

How Well is Your School Bridging Racial, Class and Cultural Differences?

Directions: As a team, review and rate the following items, then complete the reflection questions at the end of the survey to help you design a plan for bridging racial, class and cultural differences at your school.

Promote Understanding of Different Cultures	Already doing this	Could do this easily	This will take time	This will be hard
1. The school's site administration develops an understanding of their students' cultural background and values through conversations and engagement with families.				
2. The school's racial and cultural diversity is recognized and openly discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.				
3. Families' cultural traditions, values, and practices are discussed in class.				
4. Activities and events honor all the cultures in the school.				
Recognizing & Addressing Class and Language Differences	Already doing this	Could do this easily	This will take time	This will be hard
5. The SSC, ELAC, AAPAC, and/or BSU is not dominated by one group of parents, and its officers reflect the school's diversity.				
6. Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.				
7. School activities and events are planned with parents and respond to their interests.				
8. Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school's major languages.				
9. English-speaking staff and families make an effort to mix with families who speak other languages.				
Addressing Issues of Race & Racism	Already doing this	Could do this easily	This will take time	This will be hard
10. School staff and families use books and stories about different groups' experiences, particularly African Americans, to stimulate discussions about their own backgrounds and values.				
11. Teachers and other staff use "teachable moments" and stories from local media to comment on and discuss racially motivated incidents.				
12. Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students. Staff professional development incorporates Growth Mindset practices, discussion of implicit bias and stereotype threat, self - affirmation, and wise feedback. Site partners with proven PD curricula and providers including SF - CESS, Courageous Conversations about Race, and/or Stanford - SFUSD partnership.				
Welcoming & Respecting All Families	Already doing this	Could do this easily	This will take time	This will be hard
13. Parents and teachers are surveyed about school climate through SFUSD Culture & Climate Survey, and school staff and parent group leaders follow up on the results.				
14. The school has a system for helping staff and students learn how to pronounce all students' first and last names correctly.				
15. Front office staff are warm and welcoming to all families and visitors and compliment family members on their contributions.				
16. School is responsive and supportive in developing affinity groups for parents of diverse racial, class, and cultural backgrounds.				

Use the following questions to reflect on the answers from your checklist.

In which areas is your school site doing well?

Which areas need more work? Which members of your staff or school community can help?

How are parents in the parent organizations involved in addressing the differences?

What are your concerns?

What steps could you take to address differences of culture, race, and class?

Right now?

Over the long term?