FEBRUARY 2022

EQUITY AUDIT REPORT

Goleta Union School District

PREPARED BY

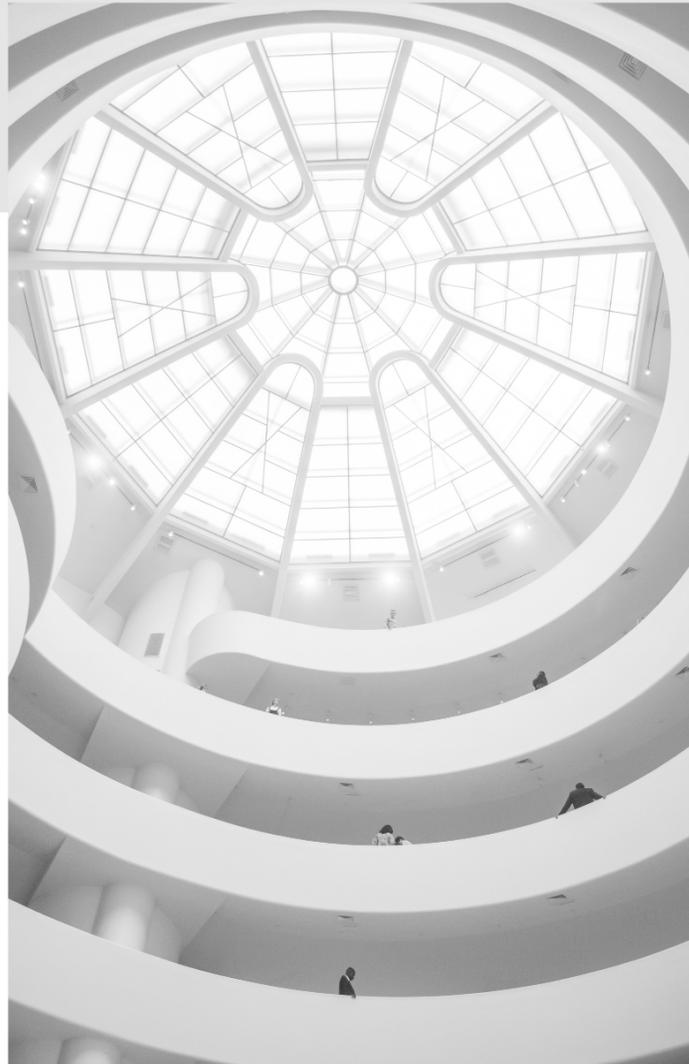*Ally to Accomplice LLC*

TABLE OF CONTENTS

Equity Audit Overview

Purpose

The Equity Audit is recommended for organizations seeking systemic transformation that moves beyond increased employee awareness and behavioral improvements. An Equity Audit helps us diagnose specific organizational challenges through surveys and data analysis so your organization can craft a long-term sustainable DEI Plan with measurable outcomes. We crafted assessment questions to measure factual data as well as subjective perceptions about diversity, equity and inclusion from all employees. This Equity Audit Report provides your district with a bulleted list of Actionable Recommendations based on feedback from district employees at all levels as well as trends and patterns we noticed in the data. After receiving the results of the Equity Audit, district leaders should review and prioritize these recommendations and develop timelines for completion.

Methods

The Equity Audit for GUSD consisted of the following steps:
1. Meeting between Ally to Accomplice and Equity Audit Team to outline the process.
2. Ally to Accomplice curated survey questions relevant to GUSD.
3. Ally to Accomplice collected survey data from employees at all levels.
4. Ally to Accomplice analyzed and summarized the data, and made recommendations.
5. Meeting with the Equity Audit Team to explain specific areas of improvement and suggested target date for re-assessment.

Time Frame

Data was collected between August 2021 and September 2021.

Participants

All employees of the district were given the opportunity to complete the relevant survey (employee survey or leader survey). Total number of participants: 357

Reading the Report

We coded most of the data pies included in the report so that anyone can easily read and understand the most significant findings "at-a-glance."
Key:
- Pie charts outlined in red are those that represent issues we consider "urgent target areas for improvement"
- Pies outlined in yellow are those that represent issues we consider "areas of concern to keep an eye on"
- Pies outlined in green are examples of areas where we consider the district to be doing well.

Our assignment to each of the above categories was determined by themes generated from a comprehensive view of all data together, including qualitative responses (where allowed), and noteworthy patterns. The data included in this report are those from which we created our suggestions in the recommendations section.

Validity

Overall, respondents "agreed" or "strongly agreed" that the survey allowed them to express their needs and that the results of this audit would help further DEI at GUSD. This means it is the responsibility of district leaders to follow through on what they learn through this audit process.

Survey Experience

This survey asked questions that sufficiently allowed me to express my feelings about my experiences.
327 responses
62.1% / 22.3% / 9.8%
Strongly Agree / Agree / I'm not sure/I don't know / Disagree / Strongly Disagree

I am confident that the results of this survey will help further discussions about inclusion and workplace climate.
329 responses
48.3% / 28.9% / 17.6%
Strongly Agree / Agree / I'm not sure/I don't know / Disagree / Strongly Disagree

Employee Survey

Overview

Objectives

1. Send an important message to employees that their feedback is valued and that strengthening employee equity, inclusion, and diversity is a district priority.
2. Provide information and insight about employee experiences with and feelings about diversity, equity, and inclusion in GUSD.
3. Provide actionable suggestions to help guide district decisions around improvements in diversity, equity, and inclusion in GUSD.
4. Provide baseline data so that the district's improvement can be measured over time.

Total respondents for employee survey: N=336

Certificated: 247 (73.5%)
Classified: 81 (24.1%)
I'm not sure/I don't know: 8 (2.4%)

White: 184 (54.8%)
Hispanic, Chicano/a, Latinx: 69 (20.5%)
Multiracial:16 (4.8%)
Asian: 15 (4.5%)
American Indian, Indigenous, Alaskan: 0 (0%)
Black or African American: 3 (0.9%)
Native Hawaiian/Other Pacific Islander: 2 (0.6%)
Middle Eastern or North African: 1 (0.3%
Other: 7 (2.1%)
Prefer not to say: 39 (11.6%)

Male: 60 (17.9%)   Transgender yes: 0 (0%)
Female: 248 (73.8%)   Transgender no: 315 (93.8%)
Prefer not to say: 27 (8%)   Prefer not to say: 21 (6.3%)

Disability no: 292 (86.9%)
Disability yes: 17 (5.1%)
Prefer not to say: 27 (8%)

Years in the district:

0-5 years: 110 (32.7%)   16 or more: 94 (28%)
6-10 years: 70 (20.8%)   Prefer not to say: 17 (5.1%)
11-15 years: 45 (13.4%)

Key Findings from Employee Survey

*All respondent typos are left intact

Campus/Workplace Climate

My workplace has behavioral norms and expectations that are welcoming to and inclusive of all genders and gender expressions.

331 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

52.9% 24.2% 13.6%

I feel welcome in my workplace.

335 responses

- I do not feel this way at all.
- I feel this way sometimes.
- I feel this way most of the time.
- I feel this way all of the time.
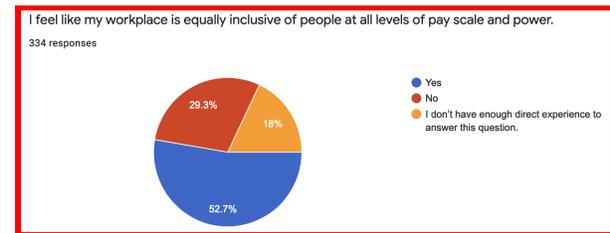- I don't have enough direct experience to answer this question.
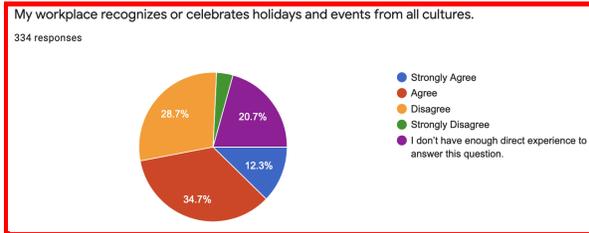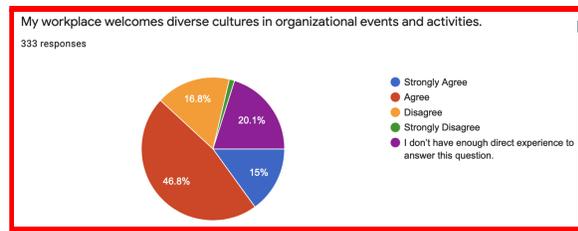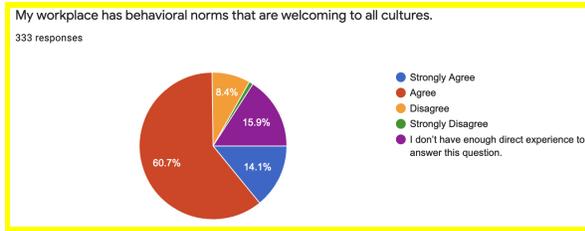
60% 7.8% 28.4%

Sample of Positive Feedback
- "Our site has norms for respect. We don't all have to be best friends, but being professional and focusing on ways to promote progress and community for students is valued." - Survey Respondent
- "I feel welcome by my fellow teachers, office and support staff." - Survey Respondent
- "My administrator is always welcoming, receptive and willing to hear my questions/concerns. My staff is respectful, caring, compassionate, and welcoming. I feel lucky." - Survey Respondent

Representative Constructive Feedback
- "As with any job where social situations exist, there are times that I do not feel a "part" of the community. This was especially true when I began teaching. There was no "point person" to give me the heads-up about things unique to that community, including important expectations." - Survey Respondent
- "The current new leadership has made me feel unwelcome numerous times. I always feel like I am being talked down to and she has implied that I don't know how to do my job. It saddens me immensely because I love my job and have an excellent reputation among my colleagues. I am very open to constructive criticism and always want to learn and improve, but I need to feel like the person offering the criticism is trying to help me, not trying to push me out." - Survey Respondent
- "I have teammates that have not welcomed me into their grade level and have had a difficult time being friendly and inclusive." - Survey Respondent

My workplace welcomes a variety of communication styles from non-dominant groups (for example, women and People of Color).

334 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

9.3% 53.6% 13.8% 21.3%

My workplace welcomes communication styles from all cultures.

334 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

8.4% 20.4% 55.7% 14.4%

My workplace has behavioral norms that are welcoming to all cultures.
333 responses

- Strongly Agree — 14.1%
- Agree — 60.7%
- Disagree — 8.4%
- Strongly Disagree
- I don't have enough direct experience to answer this question. — 15.9%

My workplace welcomes diverse cultures in organizational events and activities.
333 responses

- Strongly Agree — 15%
- Agree — 46.8%
- Disagree — 16.8%
- Strongly Disagree
- I don't have enough direct experience to answer this question. — 20.1%

My workplace recognizes or celebrates holidays and events from all cultures.
334 responses

- Strongly Agree — 12.3%
- Agree — 34.7%
- Disagree — 28.7%
- Strongly Disagree
- I don't have enough direct experience to answer this question. — 20.7%

I feel like my workplace is equally inclusive of people at all levels of pay scale and power.
334 responses

- Yes — 52.7%
- No — 29.3%
- I don't have enough direct experience to answer this question. — 18%

At your workplace, are there different expectations for how children address adults in different positions of power? For example, are those providing janitorial services called by their first name whereas the principal is referred to as Ms. or Mr.?
335 responses

- Yes — 51.6%
- No — 24.5%
- I don't have enough direct experience to answer this question. — 23.9%

Noteworthy Finding: 16% of respondents said their answers to these questions differed if we are asking about district spaces outside of your primary workplace location, for example, other campuses, the district office, etc., so we asked, how are other spaces in the district different from your primary workplace? Below is a sample of what respondents said:
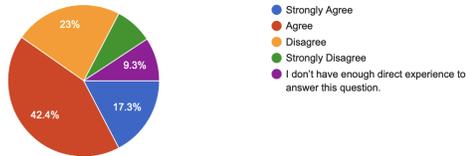
- "My experience on another campus where I worked for a few years was that certificated tutors, instructional assistants, and other non certificated employees were treated with less respect than certificated employees were. This unequal treatment felt like it was the culture of the school rather than the behavior of only a few individuals." - Survey Respondent
- "I do not feel valued or heard at the District level. No matter what the issue, question or comment is raised, the response is "No." There is never an explanation or discussion. Primary grades are especially ignored. The needs at this level are different and should be respected as such. Teachers are the experts, yet we are treated as servants to every whim of the District." - Survey Respondent
- "If anything, I feel that my district is worse at all things regarding equity, diversity and inclusion/welcoming different cultures, races and languages." - Survey Respondent

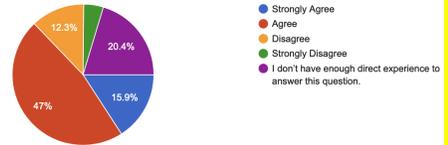Link to Campus/Workplace Climate Recommendation.

Complaint Processes

I feel safe to speak up about problems without fear of punishment or retaliation.
335 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.
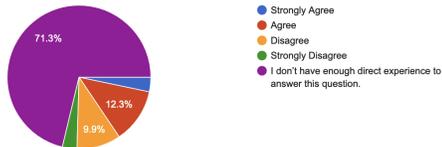
23%, 9.3%, 42.4%, 17.3%

If I report an act of discrimination or harassment, I am confident that it will be taken seriously and addressed to my satisfaction.
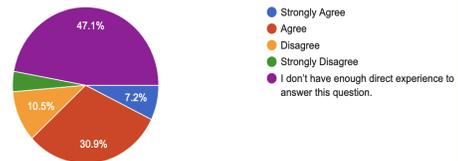334 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

12.3%, 20.4%, 47%, 15.9%

In the last year, leadership has handled incidents of harassment or discrimination satisfactorily.
334 responses

- Strongly Agree
- Agree
- Disagree
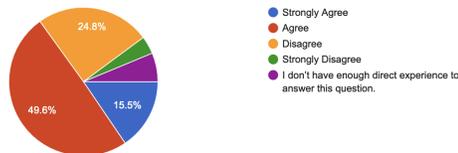- Strongly Disagree
- I don't have enough direct experience to answer this question.

71.3%, 12.3%, 9.9%

I am confident that the complaint procedure is fair and just.
333 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
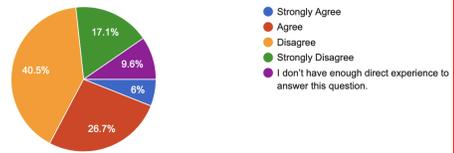- I don't have enough direct experience to answer this question.

47.1%, 7.2%, 10.5%, 30.9%

I know exactly how to report any acts of discrimination or harassment. The process is clear to me.
335 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
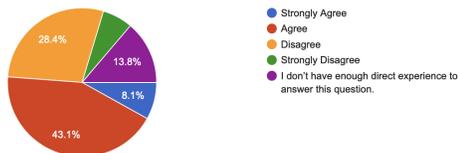- I don't have enough direct experience to answer this question.

