Equity Audit Report

Prepared for:

McLean County Unit 5

Spring 2021

A special thank you to McLean County Unit 5
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EXECUTIVE SUMMARY

This executive summary is a brief synopsis of the Equity Audit findings. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity© -* which serves as a roadmap to organizational transformation. The full Equity Audit report that follows this executive summary provides comprehensive information about the purpose of an equity audit, as well as its features, process, and quantitative and qualitative research details. The full equity audit report includes findings, and considerations for next steps informed with current research.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

1.1   Ensure sustainable and transparent methods toward systemic equity action.
1.2   Implement strategic practices to attract and retain highly qualified diverse teams by race/ethnicity and gender.

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student.

2.1   Embed culturally responsive curriculum and resources in each content and grade and emphasize excellence of BIPOC historical and current figures.
2.2   Interrogate the gifted/honors/AP access and participation opportunities for BIPOC and special population students.
2.3   Evaluate the integrity of academic supports for English Language Learners.
2.4   Analyze the IEP process to ensure equitable access and opportunity.
2.5   Unpack the root causes of academic achievement among free and reduced lunch students.

STUDENT VOICE, CLIMATE AND CULTURE
To consistently seek students' feedback and experiences and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1   Examine racially biased behavior mindsets and discipline outcomes impacting BIPOC students.
3.2   Innovate opportunities for extracurricular participation for students with particular attention to historically marginalized students.
3.3   Develop a student equity advisory committee.

PROFESSIONAL LEARNING
To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

4.1   Train all staff on educational equity.

FAMILY AND COMMUNITY AS AGENCY
To partner with families and the community for authentic opportunities to serve the students, the school and district.

5.1   Develop and actively collaborate with a community equity advisory committee.

Section 1

INTRODUCTION

During school year 2020-21, McLean County Unit 5 engaged in an equity audit. An equity audit is a proactive opportunity to critically examine systemic equity movement. The purpose of the equity audit is to identify areas of strength and needed improvement to advance equity, with an intentional focus on marginalized identities.

What is equity?

There are numerous definitions of equity and each district would decidedly choose which adhere to their values. The consistent theme in quality educational equity definitions include language that clearly state school systems are responsible for their own inequities, particularly among historically marginalized populations. These populations are marginalized based on categories that include, but are not limited to Black, Indigenous, and People of Color (BIPOC), gender, gender identity, sexuality, socio-economic level, differently abled individuals, citizenship status, English Language Learners (ELL)/emergent Bilinguals, minoritized religions and other disenfranchised identity groups. The Midwest and Plains Equity Assistance Center (MPEAC), which is funded by the U.S. Department of Education, Office of Civil Rights, defines educational equity as:

> When educational policies, practices, interactions, and resources,
> are representative of, constructed by, and responsive to all people
> such that each individual has access to, can meaningfully participate,
> and make progress in high-quality learning experiences that empowers
> them towards self-determination and reduced disparities in outcomes
> regardless of individual characteristics and cultural identities.
>
> MPEAC, *Equity Digest,*
> April, 2019

The American Institute for Research (2018) recognizes a similar definition. It states, "Educational equity is achieved when *all* students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society". Several equity-focused entities such as The Education Trust, Learning for Justice and Rethinking Schools advocate that equity must disrupt any forms of "ism's". That is, racism, classism, sexism, normative beliefs associated with heterosexuality, cisgender, national origin, and other forms of superiority based

on dominant social constructs and identities. The National School Board Association (NSBA) defines educational equity as:

> We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

The NSBA delved further by developing DIRE – Dismantling Institutional Racism in Education Initiative[1] - which urges school systems across the country to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of racial disparities is expressed by numerous professional education organizations, including but not limited to the School Superintendents Association (AASA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and National Education on Education. In Illinois, the number of professional education entities that advocate for equity and social justice of historically marginalized groups are abundant. Consider such associations as the following: Illinois State Board of Education (ISBE), Illinois Education Association (IEA), Illinois Association of School Boards (IASB) and Illinois Principals Association (IPA); all of whom demonstrate equity minded policies and practices. It is clear that educational equity explicitly disrupts racial inequities by holding school systems accountable to advance equity for all historically marginalized groups.

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[1] nsba.org

RESEARCH

To understand equity, one must understand inequities and how every major U.S. system – criminal justice, education, employment, health care, housing, - has been designed to be inequitable. In other words, these systems were not created to benefit all members of society. They are inherently unequal. Educational equity mandates committed, systemic transformations at all levels to mitigate the inequities while leveraging access, opportunity, and outcomes for each student (Kincheloe, 2008; Gorski, 2018; Aguilar, 2020).

By doing so, we actively work to transform systems and the leaders that occupy them (Shields, 2019; Blankstein et al, 2016). Such whole system transformations include the following:

1. Foster deep commitment to the moral imperative.
2. Small number of ambitious goals relentlessly pursued.
3. Establish a developmental culture and investment in capacity building.
4. Build leadership at all levels.
5. Cultivate district wide engagement.
6. Learn from the work.
7. Use transparent data to improve practice for innovation and improvement.

(Fullan, 2015).

In recent history, many school districts across the country have increased their knowledge, skills, and commitment to educational equity but many more have not. Although the growing attention is welcomed, educational equity cannot be perceived as the latest initiative or trend. It is not an initiative at all. It is a transformative shift that encapsulates the ways schools should operate. We cannot do school well without authentic reflection and action toward equity for all students. If the primary premise of schooling is to cultivate future generations to be contributing members of greater society, then the principles of human development, socio-economic and political environments are ingrained (Howard, 2010; Diem & Welton, 2021). Educational equity is critical. Lives depend on it. History has demonstrated the need for equity to courageously unravel power and privilege among individuals and within institutions (Kim, 2020). The increasing popularity around equity over the last several years has

led to several visual illustrations to describe its complexities. A quick internet search yields many images including the[2] popular one below (Lynch, et al, 2020).

The image on the far left represents the *reality* that not all people are afforded the same advantages, and that some individuals may have great advantages than others thus
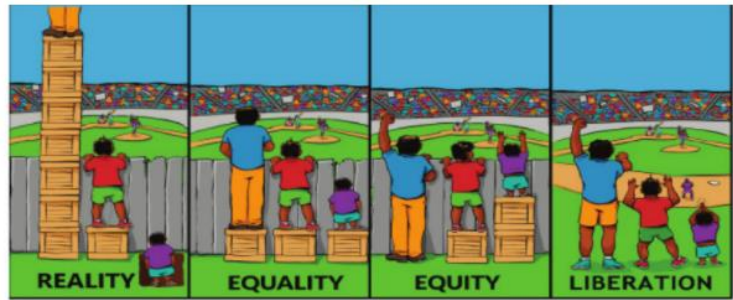
immediately creating unequal opportunities. While the second image to the left points out that when equal resources are provided, it does not lead to *equality*, as some individuals still maintain their advantages and disadvantages. The third image, or the one with the word *equity* underneath, indicates that we advance toward fairness and justice when individuals are given what they require to ascertain opportunities. Finally, the image on the far right exclaims that *liberation* is the goal by eliminating the fence. Metaphorically, the fence represents the systems that perpetuate unequal and inequitable outcomes (Lynch, et al, 2020). In schools across the country, students are legally and justifiably able to ascertain access and supports to aid in their learning, such regardless of legal status, special education need and language (Kim, 2020).

However, national data has shown that despite the law and morality of supporting children and their learning, academics are not fair. Scholars understand that legal protections for these groups is insufficient to reach equity (Desmond & Emirbayer, 2020; Diem & Welton, 2021). An urgent investigation to how society and institutions perpetuate inequities by examining biases, explicit and implicit, is necessary to unpack narrow or limited mindsets, beliefs, and practices. Equity begs the question whether certain district policies and procedures are exclusionary or catered to dominant views, whether academic supports are effective, whether students are being heard, whether other factors are contributing to disparities or a combination of all the above and more. In other words, have we examined all with an equity lens?

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[2] Creator, *Craig* Froehle, Ph.D., University of Cincinnati

A fundamental urgency about educational equity is that every area must be examined with an equity lens. It requires attention to demographic conditions of disenfranchised populations. Educational equity organically advocates for support and programs to exist, but it also demands deeper leveraging than academic programs. This is the first and possibly most challenging shift toward prioritizing educational equity, which is the attitudes, behaviors and actions to consider all aspects of schooling with an equity lens, because education systems have been designed to benefit White, middle-class, heterosexual, cisgender, Christian, fully cognitive functioning, able-bodied, English-speaking and other dominant social constructed identities (Ladson-Billings, 1994; Schuerick and Skrla, 2003; Dweck, 2007; Lewis & Diamond, 2015). Unfortunately, too many of those dehumanizing perspectives are not exclusive to history, which is why equity is considered one of the fundamental dynamics in the development of Every Student Succeeds Act (ESSA) – the 50-year-old national education law for equal opportunity in education among all U.S. states. When standardized assessments are reviewed, we must acknowledge the limited capacities of such tests to accurately measure student at a given time. We must disaggregate student data by demographics and special populations to investigate the underlying conditions of its existence (Johnson, 2002; Williams, 2003; Kendi, 2019). When we scrutinize racial discipline data, we must do so with an understanding of root causes to inappropriate assumptions to transform historical power and privilege (Ladson-Billings, 1994; Howard, 2010; DiAngelo, 2018). When we review the student populations participating in rigorous opportunities and those identified as readily able to partake, we must do so void of deficit thinking (Sleeter, 2012; Kendi, 2019; Gorski & Pothini, 2018). To keep educational equity at the forefront of all deliberations, there must be intentional and continuous conversations about it in every aspect of schooling (Singleton & Linton, 2006; Gorski & Pothini, 2018).

Thoughtful, critical, and systemic equity considerations ought to be embedded in all the work of an educational institution, including but not limited to curriculum development, assessments, professional development, discipline, and programmatic structures (Darling-Hammond, 2010; Chenoweth & Theokas, 2012; Gorksi, 2018; Edley et al, 2019). These discourses and actions must be relentless and continuously allow for improvement contributing

to equity as foundational and a moral imperative (Freire, 1970; Kincheloe, 2008; Gorski, 2018). It demands a continuous and heartfelt commitment for every child to be successful. A firm understanding of educational equity clearly imparts the knowledge that equity is transformative and good for all students (Shields, 2019); even the most advantaged pupils do better in an equitable school setting (Boykin & Noguera, 2011; Shields, 2019; Smith et al, 2017; Gorski, 2018).

This is important to point out as equity can be narrowly viewed as taking from one to give to another rather than the critical recognition that sameness for all does not equate to fairness. It also must be understood that individuality does not contribute to a holistic society. Collective voices foster harmony, but too often in schools' individual interests outweigh the betterment of a community, which tend to further oppress marginalized people.

