



Racial Equity At Pathfinder Third Annual Report

May 24, 2023

Prepared by Pathfinder's All-Volunteer, Family-Based Racial Equity Committee

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Open Letter

May 24, 2023

Dear Pathfinder Families, Staff, and Students,

REC (Racial Equity Committee) is pleased to share the results of the 2023 Racial Equity Questionnaire. We are optimistic about the data described in this Report. This is the third time that REC has asked you to share your experience of racial equity at Pathfinder with us. Thank you for your responses!

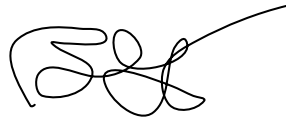
The purpose of this Report is to listen to your hopes and your concerns – and with the help of your voices – to lift up values that we share as a community. REC's goal is to build a genuine sense of solidarity around racial equity in the Pathfinder community, motivated by the knowledge that we are all working together to make a positive difference as parents, in our school, and with our children. The responses from this Questionnaire serve as a roadmap for our work – we are inspired and guided by the ideas and needs generated by this data.

As you may know, REC is an all-volunteer, family-based committee, supported by the PTSA. Our mission is to create a self-sustaining, anti-racist culture at Pathfinder. As a committee of just three parents, our resources are limited and our scope of work is focused on the issue of racial equity. We hope that you find – as we do – that this Report represents a next step on the journey of anti-racism and racial equity that began in years past. We thank you for your valuable contributions and hope that you join us in action next year.

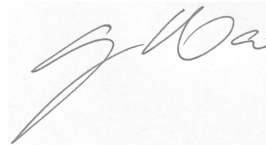
In community,
REC



Jamelia Alnajjar



Becky Greenberg



Andy Woo

Introduction

Pathfinder K-8 is a West Seattle public option school located on the traditional lands of the first people of Seattle, the Duwamish People past and present. The school was founded in 1992 and is “committed to expeditionary learning and environmental education.” Pathfinder is different from other public schools in that students enroll based on family choice -- students either enroll because they are in the geographical zone of the school or because they are able to gain admittance through a lottery system.

According to the Washington Office of Superintendent of Public Instruction (“WA OSPI”), there are currently 464 students enrolled at Pathfinder. The WA OSPI website shows the student racial demographic breakdown of Pathfinder K-8 as follows: 4.3% Asian, 4.5% Black/African American, 12.7% Hispanic/Latino of any race, 12.9% of two or more races, and 64.9% White. These demographics are within one percentage point of the demographic breakdown for the 2022-2023 school year.

Pathfinder K-8 School 2022-23

Total Student Enrollment

464

Gender

Female	51.1%
Gender X	1.9%
Male	47.0%

Race/Ethnicity

Asian	4.3%
Black/ African American	4.5%
Hispanic/ Latino of any race(s)	12.7%
Native Hawaiian/ Other Pacific Islander	0.6%
Two or More Races	12.9%
White	64.9%

Program and Characteristic

English Language Learners	2.2%
Non-English Language Learners	97.8%
Non-Foster Care	100.0%
Low-Income	14.7%
Non-Low Income	85.3%
Mobile	0.4%
Non Mobile	99.6%
Highly Capable	6.5%
Non-Highly Capable	93.5%
Homeless	0.6%
Non-Homeless	99.4%
Non Migrant	100.0%
Non Military Parent	100.0%
Section 504	0.9%
Non Section 504	99.1%
Students with Disabilities	23.7%
Students without Disabilities	76.3%

About this Report

The purpose of this Report is to better understand the racial equity needs of the Pathfinder community and to deepen its engagement with racial equity issues. This Report is based on responses to the Racial Equity Questionnaire prepared by REC and circulated to the Pathfinder community in the Spring of 2023. The Questionnaire is attached to this Report as Appendix A. The Questionnaire asked Pathfinder families to report about their experiences during the 2021-2022 school year. Unlike other surveys conducted by the district, the Questionnaire focuses on the lived experiences of families in the Pathfinder community. REC administered the Questionnaire for the first time in December 2020, and this is the third time REC has surveyed the racial equity climate at Pathfinder K-8. REC intends to administer the Questionnaire on an annual basis. REC's goal is to produce concrete, actionable data about the racial equity needs of the Pathfinder community annually, and to use the data to create change at the systemic and individual level.

In this Report, all race categories and groupings have been capitalized. In the body of the report, racial categories and groupings have been spelled out. On graphs and charts, however, abbreviations have been used due to space constraints.

Definitions for commonly used terms like racism and equity are included in a glossary in Appendix B.

Methodology

Terminology

- *Families of Color* (“**FOC**”) - This designation is used for families where all members are people of color, even if they are not of the same race. This Report uses the abbreviation “FOC” in several places including graphs where space is limited.
- *Multi-Racial Families* (“**MRF**”) - This designation is used for families that include more than one race with one of them being White. This Report uses the abbreviation “MRF” in several places including graphs where space is limited.
- *White Families* (“**WF**”) - This designation is used for families where all members are White. This Report uses the abbreviation “WF” in several places including graphs where space is limited.
- *School Admin* - Refers to Pathfinder's Principal and Assistant Principal.
- *Racial Equity Team* (“**RET**”) - Refers to the building-based Racial Equity Team, primarily school staff.
- *Building Leadership Team* (“**BLT**”) - Refers to Pathfinder's Building Leadership Team, a multi-constituent team that meets regularly to oversee Pathfinder's progress toward its goals. The team includes the principal, teachers, staff, parents, and Blazing Trails representation and meets twice/month.
- *School Leadership* - Refers collectively to School Admin, RET, BLT, and REC. The current Principal is Dr. Britney Holmes and Vice Principal is Ms. Ellen Want.

Sample Size (n)

REC received **117** complete responses to the Questionnaire this year. For purposes of analyzing the racial equity implications of these responses, we have combined the samples into two groupings:

- Families of Color and Multi-Racial Families, with a combined n = **49**.
- White Families, with n = **68**.

As compared to last year's Questionnaire, the number of total respondents remained the same at 117 responses. The number of responses from Families of Color and Multi-Racial Families increased by 5 from 44 responses,

representing 42% of the total responses this year. The number of responses from White Families decreased by 5 from 73 responses, representing 58% of the total responses this year.

Anonymity

The Questionnaire does not collect names or contact information of respondents. REC has maintained the anonymity of all respondents and does not know the identity of any respondents. No personally identifying information is included in this Report.

Survey Results

Sections

The following sections A through I show the key results and observations for each topic in the survey. Each section uses “Snapshot” graphs to highlight one aspect of the data received in this year’s Questionnaire.

Comparison to Last Year

Where comparison data is available, the results of the prior year are shown in the Snapshot graph as a lighter bar. The darker bars represent the data from this year’s Questionnaire.

Comments

REC did not compile summary tables of comments in this Report.