24.8%, 49.6%, 15.5%

I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation.
333 responses

- Strongly Agree
- Agree
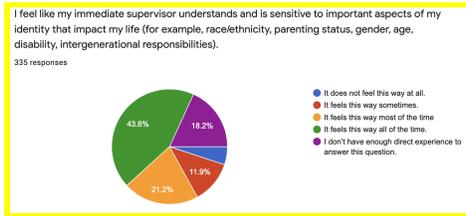- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

17.1%, 9.6%, 6%, 40.5%, 26.7%

I have a sufficient understanding of the complaint procedure at my workplace.
334 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

28.4%, 13.8%, 8.1%, 43.1%

Link to Complaint Process Recommendation.

I feel like my immediate supervisor understands and is sensitive to important aspects of my identity that impact my life (for example, race/ethnicity, parenting status, gender, age, disability, intergenerational responsibilities).
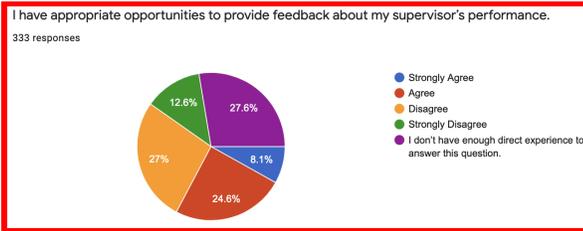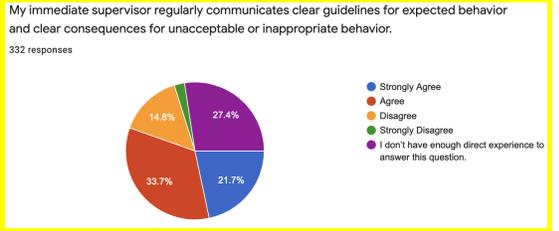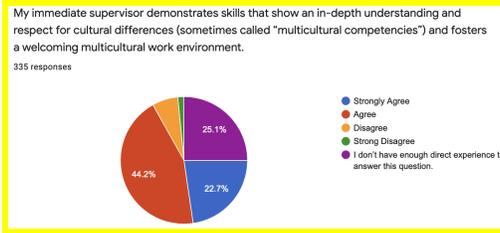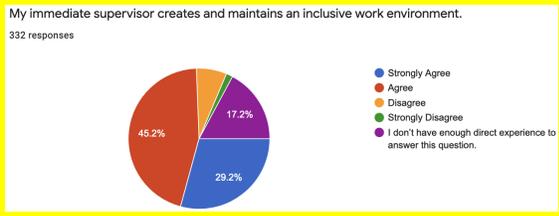335 responses

Representative Positive Feedback
- "My principal is very supportive of me being a full time working mother. I appreciate this very much and often wonder what I would do if this were not the case." - Survey Respondent
- "I am not someone who tends to share much about my personal challenges unless I feel that they will impact my ability to perform or if I might need support for necessary time off to address a medical need, for example. When I have done this, I have been supported." - Survey Respondent

Representative Constructive Feedback
- "The principal already has stated its a "no excuses" school for everyone. It kind of feels like everyone will be expected to do everything the same, but with that we can also lose our identity." - Survey Respondent
- "As a man I don't always feel my supervisor thinks of my parenting as equally valuable as for the moms on staff. It's cute when I need to leave to pick up my children, but it's vital when the women need to." - Survey Respondent
- "There are many cultural differences since I was born in another country. I feel like I have to adjust to her needs all the time or agree to se things the way she sees them." - Survey Respondent

My immediate supervisor regularly shares their personal passion for diversity, equity, and inclusion.
335 responses

My immediate supervisor shows a clear commitment to create an inclusive organization.
333 responses

My immediate supervisor creates and maintains an inclusive work environment.

332 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

45.2%
29.2%
17.2%

My immediate supervisor demonstrates skills that show an in-depth understanding and respect for cultural differences (sometimes called "multicultural competencies") and fosters a welcoming multicultural work environment.

335 responses

- Strongly Agree
- Agree
- Disagree
- Strong Disagree
- I don't have enough direct experience to answer this question.

44.2%
25.1%
22.7%

My immediate supervisor regularly communicates clear guidelines for expected behavior and clear consequences for unacceptable or inappropriate behavior.

332 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

27.4%
14.8%
33.7%
21.7%

I have appropriate opportunities to provide feedback about my supervisor's performance.

333 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't have enough direct experience to answer this question.

27.6%
12.6%
27%
24.6%
8.1%

[Link to Supervisor Norms/Behavior Recommendation](#)

11

Student Climate

Has someone else told you about an incident where a student or students said something that sounded racist?
333 responses

- Yes
- No
- I'm not sure/ I don't know

54.7%
20.4%
24.9%

If you have heard a student or students saying things that sounded racist, where was it?
146 responses

- In the classroom, on the playground, a…
- I don't have enough experience at this…
- During transition from recess after the…
- i have not heard anything.
- All the above
- Classroom and playground
- I can't remember exactly where the in…
- If said, I believe it would be due to imp…

▲ 2/5 ▼

8.9%
45.9%
17.1%

If yes, please share what happened:

Sample of Responses (*Sensitive content warning: the following examples provided by survey respondents include harmful language and statements):

- "Blaming students from China for the pandemic," - Survey Respondent
- "I have heard on MULTIPLE occasions people making disparaging remarks about people of color. Example: "Dumb Mexicans", "Stupid Mexicans", "It is because they are Mexican. That is why they are so dumb." Etc." - Survey Respondent
- "This situation happened more than a year ago, 2 latinx students told me that a white student told them "they weren't too smart", because they couldn't understand his English. This 2 students spoke in Spanish to me. I recommended the students to talk to their teacher about the incident since the bell rang and they needed to go get in line." - Survey Respondent
- "Students using the n-word; students calling their peers racial slurs." - Survey Respondent
- "During the presidential debates students could be heard saying one party was better than the other because they wanted to build a border wall and not let immigrants into the U.S. and that those who were immigrants/brown would be sent back to Mexico because that's where they "belong." - Survey Respondent
- "A boy shamed a Chinese-American boy that "he" created Covid." - Survey Respondent
- "A parent reported to me, years ago, that a little boy pushed in front of the line and said 'whites first,' I reported this to my principal." - Survey Respondent

Link to Student Climate Recommendation.

If you witness a student engaging in behavior you consider racist, how likely are you to do each of the following:

Noteworthy Findings:
- More than 65% of respondents said unlikely, somewhat unlikely, or I don't know to the following options: Notify the parents of the perpetrator; Notify the parents of the target; Notify the parents of other students in earshot; Notify the parents of all students in the class that the incident occurred.
- 93% of respondents said they would notify the principal. We are concerned that this places too much power in the hands of one person to address all issues of racism at their school, and to address them effectively. This relies too much on the racial literacy of this one individual.

Representative Comments:
- "I would honestly like to receive training on the proper protocol so I don't make a huge mistake or get parents involved when they shouldn't be." - Survey Respondent
- "I would like to answer that I would be extremely likely but I lack the tools in how to do this effectively and appropriately." - Survey Respondent
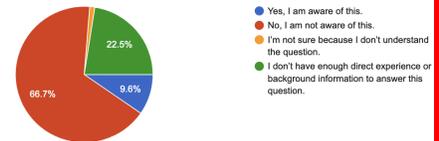

What is your level of awareness around how the White Supremacy groups are targeting and recruiting students in K-12 schools?
328 responses
- I am not at all aware of this. 65.9%
- I am somewhat aware of this. 29.6%
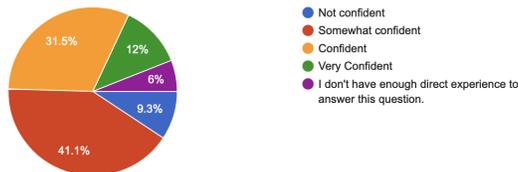- I am very aware of this.
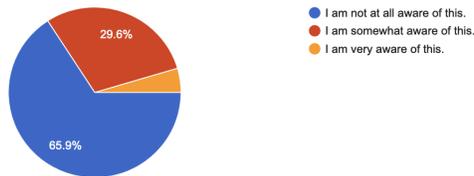
Are you aware of any incidents where children at your school have been targets of messages trying to spread the belief that White European Americans are superior to people of other races or ethnicities (sometimes called "White Supremacy Ideology"), either on or off campus, including online? Examples include but are not limited to: sharing YouTube videos, attempting to persuade through talk during gaming, or sharing this belief in any other conversations.
333 responses
- Yes, I am aware of this. 9.6%
- No, I am not aware of this. 66.7%
- I'm not sure because I don't understand the question.
- I don't have enough direct experience or background information to answer this question. 22.5%
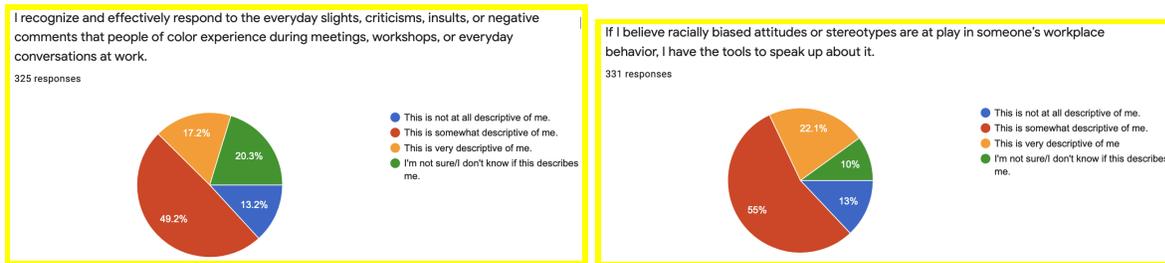

If you hear a student or students saying something that you perceive as sounding racist, how confident are you in your ability to engage with that student to change his/her understanding of the issue and future behavior?
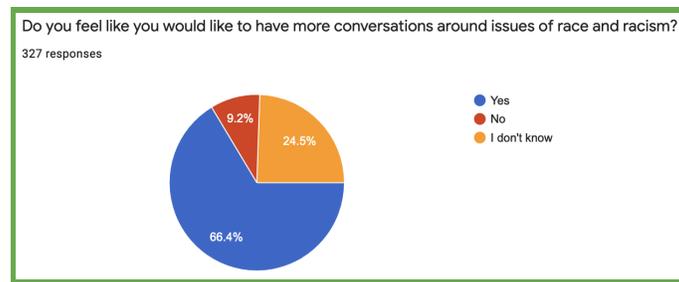333 responses
- Not confident 9.3%
- Somewhat confident 41.1%
- Confident 31.5%
- Very Confident 12%
- I don't have enough direct experience to answer this question. 6%

Skills Related to Racial/Ethnic Cultural Competence

I recognize and effectively respond to the everyday slights, criticisms, insults, or negative comments that people of color experience during meetings, workshops, or everyday conversations at work.
325 responses

- This is not at all descriptive of me.
- This is somewhat descriptive of me.
- This is very descriptive of me.
- I'm not sure/I don't know if this describes me.

17.2%
20.3%
13.2%
49.2%

If I believe racially biased attitudes or stereotypes are at play in someone's workplace behavior, I have the tools to speak up about it.
331 responses

- This is not at all descriptive of me.
- This is somewhat descriptive of me.
- This is very descriptive of me
- I'm not sure/I don't know if this describes me.

22.1%
10%
13%
55%

Racial literacy

Do you feel like you would like to have more conversations around issues of race and racism?
327 responses

- Yes
- No
- I don't know

9.2%
24.5%
66.4%

Noteworthy Finding: 89% of respondents believe that the ability to have difficult conversations around race and racism is an important skill to have.

We asked, "Do you feel like you would like to have more conversations around issues of race and racism?"
Representative Feedback for Respondents Who Answered "Yes":
- "I participated in the A2A training in the spring and feel that it gave me an increased awareness as well as a vocabulary to use when talking about race at work." - Survey Respondent
- "I participated in the A2A training in the spring and feel that it gave me an increased awareness as well as a vocabulary to use when talking about race at work." - Survey Respondent
- "I think that race is an important factor that cannot be ignored when it comes to effectively addressing educational and workplace inequalities." - Survey Respondent

Representative Feedback for Respondents Who Answered "No" or "I Don't Know":
- "Professionalism should never focus on race." - Survey Respondent
- "I don't see races I see human beings that are different may be different so I judge their character not the color" - Survey Respondent
- "I feel that when I have tried to have difficult conversations around issues of race and racism I am not heard because I am a person of color. People begin to feel that I am attacking them or accusing them of being racist." - Survey Respondent

We asked, "What do you think is needed in order for these conversations to be productive?"
Representative Constructive Feedback

- "I would love to see EVERYONE have the A2A training and also take a deep dive at the inequities within our own district, particularly how POC and those of diverse SES are represented at each school site" - Survey Respondent
- "We need education. So many of us white Americans (including me) have no idea what privilege we carry with us. The more I look into documentation from government, financial institutions, work force equity, and social issue, the more I discover how unbalanced these system are." - Survey Respondent
- "I think opportunities for the most growth happens when people are supported in being reflective and when conversations about race focus on systemic issues. Once people are open to seeing the bigger picture, I believe, they will then be open to looking at more specific systems of oppression in their world. AND after that look at their own actions. That last part is the ultimate goal and the most powerful one. I want to support people in that process. With all that said I do thing that only so much grace can be given to folks who continue to be in a WITHDRAWN or AGGRIEVED phase. It cannot be a long window of time." - Survey Respondent

We asked, "Do you feel like you would like to have more conversations around issues of race and racism? | If so, what do you think is needed in order for these conversations to not cause additional harm to People of Color who participate?"
Representative Constructive Feedback

- "Training/education for all staff would broaden white people's understanding that it is not the work of POC to educate us, and that focus should not be on white people's feelings or intentions" - Survey Respondent
- "I think that addressing whiteness and coming to terms with the privileges and blindspots that are inherent in whiteness are essential to making sure that people of color who participate aren't harmed. Coming to an agreement about the facts of racial inequalities persistence, our role in it as educators, and the need to address the issue could help all be on the same page." - Survey Respondent
- "Same as above. It would also help if it is not left to the BIPOC employees to always have the conversations (unless they have volunteered or is a part of their skill set.) In other words it should not be assumed that they will lead the conversations." - Survey Respondent
- "1) hire more POC 2) pay them more 3) not expect POC to lead or sustain this movement without compensation 4) hire firms that employ POC. Compensation is not the 'end all be all' but is a good first step in recognizing their time and effort" - Survey Respondent
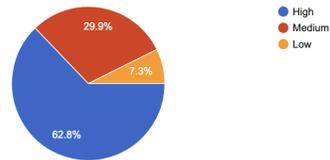
Interest in Professional Skill Development

Would you be interested in diversity, equity, and inclusion training offered by your employer?
328 responses

- ● Definitely
- ● Probably
- ● Maybe
- ● No

18.6%
14.6%
61%
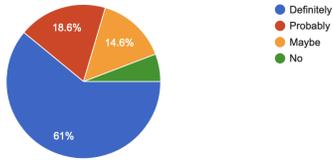
Would you be interested in antiracism training offered by your employer?
330 responses
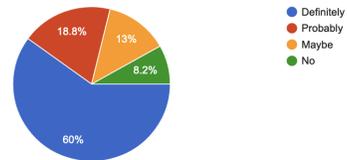
- ● Definitely
- ● Probably
- ● Maybe
- ● No

18.8%
13%
8.2%
60%

What is your level of motivation to develop your own cultural competence through training?
328 responses

- ● High
- ● Medium
- ● Low

29.9%
7.3%
62.8%

Link to Professional Development/Training Recommendations

I have an interest in making my classroom and class materials more diverse and inclusive.