Although an equity audit can provide a comprehensive view, it cannot fully capture all the efforts to advance equity. There are educator practices occurring daily throughout any district to ensure students are getting what they need to be successful, and to address inclusion and inequities ingrained in the system and structures. However, when districts create and monitor equity-driven plans with associated measurable indicators, then the opportunity and expectations gaps experienced by marginalized students may be narrowed (Scheurich & Skrla, 2003, Edley et al, 2019). The intent of an equity audit is to identify inequities, and then it is the district's responsibility to formulate a plan. When districts create a plan to advance equity, it is presumably to establish systemic improvements (Skrla et al, 2009; Edley et al, 2019). In doing so, the research is clear that there is no absolute or one way to this work. There is no one size fits all or pre-packaged program to guarantee equity for all students. Strategies that suggest "best" practices to meet the needs of *all* students or one measuring tool or assessment to demonstrate fulfillment of educational equity should be approached with caution. Such suggestions perpetuate singular attitudes that all students will be successful by utilizing one or a few approaches. Kim Anderson, Executive Director for the National Education Association (NEA), stated that the most important challenge facing public education today is equity (Peters, 2019).

Educational equity is a *continual* pursuit to enable all students to have equitable access and opportunity as demonstrated by outcomes (Blankstein et al, 2016; Smith et al, 2017). It is an approach constantly fluctuating based on the circumstances of each student while paying particular attention to a student's diverse background and experiences (Ladson-Billings, 1994; Kendi, 2019; Edley et al, 2019). All the recommendations in this equity audit report are firmly grounded with current research as well as the unique considerations of **McLean County Unit 5.**

National Student Demographics

The increasing demand by federal and local governments call for state boards of education and school districts to address the academic and opportunity gaps among minoritized demographics, which is the fastest-growing populations in the United States. These demographic shifts mirror global, racial, ethnic, and cultural diversity. Schools must become the epicenter of modeling a deep understanding of the sociopolitical context and affirm the welcoming benefits of racial and ethnic diverse communities (Wells, et al, 2016).

According to the U.S. Department of Education, National Center for Education Statistics (NCES), there are approximately 56.4 million students enrolled in PreK-12 education. With a majority attending public schools – approximately 50.7 million students.

NCES reports the following:

Table 1.1: Historical, current, and projected enrollment in U.S. K-12 public schools by race/ethnicity			
Race/Ethnicity	**1995**	**2021**	**2029**
American Indian/Alaska Native	<1%	<1%	<1%
Asian/Pacific Islander[3]	4%	6%	7%
Black	17%	15%	15%
Hispanic/Latinx[4]	14%	28%	28%
Two or More Races	NA	5%	6%
White	65%	46%	44%

NA = not available

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[3] Pacific Islander was combined with Asian until 2007. Since 2008, Pacific Islander was its own racial/ethnic category, and from that time rounds to zero.

[4] Hispanic is considered an antiqued term as it refers to people whose origin are from Spain. For the purpose of this report, Hispanic/Latinx will be used as an all-encompassing category for Hispanic/Latina/Latino.

Illinois Student Demographics

In Illinois, there are currently 2 million students enrolled in PreK-12 schools. According to the 2019-20 Illinois Report Card, the chart below represents the student demographic between 2016 and 2000.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled in Illinois PreK-12 public schools		
Race/Ethnicity	**2016**	**2020**
Asian	5%	5%
Black	17%	17%
Hispanic/Latinx/Latinx	26%	27%
Two or More Races	3%	4%
White	48%	48%

The need to be equitably responsive to students' needs extends beyond race and ethnicity. Attention and resources are also necessary for special student populations – ELL, FRL and IEP. According to the 2019-20 Illinois Report Card, the following is reported:

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12 public schools		
Special Populations	**2016**	**2020**
English Language Learner (ELL)	11%	13%
Free/Reduced Lunch (FRL)	50%	49%
Individualized Education Plan (IEP)	14%	15%

HISTORICAL EFFORTS TO ADDRESS EQUITY AT McLEAN COUNTY UNIT 5

2008-2009
- Racial Justice Committee of teachers working to support equity issues met regularly. (PL)
- Diversity Advisory Committee meets and looks at High School Literature selections and provides alternatives.

2015-2016
- October - Board adopts **Administrative Procedure – Transgender Students or Gender Non-Conforming Students** (SYS)
  - This procedure's accommodation and support guidelines advance the District's goals of (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing an unsettled area of the law in which the federal Office of Civil Rights (OCR) and Department of Justice (DOJ) have issued guidance.
- April - **U5 Board of Education** adopts **Not In Our School Resolution** to stand up against bullying and intolerance and actively work to make campus free from discrimination and hatred. (SYS)
- Various buildings begin implementing and forming NIOS committees and student groups. (SVCC)
- June - All Administrators - **Understanding Diversity** - Art & Camille Taylor (PL)

2018-2019
- June - Administrators - **Equity & Racial Literacy for School Leaders & Staff to Maximize Student Learning** - Corrie Wallace (PL)
- August - **Inclusive curriculum work** for high school Health. Biological sex, sexual orientation, and gender identify added as a course target for Health. (TL)
- Elementary Task Force begins work on developing a Social Studies K - 5 curriculum that represents diverse perspectives. (TL)

2019-2020
- September - **BIPOC Parent Group Meetings** - Began meeting with representative parents of BIPOC students to discuss and address concerns facing students. (FCA)
- October - **Cultural Proficiency, Culturally Responsive Practices and Implicit Bias Training** for all building principals and unit office administrators. (PL)
- October - December: Formation of **District Equity Leadership Team (DELT)** (SYS)
- December - **Leading for Equity and Excellence** - 1 Day Administrator Academy for members of the DELT and all principals (PL)
- March - **Building Capacity and LGBTQ+ Curriculum Considerations** - District Curriculum Directors and DELT members (PL/TL)

- The Elementary Task Force continues their work on developing a K - 5 Social Studies curriculum that represents diverse perspectives. (TL)

2020-2021
- Summer/Fall: Dr. Weikle hosts listening sessions for BIPOC staff, student and school community members. (FCA/SVCC)
- August**: Equity Overview** and **Anti-Racism Training** for all Staff during opening Institute Days
- **Equity Audit** begins (SYS)
  - Equity Audit - Focus Groups
    - October 9th, 19th - 23rd
- Task force convened to create a **Multi-Cultural Studies History Course** which will be implemented in 21-22. (TL)
- **Administrator Trainings** (PL)
  - Reflection and Next Steps from Equity Overview and Anti-Racism Training
  - Courageous Conversations about Race
  - Book Study: Case Studies on Diversity and Social Justice Education
- 3rd-5th grade drafts curriculum to incorporate LGBTQIA+ in Social Studies. 4th and 5th grade implement curriculum in 21-22. K - 3 implements curriculum in 22-23. (TL)
- Culturally diverse texts purchased to support Reading/Writing Workshop purchased for all elementary buildings. (TL)
- Texts representing LGBTQIA+ purchased for all 16 elementary buildings (TL)
- Analysis of Secondary Curriculum to verify inclusion of LGBTQIA+ accomplishments through history. (TL)
  - **High School Health Task Force** convened focused on creating a curriculum that is more inclusive and affirming for people of all sexual orientations and gender identities.
  - **Middle School U.S. History Task Force** convened to review content in the 7th & 8th grade social studies with the goal of intentionally representing student identities in the curriculum.
- August - December: Training for administrators on new School Improvement Tool utilizing Principals submit equity goals for school improvement planning. (SYS & PL)
- January - **Anti-Racism Program PD** for all district Administrators (PL)
- January: **Equity Action Plan** meetings begin with DELT (SYS)
- February- May: **Board Member Anti-Bias/Anti-Racism Personal Development Series**
- March: **PTO & CAC Presentation** on Equity Audit and Equity Implementation Plan (FCA)

EQUITY AUDIT PROCESS

The *Five-Phases of an Equity Audit*[©] is a fact-finding quantitative and qualitative process that aids in identifying areas of growth, and specifically recommended areas of needed improvement to advance educational equity. The timeline is approximately one year.

Illustration 1.1: Visual Representation of Five-Phases of an Equity Audit[©]

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Conduct needs assessment. Determine next Phase 2 and 3.	*Ascertain wide range of disaggregated data.*	*Conduct focus groups with stakeholders.*	*Analyze data and identify common themes.*	*Findings and recommendations aligned with strands*
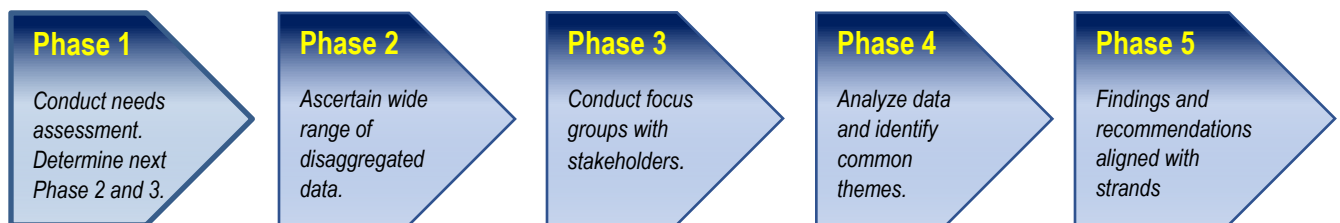
Pre-Phase 1

District forms a District Equity Leadership Team (DELT). Guidance is provided to district leadership by the auditor into forming a team of approximately 25-30 staff members.

Phase 1

DELT meets with the auditor and conducts a *District/School Assessment on Systemic Equity*[©] to discuss and rate areas of strengths and needed improvement in its organization. The results of that assessment are a data point in this report (see pages 18-22). During Phase I, DELT is provided with the *Data with an Equity Lens©* document to identify the quantitative data the district will collect and submit to the auditor to analyze. DELT is also provided a bank of sample questions for stakeholder focus groups - staff, students, and parents/guardians/caretakers. For ease of reference, the stakeholder group, parents/guardians/caretakers will be notated as families.

Phase 2

Approximately three to four months are allocated to gather the agreed-upon data.

Phase 3

The auditor conducts focus groups. In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Focus group occur by stakeholder role, and there is no intermingling of stakeholders in focus groups (Stewart & Shamdasani, 2014). In other words, students participate with students, staff participate with staff members and so on. Names and identifying information of focus group participants are not used in this report and kept confidential. It should be noted that audits must have finite number of focus groups, and there is no standard number of focus group participants (Stewart & Shamdasani, 2014). When possible, affinity-specific focus groups have shown to foster culturally responsive approaches to qualitative inquiry (Hall, 2020). It is important, however, for the district to regularly obtain feedback from its stakeholders.

