning, and Anti-Blackness related trainings.

EDUCATIONAL PARTNER SURVEYS

In partnership with Insight's audit team, Santa Barbara Unified School District invited a diverse educational partner group to complete a survey questionnaire with two featured survey instruments. The first instrument of the survey, served as an evaluation of equity within the district as well as the assessment of equitable practices and policies exhibited throughout the district. The second instrument of the survey, assessed the frequency of anti-Blackness or racist acts experienced by survey participants in the district. Survey questionnaires ranged in length from 25 questions to 40 questions depending on which educational partner group the participant maintained membership. The three educational partner groups included: district and school staff (including leaders), family and caregivers, and secondary students.

In the first section of each survey, respondents provided descriptive information including personal demographics: race, gender, length of professional career, and school affiliation.

After completing this demographic section, participants were asked to report their experiences of anti-Blackness and racism in the district. Participants were presented with prompts such as, "Others have hinted that I cannot be trusted because of my race." In response, participants were provided the following options to indicate the frequency of their experiences to survey prompts: "1" never happened, "2" rarely, "3" sometimes, "4" often, and "5" happened very often.

Next, participants were asked to respond to equity specific questions related to the district and district schools. In this portion of the survey respondents recorded their answers on a 4-point Likert scale. Participants responded to a statement prompt and recorded their level of agreement with the statement. As an example, a student participant would respond to the statement, "Equity is important at my school." In response, the student participant indicated their agreement using the following: "1" strongly disagree, "2" disagree, "3" agree, and "4" strongly agree.

The final section of the educational partner survey was qualitative in nature. Participants were asked two to three questions, depending on their respective educational partner group, centered on equity and anti-Blackness or racism in the district.

EDUCATIONAL PARTNER SURVEYS

Responses provided by participants were securely acquired, stored, and managed by the Insight audit team. Respondents participated on a voluntary basis and were assured that their confidentiality throughout the data collection and reporting process would be upheld.

Educational Partner Group	Total Participants (*n*)
District and School Staff	585
Families and Caregivers	888
Students	4694
Total	6167

FOCUS GROUPS

Santa Barbara Unified School District representatives recruited educational partners from multiple groups to engage in focus group sessions with Insight audit team members. During the recruitment process, SB Unified strategically invited potential group members from numerous district educational partner groups. Santa Barbara Unified School District educational partner groups included: the SB Unified Superintendent, members of the Superintendent's cabinet, Santa Barbara school leaders, and district staff (e.g., certificated staff, non- school based staff), Board of Education members, Santa Barbara high school students, families and caregivers, as well as school community members. In all, 34 focus groups were conducted across all educational partner groups.

Focus groups were facilitated by Insight team members held virtually via Zoom tele-conferencing platform with attendees as well as in-person. Focus groups were approximately 60 minutes in length.

During the focus groups, participants were provided the opportunity to share their lived experiences in the district. In particular, focus group participants conveyed the district's position on and vision of equity as well as their understanding of equity as communicated by the school district in beliefs, policies, and practices. Moreover, participants shared their experiences in the district regarding its culture and climate around anti-Blackness and racism as well as the district and its representatives actions related to events grounded in anti-Blackness and racism. All focus groups maintained a standard operating procedure where group members were led in a discussion guided by the same set of questions across all groups facilitated by audit team members.

For ethical and integrity reasons, participants were notified their participation in the focus group was voluntary and should they choose to no longer participate, they were at liberty to terminate their involvement. Participants were assured their identifying information and views expressed during the focus group would remain confidential. As such, audit team members would anonymize all details during the reporting process.

Select quotes provided by educational partner focus group members and in some cases qualitative portions of the educational partner surveys, are used to further illustrate thematic findings within the report. We caution overgeneralizing the quotes used to characterize findings regarding how educational partners understand equity, equitable policy and practices maintained by the school district, and experiences of equity by educational partners more broadly. Rather, we suggest using the information here as a method of uplifting and considering all lived experiences of educational partners within the Santa Barbara Unified School District community at large.

DATA ANALYSIS

Insight audit team members conducted data analysis in three stages. In one stage, audit team members employed descriptive statistical analysis to data sets provided by the district where analysts documented trends in school profiles, student demographics, discipline rates, and academic indicators. Insight analysts also coded the qualitative data sets derived from district artifacts during this stage of analysis.

During a second stage, Insight analysts conducted survey response analysis across all educational partner surveys in relation to the five domains of the Insight Equity Framework first with descriptive statistics followed by inferential statistics. All participant responses were cleaned and coded prior to analysis whereby all responses were de-identified using numeric demographic codes, response codes, and responses containing missing data not at random were removed prior to analysis. As part of this stage of analysis, Insight analysts utilized the statistical software package IBM Statistical Package for Social Sciences, commonly known as SPSS, to evaluate differences in mean scores of respondents by subgroups.

Lastly, analysts began qualitative data analysis for focus groups as well as researcher field notes and memos (Emerson et al., 2011). Analysts employed an iterative coding cycle to documents and texts where they executed coding cycles until saturation was reached (Hammersley & Atkinson, 2007; Saunders et al., 2018). Audit team members collaborated during the data analysis phase of the equity audit and anti-Blackness and racism climate assessment to ensure inter-rater reliability was achieved among team members for each of the noted district trends, findings, and recommendations. Audit team members triangulated data sources to support all discussed trends, findings, and recommendations from the equity audit and climate assessment of Santa Barbara School District.

PART II

FINDINGS AND RECOMMENDATIONS

In this section, please find:

- Findings grounded in the five domains of the Insight Equity Framework
- Recommendation for the district derived from findings

CULTURE AND COMMUNITY

Anti-racism is central to a culture in which students, educators, and families of color feel safe, welcome, and valued as integral members of their school and district community. Establishing a culture of anti-bias requires creating an anti-racist climate in every building, utilizing social and emotional supports for active engagement with racial issues, and leveraging family and community partnerships to develop social trust. With anti-racism as the foundation of a district's culture, students, educators, and families can understand and challenge the racial biases that affect every aspect of teaching and learning, engage in productive conversations about race and equity, and reach their full potential in a safe and supportive school environment.

The distinction between school climate and school culture is nuanced but can be explained as follows: climate refers to a school's attitude, while culture refers to its personality. A school or district's culture is shaped over time through changes to its climate (Gruenert, 2008). Therefore, creating an equitable, anti-racist climate in every school is necessary for establishing a deeply ingrained culture of anti-racism throughout a district.

An equitable school climate gives all students, staff, and families—regardless of racial or socioeconomic background—access to "effectively supported high expectations for teaching, learning, and achievement; emotionally and physically safe, healthy learning environments for all; caring, courageous, self-reflective relationships among and between peers and adults; and multiple, culturally responsive pathways to participation" (Ross, Brown, & Biagas, 2020).

A district's commitment to anti-racism requires teachers and leaders to have an asset-based approach to educating and serving students and families of color. This means that diversity is viewed as a strength and individuals are valued for their unique contributions to the school and district community.

A racially competent school climate mitigates the potentially harmful effects of policies and practices on staff and students of color. Dress, hair, and conduct policies often include coded or racialized language about appearances and attitudes, with negative consequences for students of color, including harsher punishments and increased time away from the classroom (Fregni & Zingg, 2020). Black children, especially males, are disciplined at higher rates than their white peers as early as preschool and throughout grades K-12, with long-term implications for their likelihood of arrest and incarceration as adults (U.S. Department of Education Office for Civil Rights, 2016; Bacher-Hicks, Billings, & Deming, 2020).

Restorative discipline is a promising alternative to traditional disciplinary methods that "fosters belonging over exclusion" and helps improve school climate and culture (Institute for Restorative Justice and Restorative Dialogue, n.d.). Social and emotional learning (SEL) can also be used as a driver for racial equity in education. According to the National Equity Project, SEL "offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression" (National Equity Project, n.d.). SEL in schools should be approached with the explicit purpose of creating a culture of anti-racism through improving the self-awareness and social and emotional intelligence of all students and educators with respect to race and equity.

Establishing an equitable school climate also requires including the voices of diverse students, staff, families, and community members in decisions related to school policy and facilitating "courageous conversations" about equity on an ongoing basis (Ross, Brown, & Biagas, 2020). Research has shown that family and community engagement benefits not only individual student achievement, but also overall school improvement. Yet many districts do not effectively involve families and communities of color in their school improvement efforts, often due to misguided deficit thinking about non-white cultures and attitudes about education (McAlister, 2013). School and district leaders must develop social trust and positive relationships with families and community organizations to strengthen the culture of anti-racism and improve.

ANTI-BLACKNESS AND RACIAL CLIMATE ASSESSMENT FINDINGS

ANTI-BLACKNESS AND RACIAL CLIMATE SURVEY FINDINGS

On the Anti-Blackness and Racial Climate survey, people were asked to respond to the prompts using a five-point Likert scale. The higher the mean score for a racial group indicates higher frequencies of the event addressed in the prompt has occurred in their time in SB Unified.

- 1-Never Happened
- 2- Rarely
- 3-Sometimes
- 4-Often
- 5-Happened very often

Staff Survey Results

In the staff results, participants that identified as American Indian or Alaska Native were suppressed to protect anonymity because of the low number of participants (n).

- Have others made you feel like an outsider who doesn't fit in because of your dress, speech, hair, language, or other characteristics related to your race or ethnicity?
  - o Group Mean Score: 1.62
  - o Statistically significant differences arose:
    - ▪ Hispanic or Latino staff reported a frequency mean score of 1.87 compared to their white and Asian colleagues at 1.43 and 1.31 respectively.
    - ▪ Those staff members that chose not to disclose their race reported a higher frequency mean score of 2.00 compared to white and Asian colleagues at 1.43 and 1.31 respectively.
    - ▪ Black or African American staff reported the highest score of 2.67.

- Have other staff and/or administrators thought you could not do things or handle a job, because of your race?
    o Group Mean Score: 1.32
        ▪ Hispanic or Latino staff reported a frequency mean score of 1.53 compared to their white and Asian colleagues at 1.21 and 1.11 respectively.
        ▪ Black or African American staff reported the highest score of 2.00.

- Have you been treated unfairly by co-workers, because of your race?
    o Group Mean Score: 1.38
        ▪ Asian staff reported a frequency mean score of 1.44 compared to their Hispanic or Latino colleagues at 1.34.
        ▪ White staff reported a frequency mean score of 1.62 compared to their Hispanic or Latino colleagues at 1.34.
        ▪ Those staff members that chose not to disclose their race reported a higher frequency mean score of 2.19 compared to white and Asian colleagues at 1.62 and 1.34 respectively.
        ▪ Black or African American staff reported the highest score of 2.00.

- Have people who speak a different language made you feel like an outsider?
    o Group Mean Score: 1.61
        ▪ Black or African American staff reported the highest score of 2.33.

- Have people not trusted you, because of your race?
    o Group Mean Score: 1.58
    o Black or African American staff reported the higher score of 2.00.

FINDINGS - ANTI-BLACKNESS & RACIAL CLIMATE ASSESSMENT

Family / Caregiver Survey Results

On the family / caregiver survey, all prompts yielded a statistically significant difference. Participants that identified as American Indian, Alaska Native, Native Hawaiian, or Other Pacific Islander were suppressed to protect anonymity because of the low number of participants (n).

- I have been treated unfairly by staff, administration, and/or other parents because of my race.
  - o Group Mean Score: 1.35
  - o White (1.17) compared to Hispanic or Latino (1.38) and two or more races (1.77)
  - o Black or African American family and caregivers reported the highest score of 1.95.

- School campus law enforcement representatives have been unfair to me because of my race.
  - o Group Mean Score: 1.18
  - o White (1.07) compared to Hispanic or Latino (1.20)
  - o Black or African American family and caregivers reported the highest score of 1.75

- School staff have made me feel like an outsider who doesn't fit in because of my dress, speech, hair, language, or other characteristics related to my race.
  - o Group Mean Score: 1.27
  - o White (1.11) compared to Hispanic or Latino (1.29)
  - o Black or African American family and caregivers reported the highest score of 1.85

- School staff have ignored me or not paid attention to me because of my race.
  - o Group Mean Score: 1.26
  - o White (1.13) compared to Hispanic or Latino (1.30)
  - o Black or African American family and caregivers reported the highest score of 1.85

Student Survey Results

On the student survey, all prompts yielded a statistically significant difference.

- I have been treated unfairly by teachers, administrators, or staff because of my race.
  - Group Mean Score: 1.36
  - White (1.17) compared to Asian (1.40), Black or African American (1.85), Hispanic or Latino (1.50), Native Hawaiian or Other Pacific Islander (1.36), Two or more races (1.44), Prefer not to say (1.54)

- Others have actually hurt me or tried to hurt me (ex: kicked or hit you) because of my race.
  - Group Mean Score: 1.15
  - White (1.09) compared to Hispanic or Latino (1.16) and two or more races (1.20)
  - Black or African reported higher frequency mean score of 1.45

- I have been treated unfairly by Law Enforcement representatives on campus who have been unfair to me because of my race.
  - Group Mean Score: 1.12
  - Hispanic or Latino (1.18) compared to white (1.04) and white with Hispanic heritage (1.06)
  - Black or African reported higher frequency mean score of 1.36

- Others have threatened to damage or damaged my property because of my race.
  - Group Mean Score: 1.11
  - Black or African American reported higher frequency mean score of 1.44

- Others have made me feel like an outsider who doesn't fit in because of my dress, speech, hair, language, or other characteristics related to my race or ethnicity.
  - Group Mean Score: 1.42
  - White (1.30) compared to Asian (1.68), Black or African American (1.96), Hispanic or Latino (1.43), Not Listed (1.67), Two or more races (1.55).

- Others have hinted that I am dishonest or can't be trusted because of my race.
    - Group Mean Score: 1.23
    - Hispanic or Latino (1.29) compared to white (1.13) and white with Hispanic heritage (1.18)
    - Black or African American (1.62) compared to American Indian or Alaska Native (1.00) and white (1.13).
    - White (1.13) compared to two or more races (1.29) and Prefer not to say (1.35)

- Others have ignored me or not paid attention to me because of my race.
    - Group Mean Score: 1.23
    - White (1.13) compared to Black or African American (1.60), Hispanic or Latino (1.29), two or more races (1.27)

- Others have hinted that I must not be clean because of my race.
    - Group Mean Score: 1.14
    - White (1.05) compared to Black or African American (1.62), Hispanic or Latino (1.19), two or more races (1.25)
    - Hispanic or Latino (1.19) compared to white with Hispanic heritage (1.07)

FOCUS GROUP THEMES

This section outlines the themes that were heard in the 34 focus groups that were conducted. Direct quotes from focus groups are in italics and come from different individuals from the various focus groups conducted.

- Normalized Racism
    - Students at Santa Barbara Unified School District, particularly those of color and especially those that identify as Black or African American, maintain the belief that the climate and culture of their schools and school district are rooted in racist behaviors in the form of overt racism by students and teachers; covert racism and microaggressions; and the daily realization that students and staff are unable to respond, deter, or prevent other racist and anti-Black behaviors from occurring.

- *SB Unified Student: A lot of teachers touch my hair. They say my hair is so pretty and would start touching it. It's weird. They question me [about my hair] and ask if it's real. I have this one teacher who touches my hair in class. I told her I don't usually let people touch my hair and she said it's okay for her to do it because she's a teacher.*

- *SB Unified Student: They [SB Unified staff] justify that it's [use of the n word] not a big deal. It's a huge deal. You don't know how that feels. I feel that's how they justify it.*

o The volume of racist and anti-Blackness events occurring within Santa Barbara schools has conditioned staff and students to the offensive behaviors to the point students and staff often do not respond to the event and Black students internalize the event then dismiss it completely.

   ○ *SB Unified Student: I hear a lot of people [using the n word]. I don't report it because a lot of people say it.*

   ○ *SB Unified Student: In my experience, there's a lot of racist stuff so it now feels normal.*

   ○ *SB Unified Student: It's kind of normal to come to school and feel like it's going to be a racist day today.*

o Diffusion of Responsibility to Respond
   o When a racist or anti-Blackness behavior occurs, staff and students often pass off the individual responsibility to name the racist or anti-Blackness act and publicly denounce the act at the time it occurred. Moreover, Santa Barbara staff stated their immediate action in response to directly or indirectly encountering racism or anti-Blackness was to report the event to an acting administrator or supervisor rather than hold space to serve as the first line of defense against racism and anti-Blackness.

- *SB Unified Student: They [SB Unified Staff] need to hold each other accountable. I don't understand why you [staff] pretend that you don't hear them [other students] say it [the n word]. Someone needs to tell them [students] it's not okay.*

- *SB Unified Student: The adults don't say anything to them [students using the n word].*

- *SB Unified Student: Adults do nothing, they think it's a joke.*

- *SB Unified Student: A lot of kids will call me the n word. Teachers will hear it and won't do anything. Students get in trouble for cursing, but not for using the n word.*

- *SB Unified Student: [When I hear an incident of racism] If I don't know them, I'll ignore it. If it's someone I know I will defend myself.*

- Onus of Responsibility to Deter or Prevent
  - Santa Barbara educational partners often pose the rhetorical question of whose responsibility is it to deter or prevent racist or anti-Blackness events in the school setting. Rather than taking a unified stance where all members of the Santa Barbara take responsibility to deter or prevent racism, anti-Blackness, and or ethnic maltreatment acts in the district and its schools, a large portion of educational partners—including leaders, staff, and students—believe the onus of responsibility to deter such events falls upon those that are Black or also those that are victims of racist, anti-Blackness, and ethnic maltreatment behaviors.