243 responses
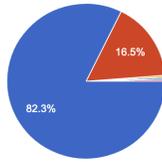
- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree
- I have but in the last 2-3 years, I feel that my awareness and motivation has grown exponentially and my funds hav…
- I already have proactively worked on this. It would be nice if the district prov…

82.3%
16.5%

I feel that the district provides the necessary resources to make my classroom and class materials diverse and inclusive.
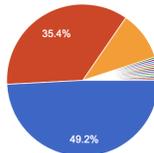
242 responses
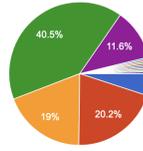
- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree
- I am lucky in that I can determine my…
- They are developing and working on it.
- The process is starting…

▲ 1/2 ▼

40.5%
11.6%
19%
20.2%

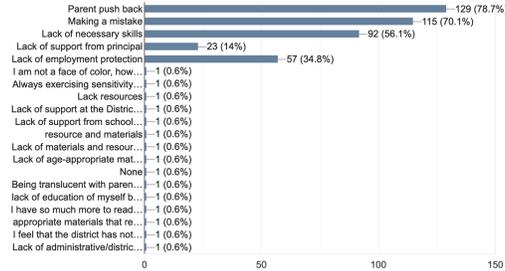I have fears or concerns about class lessons around diversity, equity, and inclusion.

240 responses

- Yes
- No
- I'm not sure/I don't know
- Sometimes. It's important that parents…
- I
- I am concerned by current events. I h…
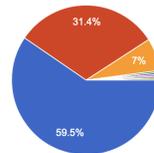- Occasionally, depending on the specifi…
- Somewhat - concerns mostly around…

▲ 1/2 ▼

35.4%
49.2%

If you have fears or concerns, what are they? Check all that apply and list additional fears/concerns in "other."

164 responses

Parent push back	129 (78.7%)
Making a mistake	115 (70.1%)
Lack of necessary skills	92 (56.1%)
Lack of support from principal	23 (14%)
Lack of employment protection	57 (34.8%)
I am not a face of color, how…	1 (0.6%)
Always exercising sensitivity…	1 (0.6%)
Lack resources	1 (0.6%)
Lack of support at the Distric…	1 (0.6%)
Lack of support from school…	1 (0.6%)
resource and materials	1 (0.6%)
Lack of materials and resour…	1 (0.6%)
Lack of age-appropriate mat…	1 (0.6%)
None	1 (0.6%)
Being translucent with paren…	1 (0.6%)
lack of education of myself b…	1 (0.6%)
I have so much more to read…	1 (0.6%)
appropriate materials that re…	1 (0.6%)
I feel that the district has not…	1 (0.6%)
Lack of administrative/distric…	1 (0.6%)

0   50   100   150

I have fears or concerns about class lessons around race and racism.
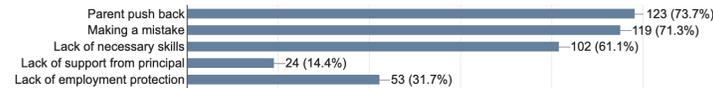
242 responses

- Yes
- No
- I'm not sure/I don't know
- I do feel our district needs to be prepared for "current events" around…
- Occasionally.
- I am afraid we will be forced to put a lot of emphasis on skin color instead of c…
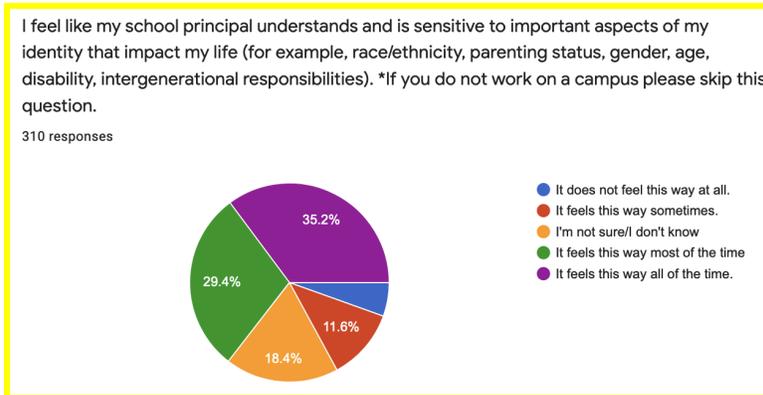- sometimes, only because as someone…
- Somewhat

31.4%
7%
59.5%

If yes, what are they? Check all that apply and list additional fears/concerns in "other."

167 responses

Parent push back	123 (73.7%)
Making a mistake	119 (71.3%)
Lack of necessary skills	102 (61.1%)
Lack of support from principal	24 (14.4%)
Lack of employment protection	53 (31.7%)

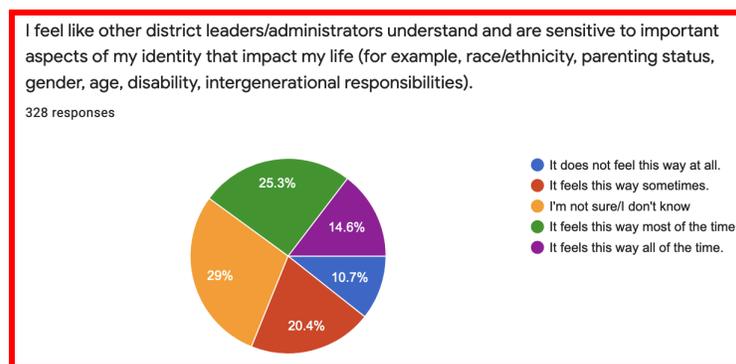Link to Recommendations Relating to Employees in Teaching Roles.

17

Organizational Communication About Diversity, Equity & Inclusion

I feel like my school principal understands and is sensitive to important aspects of my identity that impact my life (for example, race/ethnicity, parenting status, gender, age, disability, intergenerational responsibilities). *If you do not work on a campus please skip this question.

310 responses

- It does not feel this way at all.
- It feels this way sometimes.
- I'm not sure/I don't know
- It feels this way most of the time
- It feels this way all of the time.

35.2%
29.4%
18.4%
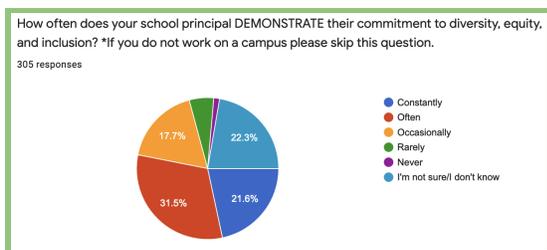11.6%

Representative Constructive Feedback
- "My supervisor has not shown interest in my life outside of school and I presume she makes assumptions about my perceived privilege and is not that interested." - Survey Respondent
- "I have tried sharing many aspects about my identity with my principal, and it is as if I was talking to a wall. In response I receive some generic cookie cutter answer. It makes me regret private information I have shared. This has not been the case to such a degree with past principals." - Survey Respondent
- "They do not, nor have any in the past, made space for me to share relevant information. Any opportunities are informal, and based on possible personal relationships with leaders (which are usually based on similar/identical backgrounds and life experiences)." - Survey Respondent

I feel like other district leaders/administrators understand and are sensitive to important aspects of my identity that impact my life (for example, race/ethnicity, parenting status, gender, age, disability, intergenerational responsibilities).

328 responses

- It does not feel this way at all.
- It feels this way sometimes.
- I'm not sure/I don't know
- It feels this way most of the time
- It feels this way all of the time.

25.3%
29%
20.4%
14.6%
10.7%

Representative Constructive Feedback
- "Not all principal, board member, and leadership has taken the A2A classes." - Survey Respondent

- "The district is taking important steps in reframing language and conversations, however, we need to do more in taking action on supporting students we owe educational debt to (i.e. students of color, English Language learners, disabilities etc.)" - Survey Respondent
- "I believe District leadership (Not my school administrator) has no idea what a person of color has to deal with on a daily basis. I feel that others have had to bring topics up to their attention that they should have addressed without being reminded or told to do so by an EMPLOYEE." - Survey Respondent
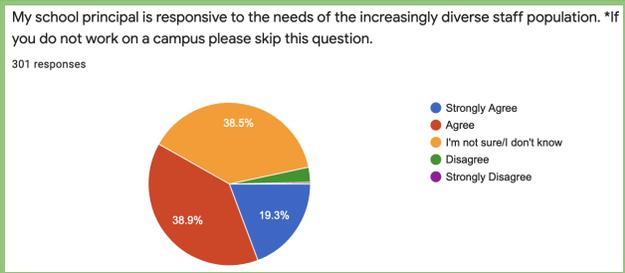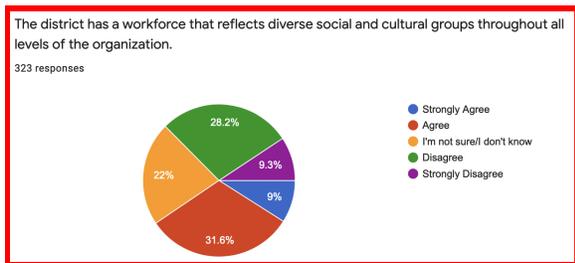

How often does your school principal DEMONSTRATE their commitment to diversity, equity, and inclusion? *If you do not work on a campus please skip this question. — 305 responses (Constantly, Often, Occasionally, Rarely, Never, I'm not sure/I don't know): 22.3%, 21.6%, 31.5%, 17.7%

How often do other district leaders/administrators DEMONSTRATE their commitment to diversity, equity, and inclusion? — 325 responses (Constantly, Often, Occasionally, Rarely, Never, I'm not sure/I don't know): 32.9%, 24%, 25.5%, 9.5%

My school principal regularly shares their personal passion for diversity, equity, and inclusion. *If you do not work on a campus please skip this question. — 302 responses (Strongly Agree, Agree, I'm not sure/I don't know, Disagree, Strongly Disagree): 27.8%, 40.4%, 25.2%

Other district leaders/administrators regularly share their personal passion for diversity, equity, and inclusion. — 319 responses (Strongly Agree, Agree, I'm not sure/I don't know, Disagree, Strongly Disagree): 46.1%, 12.9%, 30.7%
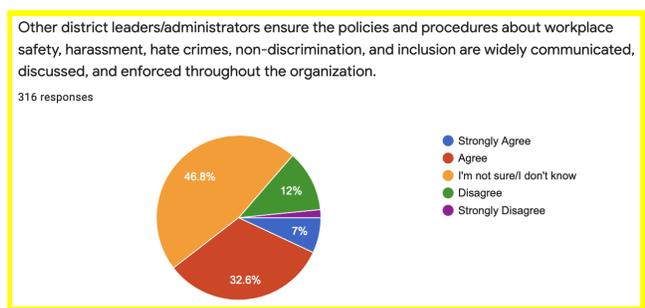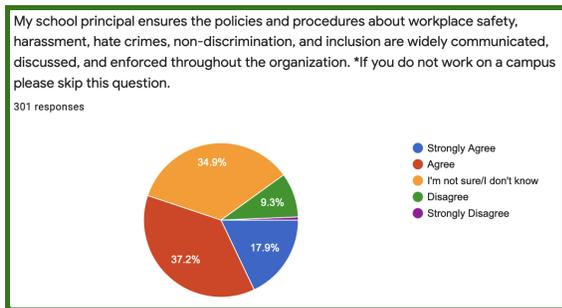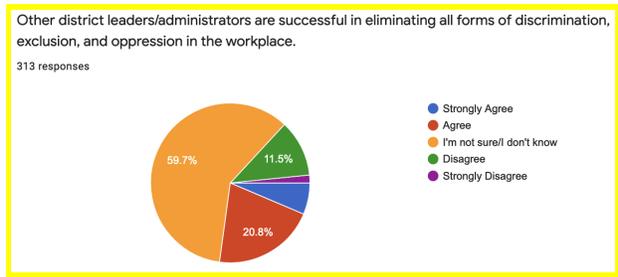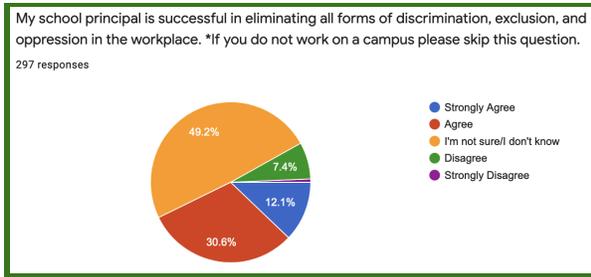
We asked, "What ways could other district leaders/administrators be better about communicating and demonstrating a strong commitment to diversity, equity, and inclusion?" Representative Constructive Feedback
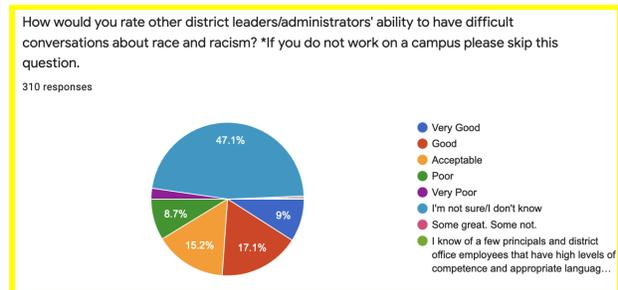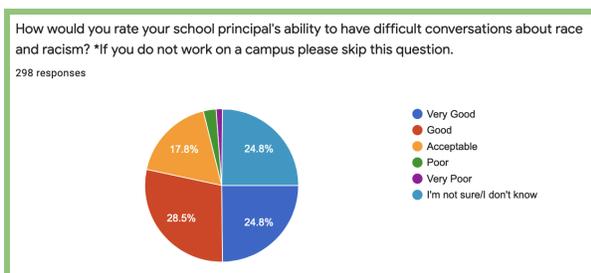
- "District administrators need to ensure that all teachers feel safe, supported, and informed. There needs to be a clear system put into place regarding what happens if/when parents push back against discussions about race, inclusion, and equity. Teachers need to be given the tools and language needed to diversify the curriculum, and also need to be given language to use if they are unsure of how to address a question or concern." - Survey Respondent
- "Being truly committed to diversity, equity and inclusion, regardless of the barriers. Following up the training and "words" that they say to give lip service to these topics with actual support. For example, making translation services for school events, PTA meetings, board meeting, Back-to-School nights, conferences, etc... a norm, not something that teachers have to beg and plead for, and then be told is not available. Giving teachers access to literature, music and cultural events/holidays that support and celebrate the cultures, genders and languages of our students." - Survey Respondent
- "Other district leaders/administrators could be better about communicating how exactly educators will be supported from any push back from parents within these topics. They could also push for more trainings regarding topics past race and racism such as gender equality, identity, and even intersectionality." - Survey Respondent