Annual Assessment

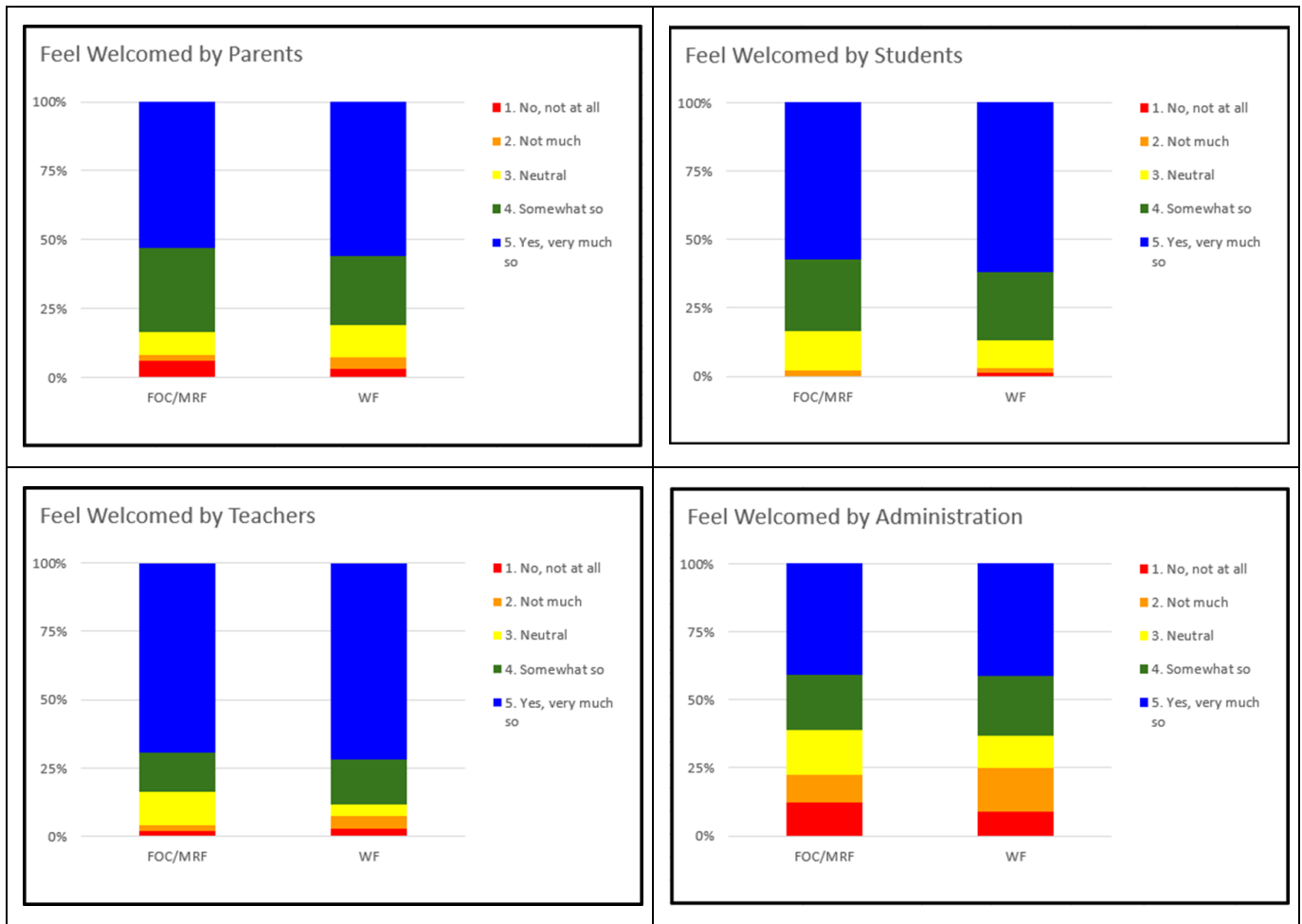
REC’s goal is to increase the number of families that respond to the Questionnaire each year. We did not meet that goal this year, as the number of respondents remained the same at 117. REC intends to increase the number of respondents next year by broadening its engagement with the Pathfinder community and actively seeking more members to take the lead on racial equity work.

A. Feeling Welcome

Question: Do you and your family feel welcomed at Pathfinder – by the parent community, student community, teachers, and school administration?

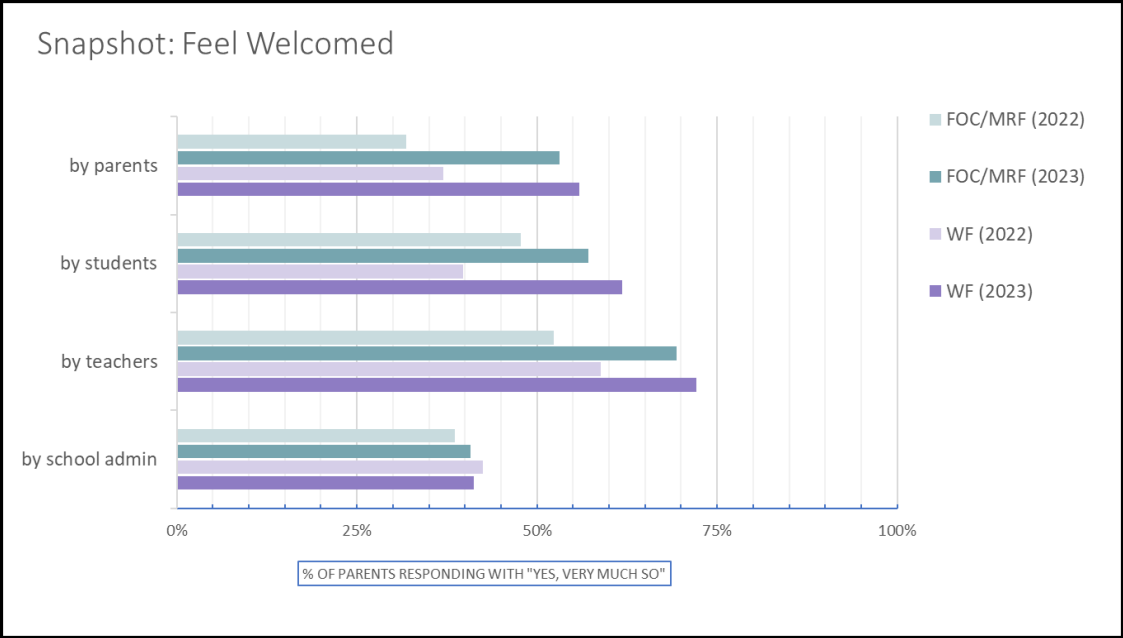
Key Points:

- A majority of families feel some or very welcomed (blue and green responses) by parents, teachers, students, and school administration.
- Among all families, teachers were most frequently identified as being somewhat or very welcoming (blue and green responses).
- Among all families, school administration was most frequently identified as providing not much or no welcome (red and orange responses).



Snapshot Comparison to Last Year: Families feeling very welcomed.

- For Families of Color and Multi-Racial Families, the number of families feeling very welcomed increased across all categories.
- For White Families, the number of families feeling very welcomed increased across all categories, except by school administration.