    - *SB Unified Staff Member: It's hard when you are observing it happen to you and you're waiting for them to do something. It's not always the harmed's responsibility to step up to the harmful person. I have to speak up for myself when everyone saw the harm. It's different when it's towards you.*

- o *SB Unified Student: They [SB Unified leaders and teachers] are not trying to do anything at the school. [When asked the ways their principal and teachers try to stop racism and anti-Blackness.]*

- o *SB Unified Student: They [SB Unified leaders and teachers] haven't tried anything [to stop racism and anti-Blackness]. An incident happened [at my school], we have assemblies about stupid things, but not race.*

- o *SB Unified Staff: It would be nice to have black families, staff, teachers, and students in the district telling you what is needed.*

- o Whiteness as a dis/qualifier
  - o As the majority demographic for Santa Barbara certificated staff, white educators and leaders of Santa Barbara expressed an uncertainty for whether or not their race or whiteness dis/qualifies them as an individual able to lead anti-racist and pro-Black efforts in the district.

    - *SB Unified Leader: It's self-preservation, on a site staff that is vital to sustainability and you're teetering instead of holding the line on principle and you hold onto self-preservation. It's hard to step back and be objective. We didn't tackle things head on and that's where a lot of the issue comes from. We need to get over egos, discomfort, and create vulnerable spaces for people to ask for help. We had this conversation today. You think about the fact that a majority of our leaders are white, so bringing the cultural aspect of being neutral and objective and that's hard when you've been privileged your whole life and you can't understand. White people are not responding.*

    - *SB Unified Leader: The principals did not want to do the work. They said they couldn't lead this work, I'm white. I don't know what to do. I don't know what to say.*

    - *SB Unified Student: I feel like the teachers might be too uncomfortable to talk about it…. I think they would expect someone of color to lead the conversation.*

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o   Capacity and Courage
- o   Santa Barbara staff are unable to demonstrate the power to immediately respond to racism, anti-Blackness, and ethnic maltreatment while also demonstrating a need for district backing to exercise such power once attained.

  - *SB Unified Leader: Unsure how safe they [teachers and staff] are to do this work. There is no relational trust to let people know they are free to do this work. There is an impact on educators to do this with the new guard.*

  - *SB Unified Leader: Can't think of anything specifically, but internally I get kind of angry and have to remember my role and position. Try hard to be sure kids see different perspectives. Definitely get agitated and I need a moment.*

  - *SB Unified Leader: I think it varies with principals and we have 20 principals with very different skill sets and so they may or may not be comfortable with doing some of the deeper work or they may need different kinds of support in order to do some of the deeper work.*

  - *SB Unified Student: I went to the Superintendent meeting, and they said they didn't train teachers on how to handle microaggressions and racism.*

  - *SB Unified Student: They said teachers are trained for how to spot abuse, but they don't train for microaggressions.*

  - *SB Unified Staff: I think, when you witness it with colleagues or adults it's hard to approach because I think a lot of times there is that the tone is very underlying. (You're like, that seems racist, but maybe not, you know?) How do you call your colleague on that? It's very tricky.*

o   *SB Unified Staff: I think it's a little bit more challenging with colleagues because these are people we have to work with day in and day out and continue to collaborate with them. I try to be more of the advocate for the students and be the bridge.*

o   *SB Unified Staff: I know I need to do something, I just don't know how to do it.*

o   Educate (Leaders). Educate (Staff). Educate (Students).
o   Observed need for all educational partners within Santa Barbara Unified to engage in learning opportunities centered around racism and anti-Blackness to produce a culture ground in anti-racism and pro-Blackness.

▪   *SB Unified Leader: The district has given us resources and community agencies for drugs and alcohol [but] this is an area that is lacking. I have created my own modules… history of the N word or KKK depending on what the student has done. I would appreciate the district providing educational experiences and standardized materials. This is me as a white female in power making a decision on how to educate a student using the N word or responding to an issue of racism.*

▪   *SB Unified Staff: I agree, I was going to add that there are teachers that would appreciate education or communication from the district on how to handle it. We know there is a zero tolerance policy but there's no education to make it a conversation or handle it in a humane way.*

▪   *SB Unified Leader: We can't keep acting shocked at behavior at the high school when we aren't having lessons on cultural appropriateness.*

▪   *SB Unified Student: Learn more about why racism matters. I have to learn about commas and waves.. We need to learn about racism.*

▪   *SB Unified Student: I freeze. This one guy did it [used the n word], he did it on purpose. I just left.*

o   Loose Expectations and Communication
   o   In the equity space Santa Barbara, possesses a great deal of strength in the ability to convey tight expectations for how leaders and staff should engage in equitable practices specifically in terms of MTSS processes, granting increased access to curriculum for students, and their overall efforts to diversify the workforce. However, as far as expectations and district wide communication for how to identify racism, respond to racism and anti-Blackness, as well as foster a district/school culture that does not tolerate such behaviors, district expectations are in large part viewed as ambiguous for all educational partners (i.e., students, family and caregivers, staff, and school leaders).

   ▪   Zero Tolerance Policy
      ●   *SB Unified Staff: The district board passed a resolution that said we won't use or allow racial slurs and that was shared out at our staff meeting at the beginning of the month and then we have this training to complete that is kind of a baseline - like what is white privilege, what is racism in the workplace kind of thing - and then there's like the generic anti-bullying kind of campaigns and a reporting system, but in terms of trainings on how to respond, what to say, there's nothing like that.*

   ▪   Inconsistent implementation
      ●   *SB Unified Staff: We have a policy at the district level who shares with principals, but principals roll it differently and inconsistently.*

   ▪   Unclear expectations, tools, resources
      ●   *SB Unified Staff: I do not know of a systematic way coming from the district*

      ●   *SB Unified Leader: We haven't scheduled time to intentionally learn or talk about this work—not sure if it's better onboarding or more training.*

- *SB Unified Leader: Right now, it's very reactionary. We are able to identify it and know we have to respond to it, but there are no real systems in place. I don't feel like we are getting much support-it's not very strategic when things happen, we don't seem to be talking about it, learning from it, and better preparing ourselves and environment to deter these incidents from occurring in the first place.*

- *SB Unified Staff: There should be a clear protocol and immediate consequence when racial slurs are said and there should be some education that occurs for parents and staff - there is no clear communication or policy right now - this is a huge issue, and it feels like a big area where the district is failing.*

▪ No or limited protocols for supporting victims

▪ Resolutions establish intent yet inhibit action
  - *SB Unified Staff: BOE resolution that was just passed is meant to deter some of those incidents, but I think that's part of our struggle, that we don't have enough of those systems in place. We are still in a place of reacting and not able to anticipate and prevent.*

ADDITIONAL FINDINGS

As a district, Santa Barbara demonstrated it engages families, students, and community members by hosting advisory councils, English language family groups (DELAC), and open invitations to district board meetings.

Family and caregiver survey respondents indicated an average level of agreement to the prompt, "The school invites me to give input when considering academic placements for my student(s)" at 2.85 (scale of 1 to 4) where 73.9% of respondents either strongly agreed or agreed to the prompt.

The district showed documented evidence of positive steps taken to implement SEL programs throughout the district:
- District provided training on trauma-informed practices
- District partnerships for mental health referrals available and supports for students.
- Increase in counselors and youth advocates on campuses for additional student support
- Restorative Justice (training and practice referenced in focus group)

Overall, SB Unified student survey respondents indicated a moderate level of satisfaction for the culture of their district and schools.
- My school has events to build a sense of community and to inform my parent(s), caregiver(s), or guardian(s) of my progress. (3.04) 87.5% either agreed or strongly agreed.
- At my school, adults treat all students fairly and with respect. (2.90) 76.3% either agreed or strongly agreed.
  - A statistically significant difference arose by gender where students who identified as male indicated a level of agreement to the prompt at 2.99 compared to their peers that identified as female (2.83), non-binary (2.59) and those that chose not to disclose their gender at 2.77. Similarly, a statistically significant difference was detected between students that identified as female with a higher average response to the prompt at 2.83 compared to peers that identified as non-binary (2.59) and those that chose not to disclose their gender at 2.77.

ADDITIONAL FINDINGS

- School leaders enforce discipline policies consistently with all students. (2.86) 76.8% either agreed or strongly agreed.
    - o A statistically significant difference arose by race where students who identified as Hispanic or Latino indicated a lower level of agreement to the prompt at 2.83 compared to their peers that identified as white who reported an average level of agreement to the same prompt at 2.92. Students that identified as Black indicated a much lower level of agreement to the prompt at 2.64.
    - o A statistically significant difference arose by gender where students who identified as male indicated a level of agreement to the prompt at 2.91 compared to their peers that identified as female (2.84), non-binary (2.65) and those that chose not to disclose their gender at 2.69. Similarly, a statistically significant difference was detected between students that identified as female with a higher average response to the prompt at 2.84 compared to peers that identified as non-binary at 2.65).

While SB Unified has significantly decreased their instances of student discipline resulting in suspension, discipline data provided by the district at the start of the 2022-23 school year, did illuminate an early trend of disproportionality in recorded discipline attributed to specific populations of student subgroups. In particular, students identified as Black, Hispanic or Latino, and students with a disabilities were overrepresented in the discipline incidents compared to their demographic representation in the district's student population.

In response to the prompt, "Discipline policies and practices are enforced consistently with all students at school":

- District and School Staff: (2.56) 45.8% disagreed or strongly disagreed while 54.2% agreed or strongly agreed
- Family/Caregiver: (2.82) 28.4% disagreed or strongly disagreed while 71.6% agreed or strongly agreed
- Students: (2.86) 23.2% either disagreed or strongly disagreed while 76.8% strongly agreed or agreed
    - o A statically significant difference arose among the group where district and school staff indicated a lower level of agreement to the prompt compared to family and caregivers as well as students.

ADDITIONAL FINDINGS

On average, Santa Barbara student handbooks do not contain discriminatory or biased language nor gender-biased language as outlined by the student dress code. However, equity audit team members did identify an inconsistency in handbooks regarding the version of dress code policy provided. As Santa Barbara has recently revised the dress code policy to be more uniform and remove gender bias in the policy, a few handbooks in the district still feature the older policy.

RECOMMENDATIONS

1.1	Enlist the entire school community to work toward establishing a supportive community focused on anti-racism and anti-Blackness and building an inclusive community for all educational partners

Short term recommendation:

- Assemble a cross-functional team made up of individuals from multiple departments and administrators to develop a set of role-specific protocols for responding to anti-Blackness or hate speech in schools.
- Develop a short-term professional development plan to equip all educational partners with tools for recognizing racism and responding to racism and anti-Blackness in the moment and how to report the incident for additional follow-up.
    - Responding to Hate and Bias at School: A Guide for Administrators, Counselors, and Teachers is a resource guide from Learning for Justice. It provides information and resources for what schools should do before, during, and after a racial incident/crisis occurs. The last section provides sample forms for incident response plans and evaluating the incident resolution.
    - Every Student Belongs: Bias Incident Response Guide is a resource from the Oregon State Department of Education that provides guidance for incident reporting, information gathering, administrative action, and supports to provide after the incident takes place.
    - Sample protocols from Portland Public Schools in Portland, OR
    - Sample Bias Incident Complaint Procedure from Greater Albany School District in Albany, NY
    - Sample Bias Incident Complaint Procedure from Corvallis School District in Corvallis, OR
    - Responding to Bias Incidents in Middle and High Schools: Resources and Best Practices for School Administrators and Educators is a resource guide for educators from the Anti-Defamation League. It provides a framework for how to prepare for and respond to hate and bias-based incidents in schools. It also provides practical tips for how educators should intervene in the moment to stop the behavior, support the targeted individuals with counseling and other supports, and schedule time for follow-up and learning. The last section of the guide provides background and historical context on some of the most common school-based bias incidents, including use of the n word, and strategies for turning those incidents into learning experiences for students.

RECOMMENDATIONS

<table>
<tr>
<td>**1.1**</td>
<td>Enlist the entire school community to work toward establishing a supportive community focused on anti-racism and anti-Blackness and building an inclusive community for all educational partners</td>
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Long term recommendations:

- Create Black-affirming educational spaces committed to improving the outcomes for Black/African American and other students of color. The book Anti-Blackness at School: Creating Affirming Educational Spaces for African American Students by Joi Spencer and Kerri Ullucci (2023) recommends that schools:
    - Hire more African American professionals, including teachers and paraprofessionals who are closely linked to Black communities.
    - Partner with African American organizations and elders in the Black community.
    - Commit to anti-racism efforts that move beyond diversity.
    - Minimize punitive classroom management and school discipline practices that may contribute to Black students being disciplined at disproportionate rates.
    - Connect curriculum and learning to real-world problems that excite and inspire students.
    - Invite BIPOC professionals to serve as guest speakers, mentors, or arrange field trips for students to learn more about their careers.
    - Support meaningful engagement with caregivers and improve communication to them about Black student success, system navigation and complaint processes;
    - Identify community organizations or local businesses that offer resources and events for Black students and families.
    - Learn from schools where African American students are thriving.
- Provide racial affinity groups for Black students in SB Unified to fight against racism, guide them through the complaint processes, identify barriers to success, and access resources (e.g., networking, fellowship, mentorships, scholarships, counseling services, etc.);
- Identify, develop and facilitate culturally responsive and relevant healing practices for groups of students;
    - Addressing Race and Trauma in the Classroom: A Resource for Educators provides information and resources about how to support students who may have experienced racial trauma

RECOMMENDATIONS

1.1	Enlist the entire school community to work toward establishing a supportive community focused on anti-racism and anti-Blackness and building an inclusive community for all educational partners

- Create professional learning in anti-Black racism and collaborate with other staff in facilitating learning in anti-racism and supporting Black students;
    - The Toronto School District developed a Black Student Success and Excellence (BSEE) Initiative that engages educators and administrators around issues of anti-Black racism. The BSEE provides opportunities for educators and students to build critical consciousness related in race and learning in schools and classrooms.
    - The book Anti-Blackness at School: Creating Affirming Educational Spaces for African American Students by Joi Spencer and Kerri Ullucci (2023) contains ten professional development modules for helping educators learn how to support Black students and challenge anti-Black racism.
    - Partner with an external organization that has a national perspective and demonstrated experience in training school district staff members across the country in how to identify racism, respond to racism and anti-Blackness, and building an anti-racist school / district culture, and use practices that intentionally cultivate a positive racial identity in Black/African American students and caregivers while focusing on strengthening academic outcomes.
- Establish a process for monitoring improvement in the achievement of Black students;
    - The Centre of Excellence for Black Student Achievement was established by the Toronto School Board in 2021 to dismantle anti-Black racism and to focus on the academic success and experiences of Black students.
    - The Black Excellence Coalition was established by the Madison Metropolitan School District to ensure that African American children and youth excel academically.
    - Portland Public Schools is the design process for opening a Center for Black Student Excellence. The design process is described here.

RECOMMENDATIONS

1.1	Enlist the entire school community to work toward establishing a supportive community focused on anti-racism and anti-Blackness and building an inclusive community for all educational partners

Long term recommendations:

- Develop a clear set of consequences for individuals who engage in racist or anti-Black actions. The consequences should prioritize restorative practices and educating individuals and become gradually more punitive if offenses reoccur. Ensure that the recommended consequences are being implemented consistently in all schools.
- Identify opportunities for student-led anti-Blackness / anti-racism programs on each campus.
    - Fire it up! Youth Action Manual is a guide written for students by students with information and resources for starting a student-led anti-racism group at school or in the community.
    - The No Place for Hate program from the Anti-Defamation League provides a model for how schools can form campus committees, rally the school around anti-Blackness / anti-racism and commit to doing their part, assess the climate/culture of the school, and develop school-wide activities that will educate the school community and inspire everyone to speak up and become more effective allies. The website provides a free online PD module about how to get this started and resources that schools can use for developing activities.

DOMAIN 2
STRUCTURES, SYSTEMS, AND RESOURCES

Operations, finance, and organizational structure can feel very technical in a school district. But what sits under those technical components is a belief system and understanding of the impacts of bias on adults and students. A growing body of scholarship emphasizes the critical role of district leadership in ensuring equitable access to resources and opportunities for students. Districts must intentionally design organizational structures and routines that support the success of historically underserved students, otherwise schools may "function as sites of oppression" rather than places of opportunity (Irby et al., 2019).

A district's commitment to equity relies on fundamental systemic change throughout the organization, as well as the anti-racist beliefs and actions of individual educators and leaders (Welton et a., 2018). Furthermore, districts must explicitly centralize equity in their school improvement plans to ensure that resources are equitably distributed to students in both policy and practice (Starr, 2018; Gorski, 2019).

At the foundation, strategic planning (a district process of establishing goals and the strategies that will be employed to achieve those goals) should explicitly name race and equity as a priority in the organization. Goals must be meaningful and represent access and opportunity, not just absolute achievement, in order to ensure equitable support of all students. In order to achieve this, district goals, as well as their measurable targets, must be developed collaboratively with leaders and stakeholders.