- "Give us teachers the freedom and latitude to put these issues in the forefront of how we teach and provide us with the resources to do so. All they do now is posturing and lip service about they're "committed" to these things. Until they actually start investing time (professional development, for example) and resources/money, I view them as more charlatans than anything else. Just today we had about four hours of ELD workshops. This is in addition to the scores if not nearly hundreds of hours of ELD workshops I've had as a teacher in GUSD over the past 16 years. In that same time, I've had ONE professional development on diversity, equity, and inclusion, totally about an hour and a half. It's a joke." - Survey Respondent

My school principal shows a clear commitment to create an inclusive organization. *If you do not work on a campus please skip this question.
298 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

47.7% / 18.8% / 28.9%

My school principal creates and maintain an inclusive work environment. *If you do not work on a campus please skip this question.
301 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

24.3% / 43.5% / 27.9%

My school principal demonstrates multicultural competencies in all aspects of their work activities. *If you do not work on a campus please skip this question.
297 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

37.4% / 7.4% / 35.4% / 19.5%

My school principal seems to have experience working with diverse racial groups. *If you do not work on a campus please skip this question.
304 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

29.3% / 9.5% / 36.5% / 24%

The district has a workforce that reflects diverse social and cultural groups throughout all levels of the organization.
323 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

28.2% / 9.3% / 22% / 9% / 31.6%

My school principal is responsive to the needs of the increasingly diverse staff population. *If you do not work on a campus please skip this question.
301 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

38.5% / 38.9% / 19.3%

My school principal regularly communicates clear guidelines for expected behavior and clear consequences for exclusionary practices or inappropriate behavior. *If you do not work on a campus please skip this question.
300 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

34.3% / 12.7% / 35.3% / 15.3%

Other district leaders/administrators regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices or inappropriate behavior.
317 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

47% / 15.8% / 6% / 28.7%

My school principal is successful in eliminating all forms of discrimination, exclusion, and oppression in the workplace. *If you do not work on a campus please skip this question.
297 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

49.2%
7.4%
12.1%
30.6%

Other district leaders/administrators are successful in eliminating all forms of discrimination, exclusion, and oppression in the workplace.
313 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

59.7%
11.5%
20.8%

My school principal ensures the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization. *If you do not work on a campus please skip this question.
301 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

34.9%
9.3%
17.9%
37.2%

Other district leaders/administrators ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.
316 responses

- Strongly Agree
- Agree
- I'm not sure/I don't know
- Disagree
- Strongly Disagree

46.8%
12%
7%
32.6%

Racial Literacy of Organizational Leaders

How would you rate your school principal's ability to have difficult conversations about race and racism? *If you do not work on a campus please skip this question.
298 responses

- Very Good
- Good
- Acceptable
- Poor
- Very Poor
- I'm not sure/I don't know

24.8%
17.8%
28.5%
24.8%

How would you rate other district leaders/administrators' ability to have difficult conversations about race and racism? *If you do not work on a campus please skip this question.
310 responses

- Very Good
- Good
- Acceptable
- Poor
- Very Poor
- I'm not sure/I don't know
- Some great. Some not.
- I know of a few principals and district office employees that have high levels of competence and appropriate languag…

47.1%
8.7%
9%
15.2%
17.1%

Noteworthy Findings:
- There is a discrepancy between the expression of commitments to DEI and the demonstration of commitment:
- Consistency between school principals expression and demonstration of commitments is good:
School Principal Expresses Commitment to DEI: Constantly or Often: 62.7%
School Principal Demonstrates Commitment to DEI: Constantly or Often: 53.1
-Consistency between district leaders' expression and demonstration of commitments is inconsistent:
Organizational Leaders Express Commitment to DEI: Constantly or Often: 47.3
Organizational Leaders Demonstrate Commitment to DEI: Constantly or Often: 29.8
- We find the same pattern with sharing personal passion for diversity, equity, and inclusion. Principal data is much stronger than organizational leader data.

Do you feel that the ability to have difficult conversations about race and racism is an important skill set for school principals?

319 responses
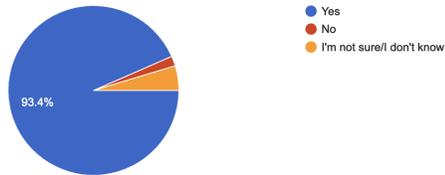
- Yes
- No
- I'm not sure/I don't know

93.4%

Do you feel that the ability to have difficult conversations about race and racism is an important skill set for other district leaders/administrators?

324 responses

- Yes
- No
- I'm not sure/I don't know

91.7%
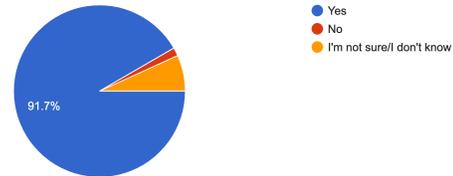
Noteworthy Finding: 93% of respondents feel that the ability to have difficult conversations about race and racism is an important skill set for school principals and 91% feel that it is an important skill set for district leaders. When we asked why, they said:

- "Systemic racism is real. Leaders need to be aware and sensitive. They need training and experience for anti-racism work." - Survey Respondent
- "In order to truly support our students, we must support all aspects of their identities. It is therefore essential to have conversations of race and racism in the workplace." - Survey Respondent
- "I think if it is difficult for principals, it makes it difficult for teachers. How can they address these topics if their supervisor is not able to successfully and to be able to defend you if needed." - Survey Respondent
- "They need to be able to back up teachers to parents and others who disagree with teaching culturally relevant curriculum." - Survey Respondent
- "The district needs to be the backbone of the movement within the workplace. They should be able to describe why the conversations are important and necessary, and confidently express how they are related to the content. District administrators need to ensure that all students feel safe and loved and teachers feel supported and safe." - Survey Respondent
- "If they are not able, then the entire organization will not effectively attend to these current issues." - Survey Respondent
- "District leaders/ admin need to be able to lead the community, both educators and parents in creating a safe and well educated population that can address race and racism so that we can ensure the wellbeing, safety, and education of ALL of our students." - Survey Respondent

Link to Recommendation for Organizational Leadership Around DEI.

What consequences do you think are necessary when a student or students make an explicitly racist comment at school? Please check as many as you wish:

327 responses
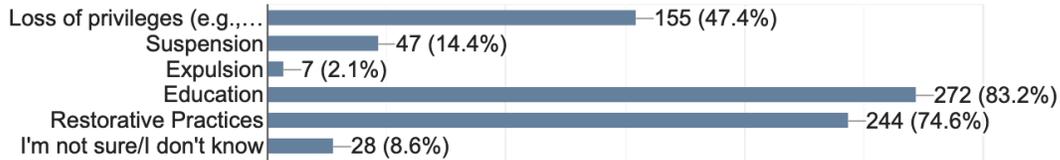
Loss of privileges (e.g.,… — 155 (47.4%)
Suspension — 47 (14.4%)
Expulsion — 7 (2.1%)
Education — 272 (83.2%)
Restorative Practices — 244 (74.6%)
I'm not sure/I don't know — 28 (8.6%)

What consequences do you think are necessary when a student or students make an explicitly racist comment directly to a student of color at school? Please check as many as you wish:

328 responses

Loss of privileges (e.g.,… — 178 (54.3%)
Suspension — 81 (24.7%)
Expulsion — 12 (3.7%)
Education — 268 (81.7%)
Restorative Practices — 251 (76.5%)
I'm not sure/I don't know — 29 (8.8%)
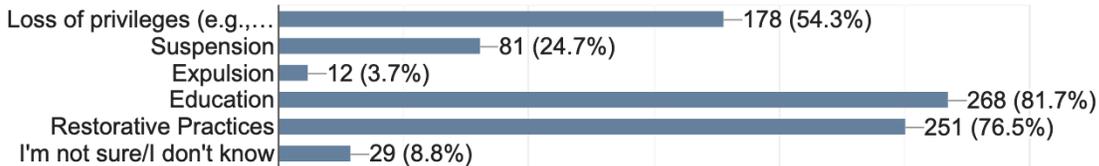
Is there support available to students of color after directly or indirectly experiencing racism at school?

324 responses

Yes
No
I'm not sure/I don't know

58.3%
26.5%
15.1%
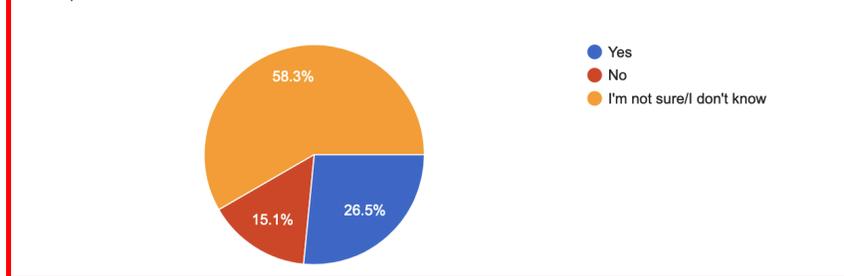
What support do you think should be available to students of color after directly or indirectly experiencing racism at school?
Representative Constructive Comments
- "Counseling should be available. Some students may feel more comfortable going to counseling if they have someone who is a mirror of themselves." - Survey Respondent
- "It is traumatic and immediately creates an unsafe space to be in, therefore Students of Color should directly be able to privately process with a school administrator, teacher or staff their experience. They should also have a voice in the process of restoring the harm and should not be expected to participate in the restoration consequence of their perpetrator unless they choose to participate in that process. I think this should be encouraged, but the needs of the victim need to come first long before any

encouragement to be a part of the restoration consequence process." - Survey Respondent

Do you believe there should be consequences for school officials who fail to report or interject when students make an explicitly racist comment directly to a student of color at school?

323 responses

- Yes
- No
- I'm not sure/I don't know

74.3%
21.4%
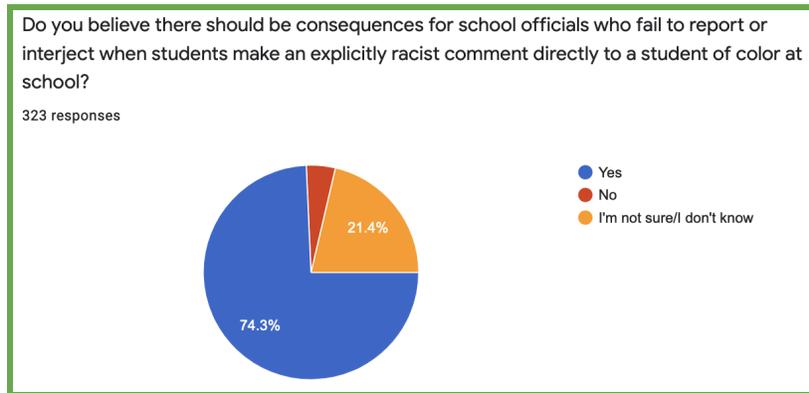
Link to Policies/Procedures Recommendation.

Board Inclusivity

Based on your perception, how inclusive is the Board?
325 responses

- Inclusive
- I'm not sure/I don't know
- Uninclusive

55.4%
38.5%
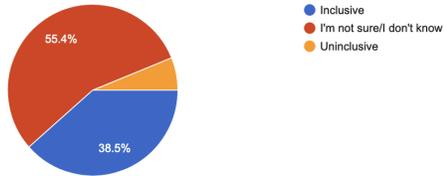
Based on your perception, how welcoming is the Board?
326 responses

- Welcoming
- I'm not sure/I don't know
- Unwelcoming

49.4%
44.8%
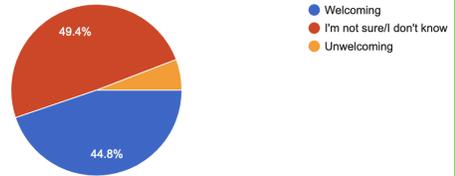
Is any group not being included in the audience of Board meetings?
323 responses

- Yes
- I'm note sure/I don't know
- No

70.6%
11.5%
18%
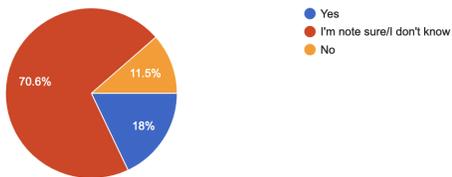
Based on your perception, how intimidating are the Board meetings, behaviors, and procedures?
323 responses

- Intimidating
- I don't know
- Unintimidating

29.4%
45.8%
24.8%
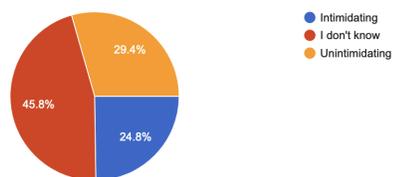
Is any group not being included in the audience of Board meetings? If so, who?
Comments

- "People of color seem to not be represented due to lack of interpreter for those who need to access interpretation services." - Survey Respondent
- "If you don't have tech (device or internet). Also, many people don't know what are board meetings let along how/when they work." - Survey Respondent
- "African Americans" - Survey Respondent

Link to Board Inclusivity Recommendation.

Rate the degree to which you think the district needs to provide attention and resources toward teacher training around diversity, equity and inclusion.

319 responses

- 1 - This is a low priority; I believe that this is not a priority at this time.
- 2 - This is a medium priority; I believe the District is already addressing this…
- 3 - This is a high priority; I believe this is an area that needs more attention and…
- 4 - This is an urgent priority; I believe this is the area of highest need for the…
- 5. Don't Know/Uncertain; I'm not sure about what level of priority this should…

24.8%
7.8%
49.5%
14.7%

Rate the degree to which you think the district needs to provide attention and resources toward staff and other classified employees training around diversity, equity and inclusion.

323 responses

- 1 - This is a low priority
- 2 - This is a medium priority
- 3 - This is a high priority
- 4 - This is an urgent priority
- 5. Don't Know/Uncertain; I'm not sure about what level of priority this should be.

24.1%
8%
47.4%
16.7%

Rate the degree to which you think the district needs to provide attention and resources toward principal training around diversity, equity and inclusion.

323 responses

- 1 - This is a low priority
- 2 - This is a medium priority
- 3 - This is a high priority
- 4 - This is an urgent priority
- 5. Don't Know/Uncertain; I'm not sure about what level of priority this should be.