Many quotes from all focus groups are extracted. Any assertion to identify focus group participants is based on assumption, and to protect confidentiality, any indication of identity was withheld in the extracted quote.

Table 1.4: Focus Groups and Participants		
Focus Groups	Total Number of Focus Groups	Total Number of Participants
Staff	11	73
Students	11	42
Families	12	63
TOTAL	34	178

Students
   1. In what ways, have you connected positively with adults in the school?
   2. How have you felt welcomed and included in your school? How have you not felt welcomed and included in your school?
   3. In what ways has your unique identities and experiences been celebrated or valued by your school? By your teachers(s)?
   4. In what ways, if any, have you not experienced a meaningful connection with adults?
   5. What do you like most about your school? What do you wish were different about your school?
   6. Is there anything else you'd like to add or share?

Staff

1. How do you define equity?

2. What are some examples of how your school has closed or narrowed the opportunity gap for students? What are areas to consider to close or narrow the opportunity gaps?

3. What are the greatest challenges your school or district face when it comes to equity?

4. How has equity impacted your instruction and relationship with students?

5. In what ways, have positive, meaningful relationships been built with students? With families?

6. Is there anything else you'd like to add or share?

Families

1. When you hear "equity" what comes to mind?

2. Besides academics, what else do you believe school should teach, value, affirm or provide for students?

3. In what ways, do you believe your school is doing a good job in meeting the needs of all students?

4. What are the areas of needed improvement in order to meet the needs of all students?

5. Have you experienced and/or do you have concerns that you believe are inequitable or unfair? Please describe.

6. Is there anything else you'd like to add or share?

Phase 4 & Phase 5

During these phases, an extensive analysis is conducted of all quantitative and qualitative data. A draft report is submitted to the district Superintendent for review. The purpose of the draft is to allow the Superintendent and/or designees to ensure accuracy, while no edits of findings are allowed. After the review, a final report is submitted. This report serves as the definitive equity audit report.

NEEDS ASSESSMENT

As part of Phase I of the Equity Audit, DELT completed *a District/School Assessment on Systemic Equity*© to provide context, deeper discussion and understanding about equity. Prior to completing this assessment, DELT members were grouped to complete the needs assessment. The needs assessment provided an opportunity for self-reflection on ten components of equity against the given rubric. For each component, groups were tasked to provide a rating and rationale as well as suggestions for next steps. An "X" was marked in the needs assessment to designate the group ratings, and the bullet-point list is indicative of group responses. The needs assessment rubric was as followed:

- **Robust**: Systemic and committed throughout the district and all schools, widely communicated to all stakeholders.

- **Strong, but focus needed strong**: Developing stages across the district and schools, but clear expectations and directions are needed.

- **In Progress**: We're working on it, but not yet what we'd call strong.

- **Developing**: We're just getting started on this work

Component	Developing	In Progress	Strong, but structure needed	Robust
1. COMMON UNDERSTANDING, CONSISTENT LANGUAGE - Our district has clearly defined equity, diversity, and inclusion. We have communicated these meanings in a consistent language to our staff and community.	XXX			

	Rationale for Rating			
Developing	• Just starting • We are just getting started, as a district, on this work. • We are just getting started through training and resources for administrators.			

	Suggestions for Next Steps			
Developing	• Take the first step • We need to make sure everyone has exposure and training - admin, teachers, non-certified staff, etc. Essentially, everyone in the building would need this understanding and consistent language. • There is a two-year plan developed for the district: Administrator Academy surrounding equity, district team created around equity, strategic plan for the district including equity. The communication of this plan to stake holders is still in development. Schools will be doing an equity audit, too.			

Component	Developing	In Progress	Strong, but structure needed	Robust
2: MISSION, VISION AND/OR STRATEGIC ALIGNMENT - Our district has a clear mission and vision for equity as evidenced in our Board policies, district goals, strategic plan and/or value statements.	XX	X		

	Rationale for Rating			
Developing	• Not there yet. • Generally stated within value statements, and some specific Board policies exist.			
In Progress	• There is an equity component to the master strategic plan document adopted by the board, and we have a DELT team meeting scheduled for directly after this meeting.			

	Suggestions for Next Steps			
Developing	• Develop a group to establish these • Develop these items through the DELT team with the goal of creating actionable items to be brought before the Board.			
In Progress	• Continued communication of the commitments from the board and district administration, as well as continued training and PD for all district stakeholders.			

Component	Developing	In Progress	Strong, but structure needed	Robust
3: EQUITY GOALS - Our district has a plan that includes equity-driven goals and measurable objectives to hold us accountable for advancing systemic equity.	XXX			

Rationale for Rating	
Developing	• Not yet • We don't have any measurable objectives or accountability for any equity-driven goals. • We don't have equity driven goals or measurable objectives.

Suggestions for Next Steps	
Developing	• Get this started • We need to develop measurable objectives and accountability measures to ensure equity-driven goals are not only created, but also sustained. • DELT team is developing these goals and objectives.

Component	Developing	In Progress	Strong, but structure needed	Robust
4: TEACHING AND LEARNING - In each grade and within each content, we have curriculum and resources aligned with equitable pedagogical beliefs and culturally responsive instructional practices that promote elimination of implicit biases and affirmation of student self-identities.	XXX			

Rationale for Rating	
Developing	• Need to review with this lens • We have not addressed curriculum and resources aligned with equitable pedagogical beliefs unless done by individual task force work with no specific direction. • Still components and resources that need updates and need to represent student needs.

Suggestions for Next Steps	
Developing	• Review the curriculum • Find a way to integrate the practice of aligning all of our programming and curriculum materials to culturally responsive instructional practices. This would be with a focus on bias and student self-identities. • Review of curriculum and resources: are they representative of the students in our classrooms? SEL curriculum happening in the elementary level, too. Common assessments: Are they equitable for our students?

Component	Developing	In Progress	Strong, but structure needed	Robust
5: ACADEMIC PROGRAMMING - Across the district, we have and continue to take a critical lens to our academic programming (e.g., ESL, SPED, Gifted/Honors/AP, etc.) to analyze student representation by socially constructed identities.	XX	X		

Rationale for Rating	
Developing	• Not yet. • High school is beginning to look at AP courses.
In Progress	• We are starting to pull data for student populations and looking for potential issues.

Suggestions for Next Steps	
Developing	• Need to start this review. • Utilizing SIP process within each school to help district identify issues within academic programming.

In Progress	• We need a systematic way to pull the data and appropriate training to make to systemic changes within our district. What do we do with the data and how do we utilize it to make changes that matter?

Component	Developing	In Progress	Strong, but structure needed	Robust
6: DISCIPLINE/BEHAVIOR/STUDENT SUPPORTS - Our district regularly analyzes student discipline data and disaggregates said data by race and special population categories, as well as intersectionality of known social constructs. We have proactive practices in place (e.g., restorative justice, trauma-informed resources, SEL approaches, etc.) to support all students, especially historically marginalized populations.	X	XX		

Rationale for Rating	
Developing	• Education is happening across the district. Practices are sporadically happening, as well as data being analyzed within each building.
In Progress	• Started, training's have been done • All buildings are making progress, but the progress varies greatly.

Suggestions for Next Steps	
Developing	• Tableau, look at restorative practices, along with decision-making and fiscal responsibilities.
In Progress	• Continuous and go deeper. • The progress varies because of the disparity of resources, knowledge of staff regarding SEL/trauma-informed, etc., capacity to make changes and time in order to do so.

Component	Developing	In Progress	Strong, but structure needed	Robust
7: STUDENT VOICE, CULTURE AND CLIMATE - We consistently seek out ways to solicit students' feedback and experiences. We adjust our organizational culture and climate based on needs (e.g., extracurricular, activities, athletics, clubs, LGBTQ+ accommodations).	X	XX		

Rationale for Rating	
Developing	• Nothing uniform across district.
In Progress	• In a unit district, this is difficult to answer in looking at the variety of offerings for students in elementary, middle school and high school. • Several buildings - across levels - utilize student voice in the creation of clubs, initiatives, etc. "5 Essentials" survey data is provided to each building.

Suggestions for Next Steps	
Developing	• Get input from students- start the process.
In Progress	• We believe that we need to continue to enhance our opportunities for students to express themselves and to provide feedback to staff in respective buildings. • Buildings create plans for how to utilize student data towards school improvement.

Component	Developing	In Progress	Strong, but structure needed	Robust
8: EMPLOYMENT & RETAINMENT - We have implemented practices to attract and retain highly qualified, diverse teachers and administrators at our district.	XXX			

Rationale for Rating	
Developing	• Not sure where HR is with this. • We think it's been talked about a lot and perhaps an attempt made, but unsure what the follow through looks like. • The plan for hiring and retaining is not fully developed at this time. There is no group of administrators or staff included in the formation of this plan.

Suggestions for Next Steps	
Developing	• Start and share the process, grow our own. • Taking a look at potential ways to attract underrepresented teacher populations to not only our school district, but also to our community. Are their ways to attract and retain diverse staff members in a district that doesn't already have a very diverse staff? Probably not but unsure how to overcome a low number of minority teaching candidates, and many candidates who leave college and go back to larger cities. Continue to make our education pathway more robust and even guaranteeing interviews to those students. • HR developing a specific plan for recruiting diverse teachers.

Component	Developing	In Progress	Strong, but structure needed	Robust
9. PROFESSIONAL DEVELOPMENT - Our district has demonstrated its commitment to equity by offering a continuum of professional development and growth to all staff.	XXX			

Rationale for Rating	
Developing	• This is a start. • We are just now starting that work and trying to create a systemic plan. Many buildings are doing things individually but nothing across the board. • The professional development has started for district administration and building administration. It has not gone to building staff, yet.

Suggestions for Next Steps	
Developing	• District needs to start this process, same message. • Continue to provide PD to not only administrators, but also for teachers in a systematic fashion that includes ALL staff members in the district. As a small group we talked about finding opportunities to get the entire district together to provide a common message and focus for everyone and continue the messaging and focus throughout the school year. Also, a common message from district admin, UFEA leadership, building admin and so on. • Equity audit for the district. Each building will then have an equity audit by an outside individual.

Component	Developing	In Progress	Strong, but structure needed	Robust
10: FAMILY AND COMMUNITY AS AGENCY - We have a structure in place to actively seek out and/or sustain communication and engagement with parents/guardians/caretakers on issues of equity.	X	XX		
Rationale for Rating				
Developing	• Nothing sustained or involves all groups.			
In Progress	• We have some parent coordinators in our district. Unsure if the message going through them is through an equity lens. We also have Promise Councils reaching out. • Buildings are working to get into communities and a parent group has been formed for the district. PTO groups gather together in the district.			
Suggestions for Next Steps				
Developing	• Develop a process for sustained input.			
In Progress	• Continue to find a structure that is systemic in bringing stakeholders to the table about a variety of issues, including equity. • Administrative Council could be utilized to brainstorm and share ideas on how to strengthen this area.			