Upon the foundation of strategic planning sit the technical decisions and systems that comprise budgeting; the allocation of resources; access to clean, healthy and updated facilities, access to technology hardware, software and internet; quality. Food and nutrition programs; and safe and effective transportation. Therefore, this domain addresses both the degree to which the school board and senior leadership team have and continue to develop an anti-racist culture and use that to plan strategically, make technical decisions and create structures and systems that promote equity.

There is a clear and direct link between student achievement and access to material and nonmaterial resources such as effective teachers, high-quality instructional materials, academic rigor, and learning-ready facilities (Travers, 2018). The allocation of these resources at the macro level can alleviate or exacerbate inequities across an organization. Research suggests that districts and school boards often do not direct resources to students with equity in mind, resulting in intra-district disparities in teacher assignment, curriculum, and building quality (Darden & Cavendish, 2011). Cheatham, Baker-Jones, and Jordan-Thomas (2020) suggest that districts can demonstrate their commitment to racial equity by "intentionally allocating their resources more flexibly based on the changing needs of individual students" through strategies such as reconfigured funding formulas and differentiated instructional designs.

FINDINGS

An important aspect of the structures, systems, and resources that allow a district to ensure equitable practices and improved outcomes for each student is a clear message that equity is important to all members of the district. Frequently, this is represented through an equity plan, including the district's vision for equity, that all stakeholders are aware of and understand. SB Unified has show their commitment to this work by developing an equity policy in 2019 and working towards implementing the equity policy with consistency and through a developed infrastructure.

The district's commitment to equity is also reflected in partner survey responses. Members of the Santa Barbara Unified School District community maintain high levels of agreement regarding the district's definition of equity and whether it has been communicated to SB Unified educational partners.

- District and School Staff:
    - Our district has established a clear definition of equity and has communicated this definition to all stakeholders. (2.88) 76.1% either agreed or strongly agreed.

- Family and Caregivers:
    - The district has shared a clear definition of racial equity with families. (2.83) 73.9% either agreed or strongly agreed.

More generally, family and caregiver survey respondents believe SB Unified is committed to equitable policies and practices equity is important in the district.

- Families and Caregivers (2.93) 78.9% strongly agree or agree.

Historical racial equity and anti-Blackness initiatives, spanning the last decade, have been described by educational partner groups as "non-existent" several years ago, whereas now, partners, particularly SB Unified staff, believe this topics are "a point of emphasis", "a priority", "area of focus", and "heading in the right direction." In speaking with several educational partners during focus groups and interviews, the change in mindset around equity work in the district is largely credited to district leadership at the Superintendent position, Board, and the changes in demographics of executive leadership in the last few years.

FINDINGS

While SB Unified exhibits strengths in Diversity Equity, Inclusion, Justice, and Liberation (DEIJL) efforts in their systems and structures, addressing the social-emotional needs of students, as well as building a culture around academic excellence for students by removing barriers to rigorous coursework, SB Unified does not appear to have consistent equity-focused structures in place to foster effective staff growth through professional development and learning opportunities or increase perceptions around the advancement, retention, and recruitment of a diverse workforce.

Another area of strength is that Santa Barbara Unified demonstrates a strong data utilization and implementation behaviors:

- MTSS
- Data presentations
- Enrollment monitoring
- Removing course access barriers driven by enrollment data

District and School Staff had high levels of agreement with the prompt:

o   I regularly examine academic data to differentiate instruction based on individual student needs and ensure each student's success. (3.19) 89.9% agreed or strongly agreed.

It is also important that districts have a clear plan for addressing gaps in academic achievement between subgroups of students. Santa Barbara USD's Local Control and Accountability Plan (LCAP) does demonstrate a need for increased academic achievement and outlines a plan to address pervasive gaps that are present in English language arts and mathematics content based on student subgroups found in the district.

Finally, based on educational partner survey results, SB Unified exhibits a need for more transparency around how resources are allocated to schools.

- District and School Staff:
    - Our district has a formula to allocate funding to each school based on need. (2.67) 64.7% agreed or strongly agreed

- Family and Caregiver:
    - The district is transparent and equitable when distributing funds to schools. (2.64) 62.4% agreed or strongly agreed

RECOMMENDATIONS

2.1	Develop a District Diversity, Equity, Inclusion, Justice, and Liberation (DEIJL) Team to serve in an advisory capacity to ensure equitable practices are enacted in the district

- Identify a leader to chair the work of the DEIJL Team.

- Identify key district stakeholders from the SB Unified community to serve as members on the DEIJL team. Include parents, students, leaders, instructional and non-instructional staff, as well as community partners.

- Identify clear roles and responsibilities for DEIJL team members.

- Identify and implement structures and processes that will elevate the DEIJL team's autonomy to serve in an advisory role in the district.

- Empower the DEIJL team to review to build on current assets in the district and lead development of a district equity plan that builds on the district's vision of equity by conducting an ongoing review of pertinent district data, setting goals for progress in identified areas, identifying metrics to measure progress toward goals, and ensuring professional learning opportunities for all stakeholders.

EQUITY IN THE EDUCATOR WORKFORCE

Every student deserves educators who will provide them with the knowledge and skills they need to be successful in school today and in their futures. Some of the most compelling research in recent years indicates the significant positive impact that teachers of color have on all students—particularly students of color—in terms of achievement, expectations for success, and long-term life outcomes. A racially diverse educator workforce represents a district's dedication to creating equitable access to excellent educational opportunities for all students, as well as its commitment to eliminating barriers to entry and providing equitable career advancement opportunities for educators of color.

Given the significant impact of effective educators on student outcomes, getting the right people in the right positions should be a top priority for school districts. When educator talent is managed well, a district can transform entrenched bureaucratic systems into more nimble processes that support the ultimate goal of ensuring all students have access to effective teachers in every classroom and effective leaders in every school.

Equitable beliefs, policies, and practices are necessary at every stage of an educator's progression through a school district, from recruitment and hiring, to retention, to placement and promotion. People of color are both less likely to enter education at all and more likely to leave if they do enter. Therefore, a district must employ intentional strategies to attract racially diverse candidates into open positions, equitably place them in schools and classrooms, encourage them to remain in the district at proportional rates, and provide equitable opportunities for them to progress upwards in the organization.

These strategies could include involving diverse voices in the hiring and onboarding process; implementing induction programs and leadership academies specifically for educators of color; and ensuring that school and district leaders understand the positive and negative experiences of teachers and staff of color. Together, these strategies can mitigate racial inequities and ensure the equitable representation of educators of color at all levels of the organization.

Diversity benefits every workforce, and teaching is no exception. Research repeatedly indicates that teachers of color benefit students of color—particularly Black males—in a variety of ways, including increased test scores, lowered school suspensions, improved academic attitudes, increased student attendance, and reduction in the risk of dropping out (Gershenson et al., 2017; Lee, 2018; Miller, 2018; Partelow et al., 2017). Racial diversity among teachers also helps break down biases across races, thus having a positive effect on all students (Partelow et al., 2017).

Yet most districts do not effectively recruit and retain educators of color. In 40% of U.S. schools, there is not a single teacher of color on staff, and teachers of color only represent 18% of the overall teaching population (Partelow et al., 2017; Putman & Walsh, 2016). Many school districts are not yet implementing strategies to address this challenge: only one in three districts actively recruits from HBCUs or MSIs, only 40% of districts even consider a teacher's contribution to workforce diversity when hiring teachers, and 80% of districts "do not provide any specific supports geared toward inducting teachers of color" (Konoske-Graf, Partelow, & Benner, 2016).

Teachers of color tend to leave the profession or transfer schools at higher rates than white teachers (Barshay, 2018). In fact, national data indicates that there is a turnover disparity of approximately 7 percentage points between Black and white teachers (Barnum, 2018). According to a recent report by Dixon, Griffin, and Teoh (2018), teachers of color often leave their districts and/or education altogether due to antagonistic school culture, unfavorable work conditions, lack of agency and autonomy, feeling undervalued, and the high social and emotional cost of being a teacher of color.

In many districts, there is a trend to place higher percentages of teachers of color in hard-to-staff, under resourced schools with less experienced leadership and with fewer professional development opportunities, leading to frustration and teachers exiting the district. Additionally, findings suggest that Black teachers tend to change schools or leave the profession if they aren't exposed to Black colleagues or a principal of color (Mahnken, 2018).

FINDINGS

The data regarding equity in the educator workforce in Santa Barbara USD reflects many of the challenges outlined in the above research. Specifically, evidence collected from district demographics, survey responses, and focus group transcripts suggested that both recruitment and retention of certificated staff members who are representative of the learner population they serve are areas in need of improvement in the Santa Barbara Unified School District.

Although demographically, nearly 67% of its teaching force is identified as white based on Human Resources data provided by the district, this is an area that SB Unified has been working on improving. SB Unified has demonstrated high levels of engagement in recruitment efforts with evidence of strategic or targeted efforts to recruit educators from diverse backgrounds which was made visible in qualitative data collected.

- Santa Barbara Unified has engaged in numerous recruiting strategies by partnering with local colleges and universities to recruit educators of color and bilingual educators to the district. Additionally, SB Unified leverages a "grow-your-own" fellowship program, Program for Effective Access to College, for SB Unified students pursuing a career in education and a willingness to join the Santa Barbara teaching workforce.

Despite SB Unified's efforts, the district and school staff survey data indicates contrary perceptions around the district's efforts to recruit, retain, and advance educators from diverse backgrounds.

Survey Data:
- Our district has written policies and/or a strategic plan for increasing the diversity of our educator workforce.
    - District and School Staff (2.71) 32.8% strongly disagree or disagree while 67.2% agree or strongly agree

FINDINGS

- Our district strategically places educators in schools and positions in a way that reflects our student demographics.
  - District and School Staff (2.55) 43.5% strongly disagree or disagree while 56.5% agree or strongly agree

- Our district has effectively implemented staff programming aimed at retaining all teachers, including educators of diverse backgrounds.
  - District and School Staff (2.31) 59.0% strongly disagree or disagree while 41% agree or strongly agree

- Our district has established a program or process to develop and advance the careers of educators of color and educators from diverse backgrounds.
  - District and School Staff (2.48) 51.0% strongly disagree or disagree while 49.0% agree or strongly agree

Providing more communication to stakeholders about the recruitment, hiring, and retention process to increase the number of educators from diverse backgrounds would be beneficial.

Another strength of SB Unified is that they modified their interview protocol to reflect their commitment to equity by probing interview candidate's knowledge and experience with diverse student groups and the needs of Emerging Multilingual Learners, socioeconomically disadvantaged students, and students with special needs. During focus groups, many SB Unified educational partners also referenced the hiring of three new district-level leaders and the positive impact observed on the district and its equity efforts.

Research supports the importance of encouraging racially diverse candidates to remain in districts at proportional rates and provide them equitable opportunities to progress upwards in the organization. Santa Barbara does offer an Aspiring Leader Program to foster new leader development, however, there is no evidence of a pipeline leadership program for current SB Unified certificated staff to develop into leadership roles within the district.

Finally, it should be noted that Domain 3, equity in the educator workforce, yielded the lowest domain composite scores on district and school staff (2.56), family and caregiver (2.85), and student (2.88) surveys. This means that stakeholders strongly feel this is one of the main areas needing improvement.

RECOMMENDATIONS

3.1	Refine talent management strategies for the district. Strategies should address recruitment, retention, and development of a talent pipeline to identify career options and advancement, particularly for staff of color.

- Build on existing recruitment practices by continuing to develop meaningful partnerships with local universities to actively recruit teachers of color and bilingual teachers into teaching and administrative roles, especially those who have evidenced commitment to working in hard-to-staff schools. Consider providing a stipend or signing bonus for bilingual teachers and staff members as a recruitment tool.

- Create conditions for district leaders to take time for deep reflection on their personal biases and their institution's history with race and how these factors may be impacting their decisions regarding recruitment, retention, and advancement of staff of color.

- Develop a "career ladder pathway model" to ensure opportunities for career growth for staff of color, including advancement from classified to certified positions, participation in leadership academies, instructional and leadership coaching, and other leadership development opportunities.

- Cultivate racial affinity groups for staff to support participants in learning how to navigate their workplaces as staff members of color, unpack racial and racist issues, and combat racial battle-fatigue.

PROFESSIONAL LEARNING AND PROFESSIONAL GROWTH

For years, educational equity work has centered primarily (and necessarily) on our students- their race, culture, language, socioeconomic status, and identity. However, too often, the impact of educators' race, culture, and identity on students has been left unacknowledged. Placing equity at the center of educator practice means building structural, individual, and collective consciousness among all staff around issues related to racism, bias, and power, and the ways in which they interact to undermine equitable education for students. By engaging all educators in personalized, aligned professional learning that critically examines individual and systemic biases and provides effective tools and practices, schools can improve their effectiveness in working with diverse populations.

As districts work towards creating systems that dismantle systemic racism, it is imperative that their professional learning examine, question, and address personal and institutional issues of race, bias, and power head-on. People are not born racially competent–the skills and attitudes that comprise an anti-racism are learned through continuous questioning, reflection, and realignment. And yet, that work is often avoided out of fear that it will "expose our gaps in racial competence, and people might think we are racist. But without asking questions or taking risks, we can't grow. If schools adopt a growth mindset about race, we can create a culture in which everyone is continuously developing their racial competence" (Michael, n.d.).

Additionally, research shows that professional learning is most effective when it is content-focused and job-embedded. When creating professional learning to develop the racial consciousness of educators across the district, it is important to not only meet staff where they are in their personal learning, but also to ensure that the offerings are tailored, as is appropriate, for their specific role. Engaging educators in collaborative professional learning and providing opportunities for them to have an active role in the development and implementation of professional learning is essential for sustaining an effective and responsive professional learning program.

In order to ensure that the district creates a professional learning culture grounded in the need for continuous development of an anti-racism, it is critical to seize every opportunity to engage educators in the understanding and ownership of the priorities around equity. In doing so, improvement feels cohesive and relevant, and becomes an invaluable part of what it means to be a racially competent educator.

Recent research repeatedly corroborates the link between teacher quality and outcomes for students (Kraft, Blazar, & Hogan, 2018). According to the Center for Public Education, teacher quality has a greater impact on student achievement than other factors often associated with academic outcomes, including a student's race, socioeconomic status, and prior academic record (Schmidt et al., 2017).

In order to have a positive impact on outcomes for all students, teachers must be provided with the training, resources, and supports needed to deliver high-quality instruction to all students. Research also shows that teachers and their implicit biases can be a barrier to students of color reaching their full academic potential (Gershenson, Holt, & Papageorge, 2016). Teachers must be provided with opportunities to participate in equity-focused training so that they are willing and able to continually and critically reflect on the ways in which their personal and professional identities inform their ability to effectively meet the needs of a diverse student population (Larrivee, 2000).

While the impact of teachers cannot be overstated, students' experiences in schools are influenced by all adults employed by the district. Ongoing professional learning in equity and bias must be designed to allow all educators to reflect on their implicit biases and learn culturally responsive best practices.

Educators who engage in professional learning related to race and equity learn to formulate strategies for collectively addressing equity issues in their schools. Through this process educators gain a deeper understanding of equity and equity-related problems in their school context and are more empowered to contribute to the solutions.

FINDINGS

Despite SB Unified having presented an aligned professional learning outlook for the 2022-23 academic school as featured in the Local Control Accountability Plan and in professional learning schedules provide, low mean scores to the prompts below from district and school staff survey respondents and mixed responses during focus groups depict a different stance on professional learning in the district.

- Our district has established an annual schedule for professional learning on a range of topics aligned to our academic goals and strategic plan.
    o District and School Staff (2.69) 67.6% agreed or strongly agreed
- Our district provides the necessary resources (e.g., potential funding, materials, follow-up training, and administrative support) to implement equity-focused initiatives with fidelity.
    o District and School Staff (2.49) 52.6% agreed or strongly agreed
- Racial equity-focused content is integrated throughout the professional learning schedule.
    o District and School Staff (2.67) 64.0% agreed or strongly agreed
- As part of district professional learning, our district and school provide evidenced-based and research-based training to support teachers in meeting the learning needs of all district students.
    o District and School Staff (2.72) 69.4% agreed or strongly agreed
- Our school participates in collective professional learning that addresses educational racial equity and is relevant to our district context and student population.
    o District and School Staff (2.72) 68.6% agreed or strongly agreed

SB Unified staff focus group members described some of the racial equity and anti-Blackness focused professional learning opportunities afforded to them over the years. More recently, as of January 2023, focus group members shared a module series for completion regarding anti-Blackness and racism training recently shared by the district.

FINDINGS

While some SB Unified focus group members were able to recount the learning opportunities provided by the district within the last decade, others—especially staff—met the opportunity with confusion or could not recall many professional opportunities in these areas if any. Staff focus group members also alluded to limitations within the learning space and its impact on implementing equitable practices in the future because some sessions were viewed as optional.

- SB Unified Staff: Up until COVID, Just Communities was doing a ton of work with the district. IEE had a huge impact and awareness in the district, but since it dissolved there is nothing similar which is a huge loss and hole right now.
- SB Unified Staff: There were modules put out when META rolled out, but unfortunately, it was during the pandemic and the lack of being able to have conversations made them less effective.
- SB Unified Staff: PD [at our level] has been more focused on literacy and maybe some on equity, but not so much race focused.
- SB Unified Staff: My initial reaction is that there are none
    - With other focus group members nodding in agreement
- SB Unified Staff: We always see the same people in the same spaces when these opportunities arise.
- SB Unified Staff: A few years ago, there was a choice to do something online, but the people who needed it probably didn't choose to do it
- SB Unified Staff: I have not taken a look at the modules yet, but I know it was shared out with the district. We had some thoughts about the roll out of it, particularly for classified staff. When is this supposed to be completed? The teaching staff could do this on our prep during work hours but for classified, do they need to do this outside of the work hours and then with technology they do not have a device. While it is for equity, it seemed inequitable in the roll out.