25.4%
9.3%
42.7%
18.9%

Rate the degree to which you think the district needs to provide attention and resources toward administrator training around diversity, equity and inclusion.

323 responses

- 1 - This is a low priority
- 2 - This is a medium priority
- 3 - This is a high priority
- 4 - This is an urgent priority
- 5. Don't Know/Uncertain; I'm not sure about what level of priority this should be.

27.9%
9.3%
41.5%
18.3%
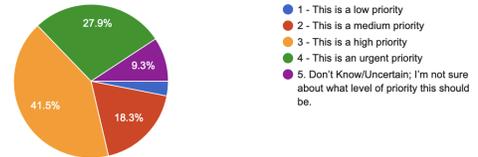
Noteworthy Finding: GUSD employees are on board with efforts to increase diversity, equity, and inclusion. Over 65% of respondents rated all of the following as high or urgent priorities.

Link to Recommendation for District Resources

Leader Survey

Overview

Objectives

1. Providing information and insight about leaders' awareness of organizational practices and policies that promote equity, inclusion, diversity.
2. Identifying gaps in leadership skills to target areas for training.
3. Provide actionable suggestions to help guide district decisions around improvements in diversity, equity, and inclusion in GUSD.
4. Provide baseline data so that the district's improvement can be measured over time.

Number of respondents to leader survey: 21

Demographics:

Race/Ethnicity:
American Indian, Indigenous, Alaskan Native: 0 (0%)
Asian: 1 (4.8%)
Black or African American: 1 (4.8%)
Hispanic, Chicano/a, Latino/a, Latinx: 4 (19%)
Middle Eastern or North African: 0 (0%)
Native Hawaiian or Other Pacific Islander: 1 (4.8%)
White: 12 (57.1%)
Multiracial: 0 (0%)
Other: 1 (4.8%)
Prefer not to say: 1 (4.8%)

Gender:

Male: 5 (23.8%)	Female: 14 (66.7%)	Nonbinary: 0 (0%)
Other: 1 (4.8%)	Prefer not to say: 1 (4.8%)	

Would you describe yourself as transgender?

Yes: 0 (0%)	No: 19 (90.5%)	Prefer not to say: 2 (9.5%)

Disability:

Yes: 2 (9.5%)	No: 17 (81%)	Prefer not to say: 2 (9.5%)

How long have you been working in the district?

0-5 years: 6 (28.6%)	6-10 years: 3 (14.3%)	11-15 years: 4 (19%)
16 or more: 1 (4.8%)		

Key Findings from Leader Survey

*All respondent typos are left intact

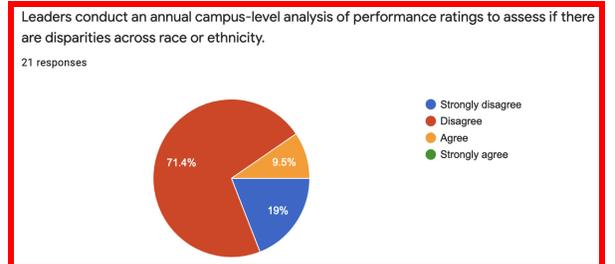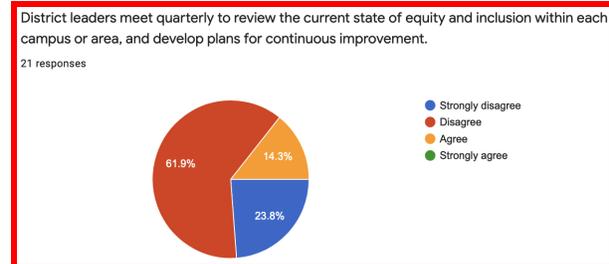## LEADERSHIP CLARITY OF ORGANIZATIONAL EQUITY GOALS

Our mission statement directly refers to diversity and inclusion.
21 responses
- Yes
- No
- I don't know

47.6% | 19% | 33.3%

Our mission statement directly refers to equity.
21 responses
- Yes
- No
- I don't know

23.8% | 61.9% | 14.3%

Diversity and inclusion are stated in our organizational values.
21 responses
- Yes
- No
- I don't know

47.6% | 14.3% | 38.1%

Equity is stated in our organizational values.
21 responses
- Yes
- No
- I don't know

42.9% | 23.8% | 33.3%

Organizational policies reflect a responsibility to under-represented employees.
21 responses
- Yes
- No
- I don't know

47.6% | 9.5% | 42.9%

We have a set of racial/ethnic equity indicators that we monitor annually.
21 responses
- Yes
- No
- I don't know

42.9% | 38.1% | 19%

Our organization has goals for race and ethnicity representation at all levels of the pay scale, that are explicitly stated.
21 responses
- Yes
- No
- I don't know

47.6% | 52.4%

Our organization has plans to improve recruitment, retention and promotion of people of color.
21 responses
- Yes
- No
- I don't know

57.1% | 14.3% | 28.6%

Our organization publishes an annual report on the state of race/ethnicity representation in our organization.
21 responses
- Yes
- No
- I don't know

71.4%
14.3%
14.3%

Organizational plans and budgeting always include a budget for improvement in meeting our race/ethnicity goals.
21 responses
- Yes
- No
- I don't know

57.1%
38.1%

Based on the data listed above, which racial/ethnic groups are not adequately represented in leadership positions within your organization? Check all that apply.
21 responses

American Indian or Alaska Native — 8 (38.1%)
Asian — 9 (42.9%)
Black/African American — 13 (61.9%)
Latina/Latino — 15 (71.4%)
Native Hawaiian or other Pacific Islander — 6 (28.6%)
White — 0 (0%)

Is there another group that you believe is underrepresented in leadership positions in your organization? If so, which group?
Noteworthy Comments:
- "No" - Survey Respondent
- "Our certificated, full time teacher pool is not diverse enough. We have no black teachers and few teachers of color. Our classified staff is much more diverse than the certificated. I feel management is fairly diverse but we lost our one black coordinator of pupil services last year." - Survey Respondent
- "1. The variety of genders specifically male (at the principal level), non-binary (all levels), other (all levels) 2. LGBTQ+ 3. People with disabilities" - Survey Respondent

Link to Leadership DEI Clarity Recommendations.

Leaders demonstrate a responsibility to race equity.
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

61.9%
38.1%

Leaders demonstrate that feelings of inclusion amongst employees are a priority.
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

47.6%
14.3%
38.1%

Leaders demonstrates skills that show an in-depth understanding and respect for cultural differences (sometimes called "multicultural competencies") and foster a welcoming multicultural work environment.
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

38.1%
9.5%
47.6%

Leaders are fluent in their ability to talk about race & racism, including up-to-date vocabulary, familiarity with the research and data, and an advanced comfort level discussing these topics.
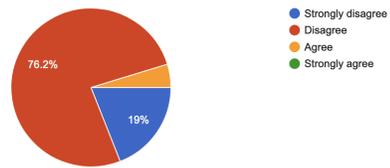21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

28.6%
57.1%
14.3%

Leaders can explain the compelling reasons why a focus on diversity, equity and inclusion is central to the achievement of their overall district goals.
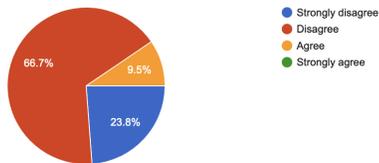21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

38.1%
57.1%

Leaders ensure the successful completion of an annual comprehensive equity audit of their campus or the specific department/area they oversee, including gathering baseline data; assessing policies, procedures, programs and services; and developing measures of success in meeting equity goals.
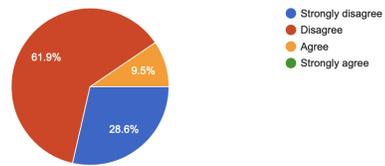21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

66.7%
14.3%
19%

District leaders meet quarterly to review the current state of equity and inclusion within each campus or area, and develop plans for continuous improvement.
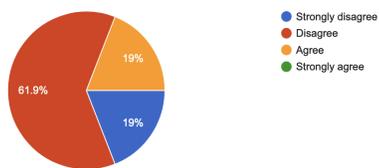21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

61.9%
14.3%
23.8%

Leaders conduct an annual campus-level analysis of performance ratings to assess if there are disparities across race or ethnicity.
21 responses

- Strongly disagree
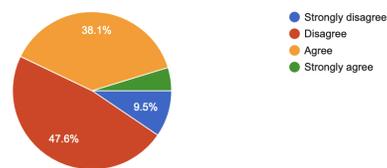- Disagree
- Agree
- Strongly agree

71.4%
9.5%
19%

Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

28.6%
57.1%
14.3%

Leaders seek honest feedback from colleagues and employees at all levels about their effectiveness as a leader on issues related to diversity, equity and inclusion.
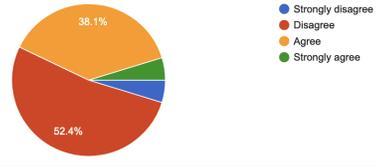21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

38.1%
38.1%
23.8%

Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
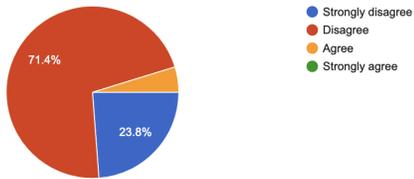
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

23.8%
52.4%
19%

Leaders hold those who report to them accountable for meeting diversity, equity, and inclusion goals.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

33.3%
52.4%
14.3%

Leaders routinely examine and report racial/ethnic participation in formal district and campus events.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

19%
61.9%
19%

Leaders routinely examine and report racial/ethnic participation in informal district and campus events.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

71.4%
23.8%

Link to Leadership Accountability Perception Recommendations.

PERSONAL LEADERSHIP ACCOUNTABILITY

I demonstrate a responsibility to race equity.
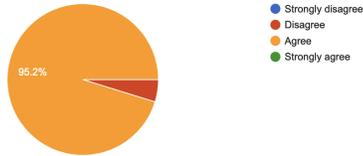
21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

95.2%

I demonstrate that feelings of inclusion amongst employees are a priority.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

19%
76.2%
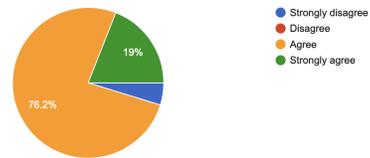
I demonstrate skills that show an in-depth understanding and respect for cultural differences (sometimes called "multicultural competencies").

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

61.9%
33.3%
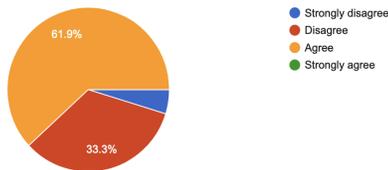
I am fluent in my ability to talk about race & racism, including up-to-date vocabulary, familiarity with the research and data, and an advanced comfort level discussing these topics.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

28.6%
61.9%
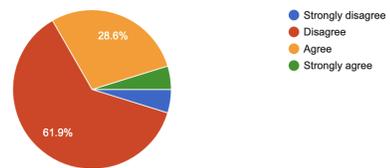
I can explain the compelling reasons why a focus on diversity, equity and inclusion is central to the achievement of our overall divisional strategic goals.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

61.9%
38.1%
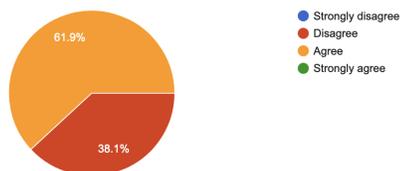
I ensure the successful completion of an annual comprehensive equity audit of my division/department, including gathering baseline data; assessing policies, procedures, programs and services; and developing measures of success in meeting equity goals.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

76.2%
19%

I meet quarterly with other district leaders to review the current state of equity and inclusion within each campus/division/department and develop plans for continuous improvement.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

66.7%
9.5%
23.8%

I conduct an annual analysis of performance ratings to assess if there are disparities across race and ethnicity.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

61.9%
9.5%
28.6%

I hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

19%
61.9%
19%

I seek honest feedback from colleagues and employees at all levels about their effectiveness as a leader on issues related to diversity, equity and inclusion.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

38.1%
9.5%
47.6%

I provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

28.6%
57.1%
14.3%
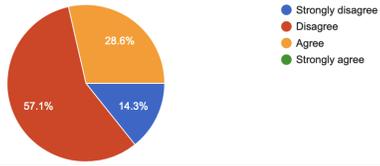
I hold those who report to me accountable for meeting the diversity, equity, and inclusion goals of my departments/divisions.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

38.1%
52.4%

I routinely examine and report racial/ethnic participation in planned district or campus events.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

71.4%
23.8%

I routinely examine and report racial/ethnic participation in informal district or campus events.

21 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

76.2%
19%
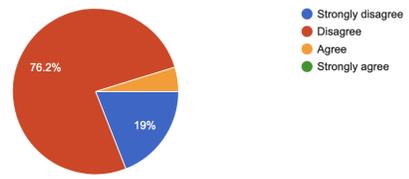
[Link to Personal Leadership Accountability Recommendation.](#)

INDIVIDUAL LEADERSHIP PRACTICE OF EQUITY-MINDEDNESS

In planning and decision-making discussions, I ask: "Do we have the full breadth of social identity groups and perspectives at the table?"

21 responses

- Never
- Rarely
- Occasionally
- Often
- Constantly

14.3%
9.5%
57.1%
14.3%
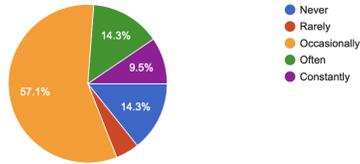
In planning and decision-making discussions, I ask: "Does our process seriously consider the perspectives of a broad range of group memberships?"

21 responses

- Never
- Rarely
- Occasionally
- Often
- Constantly

19%
14.3%
9.5%
42.9%
14.3%
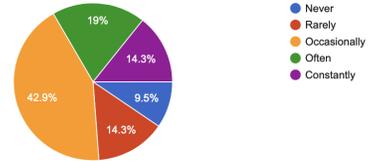
In planning and decision-making discussions, I ask: "How can we make this more inclusive for members of various and intersecting social identity groups?" *Intersecting social identity groups are those such as gender and race.

21 responses

- Never
- Rarely
- Occasionally
- Often
- Constantly

23.8%
9.5%
9.5%
42.9%
14.3%
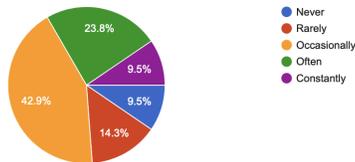
In planning and decision-making discussions, I ask: "How might our unconscious attitudes and assumptions about ____(insert any biases you may have)___ be playing out in this decision?"