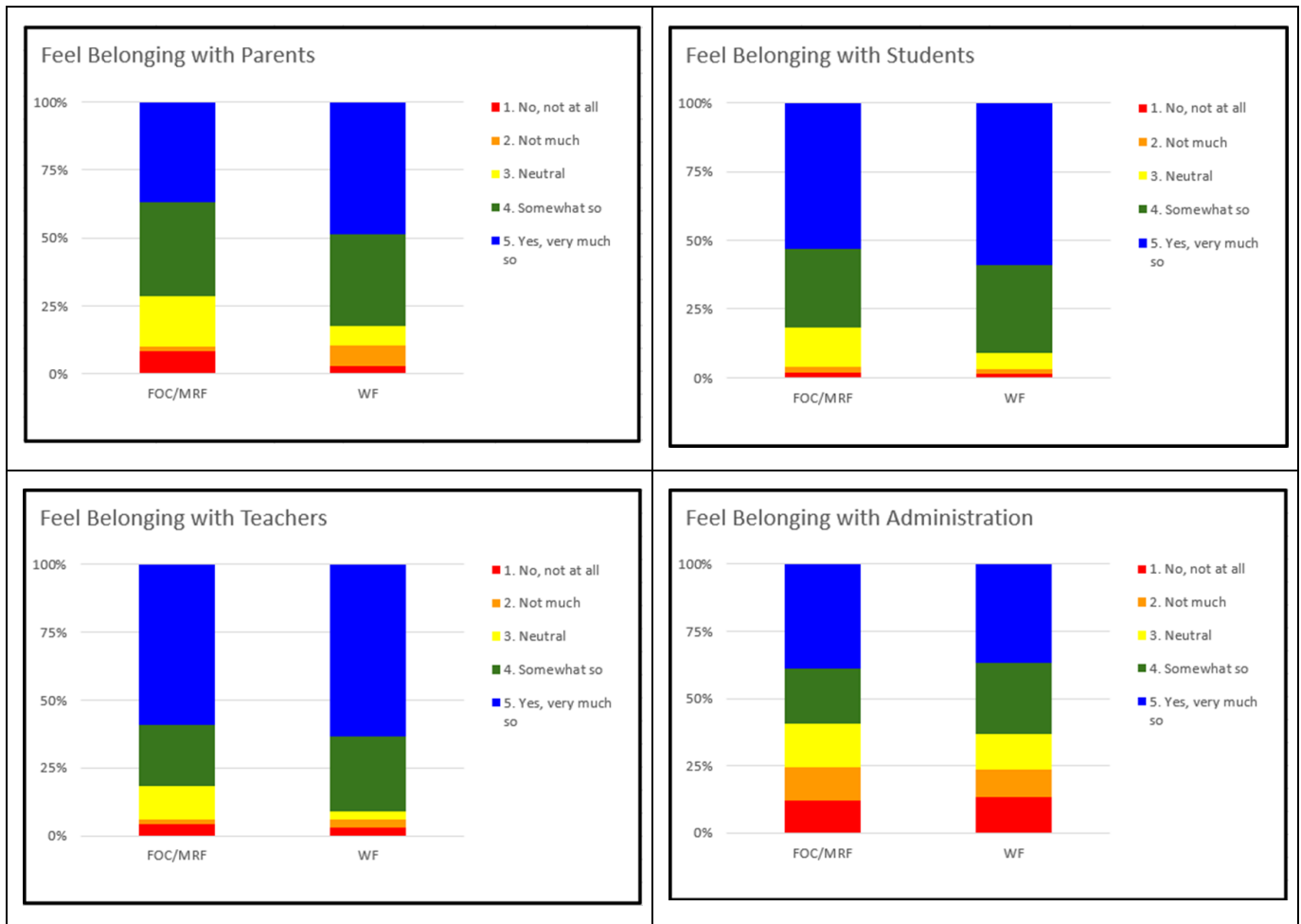


B. Feeling Belonging

Question: Do you and your family feel like you belong -- with the parent community, student community, teachers, and school administration?

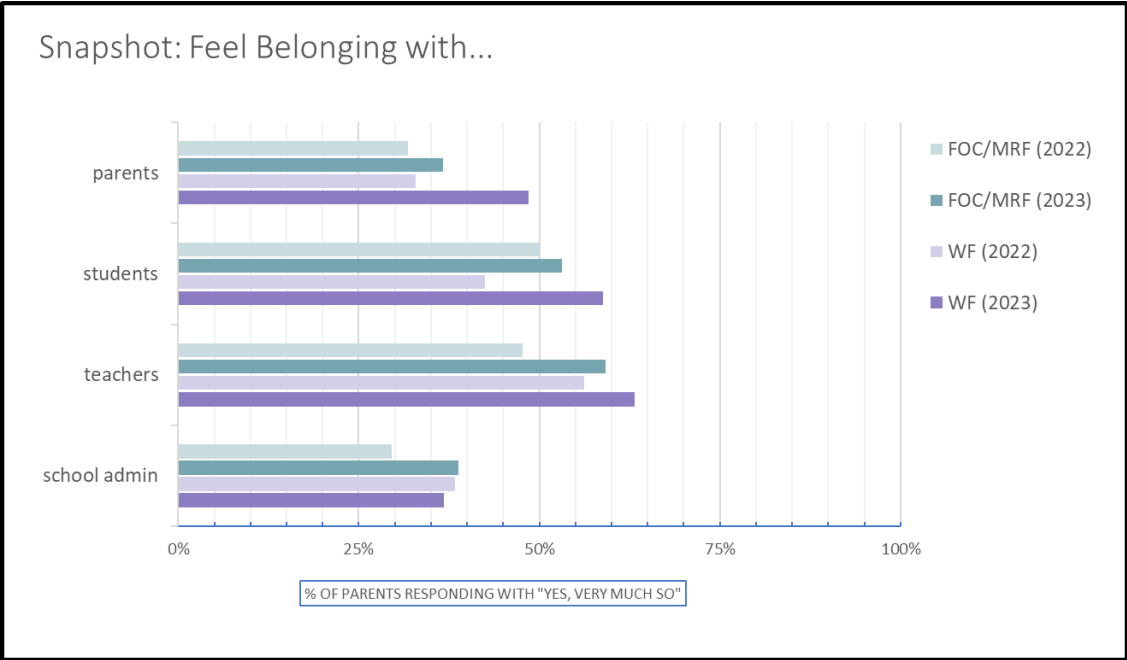
Key Points:

- A majority of families feel some or very much belonging (blue and green responses) with parents, teachers, students, and school administration.
- Among all families, teachers were most frequently identified as providing some or very much belonging (blue and green responses).
- Among all families, school administration was most frequently identified as providing not much or no belonging (red and orange responses).



Snapshot Comparison to Last Year: Families feeling very much belonging.

- For Families of Color and Multi-Racial Families, the number of families feeling very much belonging increased across all categories.
- For White Families, the number of families feeling very much belonging increased across all categories, except with school administration.