RECOMMENDATIONS

4.1	Capitalize on staff members' interest in receiving robust, equity-focused professional learning by implementing a district-wide, consistently implemented course of professional learning with a focus on cultural humility for all levels of staff, including district office staff members.

- Partner with an external organization that has a national perspective and brings demonstrated experience from districts across the country in cultivating positive racial identities to disrupt the narrative of white supremacy by focusing on the assets, beauty, and accomplishments of people of color.
- Ensure all aspects of equity and cultural humility, including race, ethnicity, LGBTQ+, and other identities, are provided during professional learning.
- Develop a specific short-term process to build staff members' cultural humility, ability, and confidence to be able to respond to racial incidents in the moment when they occur.
- Develop a multi-year training plan that ensures consistency in professional learning schedules and content for all members. Topics should include understanding systemic racial, cultural, and linguistic inequities, implicit biases, microaggressions, and identifying and responding to racism and anti-Blackness.
- Develop a specific short-term process to build staff members' cultural humility, ability, and confidence to be able to respond to racial incidents in the moment when they occur.

CURRICULUM, INSTRUCTION, AND LEARNING

The quality of a student's learning environment and their access to opportunity play a key role in their academic and developmental life outcomes. Research has shown that a racially conscious curriculum and teaching practices are beneficial to all educators and learners. An equitable learning environment provides the culture, climate, and content needed to enable all students to thrive in the global economy. The establishment of equitable teaching and learning practices and the equitable provision of teaching materials and resources ensure positive student outcomes by providing racially affirming and high-quality instruction, diverse and inclusive curriculum, and programmatic access and equity.

Good practice dictates that educators analyze student performance and identify gaps in learning. However, if those educators do not reflect on the systems, biases, and practices that lead to such inequitable outcomes, there is a tendency to engage in deficit thinking and seek to "fix" the students. Educators who instead focus on fixing the system are those who have invested in increasing their own understanding of the historical and social context of students, their culture, and education through reading, reflection, and discussion with colleagues and students. These race-conscious educators:

- Ensure each student feels like an active member of an inclusive learning family through engagement and connection.
- Center all students by promoting their voice and celebrating their identities, interests, cultures, and context.
- Actively engage each student in meaningful learning experiences through collaboration, differentiation, and exploration.

Providing students with equitable learning opportunities builds trust, enhances rapport with learners and, consequently, improves student motivation (Weimer, 2010). As noted by Chiefs for Change in their 2019 report "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," a commitment to cultural relevance is a commitment to honoring student diversity and increasing student engagement and cannot result in the decrease of academic rigor. Providing a high-quality education to all students requires that a district offer them equitable access to a variety of courses. Students are best prepared for successful lives when they are engaged in teaching and learning that goes beyond knowledge transfer and pushes them to generate new ideas, engage with content critically, express themselves effectively, and work with others to solve problems in a global world.

FINDINGS

Academic gaps between populations exist and are also identified in LCAP.

District provided data demonstrating disproportionate enrollment into special education services.

Leaders and educators of SB Unified have removed previous barriers to advanced courses by forgoing associated testing for students to gain entry into the course(s), created co-level classrooms that integrate honors level students with on-level or below-level students, and are currently working to de-track their core subject courses.

SB Unified student survey respondents indicated a 3.14 average agreement to the prompt, "I have access to courses of my choosing to include advanced and elective courses" where 91.6% of respondents either agreed or strongly agreed.

- Of note, while student survey respondents indicated a high level of agreement to having access to advanced course, several students, particularly Black students, expressed hesitation in registering or even remaining in advanced course because there are no other students that "look like me." Moreover, student focus group participants described an unwelcoming environment as they entered into classrooms for advanced coursework leading them to prefer lower level courses.
- A statistically significant difference arose by race where students who identified as Black or African American indicated a lower level of agreement to the prompt at 2.89 compared to their peers that identified as Asian who reported an average level of agreement to the same prompt at 3.29.
- Similarly, student survey respondents that identified as Hispanic or Latino indicated a lower level of agreement to the prompt at 3.08 compared to their peers that identified as white and Asian who reported an average level of agreement to the same prompt at 3.22 and 3.29, respectively.

FINDINGS

When provided the prompt, "I am given equal and equitable access to participate in world languages, band, sports, STEM, student leadership, and other special programs." Santa Barbara student survey respondents reported an average agreement level of 3.13, where 90.5% of respondents either agreed or strongly agreed.

- A statistically significant difference arose by race where students who identified as Hispanic or Latino indicated a lower level of agreement to the prompt at 3.06 compared to their peers that identified as white and Asian who reported an average level of agreement to the same prompt at 3.22 and 3.21 respectively.
- Likewise, students that chose not to disclose their race reported an average level of agreement to the prompt at 2.97 compared to those that identified as white and Asian who reported an average level of agreement at 3.22 and 3.21 respectively.
  - Despite not having a statistically significant difference, students that identified as Native Hawaiian or Other Pacific Islander and as Black or African American indicated a lower level of agreement to the prompt at 2.91 and 2.96 respectively.

Most student survey prompts used to assess representation in course materials as well as representation in the learning environment yielded high levels of agreement among student survey respondents.

- My classwork, homework, and learning activities reflect people from diverse races, ethnic groups, and cultures. (2.78) where 71.9% either agreed or strongly agreed
  - A statistically significant difference arose by race where students who identified as Hispanic or Latino indicated a lower level of agreement to the prompt at 2.71 compared to their peers that identified as white who reported an average level of agreement to the same prompt at 2.86.
    - Despite not having a statistically significant difference, students that identified as Native Hawaiian or Other Pacific Islander and as Black or African American indicated a much lower level of agreement to the prompt at 2.55 and 2.51 respectively.
  - A statistically significant difference arose by gender where students who identified as non-binary indicated a lower level of agreement to the prompt at 2.62 compared to their peers that identified as male who reported an average level of agreement to the same prompt at 2.98.

FINDINGS

- My teachers use culturally appropriate instruction in the classroom. (3.04) 88.5% either agreed or strongly agreed
    - A statistically significant difference arose by race where students who identified as Hispanic or Latino indicated a level of agreement to the prompt at 2.98 compared to their peers that identified as white and those whose race was not listed reported an average level of agreement to the same prompt at 3.11 and 3.18 respectively.
- My classroom learning environment is welcoming to all student identities, cultures, and backgrounds. 3.13 92.1%
    - A statistically significant difference arose by gender where students who identified as male indicated a higher level of agreement to the prompt at 3.15 compared to their peers that identified as non-binary at 3.00.
    - A statistically significant difference arose by race where students who identified as Hispanic or Latino indicated a lower level of agreement to the prompt at 3.09 compared to their peers that identified as white who reported an average level of agreement to the same prompt at 3.19.
        - Despite not having a statistically significant difference, students that identified as Native Hawaiian or Other Pacific Islander and as Black or African American indicated a much lower level of agreement to the prompt at 2.64 and 2.91 respectively.

While SB Unified students indicated classroom materials were relatively representative of different people, identities, and cultures on surveys, many SB Unified educators expressed an awareness materials are not as representative of the student population as it could or should be and that they are working diligently to incorporate resources that reflect the experiences, cultures, backgrounds, abilities, and identities of their students.

RECOMMENDATIONS

5.1	Develop or expand current curricula, instructional materials, and classroom practices in all content areas to prioritize inclusion, equity, and anti-racism.

- Work with the DEIJL team and other interested stakeholders to identify a tool to continue to conduct a curriculum and materials review to understand where gaps in inclusion and equity exist (outdated images, ideas, social constructs, e.g.).

- Develop or revise curricula based on findings, working toward ensuring representation of a diversity of perspectives, authors, and characters; a focus on social justice; and resources for customizing curriculum to meet students' unique identities, needs, and interests.

- Ensure that staff are incorporating the strategies and skills they develop in professional learning outlined in the recommendations in Domain 4, and that they are able to facilitate open and honest conversations about current events that pertain to equity and racism.

PART III

APPENDICES AND REFERENCES

In this section, please find:

- Appendices that support the findings and recommendations notes in Part II
- List of all references used in the compilation of this report.

Santa Barbara Unified School District

Educational Partner Survey Results: District and School Staff
   n=585

Our district has established a clear definition of racial equity and has communicated this definition to all educational partners.

Mean Score	2.88
Strongly Agree	16.2%
Agree	59.9%
Disagree	19.6%
Strongly Disagree	4.3%
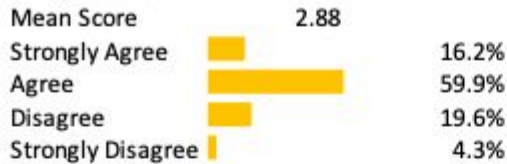
Our school district and school board work together to evaluate and revise district policies and practices that contain racist language or are discriminatory to a district demographic subgroup.

Mean Score	2.95
Strongly Agree	15.9%
Agree	67.0%
Disagree	13.2%
Strongly Disagree	3.9%
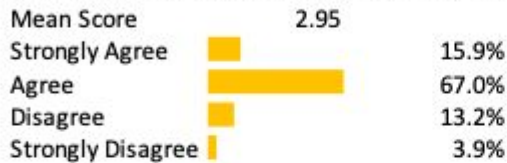
Our district has developed a strategic plan that seeks to remove educational barriers for historically minoritized and marginalized populations.

Mean Score	2.83
Strongly Agree	16.4%
Agree	55.6%
Disagree	22.6%
Strongly Disagree	5.5%
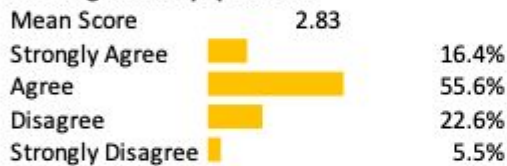
In developing district plans like the Local Control Accountability Plan (LCAP), our district held multiple input sessions to increase participation from a diverse population of district educational partners.
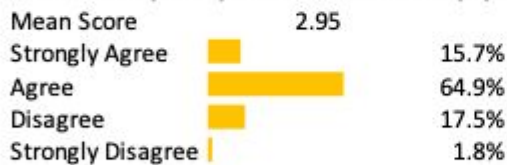
Mean Score	2.95
Strongly Agree	15.7%
Agree	64.9%
Disagree	17.5%
Strongly Disagree	1.8%

Our district has a formula to allocate funding to each school based on need.

Mean Score	2.67
Strongly Agree	8.0%
Agree	56.7%
Disagree	29.2%
Strongly Disagree	6.2%

Santa Barbara Unified School District

Our school visuals (e.g., posters, artwork, bulletin boards, marketing, social media, etc.) reflect different people, cultures, and ethnic groups.

Mean Score		2.98
Strongly Agree		18.9%
Agree		62.4%
Disagree		16.4%
Strongly Disagree		2.3%

Our school discipline policies, programs, and practices are free from discriminatory language.

Mean Score		3.01
Strongly Agree		18.9%
Agree		65.4%
Disagree		14.1%
Strongly Disagree		1.8%

Our school discipline policies and practices are consistently enforced with all students.

Mean Score		2.56
Strongly Agree		14.1%
Agree		40.1%
Disagree		33.3%
Strongly Disagree		12.5%

Our school implements a social-emotional learning curriculum with all students.

Mean Score		2.73
Strongly Agree		15.9%
Agree		49.2%
Disagree		27.1%
Strongly Disagree		7.7%

Our school regularly hosts engagement nights to inform caregivers and parents of student progress, school programming, and to build a sense of community within the school.
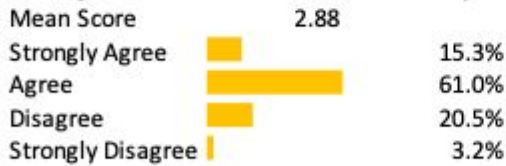
Mean Score		2.88
Strongly Agree		15.3%
Agree		61.0%
Disagree		20.5%
Strongly Disagree		3.2%

Our district has written policies and/or a strategic plan for increasing the diversity of our educator workforce.

Mean Score		2.71
Strongly Agree		9.6%
Agree		57.6%
Disagree		26.9%
Strongly Disagree		5.9%

Santa Barbara Unified School District

Our district transparently and equitably implements hiring and compensation policies for all positions.

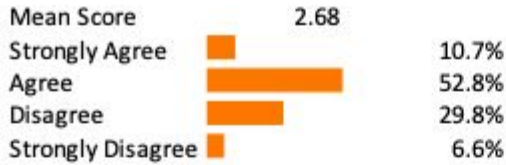|		
Mean Score		2.68
Strongly Agree		10.7%
Agree		52.8%
Disagree		29.8%
Strongly Disagree		6.6%

Our district strategically places educators in schools and positions in a way that reflects our student demographics.

Mean Score		2.55
Strongly Agree		7.1%
Agree		49.4%
Disagree		35.3%
Strongly Disagree		8.2%

New educators to our district are equitably placed in schools and positions across the district including advanced courses and special programs.

Mean Score		2.61
Strongly Agree		6.8%
Agree		55.1%
Disagree		30.5%
Strongly Disagree		7.5%

Our district has effectively implemented staff programming aimed at retaining all teachers, including educators of diverse backgrounds.

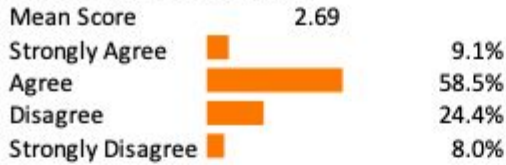|		
Mean Score		2.31
Strongly Agree		7.1%
Agree		33.9%
Disagree		41.5%
Strongly Disagree		17.5%

Our district has established a program or process to develop and advance the careers of educators of color and educators from diverse backgrounds.

Mean Score		2.48
Strongly Agree		8.9%
Agree		40.1%
Disagree		41.5%
Strongly Disagree		9.6%

Santa Barbara Unified School District

Our district has established an annual schedule for professional learning on a range of topics aligned to our academic goals and strategic plan.

|	
Mean Score	2.69
Strongly Agree	9.1%
Agree	58.5%
Disagree	24.4%
Strongly Disagree	8.0%

Our district provides the necessary resources (e.g., potential funding, materials, follow-up training, and administrative support) to implement equity-focused initiatives with fidelity.

Mean Score	2.49
Strongly Agree	8.2%
Agree	44.4%
Disagree	35.8%
Strongly Disagree	11.6%

Racial equity-focused content is integrated throughout the professional learning schedule.

Mean Score	2.67
Strongly Agree	9.3%
Agree	54.7%
Disagree	29.8%
Strongly Disagree	6.2%

As part of district professional learning, our district and school provide evidence-based and research-based training to support teachers in meeting the learning needs of all district students.

|	
Mean Score	2.72
Strongly Agree	9.3%
Agree	60.1%
Disagree	23.2%
Strongly Disagree	7.3%
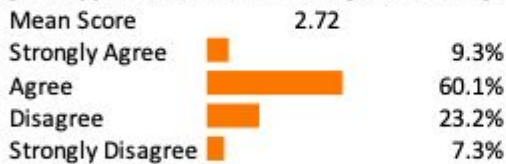
Our school participates in collective professional learning that addresses educational equity and is relevant to our district context and student population.

Mean Score	2.72
Strongly Agree	9.3%
Agree	60.1%
Disagree	23.2%
Strongly Disagree	7.1%
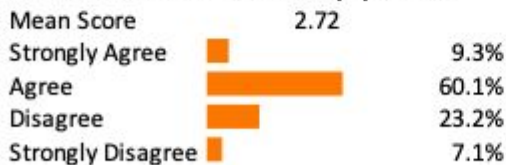
Santa Barbara Unified School District

Our school prioritizes culturally competent teaching and therefore engages staff in reflective activities.

Mean Score		2.83
Strongly Agree		13.4%
Agree		61.0%
Disagree		20.5%
Strongly Disagree		5.0%
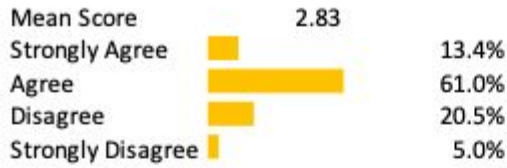
Our school curriculum incorporates readings and learning activities from diverse races, ethnic groups, and cultures.

Mean Score		2.92
Strongly Agree		15.9%
Agree		64.5%
Disagree		14.8%
Strongly Disagree		4.8%
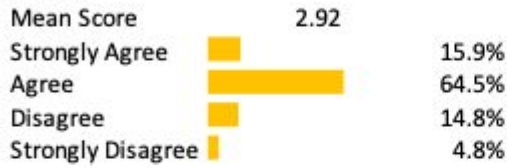
I utilize a variety of instructional delivery methods to help all students learn.

Mean Score		3.31
Strongly Agree		34.9%
Agree		62.0%
Disagree		2.5%
Strongly Disagree		0.5%

I work to create an inclusive classroom learning environment that celebrate student identities, interests, cultures, and backgrounds.