21 responses

- Never
- Rarely
- Occasionally
- Often
- Constantly

28.6%
9.5%
38.1%
23.8%
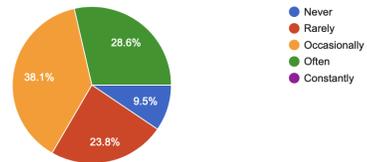
[Link to Leadership Practice of Equity-Mindedness Recommendation.](#)

PROVIDING RESOURCES FOR EMPLOYEES

Employees at all levels of our district are encouraged by leaders to increase skills that show an in-depth understanding and respect for cultural differences (sometimes called "multicultural competencies")

21 responses

- Strongly Agree
- Agree
- I don't know
- Disagree
- Strongly Disagree

23.8%
47.6%
23.8%
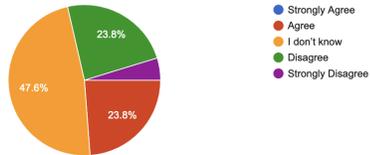
Employees at all levels of our district are encouraged by leaders to increase racial literacy. *Racial literacy is defined as a developed skill set that allows one to recognize, respond to, and counter forms of everyday racism

21 responses

- Strongly Agree
- Agree
- I don't know
- Disagree
- Strongly Disagree

23.8%
9.5%
42.9%
23.8%
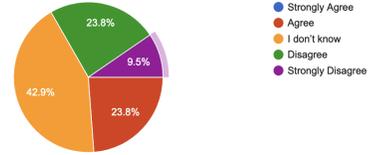
Resources are available for employees at all levels of the district to increase skills that show an in-depth understanding and respect for cultural differences.

21 responses

- Strongly Agree
- Agree
- I don't know
- Disagree
- Strongly Disagree

28.6%
9.5%
14.3%
47.6%
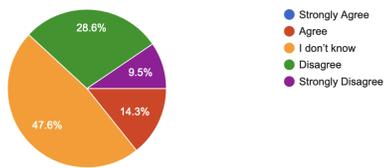
Resources are available for employees at all levels of the district aimed at increasing racial literacy.

21 responses

- Strongly Agree
- Agree
- I don't know
- Disagree
- Strongly Disagree

28.6%
9.5%
9.5%
52.4%
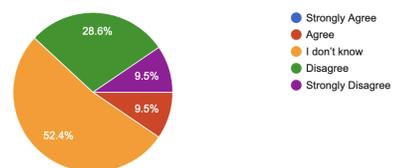
When employees receive diversity, equity, and inclusion training they are given adequate support for implementing what they learned.

21 responses

- Strongly Agree
- Agree
- I don't know
- Disagree
- Strongly Disagree

28.6%
9.5%
19%
42.9%
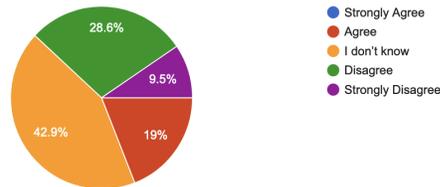
[Link to Providing Resources Recommendation.](#)

Practices for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.
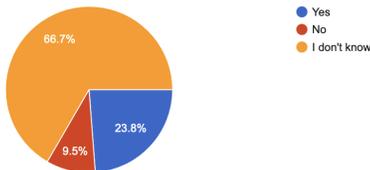21 responses

- Yes
- No
- I don't know

81%
14.3%
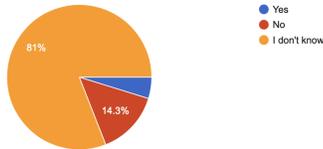
Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.
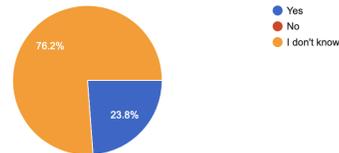21 responses

- Yes
- No
- I don't know

61.9%
33.3%
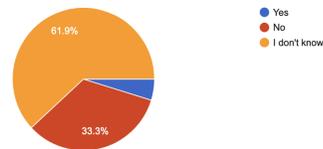
All stated "minimum requirements" are essential to the position.
21 responses

- Yes
- No
- I don't know

66.7%
23.8%
9.5%

Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
21 responses

- Yes
- No
- I don't know

76.2%
23.8%

Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.
21 responses

- Yes
- No
- I don't know

52.4%
23.8%
23.8%
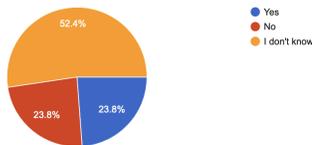
Our district seeks out and maintains relationships with professional organizations and networks whose enrollment is more inclusive of people of color, from whom we can recruit diverse employees.
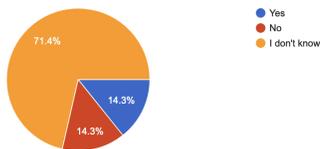21 responses

- Yes
- No
- I don't know

76.2%
19%
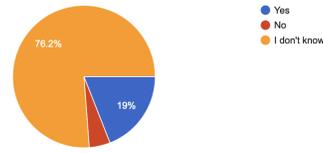
We asked, "If so, which professional organizations and networks?" Those listed included: "Teach Across America, Indeed, UCSB, CalTEACH, Grand Canyon University, Brandman, AmeriCorp, Westmont, Antioch, Channel Islands, not just UCSB." - Survey Respondents

Leaders continually expand their professional networks in the community to develop connections for marketing position openings to a diverse pool of candidates.
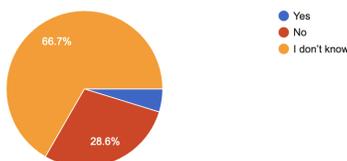21 responses

- Yes
- No
- I don't know

71.4%
14.3%
14.3%

Our district has conducted a study of employee search procedures to identify implicit bias in standard search procedures.
21 responses

- Yes
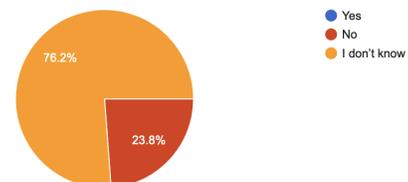- No
- I don't know

66.7%
33.3%
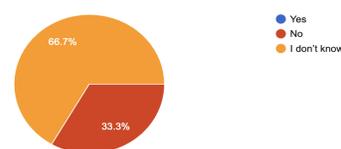
Our district reports annually on employee, administrator, and staff hiring outcomes by race/ethnicity including number of applicants, number interviewed, and number hired.
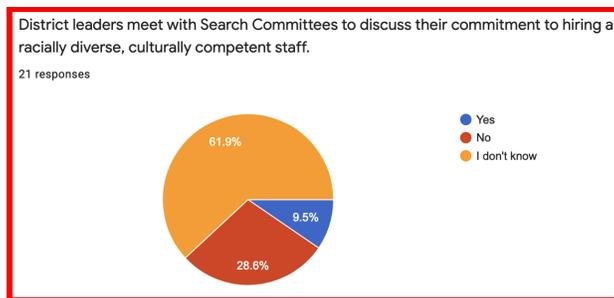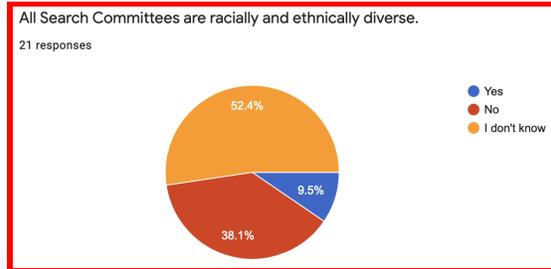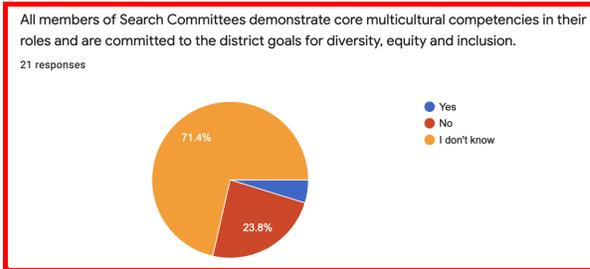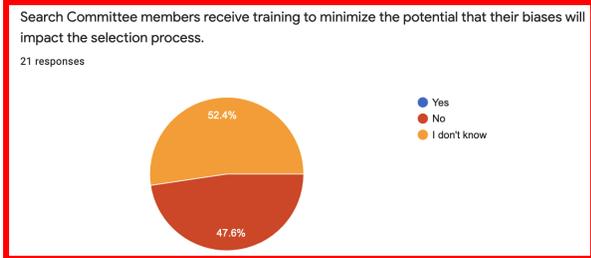21 responses

- Yes
- No
- I don't know

66.7%
28.6%

Those in charge of hiring are evaluated on meeting racial equity goals.
21 responses

- Yes
- No
- I don't know

76.2%
23.8%

Link to Recruitment Recommendation.

INTERVIEWING PRACTICES

Our district has conducted a study of interviewing procedures to identify possible implicit bias in procedures.

21 responses

- Yes
- No
- I don't know

57.1%

42.9%

Search Committee members receive training to minimize the potential that their biases will impact the selection process.

21 responses

- Yes
- No
- I don't know

52.4%

47.6%

All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the district goals for diversity, equity and inclusion.

21 responses

- Yes
- No
- I don't know

71.4%

23.8%

All Search Committees are racially and ethnically diverse.

21 responses

- Yes
- No
- I don't know

52.4%

9.5%

38.1%

District leaders meet with Search Committees to discuss their commitment to hiring a racially diverse, culturally competent staff.
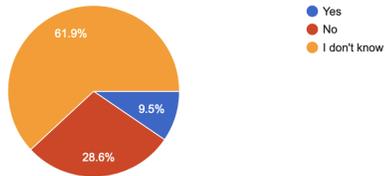
21 responses

- Yes
- No
- I don't know

61.9%

9.5%

28.6%

Link to Interviewing Practices Recommendation.

Organizational culture is described similarly across racial/ethnic groups in the district.

21 responses

- Yes
- No
- I don't know

61.9%
9.5%
28.6%

There is a formal process in place to support the successful orientation and transition of new hires to the district (i.e., a "Transition Team," or a formal mentoring process for all new hires).

21 responses

- Yes
- No
- I don't know

33.3%
23.8%
42.9%
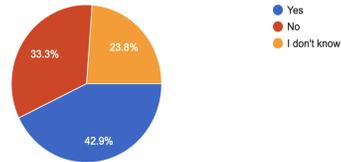
Supervisors conduct orientation and on-going transition meetings with all new employees to state their expectations for infusing inclusion into daily work practices.

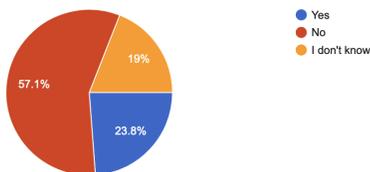21 responses

- Yes
- No
- I don't know

28.6%
57.1%
14.3%
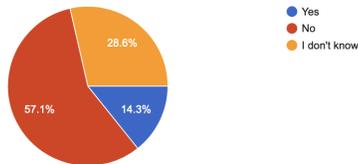
Leaders plan regular professional development activities throughout the year that will increase the cultural competence of their employees.

21 responses

- Yes
- No
- I don't know

23.8%
57.1%
19%
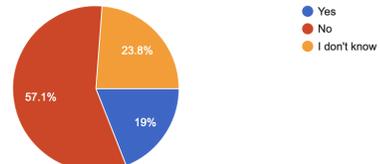
Supervisors meet regularly (weekly or bi-weekly) with new employees to explore how the employee is adjusting and integrating into the department/division.

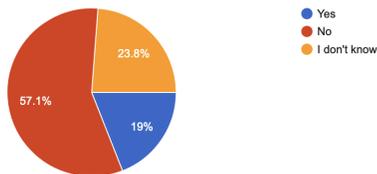21 responses

- Yes
- No
- I don't know

19%
57.1%
23.8%

Supervisors meet regularly (weekly or bi-weekly) with new employees to explore the employee's need for additional training, support and coaching.

21 responses

- Yes
- No
- I don't know

19%
57.1%
23.8%
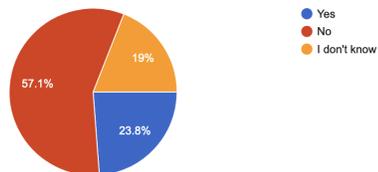
Supervisors meet regularly (weekly or bi-weekly) with new employees to explore any conflicts, misunderstandings or barriers they are encountering.

21 responses

- Yes
- No
- I don't know

23.8%
57.1%
19%

Supervisors meet regularly (weekly or bi-weekly) with new employees to explore any needs for additional resources or information.
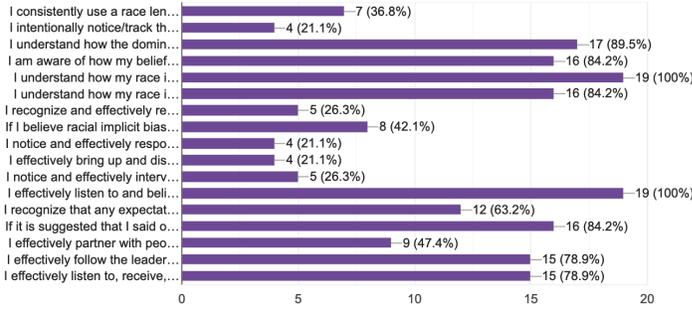
21 responses

- Yes
- No
- I don't know

19%
52.4%
28.6%
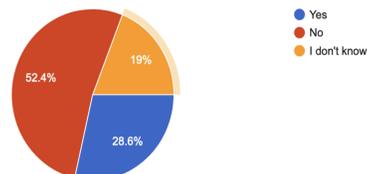
Link to Diverse Employee Retention Recommendation.
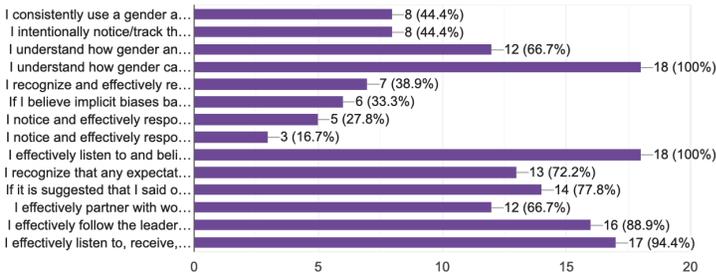
Skills Assessment & Professional Development

Skills Related to Racial/Ethnic Cultural Competence *Check the items where you excel. Leave unchecked any items where you need improvement.

19 responses

Item	Value
I consistently use a race len…	7 (36.8%)
I intentionally notice/track th…	4 (21.1%)
I understand how the domin…	17 (89.5%)
I am aware of how my belief…	16 (84.2%)
I understand how my race i…	19 (100%)
I understand how my race i…	16 (84.2%)
I recognize and effectively re…	5 (26.3%)
If I believe racial implicit bias…	8 (42.1%)
I notice and effectively respo…	4 (21.1%)
I effectively bring up and dis…	4 (21.1%)
I notice and effectively interv…	5 (26.3%)
I effectively listen to and beli…	19 (100%)
I recognize that any expectat…	12 (63.2%)
If it is suggested that I said o…	16 (84.2%)
I effectively partner with peo…	9 (47.4%)
I effectively follow the leader…	15 (78.9%)
I effectively listen to, receive,…	15 (78.9%)

Cultural Competence Around the Intersection of Gender and Race/Ethnicity.