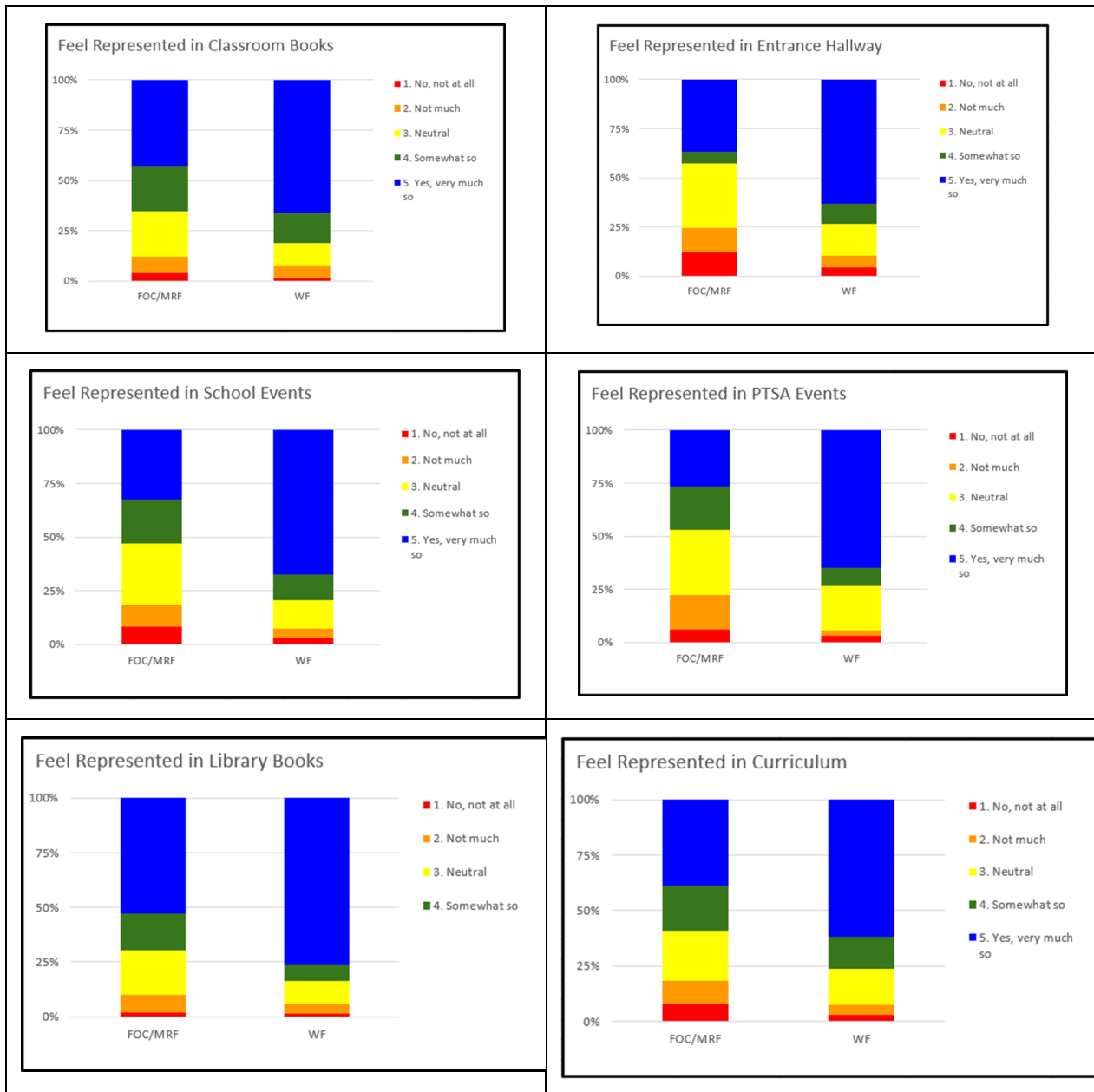


C. Feeling Represented

Question: Does your family feel racially and culturally represented through the following at Pathfinder– entrance hallway, books in classroom, books in library, in the curriculum, school events, PTSA events?

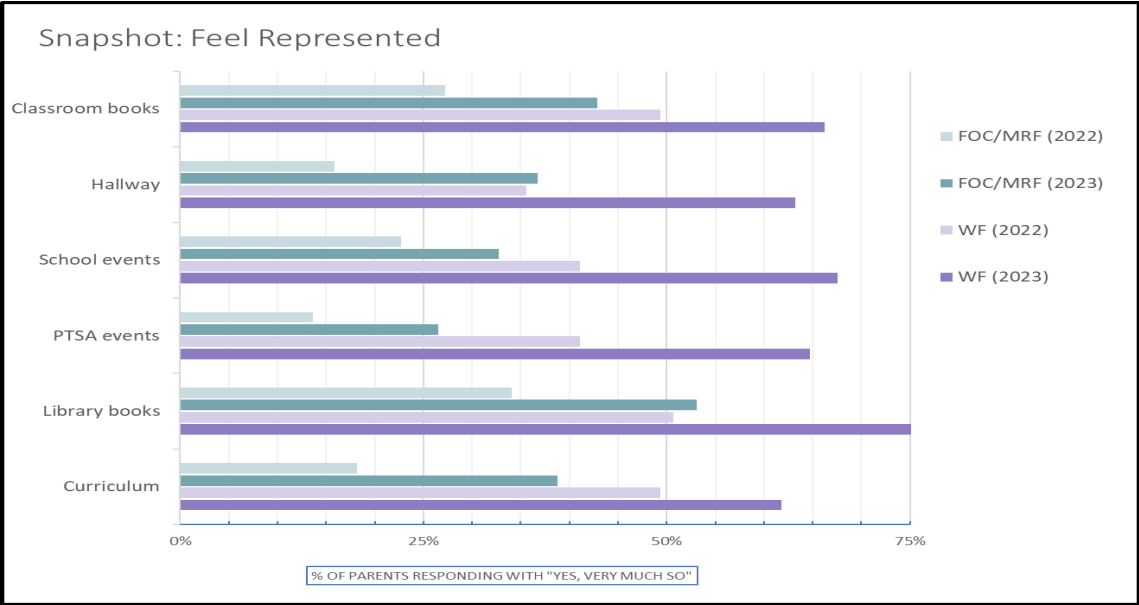
Key Points:

- A majority of White Families feel some or very much represented (blue and green responses) in all categories.
- A majority of Families of Color and Multi-Racial Families feel represented in classroom books, library books, curriculum, and at school events.
- Among all families, classroom books and library books were most frequently identified as providing some or very much representation (blue and green responses).
- Among all families, entrance hallway and PTSA events were most frequently identified as providing not much or no representation (red and orange responses).



Comparison to Last Year: Families feeling very much represented.

- For Families of Color and Multi-Racial Families, the number of families feeling very much represented increased across all categories.
- For White Families, the number of families feeling very much represented increased across all categories.

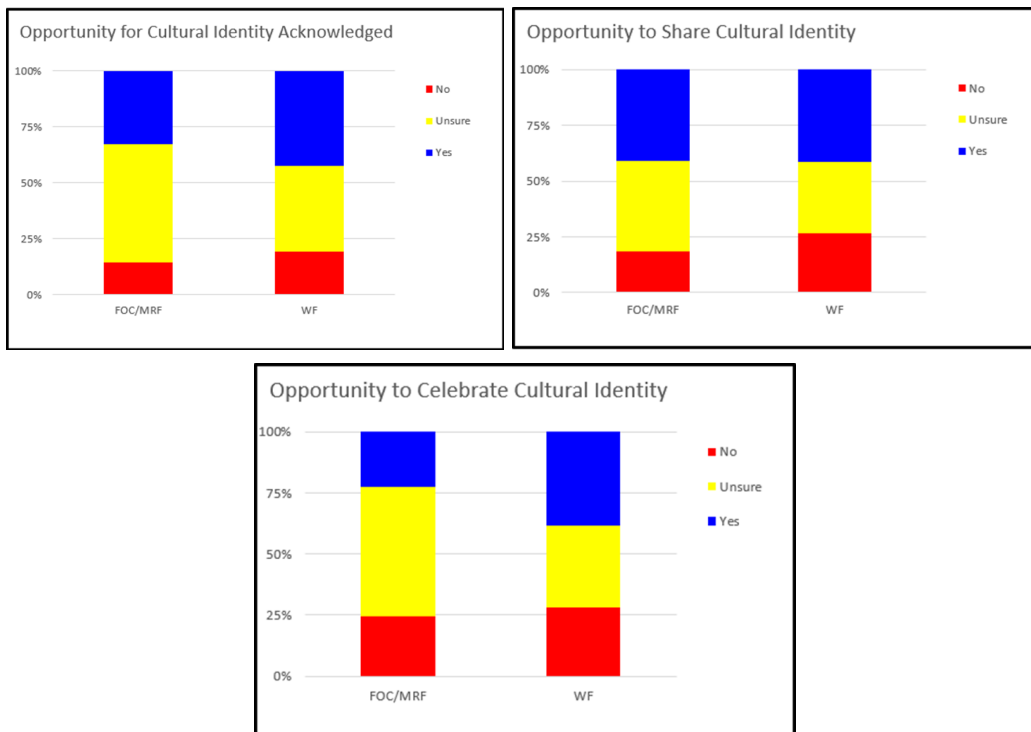


D. Opportunities to Acknowledge, Share, and Celebrate Cultural Identity

Question: Did your family have an opportunity to have your cultural identity acknowledged, shared, and celebrated?