Mean Score		3.41
Strongly Agree		44.4%
Agree		52.6%
Disagree		2.5%
Strongly Disagree		0.5%

I regularly examine academic data to differentiate instruction based on individual student needs and ensure each student's success.

|		
Mean Score		3.19
Strongly Agree		29.8%
Agree		60.1%
Disagree		9.1%
Strongly Disagree		0.9%

Santa Barbara Unified School District

Our school regularly monitors enrollment in special education services, academic interventions, and advanced courses to ensure its proportionality reflects district demographics.

Mean Score	2.90	
Strongly Agree		21.0%
Agree		53.5%
Disagree		20.3%
Strongly Disagree		5.2%
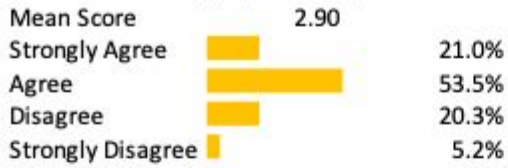
Our school has a process to gather parent/caregiver input and assesses the whole child (e.g., academically, socially, and emotionally) when considering academic placements.
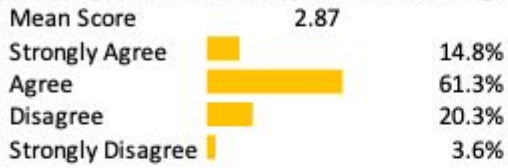
Mean Score	2.87	
Strongly Agree		14.8%
Agree		61.3%
Disagree		20.3%
Strongly Disagree		3.6%

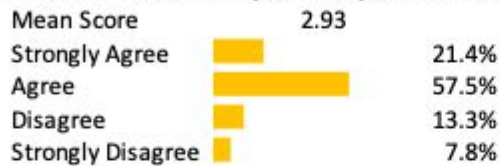| Considerably Low	Low	Approaching High	High	Considerably High
2.49 and below	2.50 to 2.74	2.75 to 2.99	3.00 to 3.49	3.50 and above

Santa Barbara Unified School District

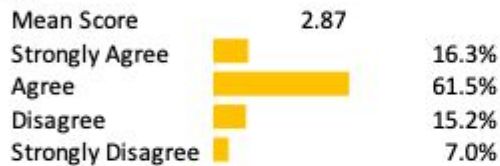Educational Partner Survey Results: Family and Caregiver
n=888

The district has shared a clear definition of racial equity with families.

Mean Score	2.83	
Strongly Agree		18.5%
Agree		55.4%
Disagree		16.7%
Strongly Disagree		7.8%

The district is committed to equitable policies and practices.

Mean Score	2.93	
Strongly Agree		21.4%
Agree		57.5%
Disagree		13.3%
Strongly Disagree		7.8%

The district held community input sessions when making its strategic plan or setting district goals.

Mean Score	2.87	
Strongly Agree		16.3%
Agree		61.5%
Disagree		15.2%
Strongly Disagree		7.0%

The district is transparent and equitable when distributing funds to schools.

Mean Score	2.64	
Strongly Agree		11.9%
Agree		50.5%
Disagree		27.5%
Strongly Disagree		10.1%

The district makes sure my student(s)'s school is safe.

Mean Score	2.89	
Strongly Agree		20.0%
Agree		56.4%
Disagree		16.2%
Strongly Disagree		7.3%

# Santa Barbara Unified School District

The district makes sure my student(s)'s school is in good physical condition.

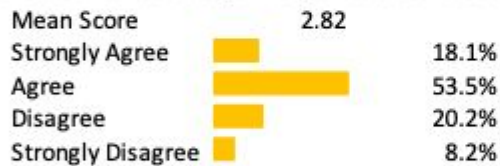|		
Mean Score		2.94
Strongly Agree		17.2%
Agree		64.5%
Disagree		13.6%
Strongly Disagree		4.6%
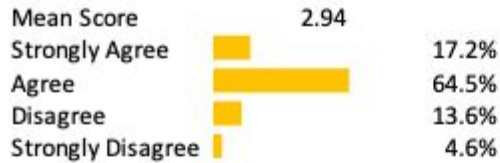
School visuals (e.g., posters, bulletin boards, social media, etc.) reflect different people, cultures, and ethnic groups.

Mean Score		3.00
Strongly Agree		20.6%
Agree		62.6%
Disagree		13.2%
Strongly Disagree		3.6%
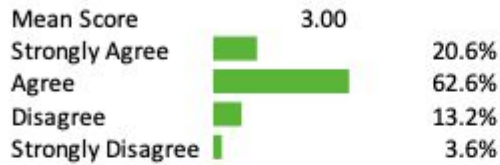
School discipline policies and practices are free from biased language.

Mean Score		3.00
Strongly Agree		21.1%
Agree		62.8%
Disagree		11.3%
Strongly Disagree		4.8%

School leaders enforce discipline policies consistently with all students.

Mean Score		2.82
Strongly Agree		18.1%
Agree		53.5%
Disagree		20.2%
Strongly Disagree		8.2%

My student(s)'s school uses a social-emotional learning curriculum.

Mean Score		2.90
Strongly Agree		16.9%
Agree		60.9%
Disagree		17.9%
Strongly Disagree		4.3%

My student(s)'s school has a system to share information from school to home and home to school.

Mean Score		3.21
Strongly Agree		32.8%
Agree		58.3%
Disagree		6.0%
Strongly Disagree		2.9%
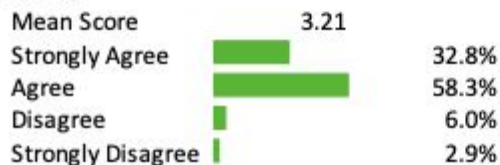
Santa Barbara Unified School District

My student(s)'s school hosts engagement sessions to build a sense of community and to inform parents, caregivers, or guardians of student progress.

Mean Score	3.02	
Strongly Agree		24.1%
Agree		57.5%
Disagree		14.8%
Strongly Disagree		3.6%

The district recruits teachers from diverse groups.

Mean Score	2.90	
Strongly Agree		17.3%
Agree		60.8%
Disagree		16.3%
Strongly Disagree		5.5%

My student(s) has teachers from other races, ethnic groups, and or cultural backgrounds.

Mean Score	2.97	
Strongly Agree		20.6%
Agree		61.5%
Disagree		12.6%
Strongly Disagree		5.3%

At the end of the school year, teachers at my student(s)'s school often leave or move schools.

Mean Score	2.70	
Strongly Agree		10.1%
Agree		55.2%
Disagree		29.2%
Strongly Disagree		5.5%

My student(s) has a school leader(s) from a different race, ethnic group, and or cultural background.

Mean Score	2.81	
Strongly Agree		15.1%
Agree		56.6%
Disagree		22.4%
Strongly Disagree		5.9%

Santa Barbara Unified School District

My student(s)'s classwork, homework, and learning activities reflect people from diverse races, ethnic groups, and cultures.

Mean Score		2.94
Strongly Agree		16.9%
Agree		64.8%
Disagree		13.7%
Strongly Disagree		4.6%
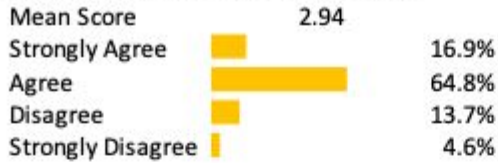
My student(s)'s teacher uses culturally appropriate instruction in the classroom.

Mean Score		3.00
Strongly Agree		19.0%
Agree		66.3%
Disagree		10.5%
Strongly Disagree		4.2%
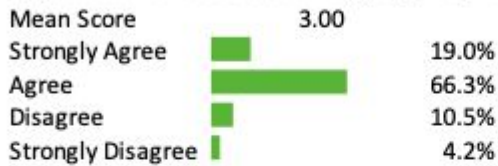
My student(s)'s teacher uses many teaching methods to help students learn.

Mean Score		3.03
Strongly Agree		21.8%
Agree		62.5%
Disagree		12.3%
Strongly Disagree		3.4%

My student(s)'s classroom learning environment is welcoming to all student identities, cultures, and backgrounds.

Mean Score		3.07
Strongly Agree		23.8%
Agree		63.4%
Disagree		8.7%
Strongly Disagree		4.2%

The school invites me to give input when considering academic placements for my student(s).

Mean Score		2.85
Strongly Agree		18.8%
Agree		55.1%
Disagree		19.3%
Strongly Disagree		7.0%
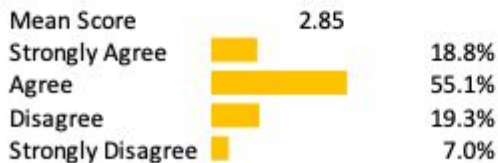
Santa Barbara Unified School District

My student(s) is given equal and equitable access to participate in visual arts, band, sports, STEM, student leadership, and other special programs or academies.

Mean Score	3.09
Strongly Agree	26.8%
Agree	60.4%
Disagree	8.2%
Strongly Disagree	4.6%

Considerably Low	Low	Approaching High	High	Considerably High
2.49 and below	2.50 to 2.74	2.75 to 2.99	3.00 to 3.49	3.50 and above

Santa Barbara Unified School District

Educational Partner Survey Results: Secondary Student
n=4964

My school leaders and teachers focus on racial equity.

Mean Score	2.92
Strongly Agree	18.6%
Agree	61.9%
Disagree	12.8%
Strongly Disgaree	6.7%
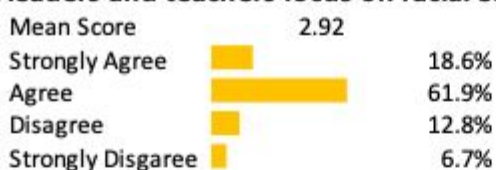
The district has a process to share my voice and opinion as a student.

Mean Score	2.88
Strongly Agree	14.5%
Agree	63.6%
Disagree	16.8%
Strongly Disgaree	5.0%
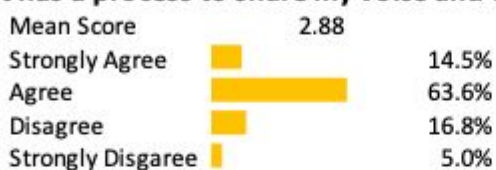
My school has the resources, materials, and equipment I need to be successful.

Mean Score	3.13
Strongly Agree	24.1%
Agree	66.8%
Disagree	6.7%
Strongly Disgaree	2.4%

The district makes sure my school is safe.

Mean Score	2.94
Strongly Agree	15.3%
Agree	67.2%
Disagree	14.0%
Strongly Disgaree	3.5%
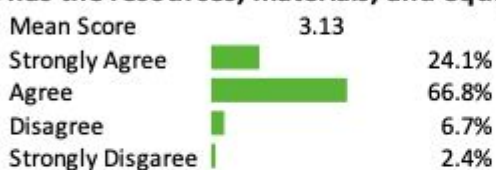
The district makes sure my school is in good physical condition.

Mean Score	2.98
Strongly Agree	16.3%
Agree	68.5%
Disagree	12.0%
Strongly Disgaree	3.2%

School visuals (e.g., posters, artwork, bulletin boards, social media, etc.) reflect different people, cultures, and ethnic groups.

Mean Score	3.00
Strongly Agree	18.7%
Agree	65.4%
Disagree	12.9%
Strongly Disgaree	3.1%
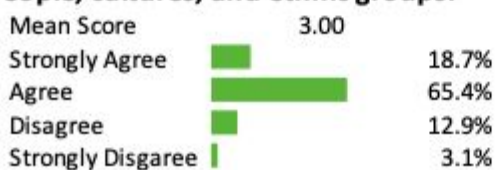
Santa Barbara Unified School District

School leaders enforce discipline policies consistently with all students.
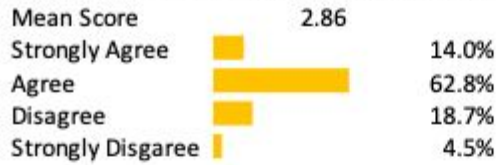
Mean Score	2.86	
Strongly Agree		14.0%
Agree		62.8%
Disagree		18.7%
Strongly Disagree		4.5%

My school uses a social-emotional learning curriculum.

Mean Score	2.81	
Strongly Agree		11.1%
Agree		63.1%
Disagree		21.5%
Strongly Disagree		4.3%

At my school, adults treat all students fairly and with respect.

Mean Score	2.90	
Strongly Agree		18.3%
Agree		58.0%
Disagree		18.9%
Strongly Disagree		4.8%
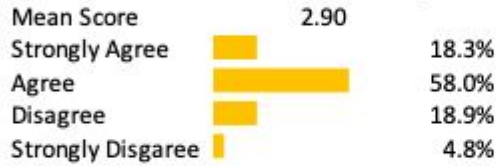
My school has a way to share information from school to home and home to school.
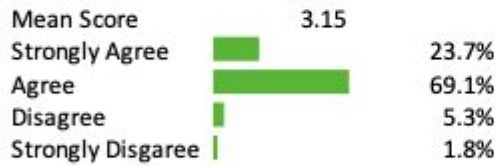
Mean Score	3.15	
Strongly Agree		23.7%
Agree		69.1%
Disagree		5.3%
Strongly Disagree		1.8%

My school has events to build a sense of community and to inform my parent(s), caregiver(s), or guardian(s) of my progress.

Mean Score	3.04	
Strongly Agree		18.7%
Agree		68.8%
Disagree		10.3%
Strongly Disagree		2.2%

I have teachers from different races, ethnic groups, and or cultural backgrounds.

Mean Score	2.98	
Strongly Agree		20.7%
Agree		61.3%
Disagree		13.5%
Strongly Disagree		4.4%
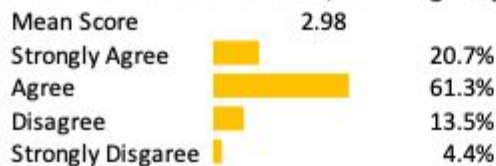
Santa Barbara Unified School District

At the end of the school year, teachers at my school often leave or move schools.

Mean Score	2.72	
Strongly Agree		9.9%
Agree		57.3%
Disagree		27.6%
Strongly Disgaree		5.2%

I have a school leader(s) from a different race, ethnicity, and or cultural background than my own.
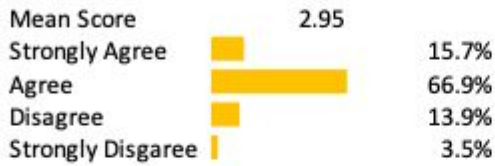
Mean Score	2.95	
Strongly Agree		15.7%
Agree		66.9%
Disagree		13.9%
Strongly Disgaree		3.5%

My classwork, homework, and learning activities reflect people from diverse races, ethnic groups, and cultures.

Mean Score	2.78	
Strongly Agree		11.2%
Agree		60.7%
Disagree		23.0%
Strongly Disgaree		5.2%

My teachers use culturally appropriate instruction in the classroom.

Mean Score	3.04	
Strongly Agree		18.1%
Agree		70.4%
Disagree		8.9%
Strongly Disgaree		2.6%

My classroom learning environment is welcoming to all student identities, cultures, and backgrounds.

Mean Score	3.13	
Strongly Agree		23.3%
Agree		68.8%
Disagree		5.9%
Strongly Disgaree		2.0%

Santa Barbara Unified School District

The school invites my parent(s), caregiver(s), or guardian(s) to give input when considering my academic placements.

Mean Score		2.92
Strongly Agree		14.2%
Agree		67.0%
Disagree		15.6%
Strongly Disgaree		3.2%

I have access to courses of my choosing to include advanced and elective courses.

Mean Score		3.14
Strongly Agree		25.2%
Agree		66.4%
Disagree		6.2%
Strongly Disgaree		2.3%

I am given equal and equitable access to participate in world languages, band, sports, STEM, student leadership, and other special programs.