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach. A table and/or chart of all data is included in this report. Quantitative data that revealed inequities contributed to the audit findings. Data that did not reveal an immediate inequity is listed below the table. It must be critically noted that during SY 2020-21, there was [is] a global pandemic due to Covid-19. This pandemic drastically altered the curriculum, instruction, resources and relationships with students; therefore, the quantitative data from that school year must be considered with this background in mind.

Index of Quantitative Data	
Table/Chart: 2.1-2.3	Student demographic by race/ethnicity[5] Student demographic by special populations[6]
Table/Chart: 2.4-2.9	Student demographic by discipline
Table/Chart: 2.5-2.9	Student demographic in gifted programming
Table/Chart: 2.10-2.11	Student demographic by specific (dis)ability based on the intersectionality[7] of race/ethnicity and special population
Table/Chart: 2.12-2-21	Student demographic by retention and promotion
Table/Chart: 2.22-2.27	Student demographic by home school attendance
Table/Chart: 2.28-2.29	Student demographic in CTE[8]
Table/Chart: 2.30-2.31	Student demographic in extracurricular
Table/Chart: 2.32-2.33	Student demographic by graduation
Table/Chart: 2.34	Student demographic by grades
Table/Chart: 2.35	Student demographic by dropout, absenteeism, truancy and transfers
	Students' home languages
Table/Chart: 2.36-2.37	Teacher and administrator demographic count by race/ethnicity and gender

- Table/Chart: 2.1-2.3
- Table/Chart: 2.15-2.19
- Table/Chart: 2.20-2.21
- Table/Chart: 2.22-2.27
- Table/Chart: 2.34-2.39
- Table/Chart: 2.52

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[5] Race/ethnicity includes students that identify as Asian, African American, or Black, Hispanic, Latino/a/x, Pacific Islander, Two or More races, White or Caucasian. For the purpose of this report and/or in alignment with Illinois State Board of Education (ISBE), the following racial categories were used; *Asian* for Asian or Pacific Islander, *Black* for African American or Black, *Hispanic* Hispanic/Latino/a/x and *White* for White/Caucasian.

[6] Special population refers to specialized populations of English Language Learners (ELL), Free/Reduced Lunch (FRL) and Students with Individualized Education Plan (IEP).

[7] Intersectionality is the intersecting of marginalized identities.

[8] CTE = Career Technical Education

2.1: Student demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2016-17	1222	1641	971	802	8963	13662
2017-18	1208	1643	1005	769	8760	13445
2018-19	1154	1681	1021	775	8538	13212
2019-20	1125	1822	1083	761	8396	13234
2020-21	1115	1759	1066	754	7716	12462

Chart 2.1: Student demographic percent by race/ethnicity
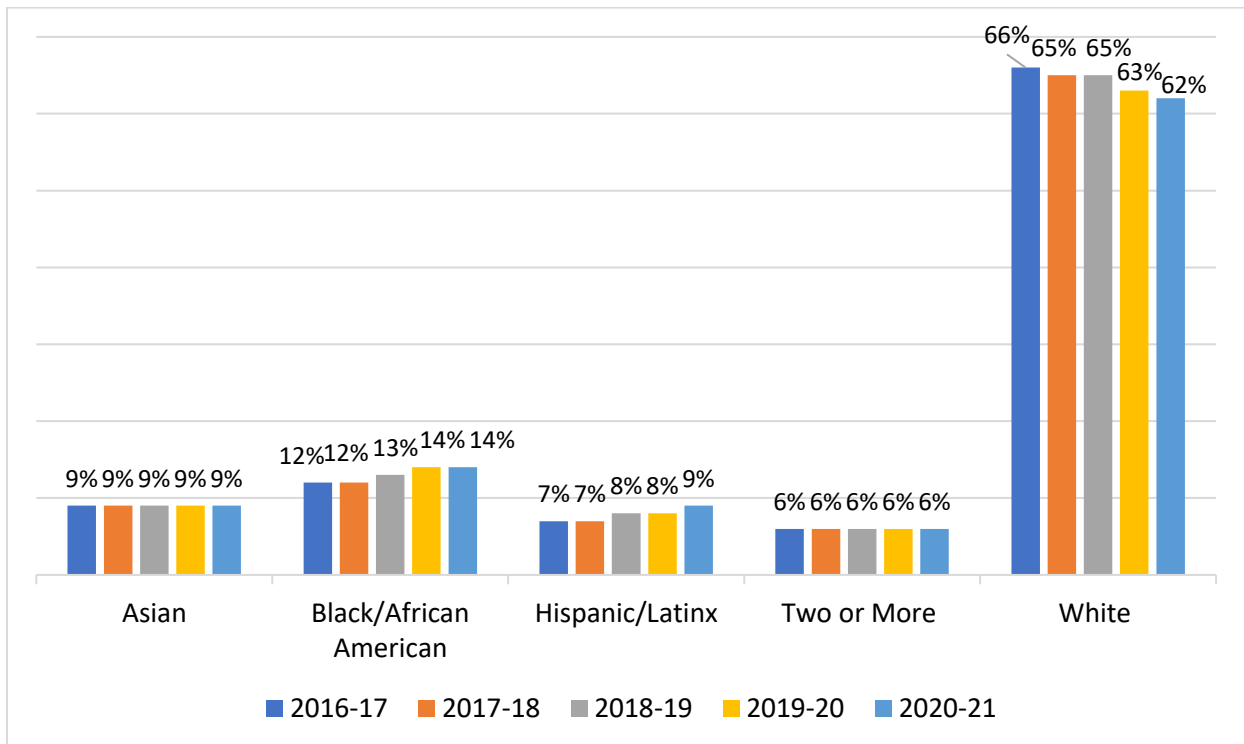
Table 2.2: Student demographic count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2015-16	594	13068	4462	9200	2049	11613
2016-17	646	12799	4442	9003	2175	11270
2017-18	707	12505	4360	8852	2294	10918
2018-19	700	12372	4457	8615	2388	10684
2019-20	664	11798	4011	8451	2249	10213

Chart 2.2: Student demographic percent by special population
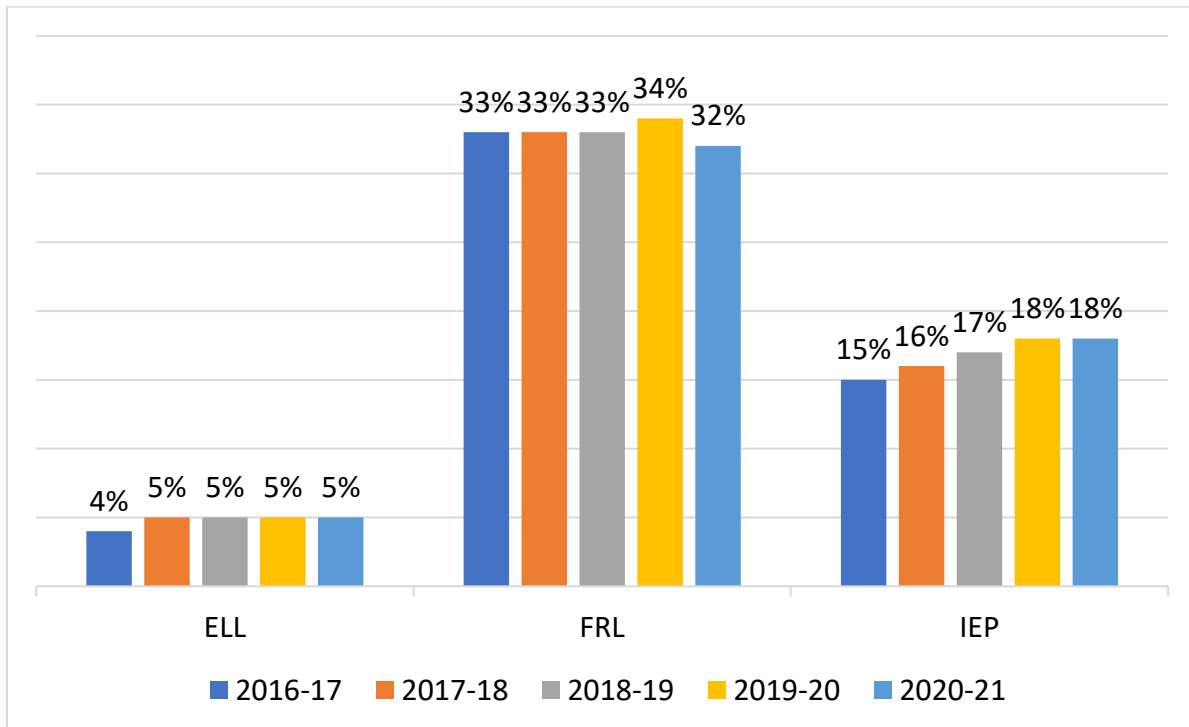
Table 2.3: Student count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	208	116	91	61	1229	397	273	695	175	3	405	158	27	1980	1213
2017-18	235	133	97	61	1245	435	297	729	208	6	407	166	30	1896	1256
2018-19	233	113	109	88	1277	470	333	741	218	5	413	174	34	1791	1309
2019-20	227	108	105	76	1387	490	357	776	242	4	399	180	25	1762	1355
2020-21	224	96	106	73	1271	494	328	719	239	4	377	162	23	1526	1234