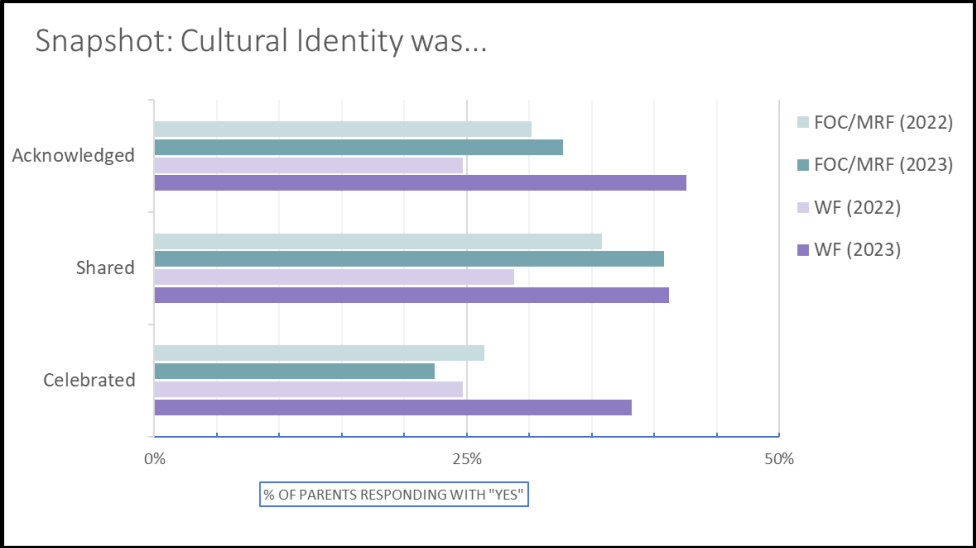
Key Points:

- A majority of Families of Color and Multi-Racial Families reported “yes” or “unsure” when asked whether they have had an opportunity to have their cultural identity acknowledged, shared, or celebrated; this is the same as last year.
- A majority of White Families reported “yes” or “unsure” when asked whether they have had an opportunity to have their cultural identity acknowledged, shared, or celebrated.



Comparison to Last Year: Acknowledging, Sharing, and Celebrating Cultural Identity.

- For Families of Color and Multi-Racial Families, the number of families feeling their cultural identity was “acknowledged and shared” increased - with a decrease in “celebrated.”
- For White Families, the number of families feeling their cultural identity was acknowledged, shared and celebrated increased.

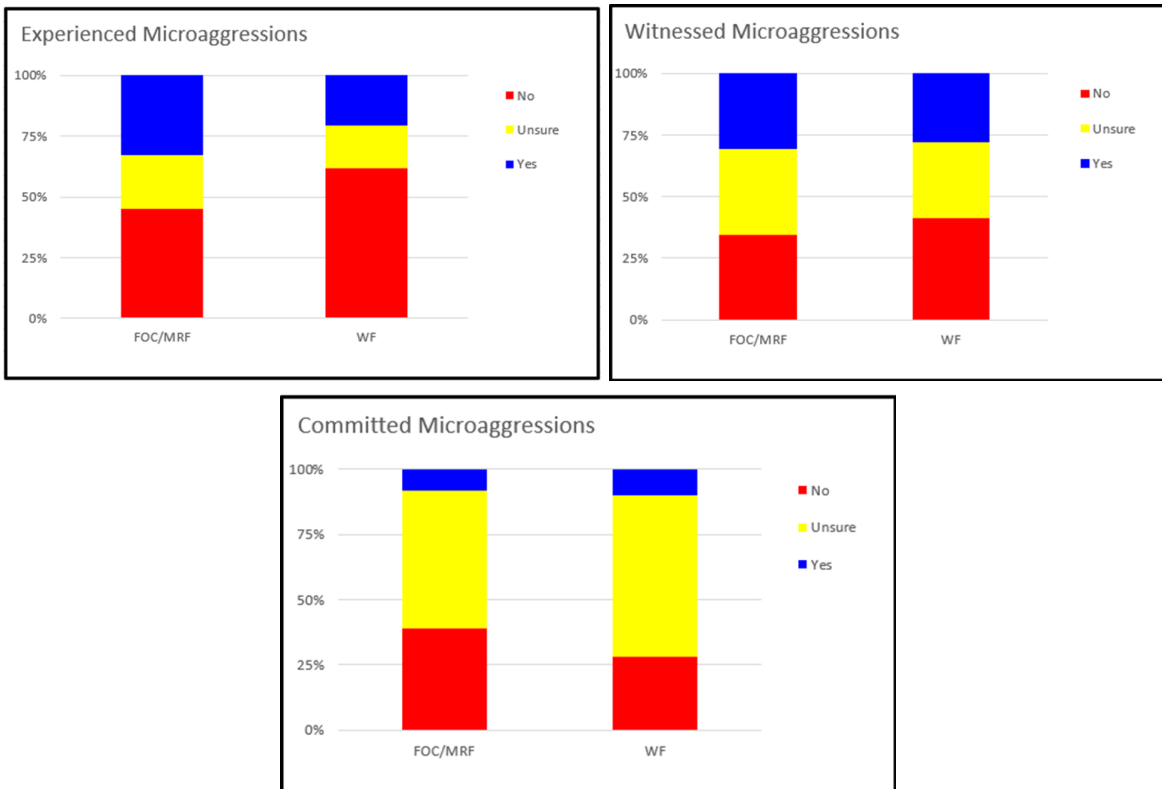


E. Microaggressions

Question: Did any member of your family experience, witness, or commit a microaggression during this school year?

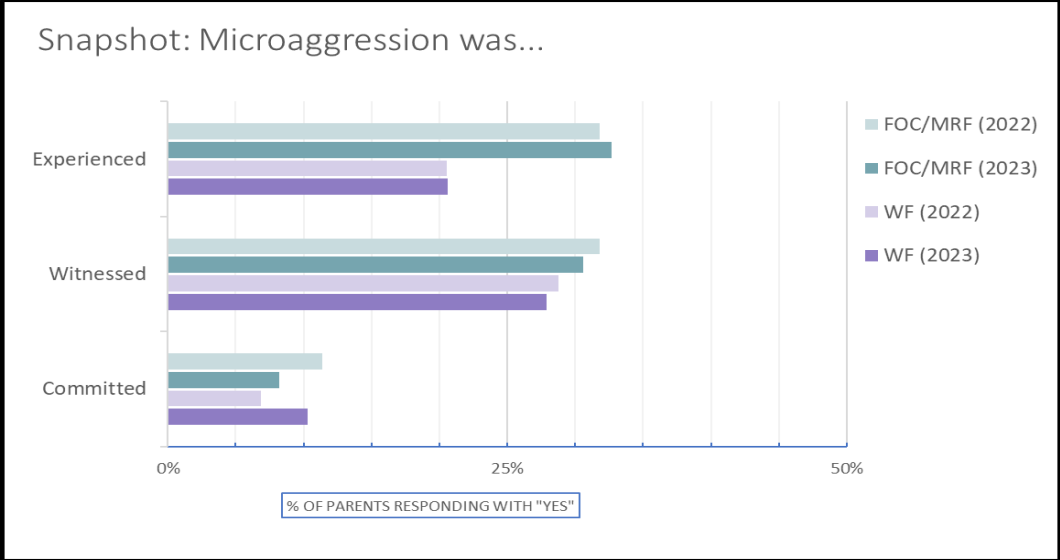
Key Point:

- A majority of families reported “no” or “unsure” when asked whether they have experienced, witnessed, or committed a microaggression; this is the same as last year.



Comparison to Last Year: Microaggressions Experienced, Witnessed, and Committed.

- For Families of Color and Multi-Racial Families, microaggressions witnessed and committed this year decreased, but the number of experienced microaggressions increased as compared to last year.
- For White Families, the number of families experiencing microaggressions stayed the same, the number of families witnessing microaggressions decreased, and the number of families committing microaggressions increased.