18 responses

| Item	Value
I consistently use a gender a…	8 (44.4%)
I intentionally notice/track th…	8 (44.4%)
I understand how gender an…	12 (66.7%)
I understand how gender ca…	18 (100%)
I recognize and effectively re…	7 (38.9%)
If I believe implicit biases ba…	6 (33.3%)
I notice and effectively respo…	5 (27.8%)
I notice and effectively respo…	3 (16.7%)
I effectively listen to and beli…	18 (100%)
I recognize that any expectat…	13 (72.2%)
If it is suggested that I said o…	14 (77.8%)
I effectively partner with wo…	12 (66.7%)
I effectively follow the leader…	16 (88.9%)
I effectively listen to, receive,…	17 (94.4%)

INTEREST IN PROFESSIONAL/DEVELOPMENT TRAINING

Would you be interested in participating in, or continuing to participate in, diversity, equity, and inclusion training offered by the district?
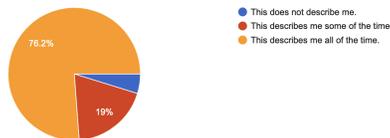
21 responses
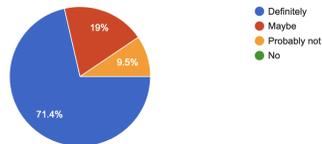
- Definitely — 71.4%
- Maybe — 19%
- Probably not — 9.5%
- No

What is your level of motivation to develop your own cultural competence through training?

21 responses

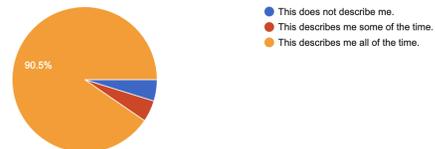- High — 66.7%
- Medium — 28.6%
- Low
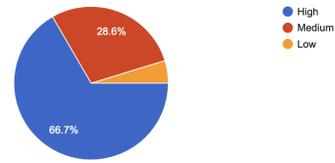
When I participate in DEI training with other employees in the district, I approach it as if I am an equal participant with much to learn, just like everyone else in the training (my status in the district does not make me any different than other participants, no matter their position/level).

21 responses

- This does not describe me.
- This describes me some of the time. — 19%
- This describes me all of the time. — 76.2%

When I participate in DEI training with other employees in the district, I hold myself to the same expectations as all other participants (i.e., completing work on time, completing all assigned work, engaging deeply in the material).

21 responses

- This does not describe me.
- This describes me some of the time.
- This describes me all of the time. — 90.5%

Noteworthy Finding: The majority of leaders are interested and highly motivated to continue DEI professional development.

Link to Leadership Professional Development Recommendation

Hard Data Provided by District

We asked district leaders to complete the following spreadsheet and submit it by the survey deadline. The employee and student data added by district leaders to the spreadsheet can be used as a baseline for a follow-up Equity Audit to measure improvements within GUSD. *Any missing data on the spreadsheet was not provided by leaders.

Hard Data Spreadsheet

Overall Summary of Actionable Recommendations from the Equity Audit

The Equity Audit is meant to be a starting place from which members of your organization can move forward with an equity mindset. Here is a summary of our recommendations for specific starting points: This summary can be used as the To Do List for the district moving forward:

Recommendations Generated from Employee Survey

Campus/Workplace Climate

Campus/Workplace Climate Recommendation
We recommend increasing efforts toward a work environment that welcomes and celebrates diverse cultures, and a climate that is inclusive of all people regardless of their position and power. Our actionable suggestions include:

- Survey your employees and families to ask which holidays and commemorative dates they would like included in classroom, campus, and district celebrations. Make a "Holidays and Commemorative Dates" calendar of events with recommended links to information/resources, then notify employees when it is available to view. Make sure to include a mention of each holiday/event in regular communications (newsletter, etc.)
- Examine all decision making groups and committees to see if there is adequate representation from employees of all levels. Consider adding seats to existing decision-making groups that would foster feelings of inclusion from employees across levels.
- Continue to offer district-wide training and/or survey employees to identify why many employees selected the "I don't have enough experience" option to answer important questions related to workplace culture/climate and equity.

Complaint Processes

Complaint Process Recommendation
Establish a protocol for complaints that is made clear to all employees and which they are regularly reminded. Our actionable suggestion:

- Create an anonymous complaint process that is always available. Send reminders and a direct link at scheduled times throughout the year (start of each semester/term).

Supervisor Norms/Behavior

Supervisor Norms/Behavior Recommendation
We recommend you continue an emphasis on frequent and accessible training options. Our actionable suggestions:

- Continue offering regular diversity, equity, and inclusion training opportunities for all employees, and make sure all employees are aware of the option.
- Capture all new hires by implementing A2A on-demand entirely asynchronous training as a required onboarding training for all new employees.
- Co-create with employees of all levels a written explanation of what constitutes unacceptable and inappropriate behavior and a written protocol of consequences for the listed behaviors.
- Offer staff twice-yearly opportunities to provide feedback about their supervisor's performance using this survey as a guideline for assessment items.

Student Climate

Student Climate Recommendation
We recommend the district prioritize establishing a student climate where interpersonal peer racism is not tolerated and targets of racism receive institutional support. Our actionable suggestions include

- Developing clear district and campus wide anti-discrimination policies that are posted in each classroom and discussed regularly by teachers with students and parents.
- Posters on campuses and in each classroom listing the help available to targets/victims and how to access support.
- Creating a text hotline for anonymous reporting.

Self-Assessment of Knowledge and Skills

Professional Development/Training Recommendations
We recommend that GUSD prioritize continued training in how to have respectful, inclusive, and productive conversations about race, racial identity, and racism. Our specific actionable suggestions include:

- Shift DEI training from a decision/discussion item to a regular, assumed budget item.
- Allot the same priority and funding for DEI training as for sexual harassment training and other required skills training.
- Work with a consulting firm (A2A or other) on messaging and communication around required DEI training to foster district-wide buy in and support.

Teaching Recommendations
We recommend that all staff increase their racial literacy to recognize and respond to the spread of racist ideology. Specific actionable suggestions include:

- Hold a forum to share and discuss the [Hate at School](#) report. Download the full report here. Discuss key findings from the report, and how it can inform about creating a more inclusive district for all students and families.
- Order the Western States Center Toolkit. Order here. Discuss key findings from the report, and how it can inform about creating a more inclusive district for all students and families.

We recommend that the district and principals provide teachers with the necessary resources to make classrooms and class materials diverse and inclusive, and teachers receive support from the district and principals against parent push back and reassurance that their jobs will not be in jeopardy for seeking to create an equitable and inclusive learning environment. Our actionable suggestions include:

- Create a clear, organized, and singular GUSD document where you point teachers to free resources for diverse and inclusive classroom materials. It is essential that this document not be a "brainstorm" or dumping ground for suggestions, which will overwhelm teachers. Rather, create a stipend position for a lead teacher to review and curate grade-specific and subject specific resources on the document and regularly share out with teachers. Two example sites from which these resources can be curated are:
    - California Global Education Project's K-12 Global Education Resources
    - The Zinn Education Project
- Determine a budget for increasing inclusive classroom materials. Announce the amount teachers can use and how they can obtain it. Provide lists of resources from which they can choose.
    - Key Resource: recommended books and other recommended materials.
- Get in front of parent push back by framing all diversity, equity, and inclusion initiatives as a move to develop informed and educated global citizens poised for success in the modern world.
    - Key Resource: The California Global Education Project

Assessment of Organizational Leadership Around Diversity, Equity and Inclusion

Perceptions of Leadership Around DEI Recommendation
We recommend that principals and district leaders continue to express and seek to more clearly demonstrate their passion and commitment to diversity, equity, and inclusion. Our actionable suggestions:

- Increase fluency in terms and concepts related to DEI through formal training and continued self-education. Practice using them.
- Review all public communication to ensure DEI is at the forefront.
- Set individual goals for how to align your personal DEI values with your outward expression of those values.
- Consider recognizing "equity-mindedness" (or similar) via a formal employee commendation on a monthly basis. Model fearlessness, confidence, and clarity around your commitment to diversity, equity, and inclusion.

Policies/Procedures Recommendation:

We recommend making support available to students of color after directly or indirectly experiencing racism at school and developing written policies and procedures for reporting and responding to racism. Our actionable suggestions include:

- High Priority: Hire and retain racially literate and culturally competent counselors of color with experience working with students of color.
- Require racial literacy training for all counselors, and extra training for counselors who do not identify as BIPOC.
- Develop a racially and ethnically diverse task force with a goal of researching and developing written policies and procedures for reporting and responding to racism. The task force will develop materials to ensure all employees are aware of the policies and procedures, provide a user-friendly and anonymous method for reporting racist incidents, and communicate the information at regular intervals throughout the school year.

Board Inclusivity

Board Inclusivity Recommendation

We recommend making Board meetings, behaviors, and procedures less intimidating and making them more inclusive of people of color. Our actionable suggestion:

- Solicit a focus group to collect experiences and opinions around board policy, procedure and practice, meet with the board, and co-create improvements.
- Have all current board members participate in a regular A2A training cohort where they can learn more about the experiences of people at all levels in the institution.
- Encourage new members of the board to participate in a training cohort.

District Resources Recommendation

- Given that over 50% of respondents rated training for teachers, other staff, principals, and district administrators as a high or urgent priority, we encourage leadership to forge ahead with offering district-wide training.

Recommendations Generated from Leader Survey

LEADERSHIP CLARITY OF ORGANIZATIONAL EQUITY GOALS

Leadership DEI Clarity Recommendations

Our actionable suggestions include:

- Evaluate and revise mission statement and organizational values. Explain the value of DEI using the learning outcomes explained in the The California Global Education Project.
- Evaluate and revise district webpage. Resource: Web Scan

- Evaluate and revise district policies and procedures: Resource: Policies & Procedures Review
- Evaluate and revise other district documents: Resource: Document Review

We also recommend you prioritize hiring and retention of a workforce that represents the diversity of your community and the students served by your district. *Use the hard data spreadsheet for baseline data. Our actionable suggestions include:
- Set quantifiable goals for diverse representation at all levels of the pay scale
- Make a written plan for recruitment of BIPOC employees (*see Recruitment Recommendations section)
- Annually monitor and publish racial/ethnic equity indicators

PERCEPTIONS OF COLLECTIVE LEADERSHIP ACCOUNTABILITY

Leadership Accountability Perception Recommendations

Our actionable suggestions include implementing each the following into the job responsibilities of district leaders:
- Complete an equity audit of specific campuses or specific departments/areas, including gathering baseline data; assessing policies, procedures, programs and services; and developing measures of success in meeting equity goals.
- Meet quarterly to review the current state of equity and inclusion within each campus or area, and develop plans for continuous improvement.
- Conduct an annual campus-level analysis of performance ratings to assess if there are disparities across race or ethnicity.
- Hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
- Routinely examine and report racial/ethnic participation in formal and informal district and campus events.
- Review all internal and public communication, and even quick emails for bias-free and inclusive language. Enlist a trusted proofreader.
- Create a designated spot in scheduled communications (newsletters, etc.) for updates on organizational DEI work/initiatives.
- Find an opportunity in all emails and presentations for an inspirational quote reflecting on the importance of diversity and inclusion. Cite women of color, in particular.
- Use internal communications (e.g., organization-wide or department-wide emails) as an opportunity to share something you recently learned relating to DEI. Model continuous learning.
- Consider recognizing "equity-mindedness" (or similar) via a formal employee commendation on a monthly basis.

PERSONAL LEADERSHIP ACCOUNTABILITY

Personal Leadership Accountability Recommendation

We recommend leaders demonstrate a responsibility to race equity by continuing to develop fluency in their ability to talk about race and racism, and seek honest feedback about the effectiveness of their communication about DEI-related issues. Our actionable suggestions include:

- Practice explaining the compelling reasons why a focus on diversity, equity and inclusion is central to the achievement of their overall district goals.
- Participate twice yearly (minimum) in professional development focusing specifically on emerging best DEI practices for leaders
- Publicly share-out learnings from your own training.
- Send anonymous feedback forms at the end of each semester for feedback about leadership DEI fluency and effectiveness.

INDIVIDUAL LEADERSHIP PRACTICE OF EQUITY-MINDEDNESS

Leadership Practice of Equity-Mindedness Recommendation

We recommend leaders try to plan and make decisions with the full breadth of social identity groups and perspectives at the table and check unconscious attitudes that might be at play in decision making that could inadvertently advantage some and disadvantage others. Our actionable suggestions include:

- At the beginning of each meeting, make it a practice to pose the following questions:
  - Who is represented in this meeting?
  - Why are they represented?
  - Who is not represented in this meeting?
  - Why aren't they represented?
  - How can we recruit those who are missing to give them a seat at the table?
- Before finalizing decisions, make it a practice to pose the following questions to check unconscious attitudes:
  - How might this decision inadvertently advantage some and disadvantage others?
  - Who benefits from this decision?
  - Who is harmed by this decision?

PROVIDING RESOURCES FOR EMPLOYEES

Providing Resources Recommendation

We recommend leaders provide and make known ample resources and support for all employees to increase their cultural literacy and inclusion skills. Our actionable suggestions include:

- At least twice per year, provide employees at all levels of the organization with quality professional development training that increase their multicultural competencies and racial literacy. Advertise widely and repeat across communication platforms.
- Provide opportunities for regular coaching and even on-call problem solving for principals.

Recruitment Recommendation

We recommend leaders annually review and revise practices for recruiting and hiring to better achieve the goals of diversity, equity, and inclusion. Our specific actionable suggestions:

- Highlight preferred multicultural competencies for specific job responsibilities in position announcements.
- Ensure all stated "minimum requirements" and credentials are essential to the position to widen the applicant pool.
- Ensure position announcements are distributed to a wide range of organizations. Do a periodic search to identify new job posting boards, as more are emerging Resources: HBCU Connect, Black Jobs.com, Hispanic Jobs.com , Diversity Job Board
- Conduct a study of employee search procedures to identify potential implicit bias in standard search procedures.
- Develop a task force to focus on DEI best practices in recruiting and hiring. This task force will be responsible for reviewing, revising, and removing current recruiting and hiring practices that do not promote cultural and racial equity.