Chart 2.3: Student percent by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	36%	3%	4%	11%	28%	20%	48%	16%	9%	1%	9%	8%	5%	45%	60%
2017-18	37%	3%	4%	10%	28%	20%	47%	17%	10%	1%	9%	8%	5%	43%	58%
2018-19	34%	3%	5%	13%	29%	21%	48%	17%	10%	1%	10%	8%	5%	41%	57%
2019-20	33%	2%	4%	11%	31%	21%	52%	18%	10%	1%	9%	8%	4%	40%	57%
2020-21	34%	2%	5%	11%	32%	22%	50%	18%	11%	1%	9%	7%	4%	38%	55%
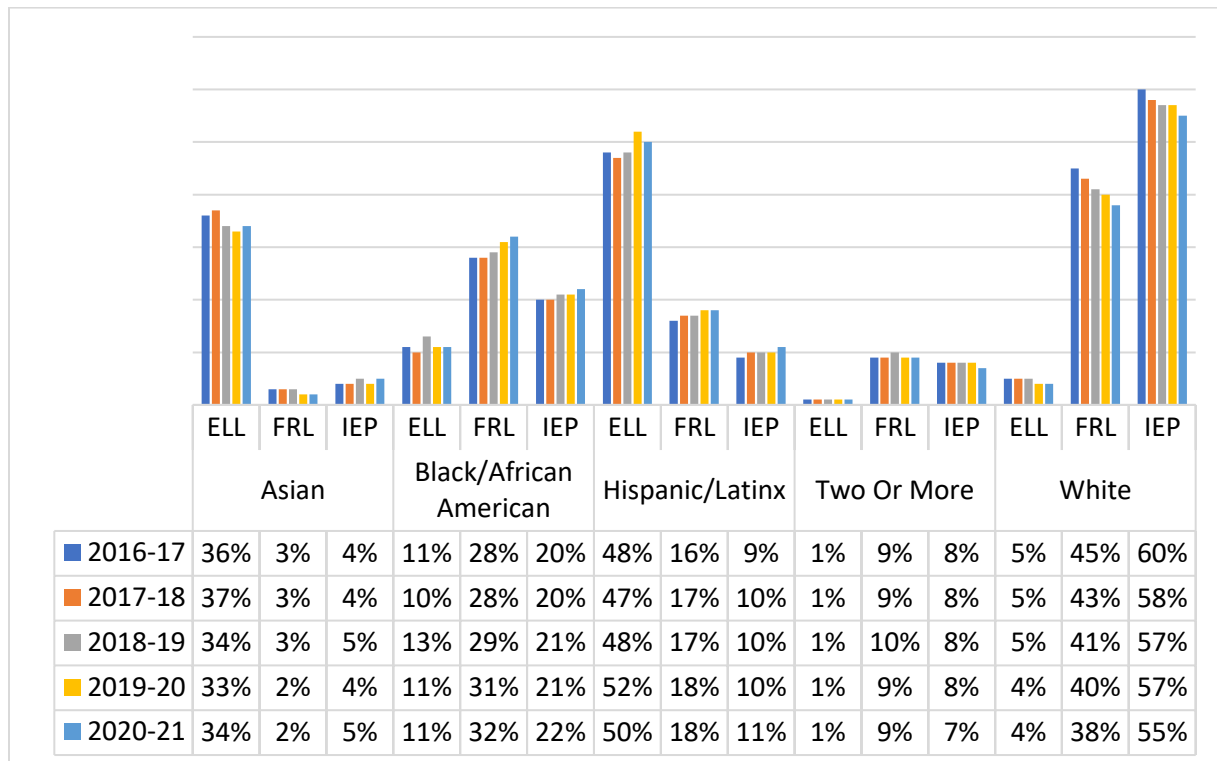
Table 2.4: Student discipline count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2015-16	72	1930	486	455	2555	5498
2016-17	101	1871	368	514	2782	5636
2017-18	182	1904	643	601	2704	6034
2018-19	172	2581	843	986	3762	8344
2019-20	132	3312	845	929	3601	8819

Chart 2.4: Student discipline percent by race/ethnicity
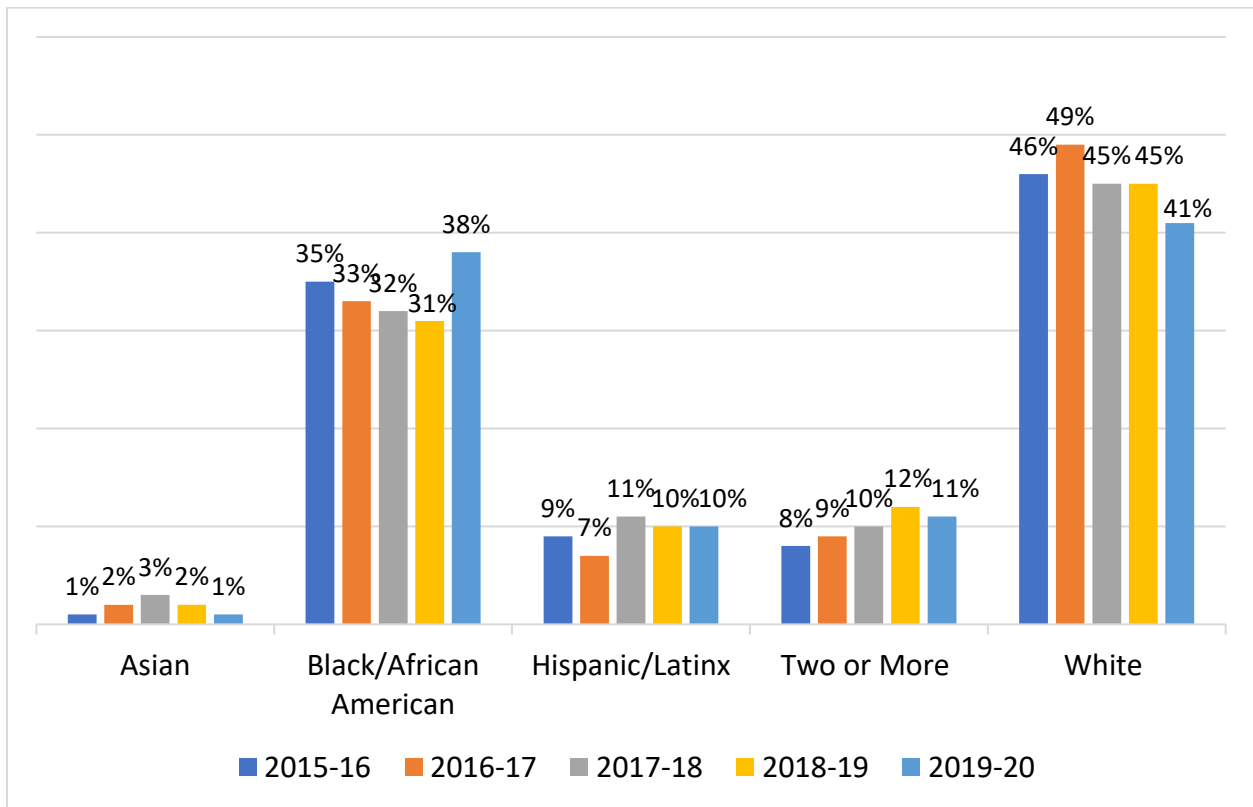
Table 2.5: Student discipline count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2015-16	246	5276	1577	3945	1317	4205
2016-17	149	5499	2001	3647	1538	4110
2017-18	92	5750	3494	2348	1887	3955
2018-19	141	8488	5618	3011	2754	5875
2019-20	395	8500	5568	3327	2935	5960

Chart 2.5: Student discipline percent by special population
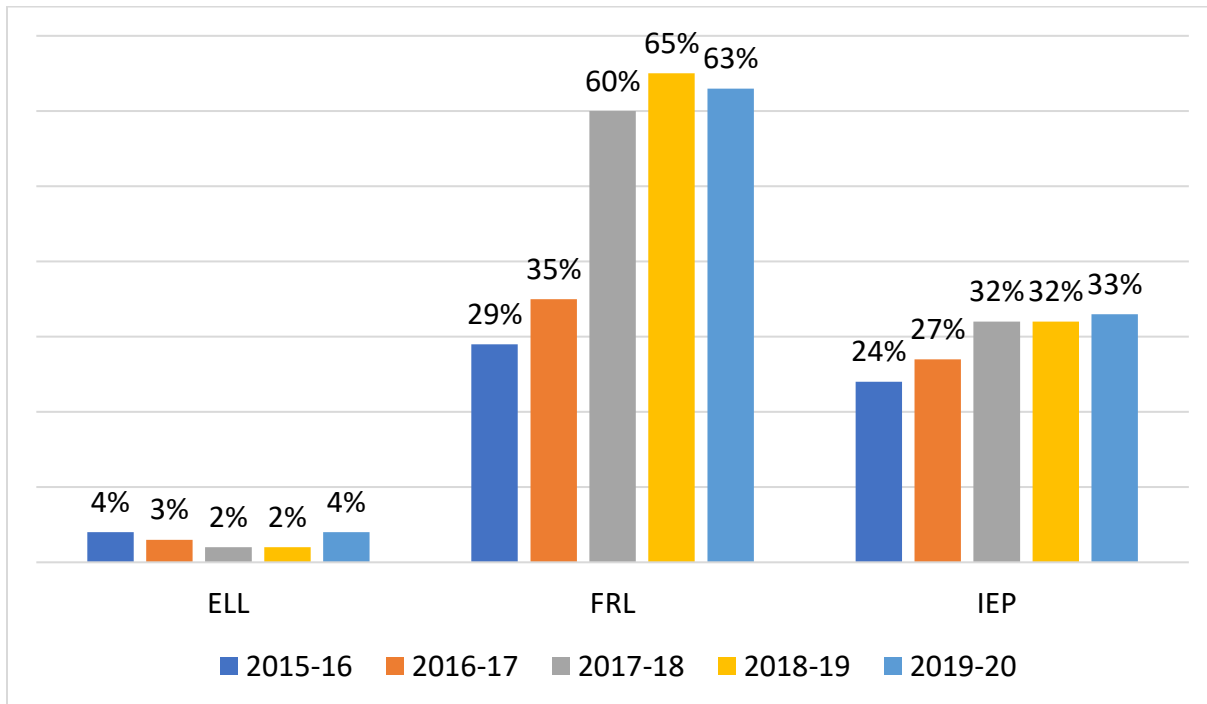
Table 2.6: Student discipline count by gender

Year	Female	Male	Total
2015-16	1925	3597	5522
2016-17	1897	3751	5648
2017-18	1926	4139	6065
2018-19	2342	6287	8629
2019-20	2667	6228	8895