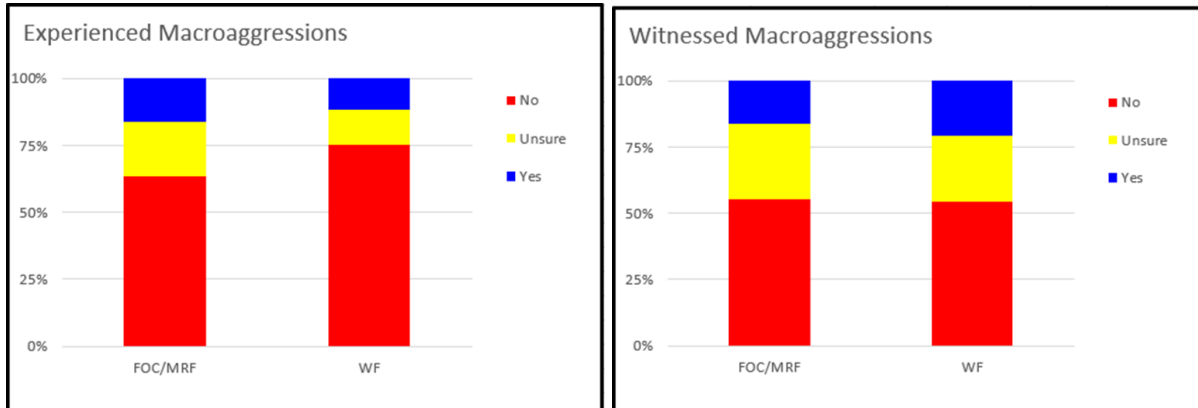


F. Macroaggressions

Question: Did any member of your family experience, witness, or commit a microaggression at Pathfinder during this school year?

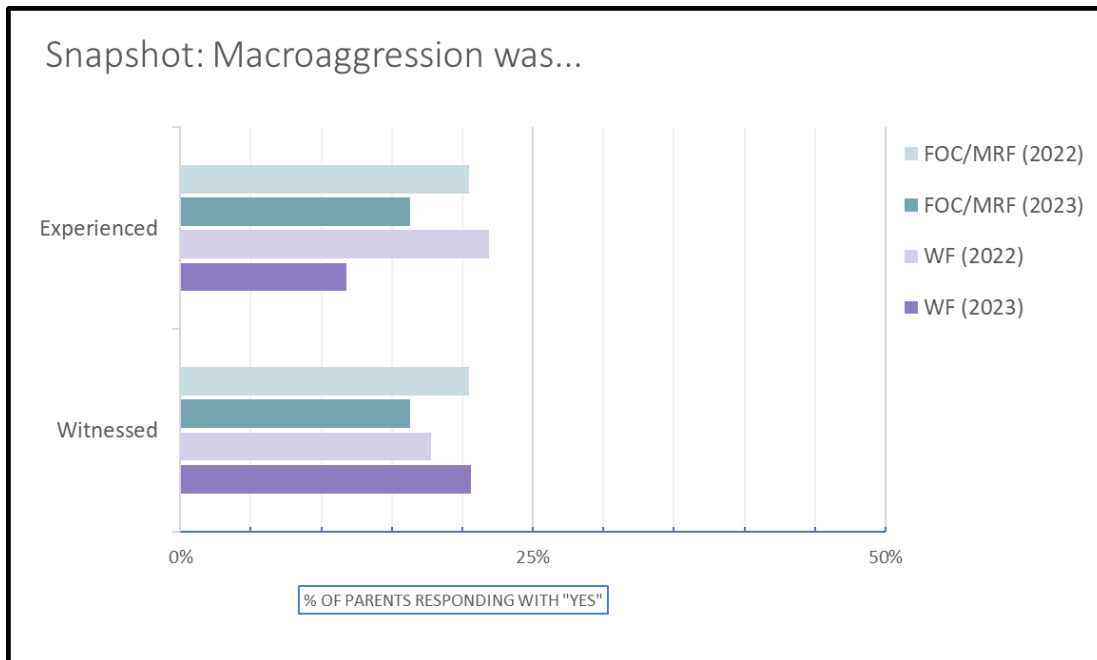
Key Point:

- A majority of families reported “no” when asked whether they have experienced or witnessed a macroaggression; this is the same as last year.



Comparison to Last Year: Macroaggressions Experienced and Witnessed.

- For Families of Color and Multi-Racial Families, the number of families experiencing and witnessing a macroaggression decreased.
- For White Families, the number of families experiencing macroaggressions decreased and those who witnessed a macroaggression increased.

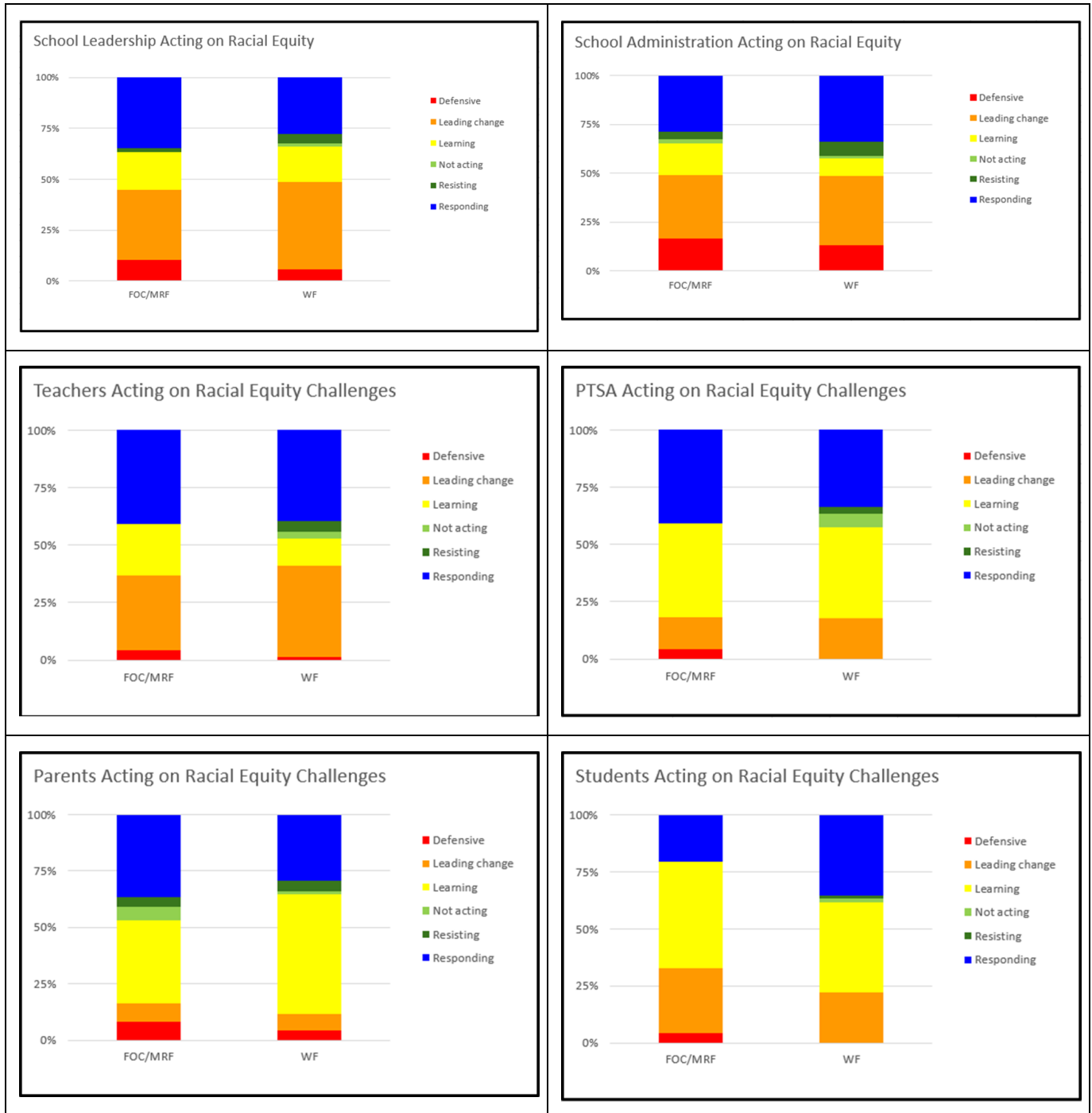


G. Taking Action

Question: In your experience, how are each of these constituents taking action on racial equity challenges – school leadership, school admin, teachers, PTSA leadership, parents, and students?