Mean Score		3.13
Strongly Agree		25.1%
Agree		65.4%
Disagree		7.0%
Strongly Disgaree		2.4%

Considerably Low	Low	Approaching High	High	Considerably High
2.49 and below	2.50 to 2.74	2.75 to 2.99	3.00 to 3.49	3.50 and above

Santa Barbara Unified School District
Anti-Blackness and Racism Survey: District/ School Staff

Have others made you feel like an outsider who doesn't fit in because of your dress, speech, hair, language, or other characteristics related to your race or ethnicity?
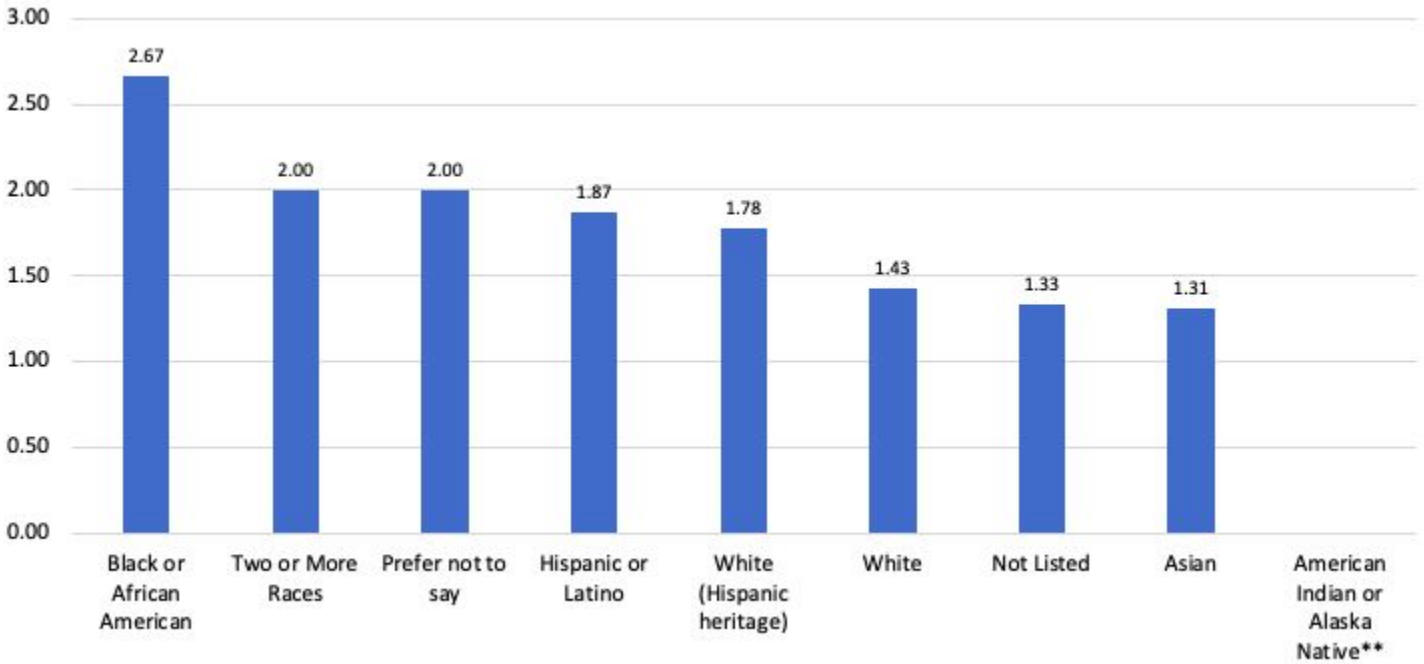

Have other staff and/or administrators thought you could not do things or handle a job, because of your race?
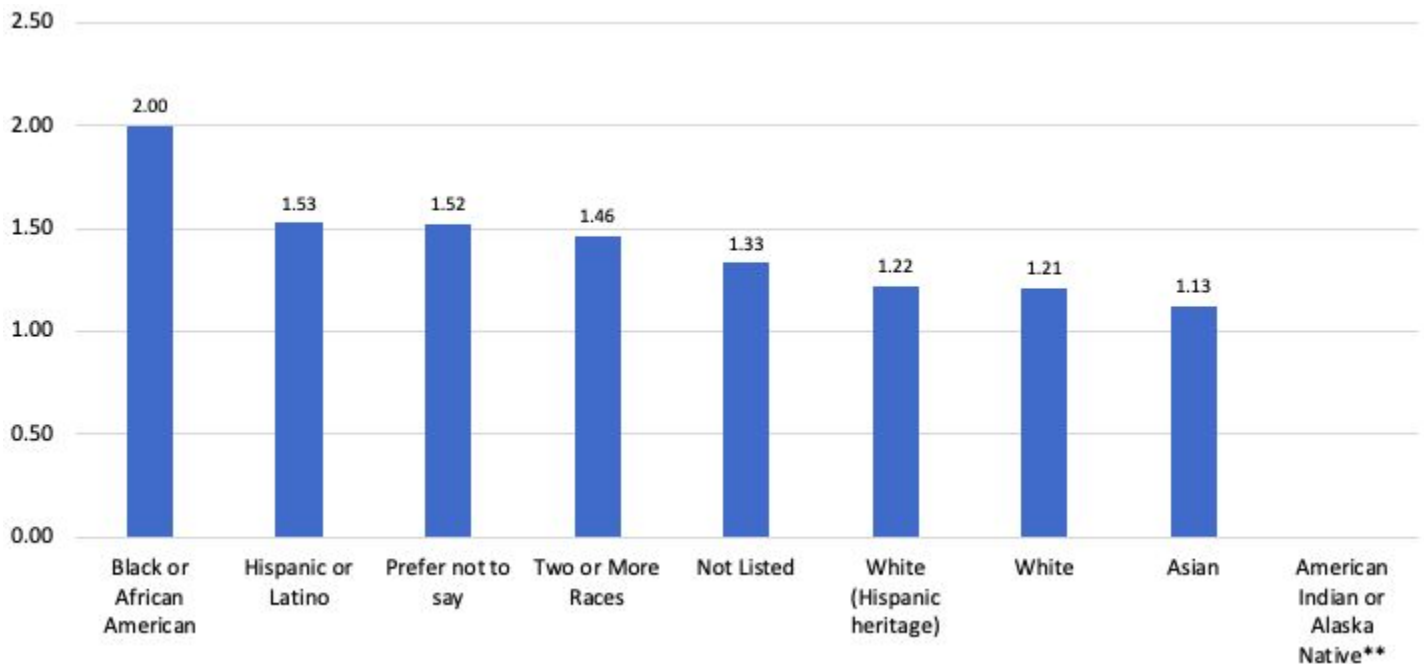
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: District/ School Staff

Have you been treated unfairly by co-workers, because of your race?
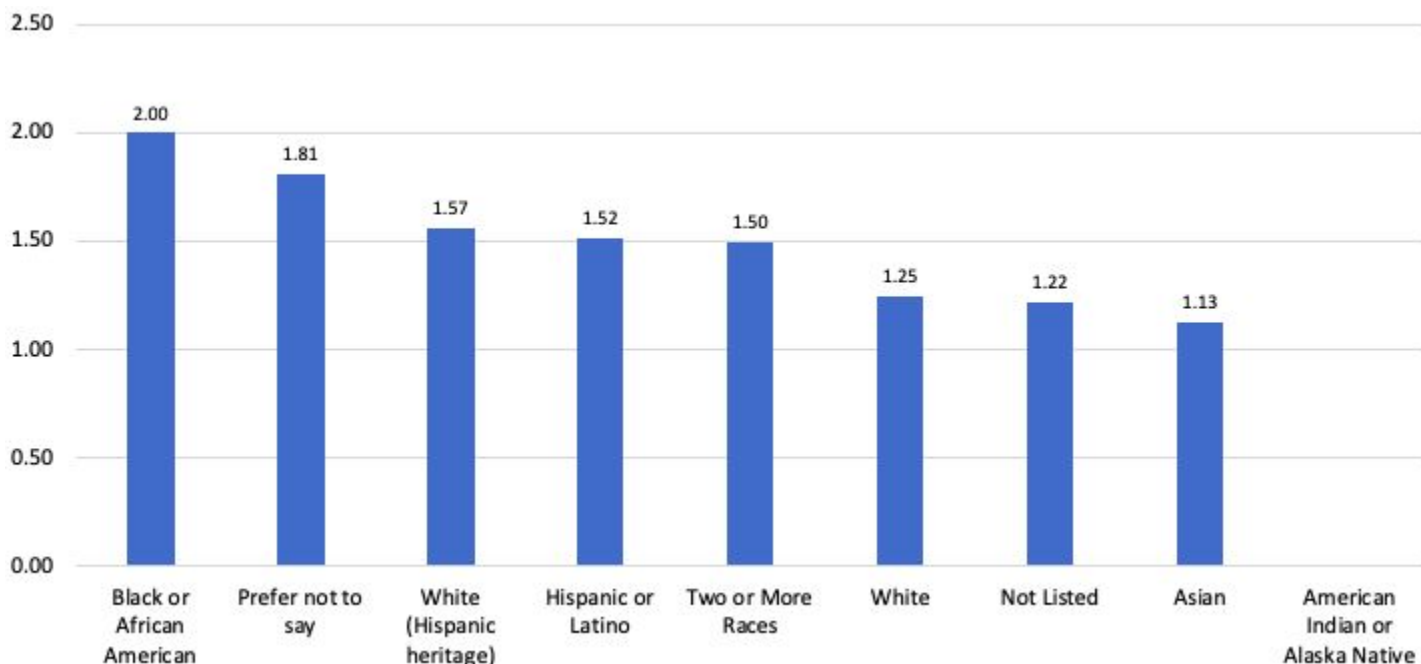
Have people who speak a different language made you feel like an outsider?
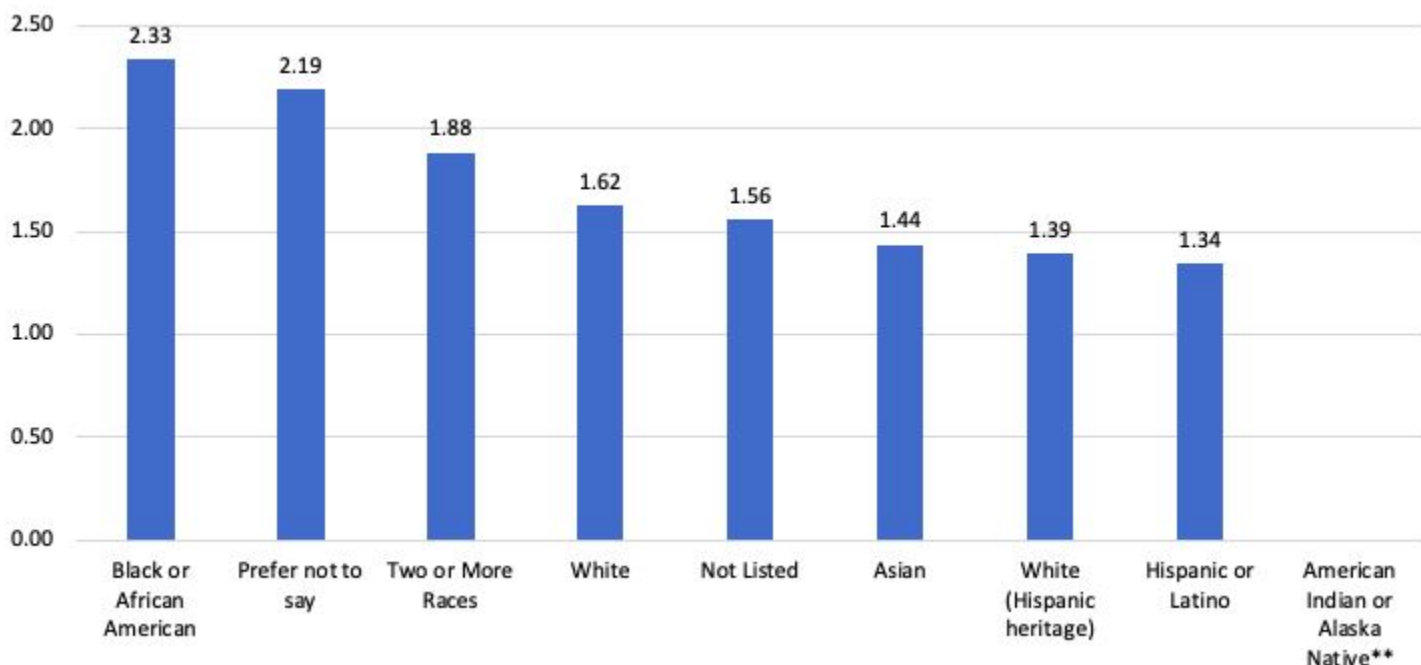
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: District/ School Staff

Have people not trusted you, because of your race?
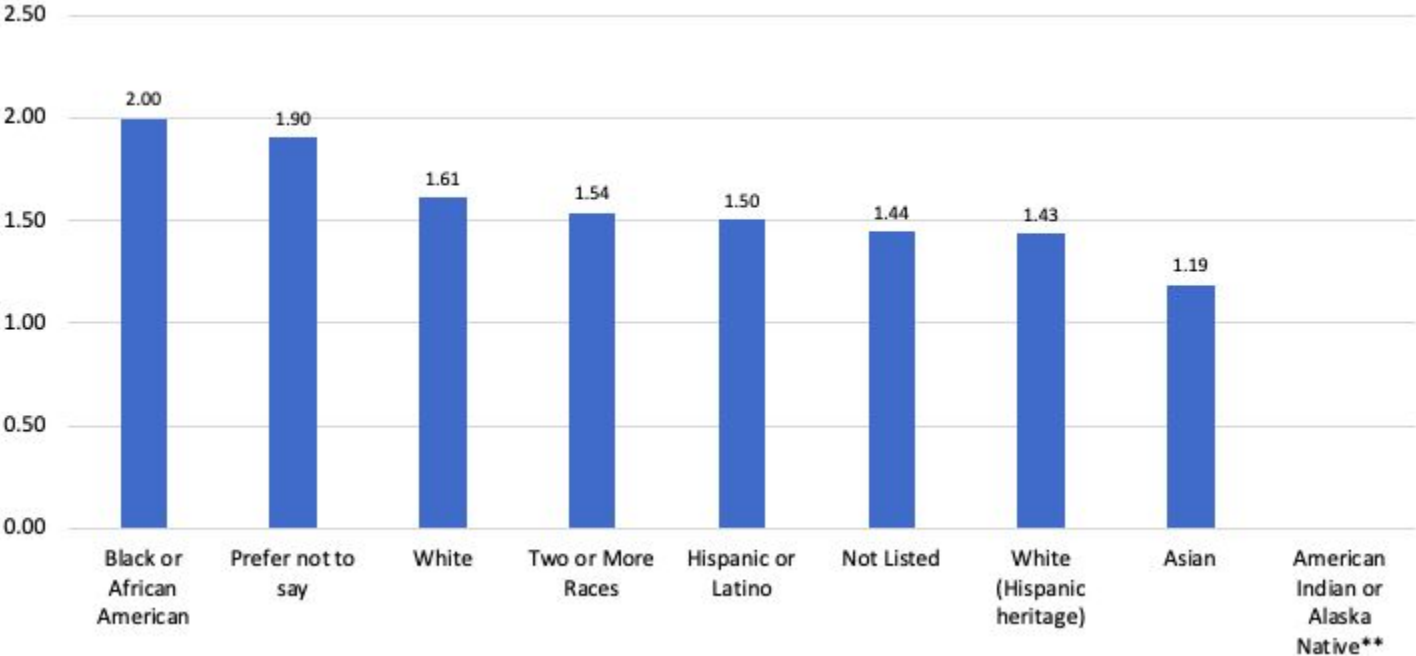
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Family and Caregiver

I have been treated unfairly by staff, administration, and/or other parents because of my race.
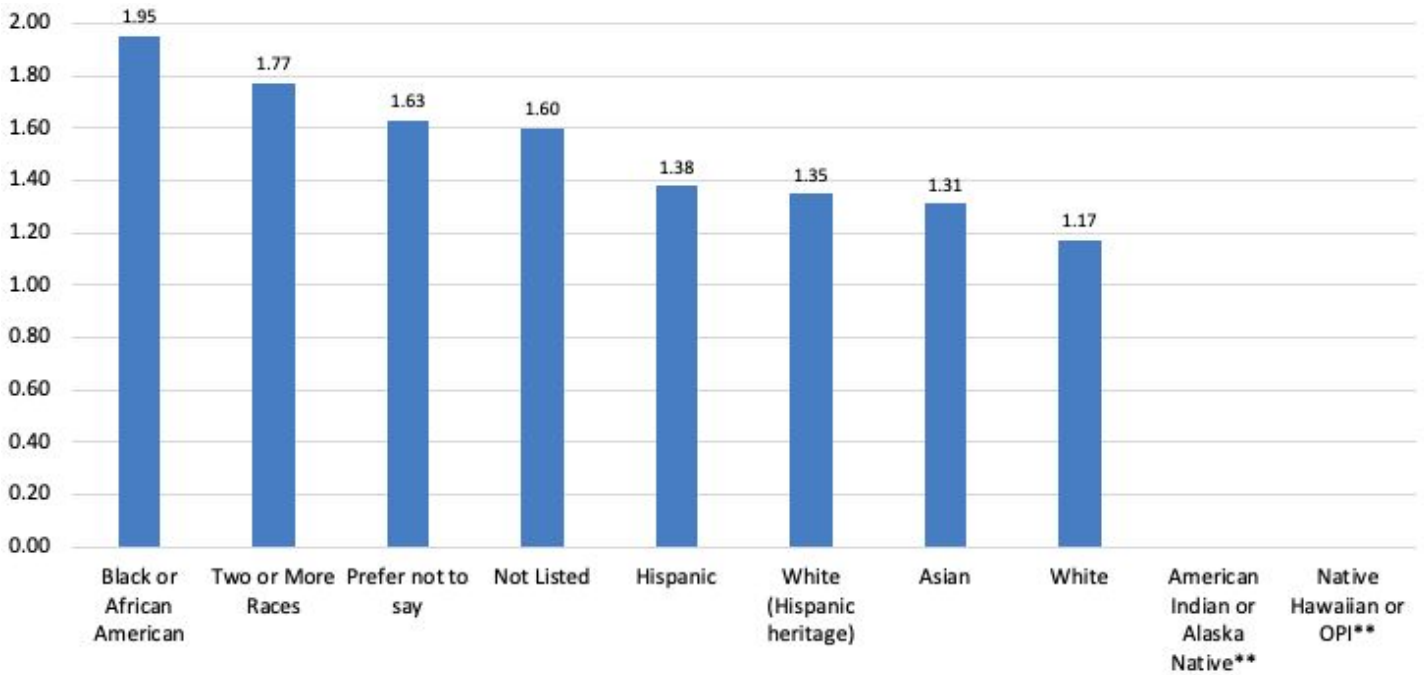
School campus law enforcement representatives have been unfair to me because of my race.
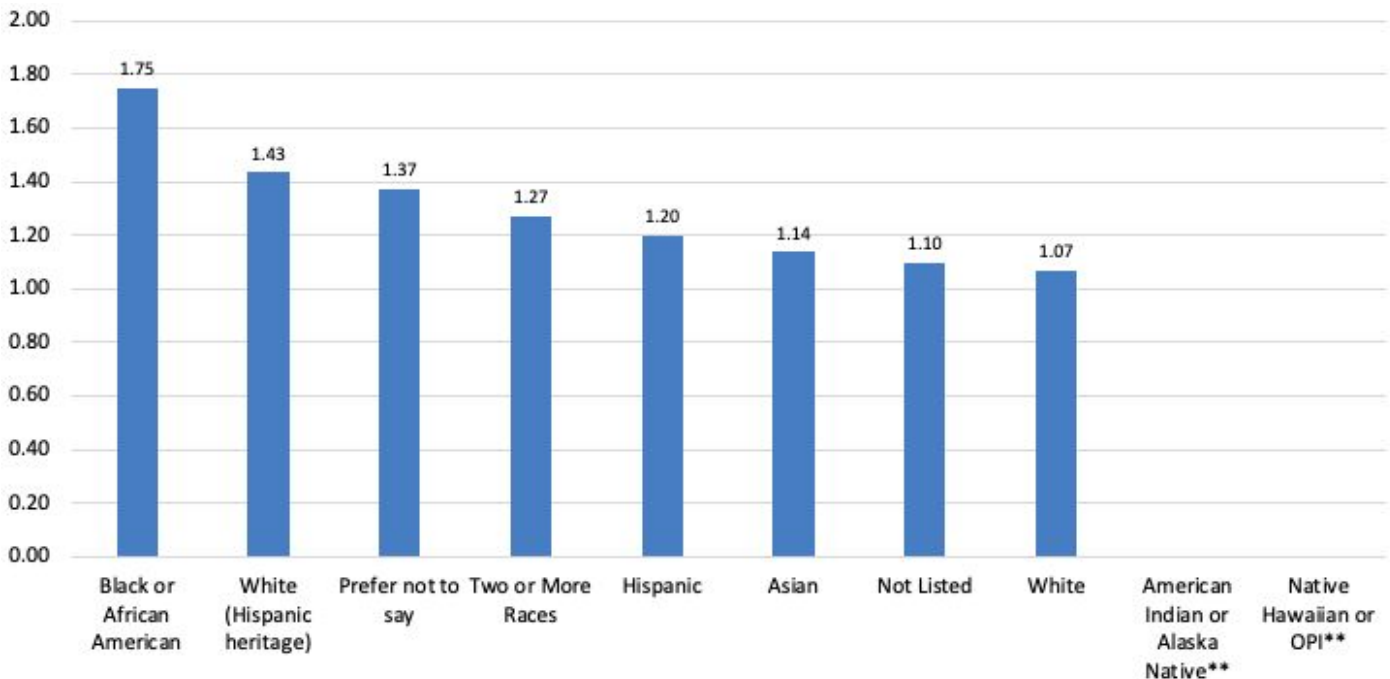
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Family and Caregiver