Chart 2.6: Student discipline percent by gender
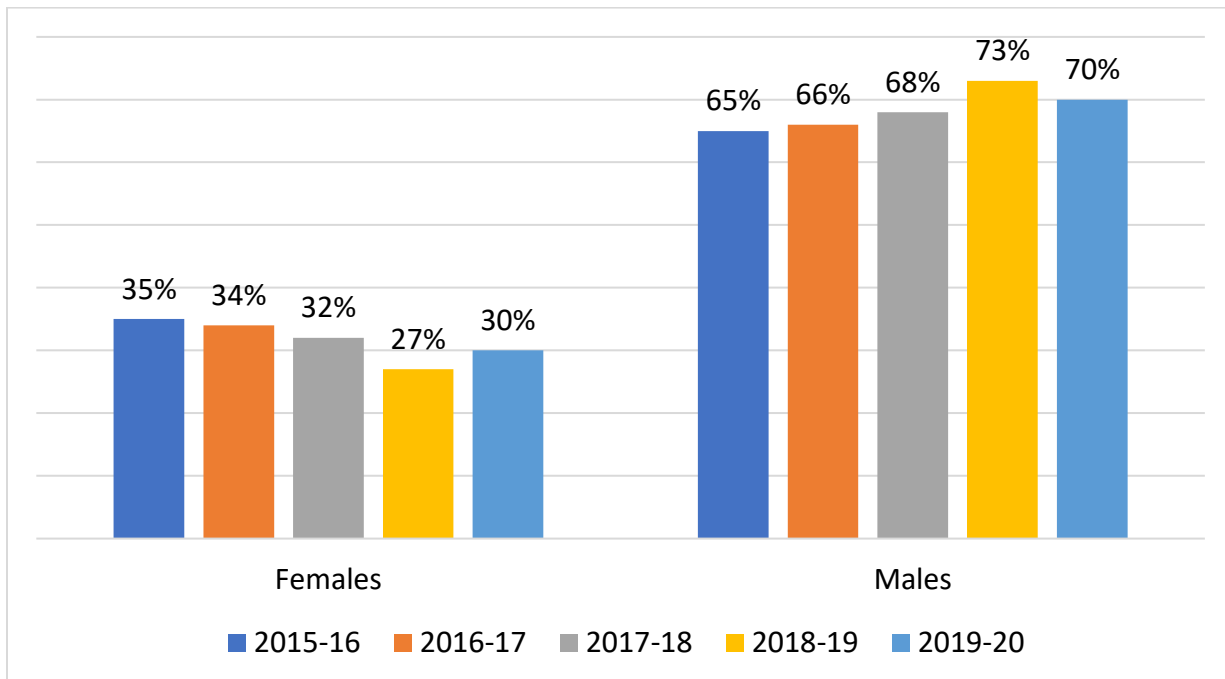
Table 2.7: Student discipline count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	15	3	5	50	693	448	169	310	158	0	84	104	3	482	602
2016-17	18	11	8	15	816	502	122	287	111	0	186	101	12	712	824
2017-18	17	45	22	14	1491	619	72	544	212	0	454	196	6	1015	870
2018-19	14	46	23	22	2442	1042	102	782	268	1	829	382	16	1565	1062
2019-20	12	33	16	77	2616	1218	248	672	290	3	674	290	7	1345	1056

Chart 2.7: Student discipline percent by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	6%	0%	0%	21%	44%	34%	71%	20%	12%	0%	5%	8%	1%	31%	46%
2016-17	11%	1%	1%	9%	41%	32%	73%	14%	7%	0%	9%	7%	7%	35%	53%
2017-18	16%	1%	1%	13%	42%	32%	66%	15%	11%	0%	13%	10%	6%	29%	45%
2018-19	9%	1%	1%	14%	43%	38%	66%	14%	10%	1%	15%	14%	10%	28%	38%
2019-20	3%	1%	1%	22%	49%	42%	71%	13%	10%	1%	13%	10%	2%	25%	37%
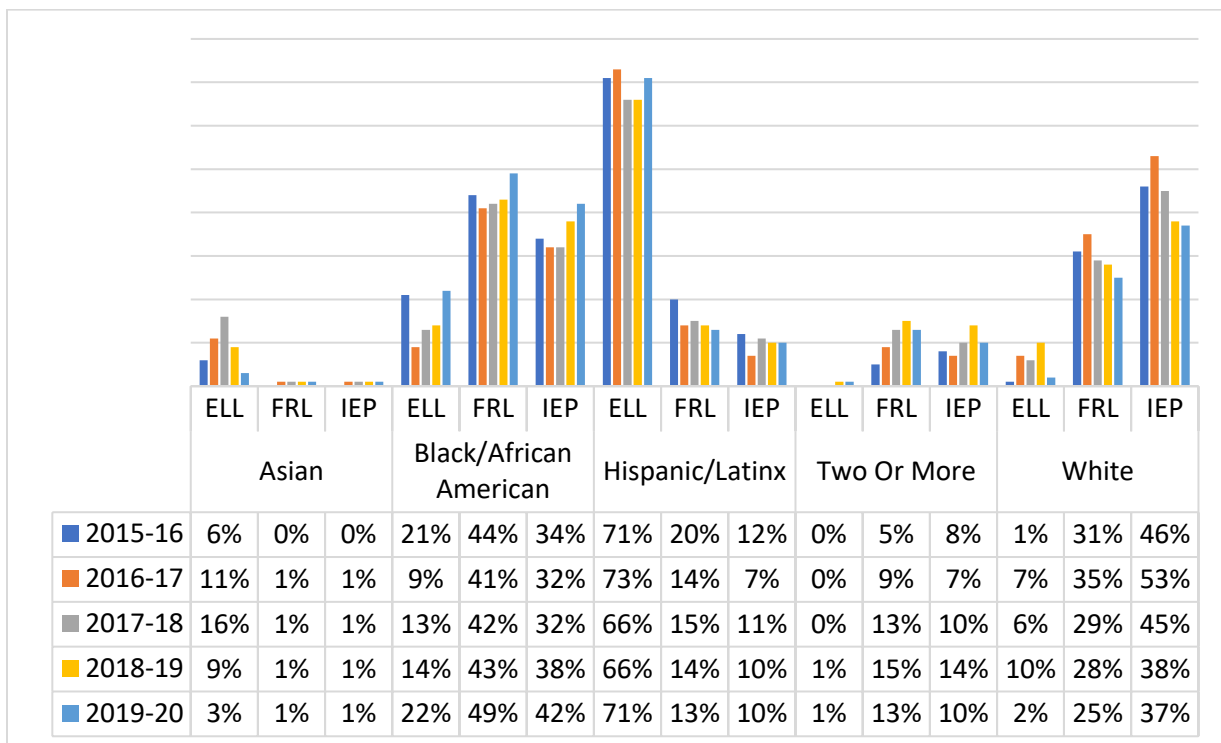
Table 2.8: Student discipline count by the intersectionality of race/ethnicity and FEMALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	3	0	1	7	215	80	45	109	71	0	36	21	0	222	182
2016-17	6	5	4	4	338	140	23	72	38	0	71	25	1	251	244
2017-18	7	38	4	7	483	128	28	167	68	0	150	58	2	362	202
2018-19	4	29	9	10	696	159	39	320	116	0	236	78	5	387	130
2019-20	7	16	5	20	843	384	68	250	99	3	285	99	1	367	228

Chart 2.8: Student discipline percent by the intersectionality of race/ethnicity and FEMALE

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	5%	0%	0%	13%	37%	23%	82%	19%	20%	0%	6%	6%	0%	38%	51%
2016-17	18%	1%	1%	12%	46%	31%	68%	10%	8%	0%	10%	6%	3%	34%	54%
2017-18	16%	3%	1%	16%	40%	28%	64%	14%	15%	0%	13%	13%	5%	30%	44%
2018-19	7%	2%	2%	17%	42%	32%	67%	19%	24%	0%	14%	16%	9%	23%	26%
2019-20	7%	1%	1%	20%	48%	47%	69%	14%	12%	3%	16%	12%	1%	21%	28%
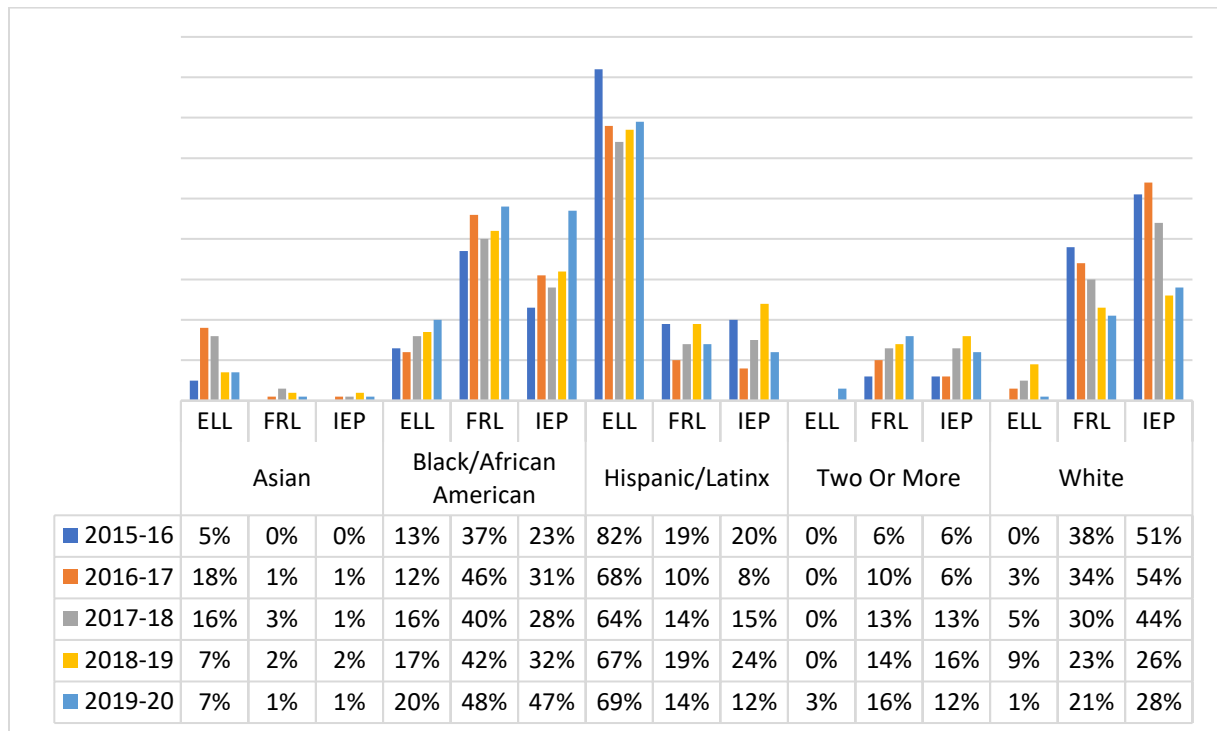
Table 2.9: Student discipline count by the intersectionality of race/ethnicity and MALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	12	3	4	43	478	368	124	201	87	0	48	83	3	260	420
2016-17	12	6	4	11	478	362	99	215	73	0	115	76	11	461	580
2017-18	10	7	18	7	1008	491	44	377	144	0	304	138	4	653	668
2018-19	10	17	14	12	1746	883	63	462	152	1	593	304	11	1178	932
2019-20	5	17	11	57	1773	834	180	422	191	0	389	191	6	978	828

Chart 2.9: Student discipline percent by the intersectionality of race/ethnicity and MALE