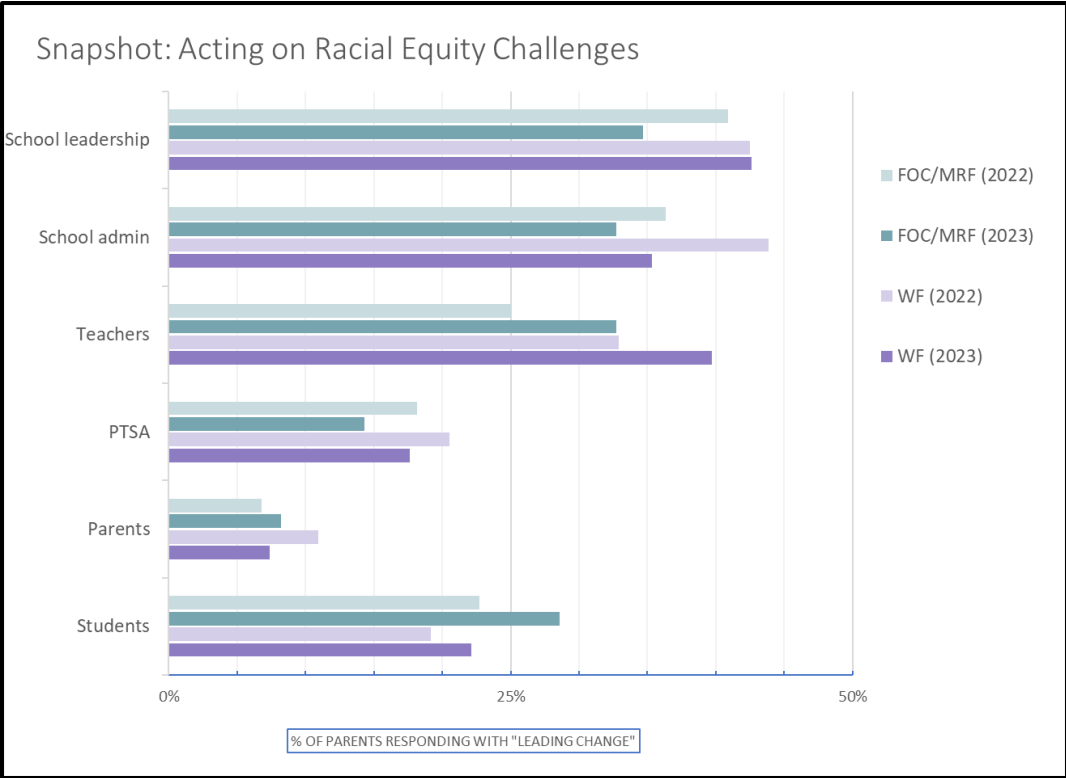
Key Point:

- Both White Families and Families of Color/Multi-Racial Families reported that school leadership, admin and teachers are responding most positively to racial equity challenges.



Comparison to Last Year: Taking Action By Leading Change.

- Overall, all families experienced less constituents taking action by “leading change” as compared to last year.
- The exceptions are that White Families experienced teachers leading change more than last year and Families of Color experienced more students leading change than last year.



H. Participation in Anti-Racism Efforts

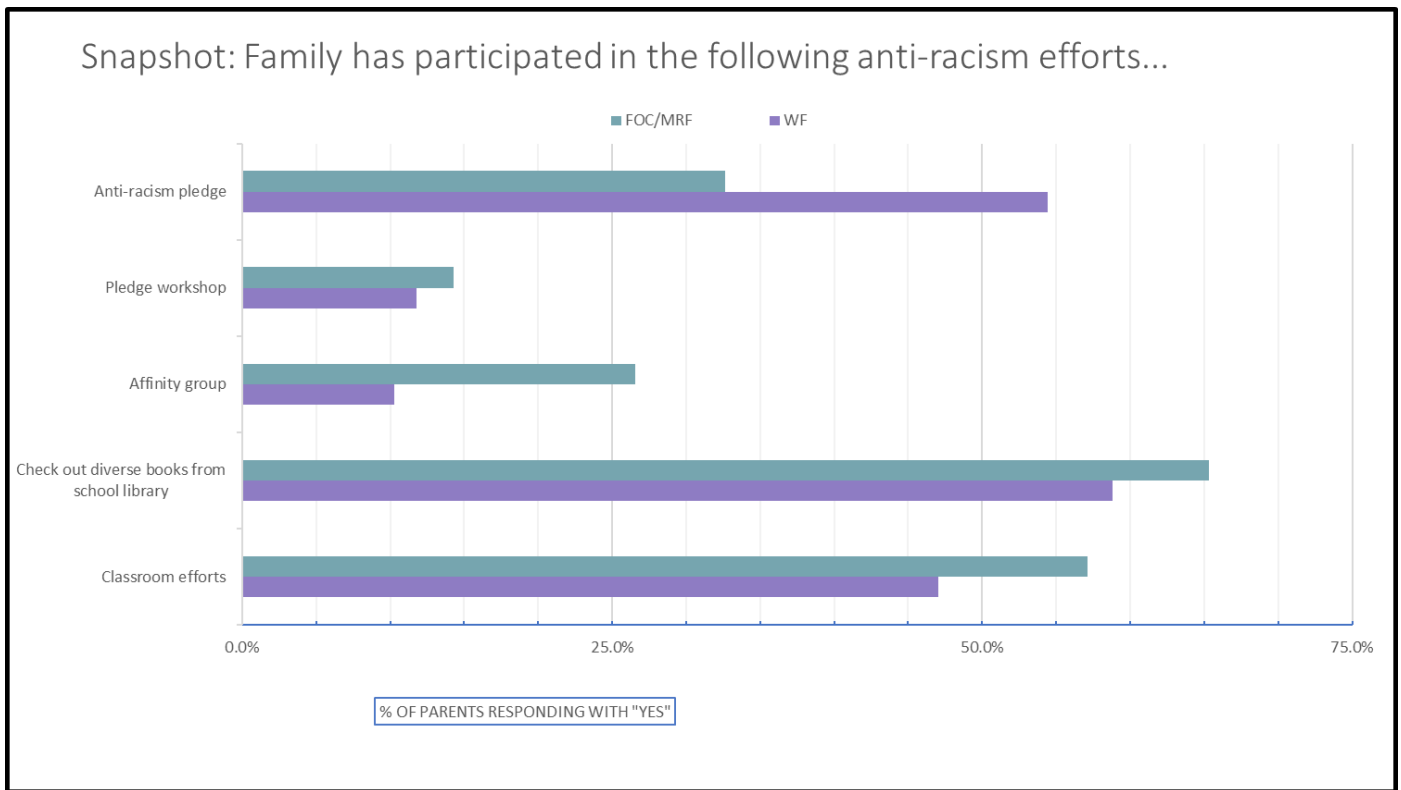
Question: How has your family participated in anti-racism efforts at Pathfinder?

Key Points:

- Almost 55% of all families checked out diverse books from the school library .
- Approximately 53% of White Families participated in the Anti-Racism Pledge.

Comparison to Last Year: Anti-Racism Participation.

The anti-racism efforts listed here are new programs. Many were initiated in response to last year’s Questionnaire and Racial Equity Report.