School staff have made me feel like an outsider who doesn't fit in because of my dress, speech, hair, language, or other characteristics related to my race.
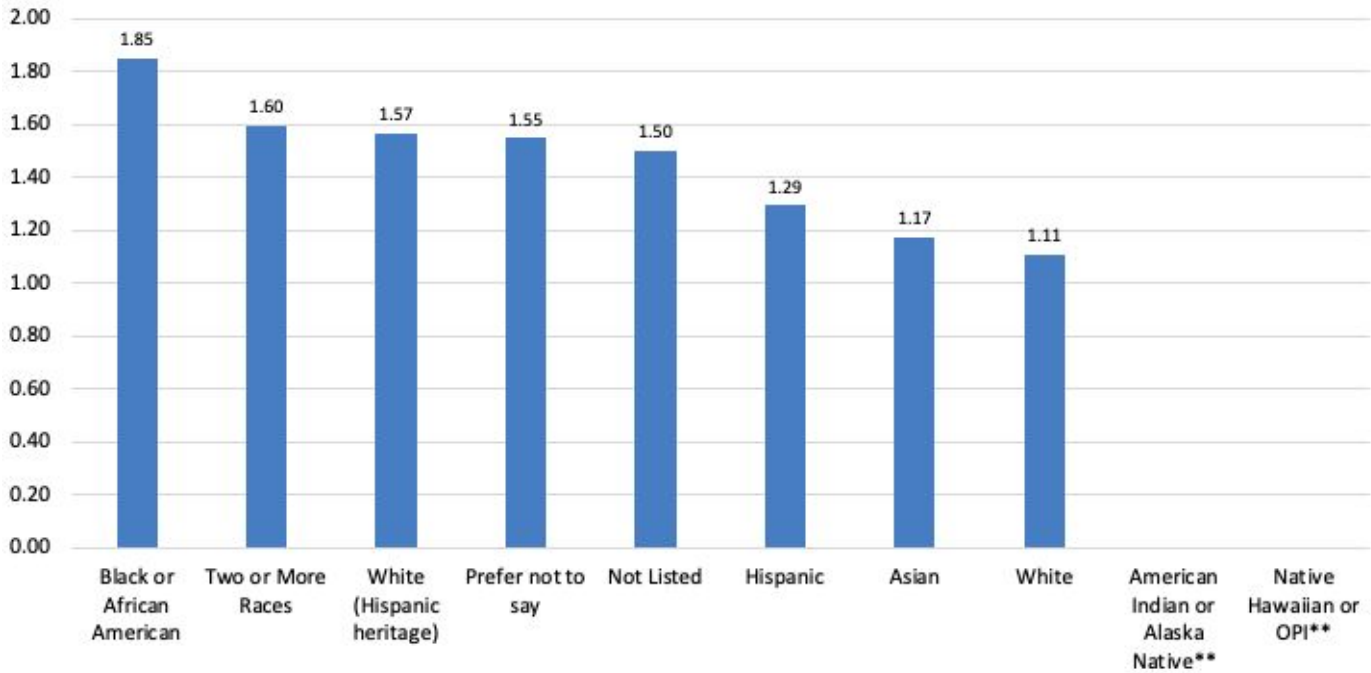
School staff have ignored me or not paid attention to me because of my race.
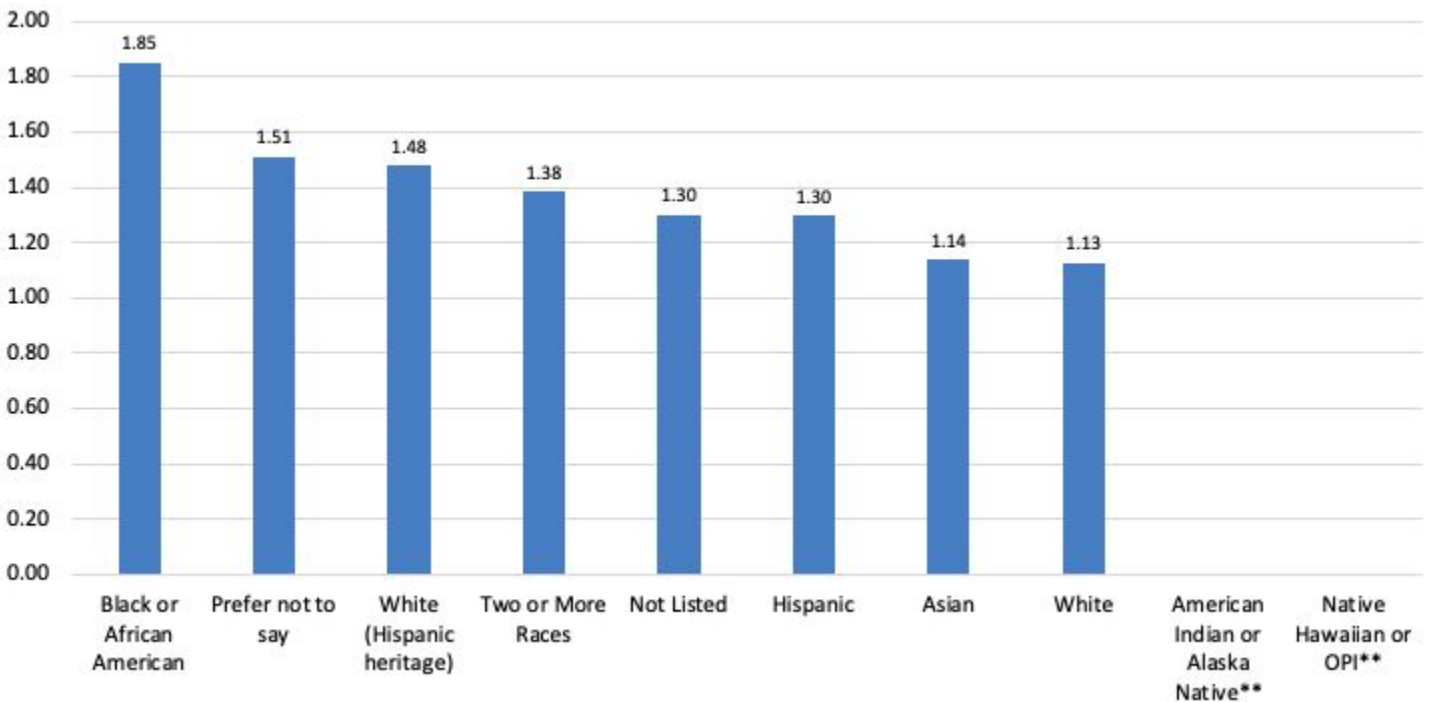
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Students

I have been treated unfairly by teachers, administrators, or staff because of my race.
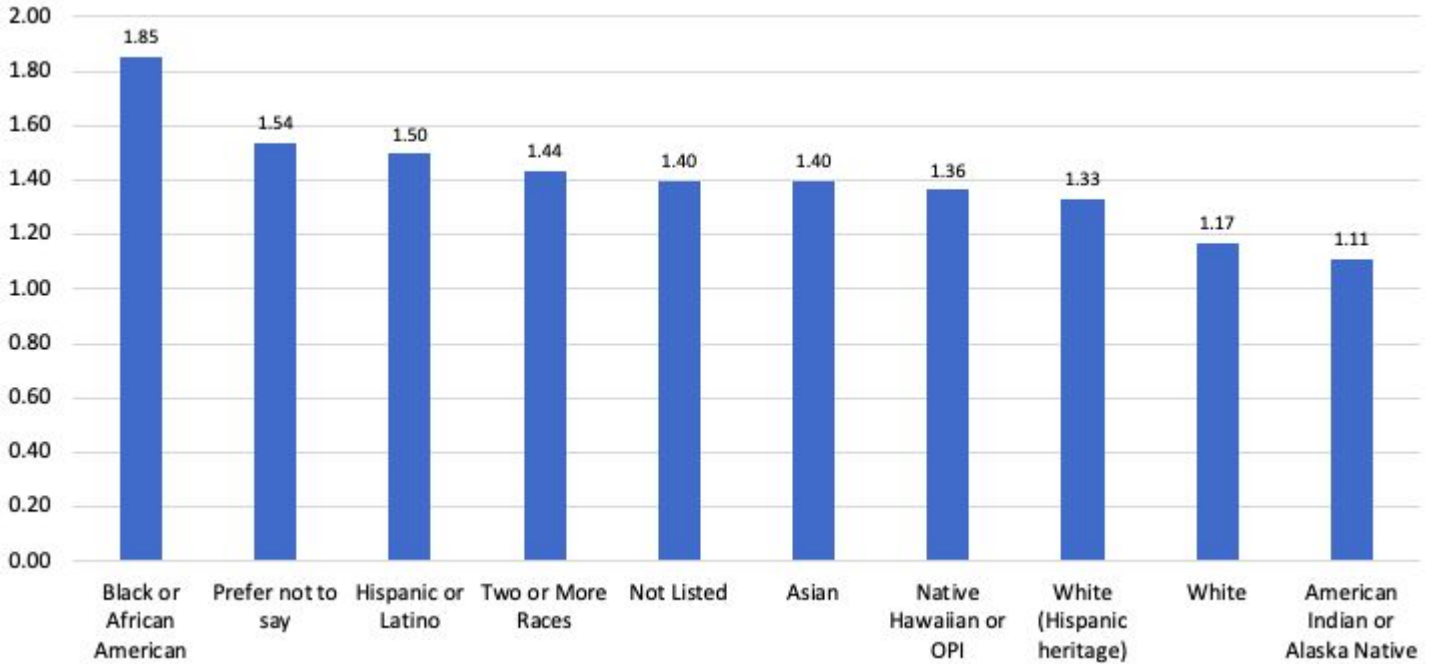
Others have actually hurt me or tried to hurt me (ex: kicked or hit you) because of my race.
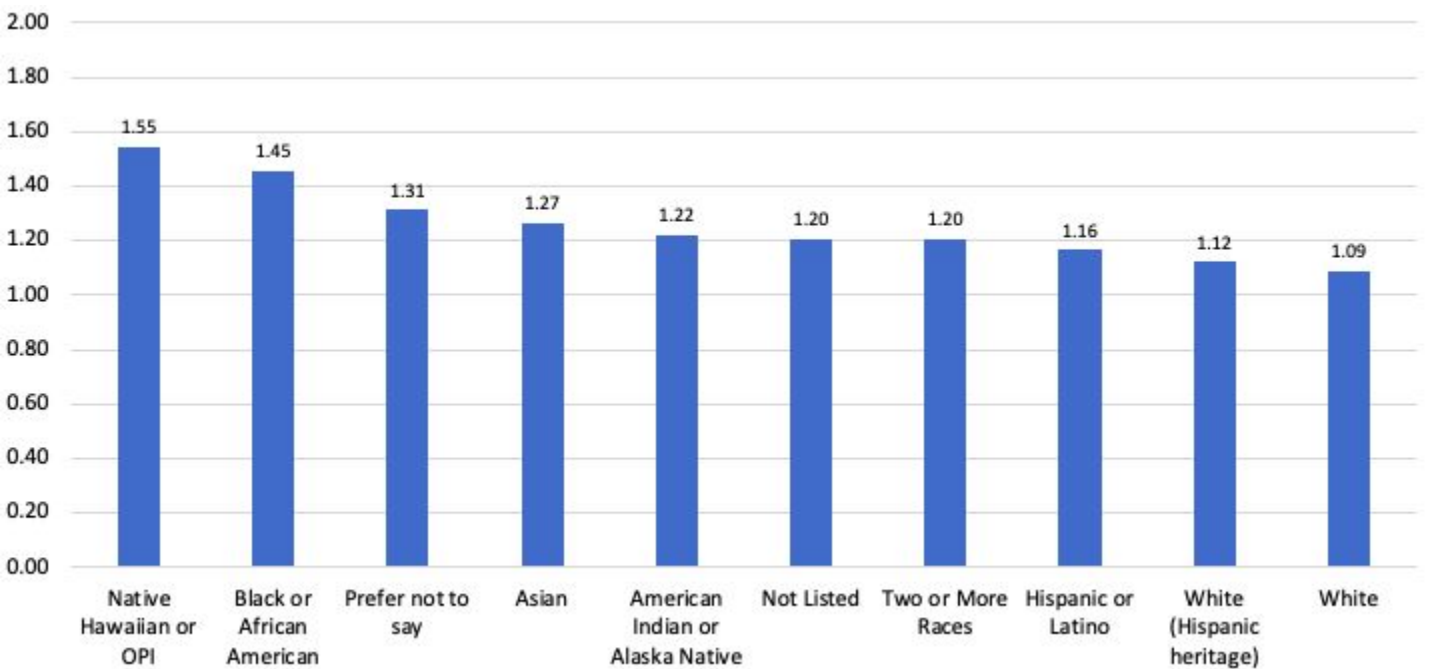
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Students