INTERVIEWING PRACTICES

Interviewing Practices Recommendation

We recommend leaders conduct a study of interviewing procedures to identify possible implicit bias in procedures; and ensure all search committees are racially and ethnically diverse and that committee members demonstrate multicultural competencies and are committed to diversity, equity, and inclusion. Our specific suggestions include:

- Seek out racially and ethnically diverse, racially literate, and culturally competent candidates to serve on search committees by sending out a solicitation for hiring committee members aimed at inviting historically excluded and under-represented groups to participate in the hiring process.
- After search committee members have been selected but before the process begins, schedule a hiring committee training that will explain, reveal and challenge implicit and explicit biases.
- Assuming all BIPOC applicants are equity-minded can be a major misstep. Add an Equity Mindedness Hiring Rubric to your applicant review and interviewing practices.
- Include required on-demand DEI training for all new hires, to be explained in the interview.
- Include a required Commitment to Diversity, Equity, and Inclusion Statement for all new hires to sign as a condition of employment in GUSD, to be explained in the interview.

Diverse Employee Retention Recommendation

We recommend leaders build a formal process to support the successful orientation and transition of new hires to the district and meet regularly with new employees to explore their needs for additional training, support, and coaching. Our specific suggestion:

- Develop an Onboarding Team of ethnically and racially diverse employees to support the successful orientation and transition of new hires to the district.
- Make a written plan for retention of BIPOC employees. Resource: [Inclusive Onboarding Practices that Increase Retention](#)

INTEREST IN PROFESSIONAL/DEVELOPMENT TRAINING

Leadership Professional Development Recommendation

We recommend leaders continue to provide and participate in diversity, equity, and inclusion training to increase their racial literacy and multicultural competencies, focusing on the following areas where leaders identified skill deficits:

- Noticing and effectively responding to racial microaggressions
- Effectively bringing up and discussing issues of race and racism
- Calling in colleagues when it appears that implicit biases may be impacting their workplace behavior or work product

We recommend that leaders keep the established momentum by continuing to offer training. Our actionable suggestion:

- We strongly recommend that leaders engage in all training opportunities as an "equal" to all other trainees, holding themselves to the same expectations as all other participants including full completion of all content, attendance at all live meetings, and participation in breakouts as a member of the cohort rather than a supervisor.

Specific Actions Recommended by GUSD Employees & Leaders

Your Suggestions

We consider this the "Million Dollar Question" of the entire Equity Audit:

> Please numerically list the top three actionable items that you think would make GUSD a better place to work for everyone ("actionable" means a concrete change or update in practices, policies, or procedures).

We combined the answers from both the Employee Survey and the Leader Survey. We then categorized responses into the following themes, and color coded the themes for things that can be done immediately (green), within 6-9 months (yellow), and within 12-16 months (red). We listed representative comments under each theme to give voice:

Immediate Changes

Policy to Curtail Exclusion and Bullying Between Adults
- "… my workplace never feels fully safe knowing I can't ever fully feel safe to speak for fear or bully behavior." - Survey Respondent
- "Have more focus and discussions on issues of exclusion and inclusion among the staff and during staff meetings." - Survey Respondent
- "...Having a process in place for disrupting racism/sexism/all the -isms with parents, staff, leaders." - Survey Respondent

More DEI Discussions
- "Make racial, social, and economic equity a much more frequent topic of conversation at staff meetings, etc." - Survey Respondent
- "Setting aside time at each staff meeting to address needs for diversity, equity, and inclusion." - Survey Respondent

Recognition and Support of Marginalized or Underappreciated Employees
- "Celebrating those not part of the dominant culture often publicly and recognizing their accomplishments." - Survey Respondent
- "Explicitly link actions of classified staff to goals that are important to the success of GUSD."
- "Support Hispanic staff" - Survey Respondent

Data Transparency
- "Any interested community member should be able to find information regarding our commitment to equity and inclusion, and should also have access to resources on the topic if needed." - Survey Respondent
- "Transparency (Public) of data of our staffing demographics" - Survey Respondent

Exit Interviews
- "Ask those who have left our District, who are people of color, what their experiences were working here and why they are leaving…" - Survey Respondent

Changes to Try and Complete within 6-9 Months

Actionable DEI/Antiracist Public Community Statement
- "A district, school, and classroom DEI/Anti-Racist statement that goes out to all community members." - Survey Respondent
- "Messaging: There is very little communication besides the board meeting of our commitment to this work. We should have a long term plan, goals for each year, how they will be measured, and the specific strategies that will be used." - Survey Respondent
- "DEI/Anti-Racist Public Statement and notification of DEI/Anti-Racist curriculum and instruction." - Survey Respondent

DEI Training

- "A2A Training for ALL employees"- Survey Respondent
- "Schedule PD on DEI for the district every year. Goals for each year, how will they be measured, coaching and support." - Survey Respondent
- "All staff required to attend equity training (this should be paid not voluntary)" - Survey Respondent
- "every employee trained in DEI practices and A2A, including bus drivers, lunch workers, office staff, etc. EVERYONE trained" - Survey Respondent
- "Make DEI training more accessible to staff, both certificated and classified (stipends, available times, importance); keeping the momentum of our work at a high level." - Survey Respondent
  - Leadership Training:
    "Board Meetings/Leadership meetings/District PD: Leaders responding to micro aggressions as they happen and/or responding to stop inappropriate interactions/discussions when a member from the non dominant group brings it up…" - Survey Respondent
  - Teacher Training
    "They need resources and supports to explore their biases and how they unfold in the classroom... Many need guidelines on how/what is appropriate to do within the classroom and how to be able to not let their biases impact their approach." - Survey Respondent
  - Parent Training
    "education for parents about these topics" - Survey Respondent
    "Parent Leader Training - I see a need especially for parent leaders with influence in parent orgs and advisory committees." - Survey Respondent

Support After Training
- "Being intentional in supporting and embedding practices that allow for department leaders to prioritize, get resources/support, and coaching to work on DEI." - Survey Respondent
- "Train employees and continue to have consistent conversations after the training so all feel safe to continue the work. Inclusive environment in which to continue our learning and growth" - Survey Respondent

Teacher Support & Security Around DEI Curriculum
- "Help teachers know that it's OK to teach about diversity and inclusion, where the focus has typically been on teaching the standards and curriculum" - Survey Respondent
- "District wide statement of commitment to support teachers for using anti-racist, diverse lessons/books in class" - Survey Respondent
- "When they ask for help or bring up issues they need to be reassured that what they bring up are important concerns." - Survey Respondent

Culturally Relevant Curriculum
- "Refer to ELL's as bilingual - get rid of deficit thinking." - Survey Respondent
- "Set in place monthly or weekly events that can allow teachers to celebrate and teach more about race, current events, cultural diversity, religion. Most importantly, it needs to

be implemented without the fear backlash of white communities and families." - Survey Respondent
- "Learning more about the culture of our community members, integrating celebrations of our community more strongly into our yearly celebrations…" - Survey Respondent
- "Incorporate more voices, texts, experiences with People of Color" - Survey Respondent
- "Pilot and adopt a new social studies curriculum…" - Survey Respondent

Social Justice Curriculum

- "Adopting a powerful social justice curriculum." - Survey Respondent
- "Concrete lessons, activities, books, videos for teachers to use to teach these concepts." - Survey Respondent
- "Adopt new social studies curriculum to reflect a more updated (and more inclusive) perspective of history…" - Survey Respondent
- "Provide culturally appropriate curriculum for students to see themselves through." - Survey Respondent
- "Adopt new curricular materials/resources to support our teachers work in making these areas on diversity, equity, and inclusion part of the the daily expectation of our students." - Survey Respondent

Diversifying Staff & Leadership

- "Staffing that is more diverse in order for children to have mirrors of themselves in all educational positions." - Survey Respondent
- "More POC in positions of leadership." - Survey Respondent
- "......hire more male teachers. We are heavily dominated by female teachers, while half of our students are male." - Survey Respondent

Feedback Seeking

- "Regular opportunities (quarterly?) for feedback from staff and families at all levels specifically around DEI, with goals then tied to that for improvement, as well as monitoring for that improvement" - Survey Respondent

Changes to Try and Complete within 12-16 Months

Antiracist Policies, Procedures & Practices

- "Clear guidelines about acceptable staff behavior on campus with delineated consequences for racially offensive behavior (norms across the district)" - Survey Respondent
- "District Administration Support - There needs to be an established set of guidelines and procedures regarding what happens when racist or discriminatory comments are made by anyone - including staff, students, or parents." - Survey Respondent
- "I think transparent examination of our current policies and practices would bring about positive change at all levels." - Survey Respondent

Student Climate

- "a stated committment for a zero-tolerance of namecalling, labeling, generalizing, and all microagressions and teaching everyone the tools needed tocall out/call in to address them when experiencing them or catching oneself using them" - Survey Respondent
- "Tighten up administrative practices to avoid "slippage" or students falling through the cracks." - Survey Respondent

Building A Collaborative and Inclusive Relationship with Families of Color
- "We need to continue to focus on finding ways to effectively communicate and involve Families of Color with the school community." - Survey Respondent
- "Go to POC families specifically to listen to what actions should be taken and then do it." - Survey Respondent
- "Ensuring that translation is available for ALL events and for all teachers to use when creating materials that will be sent home (newsletters, notes, etc...)" - Survey Respondent
- ."..Increase outreach to our parents of color so that they will feel more comfortable to participate in school. Our PTA's and volunteer groups often do not have a diverse representation." - Survey Respondent

Building A Collaborative and Inclusive Relationship Between Employee Types
- "Better understanding from Director & Cabinet positions about supporting and understanding roles of lower level support staff." - Survey Respondent
- "A focus on developing the working relationships of those that work together. At times it seems as if there are divides between Management / Certificated / Classified groups which can create disharmony and/or angst amongst employees."- Survey Respondent

Pay Inequity
- "flatten salaries so that classified and certificated salaries are not so unequitable. Lower admin pay scales." - Survey Respondent
- "Hire and promote more people of color as teachers. Our pay scales are highly inequitable with certificated staff being highly paid while classified staff struggle to afford to live and many work two jobs to support themselves." - Survey Respondent

Applying Audit Recommendations and Measurement of Progress
- "...there is a lot of talk about cultural affirmation but not much substance or action." - Survey Respondent
- Regularly scheduled reviews of our progress"
- "Utilizing results of the equity audit to determine areas of focus related to diversity, equity, and inclusion" - Survey Respondent
- "analyze equity audits regularly and make actionable plans to work toward a better DEI district" - Survey Respondent

Next Steps

This Equity Audit provided your district with a bulleted list of Actionable Recommendations. We suggest you review and prioritize these recommendations and develop timelines for completion. You are not expected to implement all of the recommendations.

The Equity Audit has unclear impact if not assessed longitudinally. To ensure long-term, measurable institutional change, we recommend a follow-up assessment where we come back after a 1-2 year period to assess the degree to which the recommendations have been implemented, which specific changes have been successful and which have not, and how GUSD can best adapt your goals and continue moving toward equity. In the meantime, we recommend using the Culturally Affirming and Racially Equitable Institutions Report Card in the Appendices to guide and evaluate your progress.

Recommended Re-Evaluation Date: January 2023

References

Equity in the Center: Awake to Woke to Work:
https://drive.google.com/file/d/165Q-5IAQXMDYRWMvtlf4mcgp_0rWIULo/view?usp=sharing

Does Diversity Training Work the Way It's Supposed To?
https://hbr.org/2019/07/does-diversity-training-work-the-way-its-supposed-to

Critical Friends Equity Protocol:
http://sfcess.org/wp-content/uploads/2017/05/Critical-Friends-Protocol.pdf

The Role of Senior Leaders in Building a Race Equity Culture:
https://www.bridgespan.org/insights/library/organizational-effectiveness/senior-leaders-role-in-building-race-equity?gclid=CjwKCAjw4_H6BRALEiwAvgfzqzJ_9eqt8cZWbMchXBHNp1X2WjO3h4Ecqp96Xg64UX5Zx8UDYjm9rRoCdGEQAvD_BwE

Adapted from: Equity Minded Indicators in Organizations, Center for Urban Education
https://cue.usc.edu/about/equity/equity-mindedness/

Source: Center for Urban Education. (2020).Laying the groundwork: Concepts and activities for racial equity work. Rossier School of Education, University of Southern California.

Equity-Minded Student Services in the Online Environment (75 min.)
https://www.youtube.com/watch?v=qGoIdJP4Xl8&feature=youtu.be

Appendices

Appendix A: Culturally Affirming and Racially Equitable Institutions Report Card

Organizations that demonstrate a commitment to diversity, equity, and inclusion exhibit specific behaviors and characteristics, including but not limited to the following 6 R's of Culturally Affirming and Racially Equitable Organizations.

Racial Literacy
In inclusive and equitable organizations:

☐ All employees are expected, through training, to have a shared vocabulary and understanding around issues of racial identity and racism.

- ☐ Organizational leaders are fluent in their ability to talk about racial identity & racism, including up-to-date vocabulary, familiarity with the research and data, and an advanced comfort level discussing these topics.
- ☐ Organizational leaders encourage conversations about racial identity and racism in both formal and informal settings.

Responsibility
In inclusive and equitable organizations:
- ☐ The institution holds itself responsible for continuously evaluating and reforming institutional policies, procedures, and artifacts that may disproportionately advantage members from dominant groups or disadvantage members from non-dominant groups.
- ☐ The institution makes its responsibilities known through public, written commitments.
- ☐ Commitments include clear plans of action to address inequities.

Representation
In inclusive and equitable organizations:
- ☐ Leadership ranks hold a critical mass of BIPOC. Specifically, the number should represent the given race/ethnicity's representation in the general population/population of the community served, or greater.
- ☐ Racial and ethnic representation is clear at every level of the pay scale.
- ☐ People representing different racial and ethnic groups report having similar feelings of belonging and inclusion in the organization.

Research
In inclusive and equitable organizations:
- ☐ Organizational data is collected regularly (at least annually).
- ☐ Data collected included hard data (facts) and soft data (experiences and perceptions).
- ☐ Improvement goals are stated in quantifiable terms, including target dates by which measurable improvements should be clear.

Responsiveness
In inclusive and equitable organizations:
- ☐ Leaders do not rely on people to make complaints, they proactively seek feedback through formal and informal channels.
- ☐ The opportunity for anonymous feedback through a formal channel is always available, everyone in the organization knows how to access it, and they are reminded of it regularly.
- ☐ Employees report that leaders demonstrate responsiveness when they receive complaints or feedback..

Resources
In inclusive and equitable organizations:
- ☐ Employees at all levels of the organization are provided with regular training opportunities to increase racial literacy and cultural competency.
- ☐ Employees are supported in integrating suggestions that come from training.
- ☐ Training is available to new employees to account for turnover.

Appendix B: Suggested Resources

Resources for auditing your organizational materials, policies, and practices with an equity mindset:
Web Scan
Document Review
Policies & Procedures Review

Resources for position announcements/advertising:
https://hbcuconnect.com/
https://www.blackjobs.com/
https://www.hispanicjobs.com
https://www.diversityjobboard.com

Resources for hiring with an equity mindset:
Application Screening and Interviewing: Equity Mindedness Hiring Rubric

Resource for retention:
Inclusive Onboarding Practices that Increase Retention

Resources for crafting mission and values statements:
The California Global Education Project