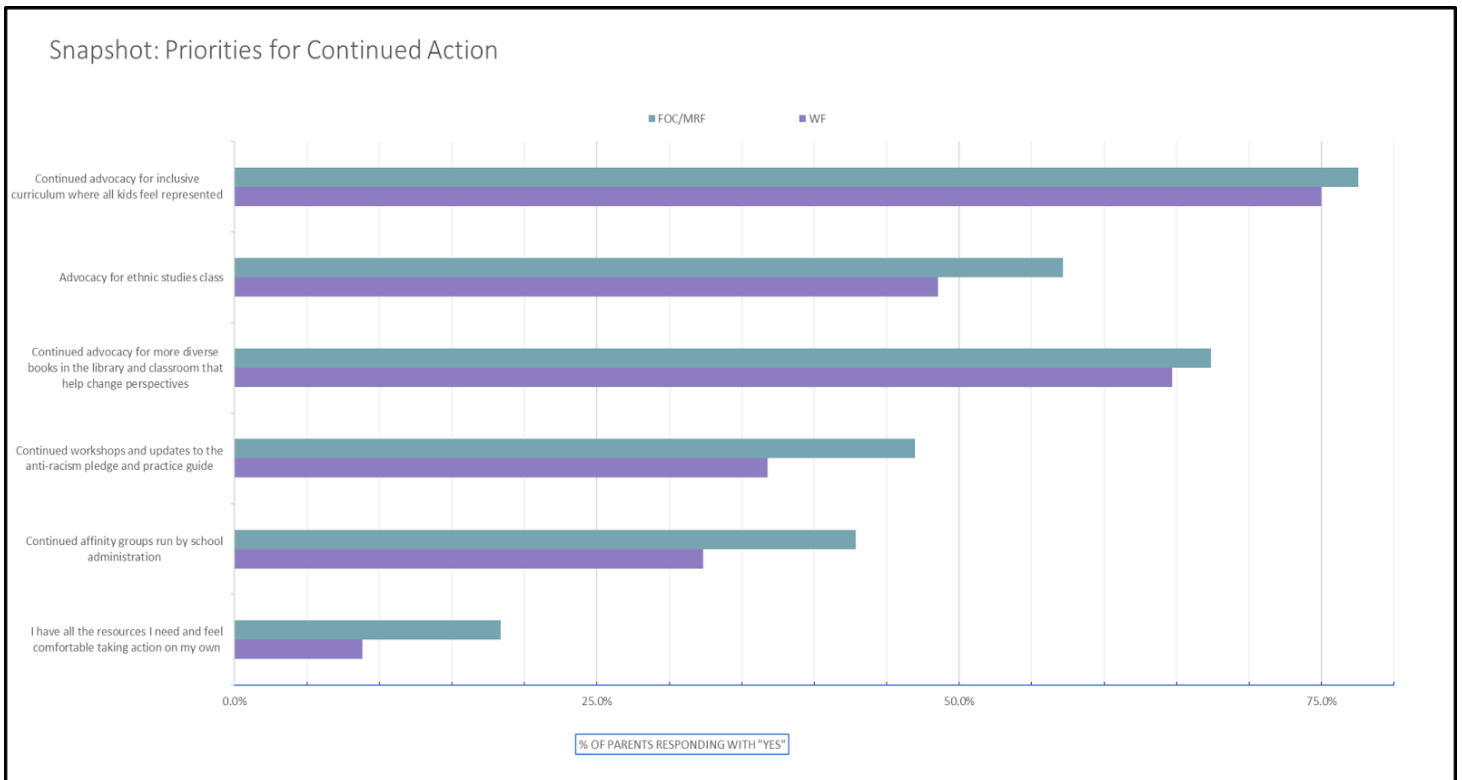


I. Priorities for Future Action

Question: What things would you like to see advocated for at Pathfinder to help create a more anti-racist community?

Key Points:

- A majority of families identified four priorities for future action:
 - Continued advocacy for an inclusive curriculum where all kids feel represented.
 - Continued advocacy for more library books for kids and parents that help change perspectives.
 - Continued advocacy for ethnic studies class.
 - Continued pledge workshops.



Recommendations

These recommendations are based on the data gathered through this questionnaire. They are actionable and designed to help create a more anti-racist community over time.

- Continue community engagement in creating the PTSA budget whereby the PTSA continues to allocate and use funds for systemic change: diverse library books, inclusive curriculum materials, ethnic studies, etc.
- Create future events with diversity in mind; find ways to acknowledge and celebrate other cultures.
- Continue supporting REC's questionnaire and using the results as a way of gauging progress.

Acknowledgements

REC appreciates each and every family that submitted responses to the Questionnaire. REC also wishes to thank Candice Smith for her analysis and presentation of the data. Finally, REC is grateful to our families for their patience and support during the many hours we worked on the Questionnaire and this Report. This Report is dedicated to our children and the students of Pathfinder.

Appendix A - Racial Equity Questionnaire

List of questions included in the Questionnaire sent this year:

1. How do you identify yourself and family members racially? Check all that apply, for instance if your family has mixed racial heritage.
2. How long have you been a Pathfinder family?
3. Do you and your family feel welcomed?
 - In the parent community
 - In the student community
 - By teachers
 - By school administration
4. Do you and your family feel like you belong?
 - In the parent community
 - In the student community
 - In interaction with teachers
 - In interaction with school administration?
5. Does your family feel racially and culturally represented through the following at Pathfinder? *
 - Entrance hallway
 - Books in classroom
 - Books in library
 - In the curriculum
 - School events
 - PTSA events
6. Did you family have an opportunity to
 - Have your cultural identity acknowledged?
 - Have your cultural identity shared?
 - Have your cultural identity celebrated?
7. Did any member of your family experience a microaggression in this school year? *
8. Did any member of your family witness a microaggression in this school year? *
9. Did any member of your family experience a macroaggression at Pathfinder in this school year?
13. Did any member of your family witness a *macroaggression* in this school year?
14. In your experience during this school year, how are each of these constituents embracing and acting on racial equity challenges? *
 - School leadership
 - School admin
 - Teachers
 - PTSA leadership
 - Parents
 - Students

16. How has your family participated in anti-racism efforts at Pathfinder? Check all that apply. *

- We took the anti-racism pledge
- We participated in the pledge workshop
- We participated in an affinity group
- We regularly check out diverse books from the school library
- We participate in classroom efforts
- Other – please specify

17. What thing/things would you like to see advocated for at Pathfinder to help create a more anti-racist community and one in which everyone feels belonging? Check all that apply.

- Continued advocacy for inclusive curriculum where all kids feel represented
- Advocacy for ethnic studies class
- Continued advocacy for more diverse books in the library and classroom that help change perspectives
- Continued workshops and updates to the anti-racism pledge and practice guide
- Continued affinity groups run by school administration
- I have all the resource I need and feel comfortable taking action on my own
- None
- Other

Appendix B - Glossary of Terms Related to Racism*

Racism

The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.

Structural Racism

A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Systemic Racism

Similar to structural racism. The systematic distribution of resources, power and opportunity in our society to the benefit of people who are white and the exclusion of people of color.

Anti-Racism

Anti-racism is a form of action against racism and the systemic racism and oppression of marginalized groups. Being antiracist is based on the conscious efforts and actions to provide equitable opportunities for all people on an individual and systemic level.

Equity

Racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society’s benefits and burdens would not be skewed by race. In other words, racial equity would be a reality in which a person is no more or less likely to experience society’s benefits or burdens just because of the color of their skin.

Diversity

This is the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

Inclusion

The policies and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated. Inclusion is having a sense of belonging.

** Definitions courtesy of Anti-Defamation League and the Aspen Institute*