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015-16	7%	0%	0%	24%	48%	38%	68%	20%	9%	0%	5%	9%	2%	26%	44%
2016-17	9%	0%	0%	8%	37%	33%	74%	17%	7%	0%	9%	7%	8%	36%	53%
2017-18	15%	0%	1%	11%	43%	34%	68%	16%	10%	0%	13%	9%	6%	28%	46%
2018-19	10%	0%	1%	12%	44%	39%	65%	12%	7%	1%	15%	13%	11%	29%	41%
2019-20	2%	0%	1%	23%	50%	41%	73%	12%	9%	0%	11%	9%	2%	27%	40%
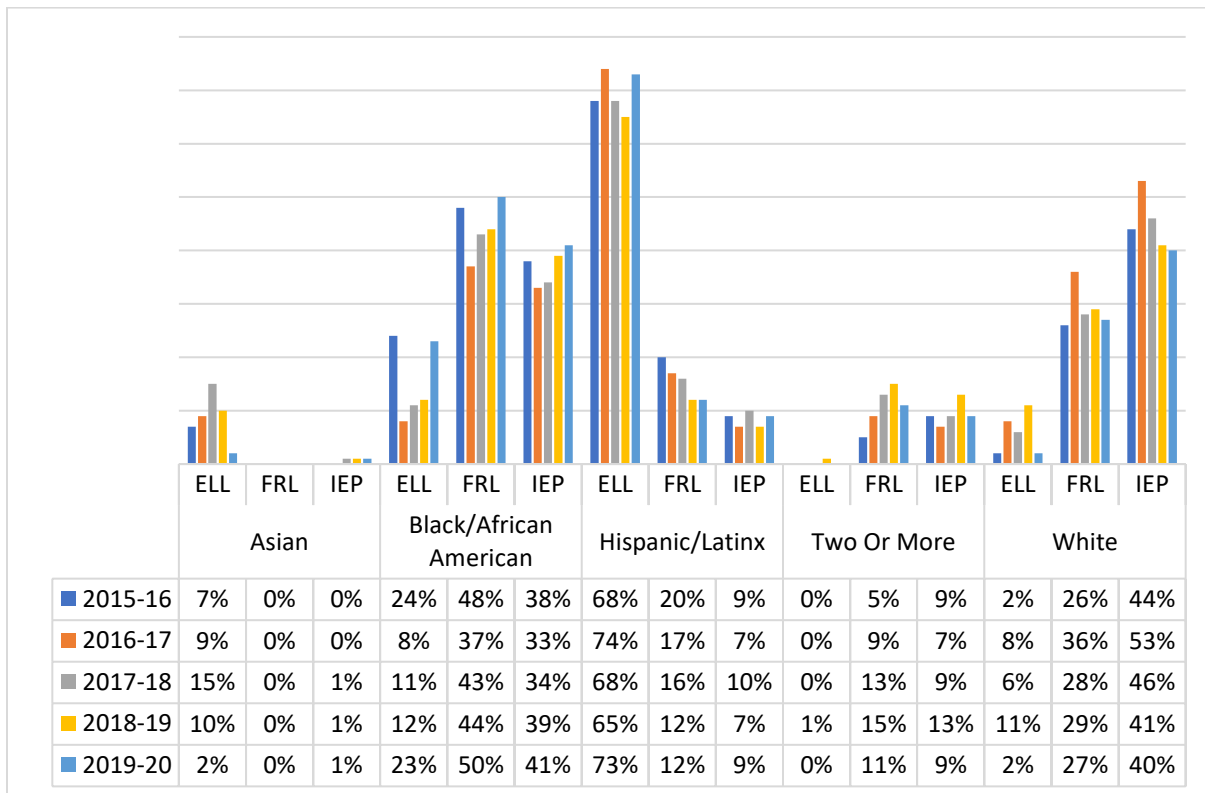
Table 2.10: Student enrollment count in gifted programming by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2018-19	374	100	99	99	1855	2535
2019-20	414	103	102	121	1875	2619
2020-21	410	123	97	111	1805	2553

Chart 2.10: Student enrollment percent in gifted programming by race/ethnicity
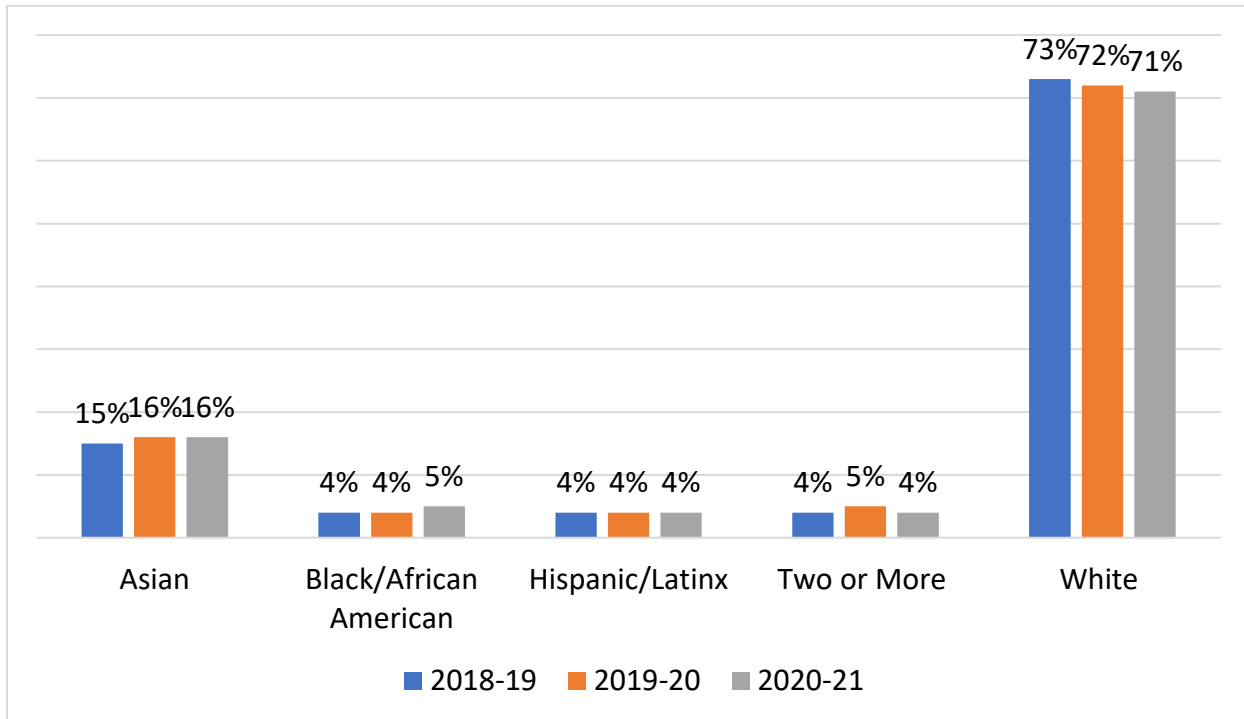
Table 2.11: Student enrollment count in gifted programming by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2018-19	7	2546	291	2262	50	2503
2019-20	6	2613	244	2375	32	2587
2020-21	7	2528	190	2345	25	2510

Chart 2.11: Student enrollment percent in gifted programming by special population
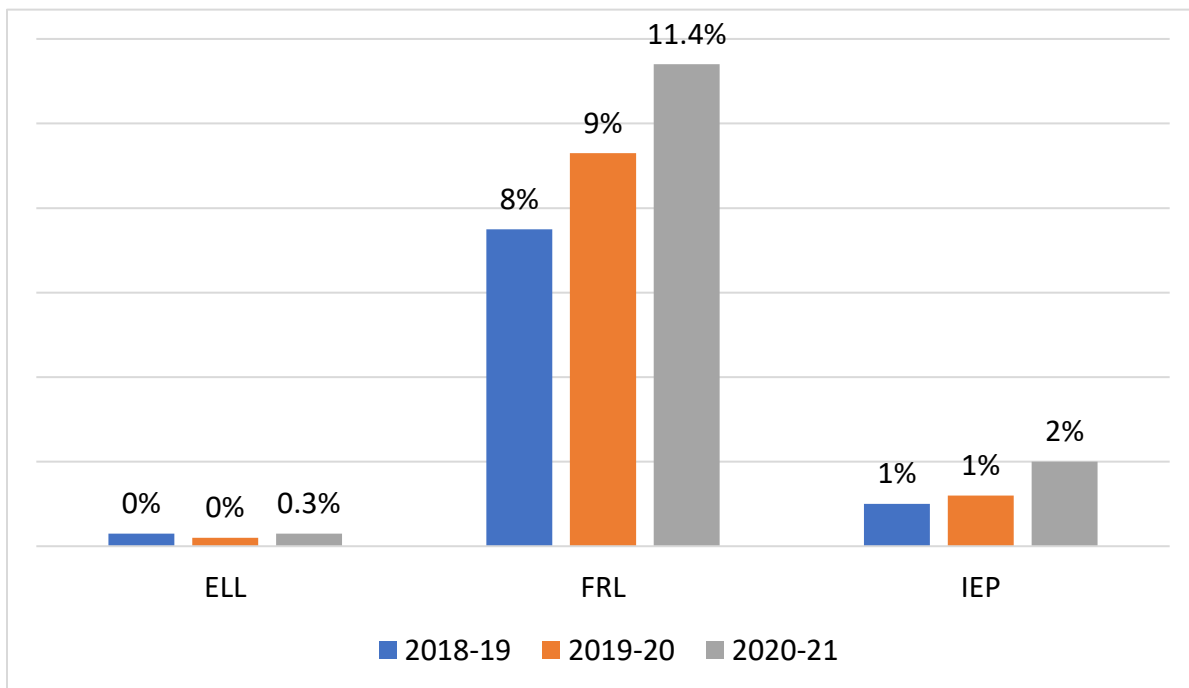
Table 2.12: Student enrollment count in gifted programming by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	5	17	0	0	31	1	2	21	4	0	17	2	0	101	18
2019-20	3	31	5	0	43	0	3	34	4	0	24	2	0	112	21
2020-21	5	33	3	0	54	4	2	41	3	0	24	2	0	137	38