I have been treated unfairly by Law Enforcement representatives on campus who have been unfair to me because of my race.
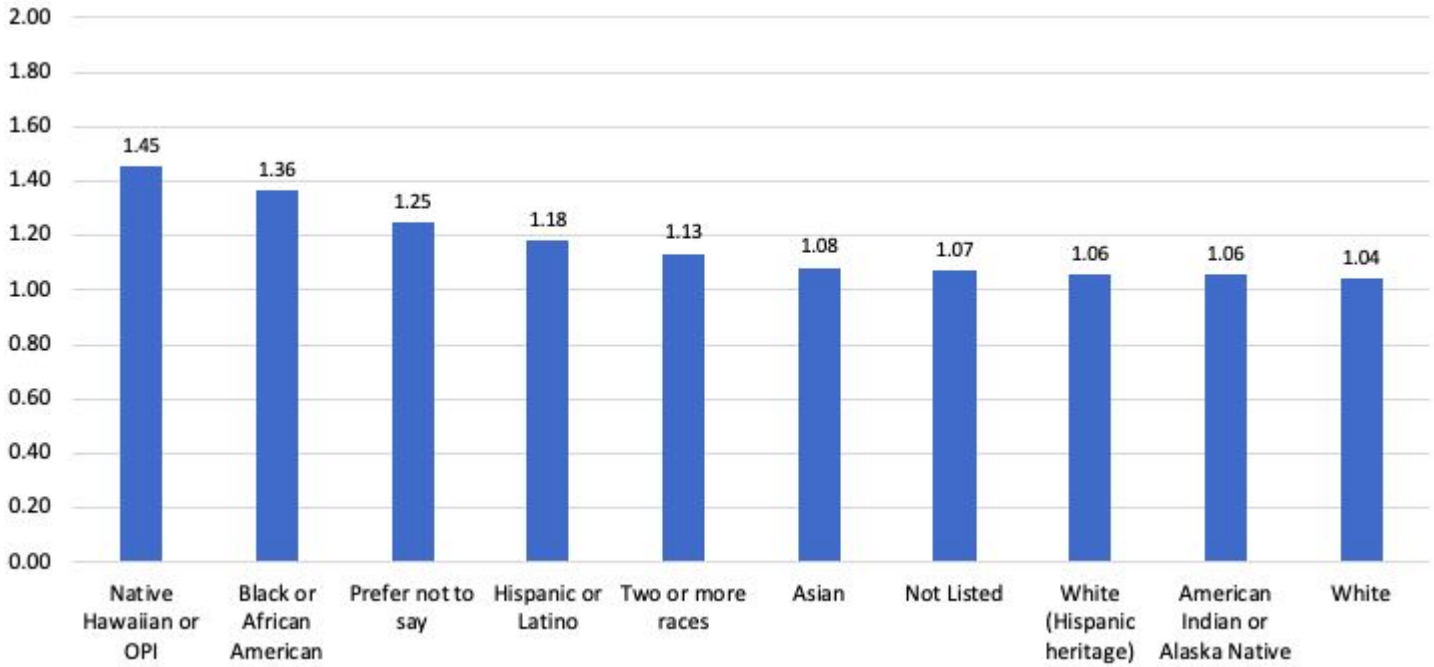
Others have threatened to damage or damaged my property because of my race.
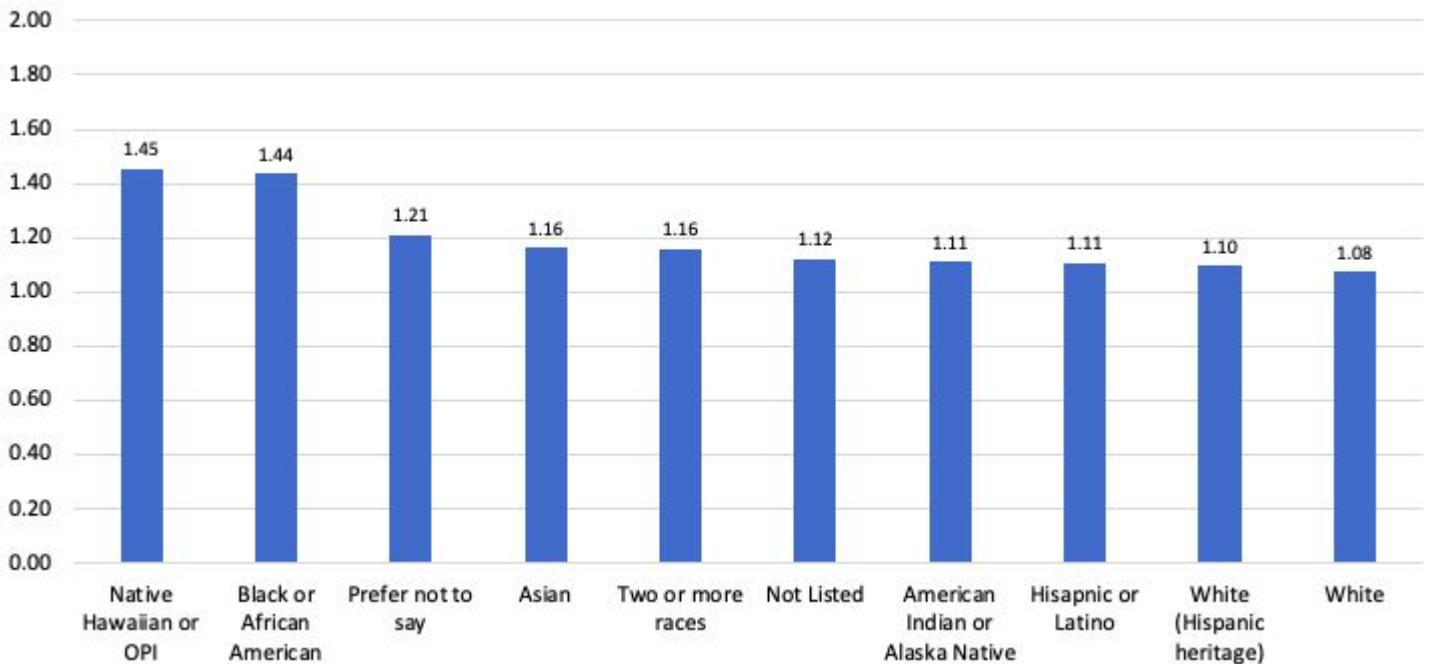
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Students

Others have made me feel like an outsider who doesn't fit in because of my dress, speech, hair, language, or other characteristics related to my race or ethnicity.
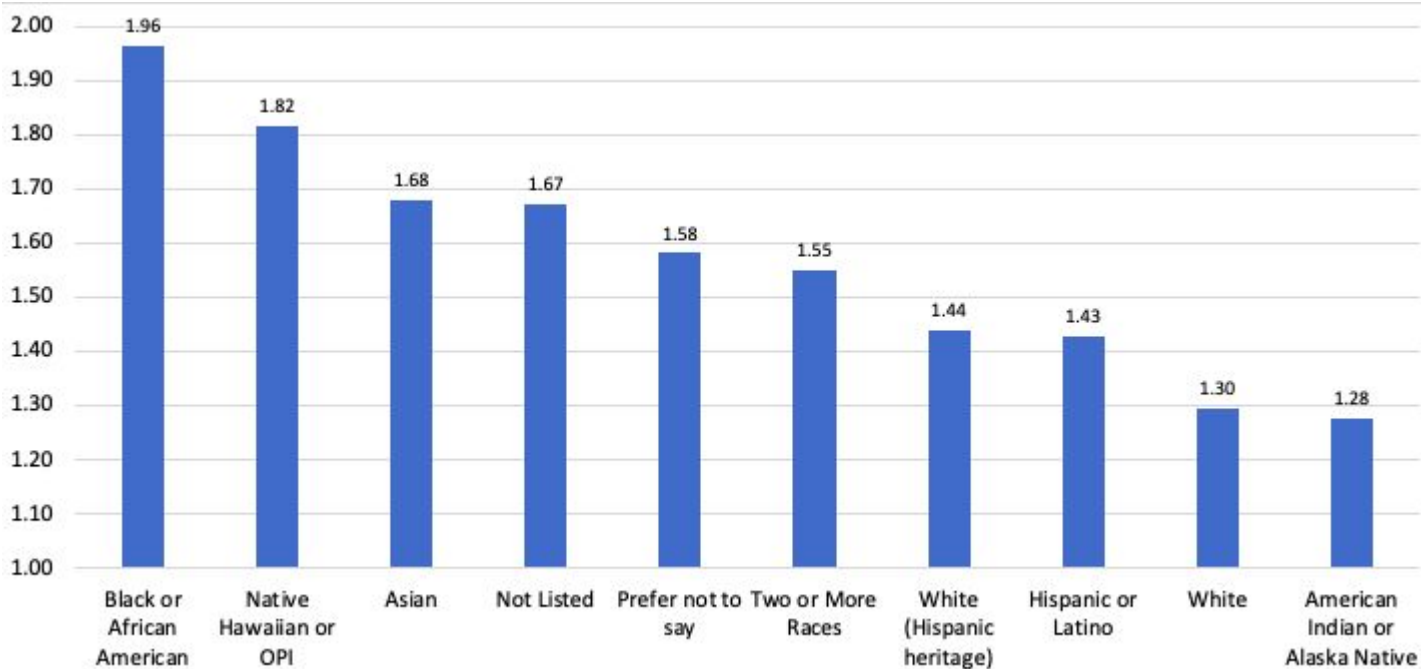
Others have hinted that I am dishonest or can't be trusted because of my race.
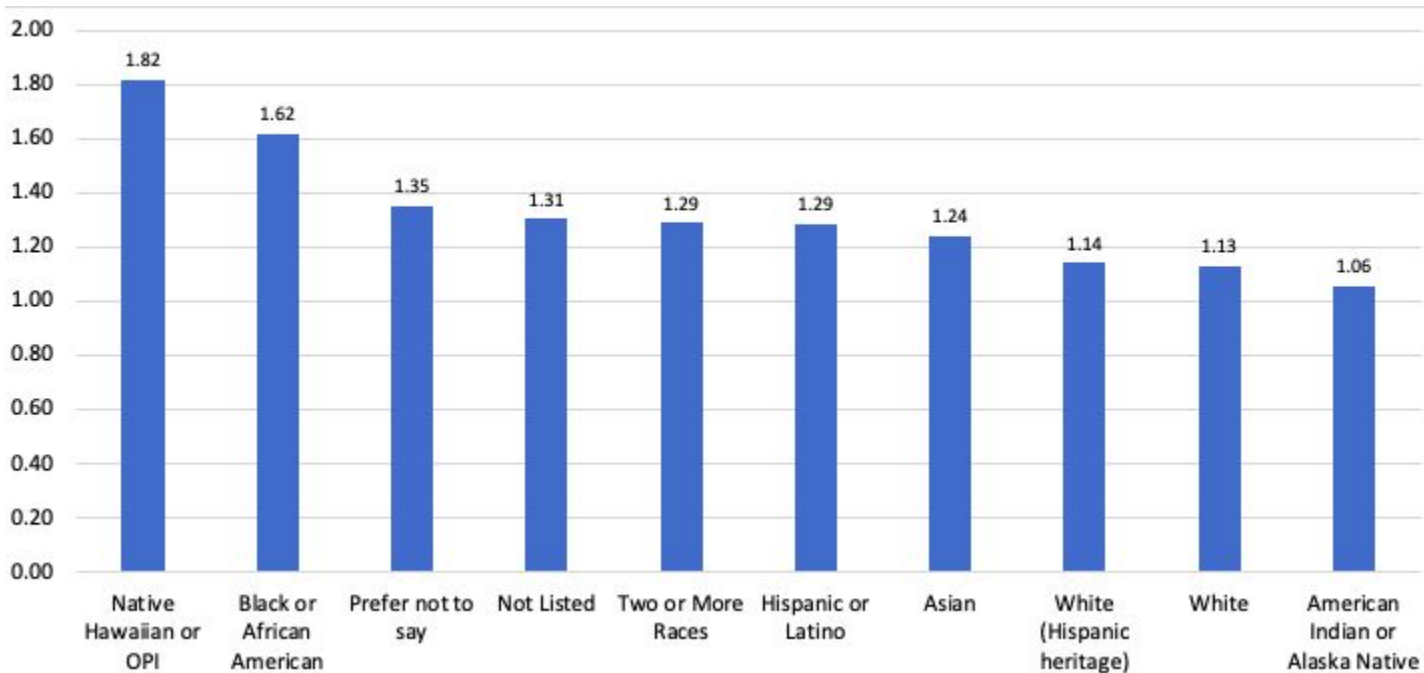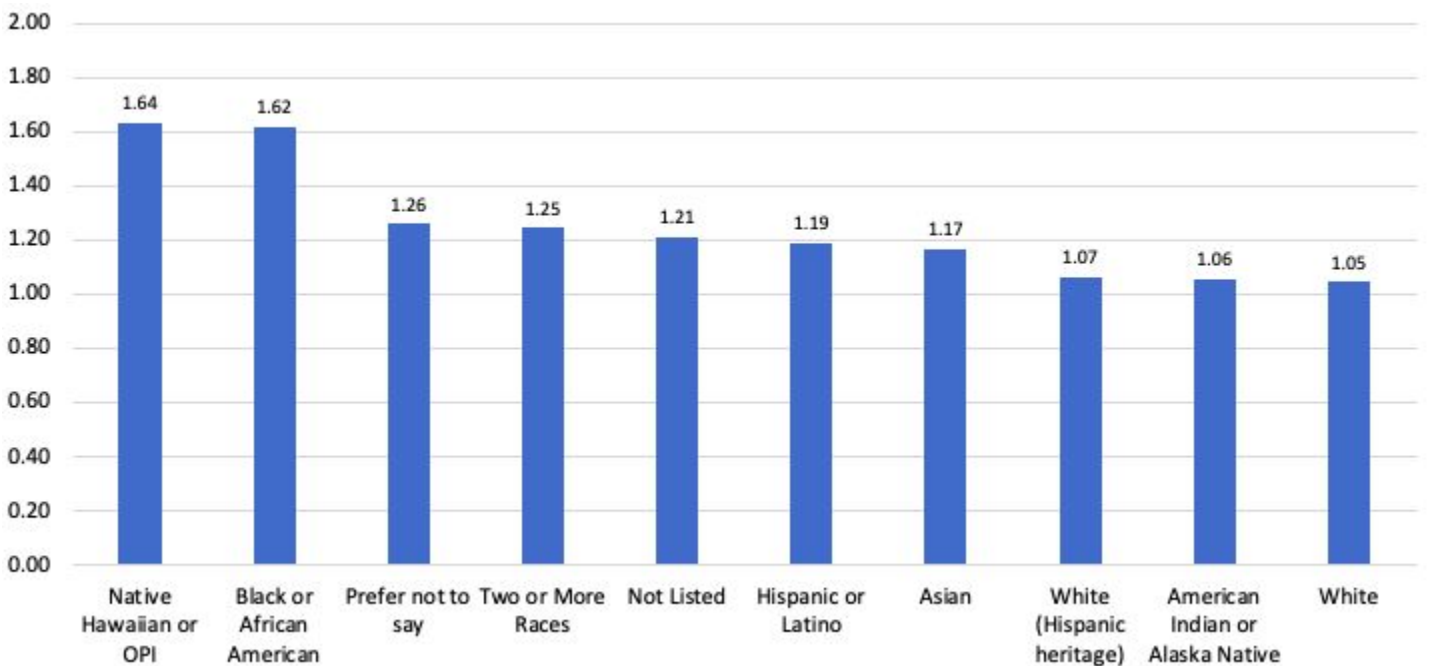
Santa Barbara Unified School District
Anti-Blackness and Racism Survey: Students

Others have ignored me or not paid attention to me because of my race.
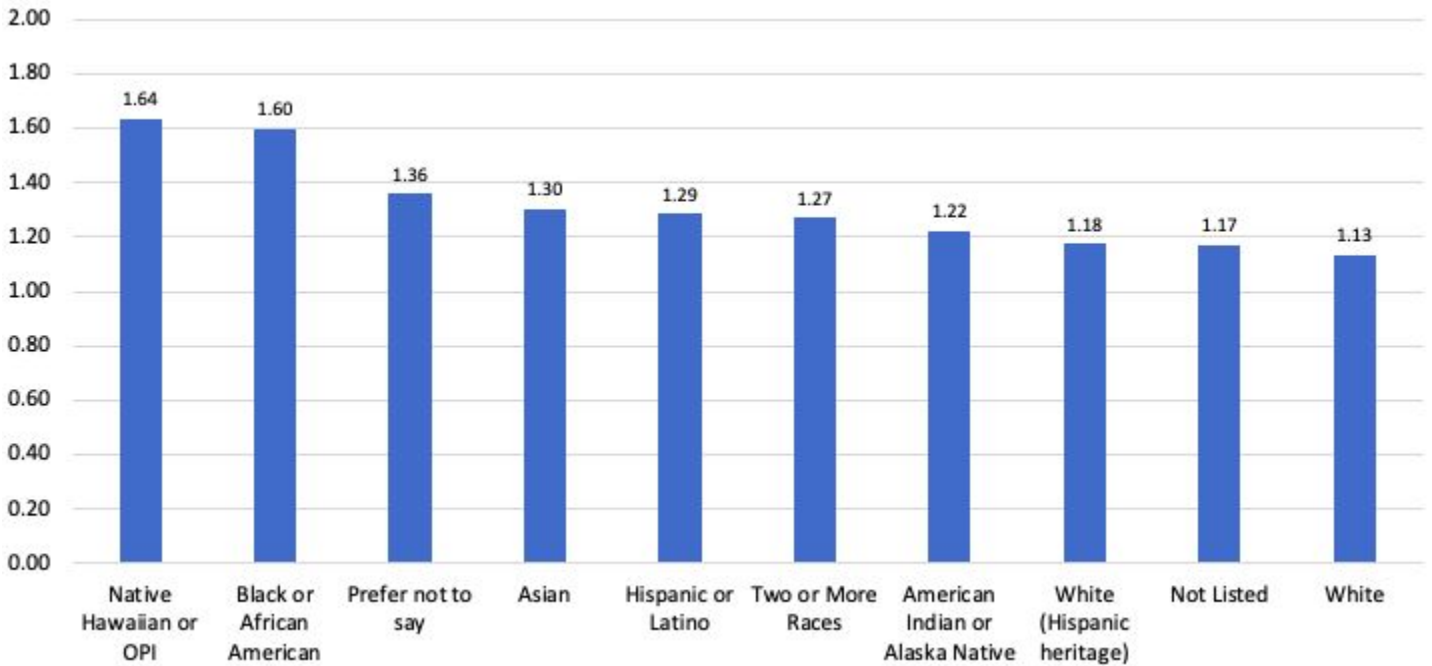
Others have hinted that I must not be clean because of my race.

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