Chart 2.12: Student enrollment percent in gifted programming by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	71%	9%	0%	0%	17%	4%	29%	11%	16%	0%	9%	8%	0%	54%	72%
2019-20	50%	13%	16%	0%	18%	0%	50%	14%	13%	0%	10%	6%	0%	46%	66%
2020-21	71%	11%	6%	0%	19%	8%	29%	14%	6%	0%	8%	4%	0%	47%	76%
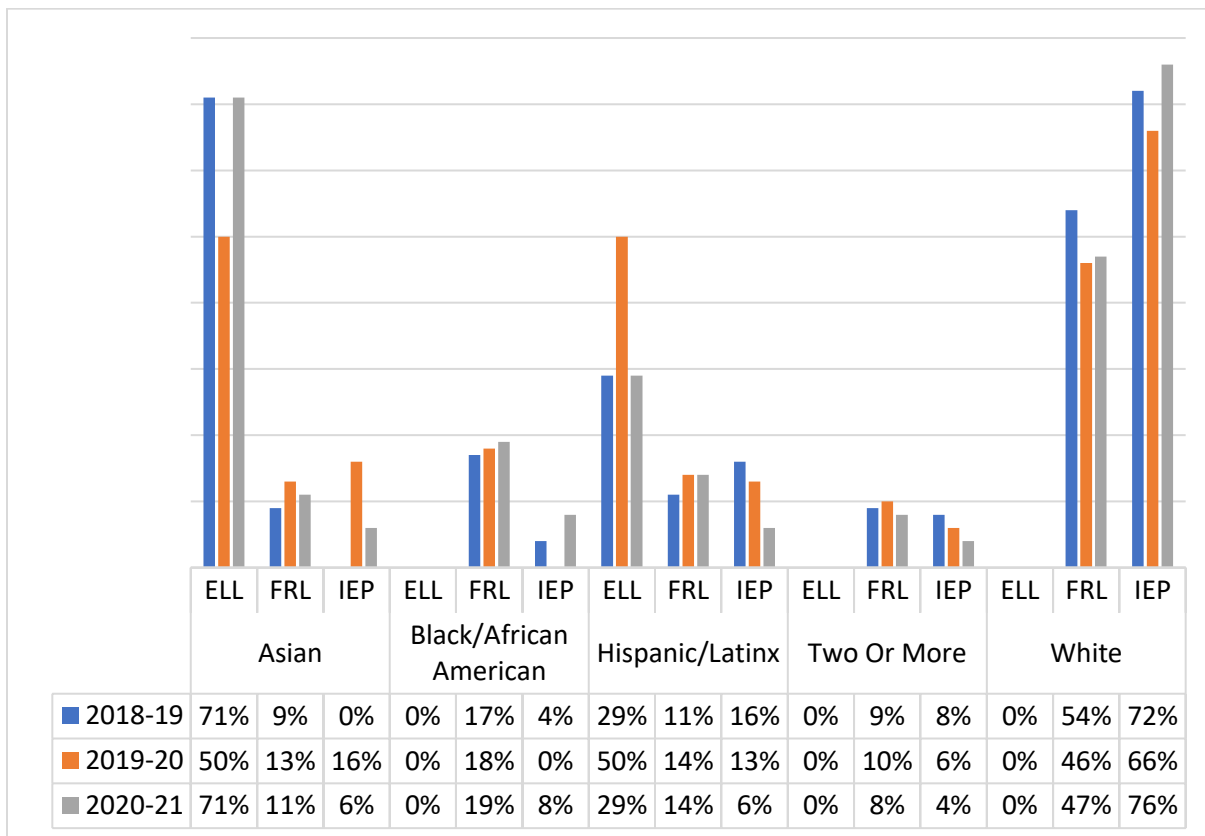
Table 2.13: Student enrollment count in gifted programming by the intersectionality of race/ethnicity, special population and FEMALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	3	11	0	0	13	0	2	11	0	0	8	2	0	53	5
2019-20	2	21	2	0	30	0	3	20	1	0	15	2	0	60	5
2020-21	3	20	2	0	34	3	1	22	1	0	15	0	0	83	11

Chart 2.13: Student enrollment percent in gifted programming by the intersectionality of race/ethnicity, special population and FEMALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	60%	11%	0%	0%	14%	0%	40%	11%	0%	0%	8%	29%	0%	55%	71%
2019-20	40%	14%	20%	0%	21%	0%	60%	14%	10%	0%	10%	20%	0%	41%	50%
2020-21	75%	11%	12%	0%	20%	18%	25%	13%	6%	0%	9%	0%	0%	48%	65%
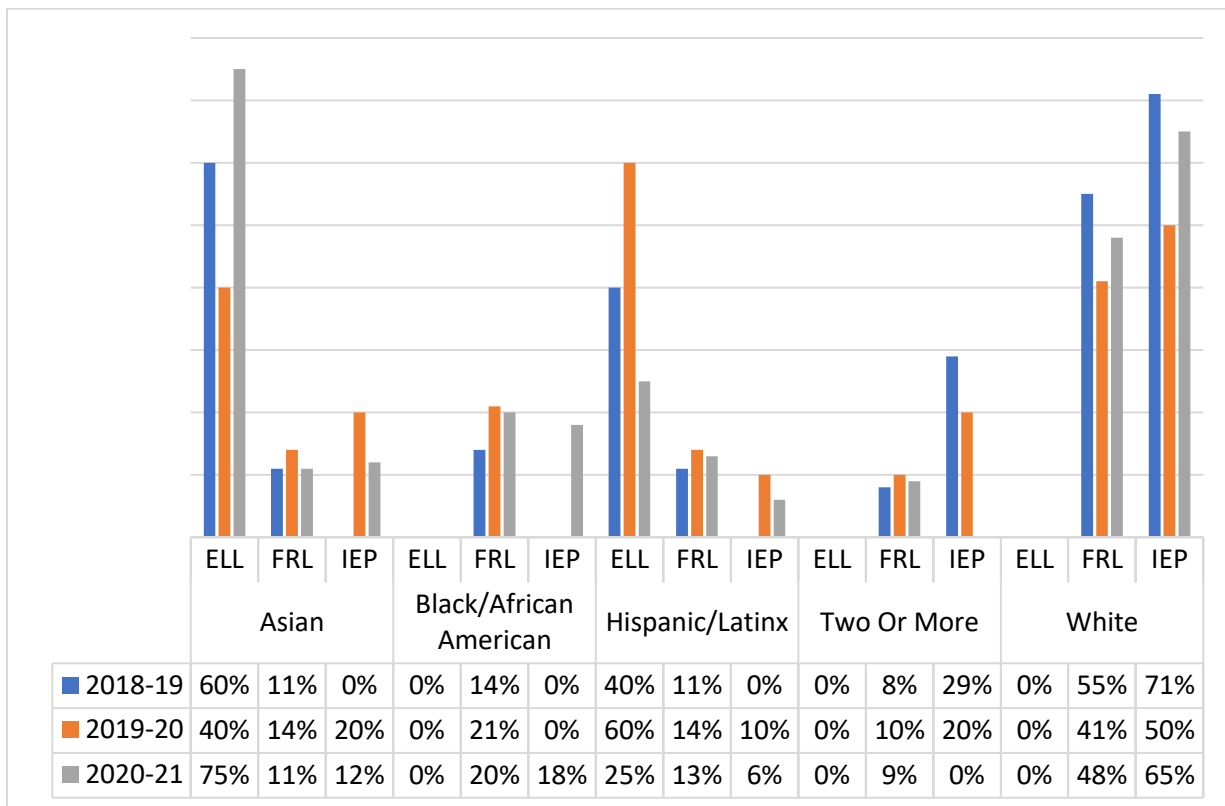
Table 2.14: Student enrollment count in gifted programming by the intersectionality of race/ethnicity, special population and MALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	2	6	0	0	18	1	0	10	4	0	9	0	0	48	13
2019-20	1	10	3	0	13	0	0	14	3	0	9	0	0	52	16
2020-21	2	13	1	0	20	1	1	19	2	0	9	2	0	54	27

Chart 2.14: Student enrollment percent in gifted programming by the intersectionality of race/ethnicity, special population and MALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	100%	7%	0%	0%	20%	6%	0%	11%	22%	0%	10%	0%	0%	53%	72%
2019-20	100%	10%	14%	0%	13%	0%	0%	14%	14%	0%	9%	0%	0%	53%	73%
2020-21	67%	11%	3%	0%	17%	3%	33%	17%	6%	0%	8%	6%	0%	47%	82%
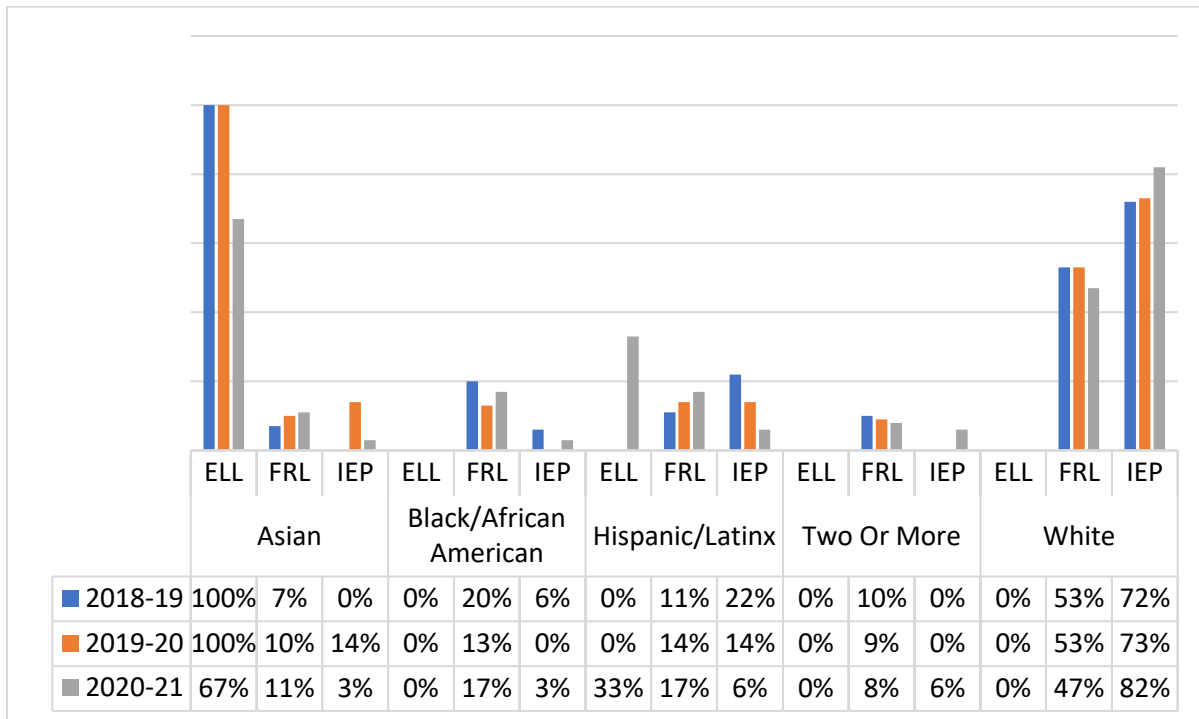
Table 2.15: Student count of SPECIFIC LEARNING DISABILITY by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	4	1	10	4	118	161	39	55	86	0	16	35	2	84	260
2019-20	3	1	6	6	146	190	45	68	89	0	17	34	2	105	277
2020-21	2	1	5	5	150	179	39	71	85	0	18	33	2	113	281

Chart 2.15: Student percent of SPECIFIC LEARNING DISABILITY by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	8%	0%	2%	8%	43%	29%	80%	20%	16%	0%	6%	6%	4%	31%	47%
2019-20	5%	0%	1%	11%	43%	32%	80%	20%	15%	0%	5%	6%	4%	31%	46%
2020-21	4%	0%	1%	10%	42%	31%	81%	20%	15%	0%	5%	6%	4%	32%	48%
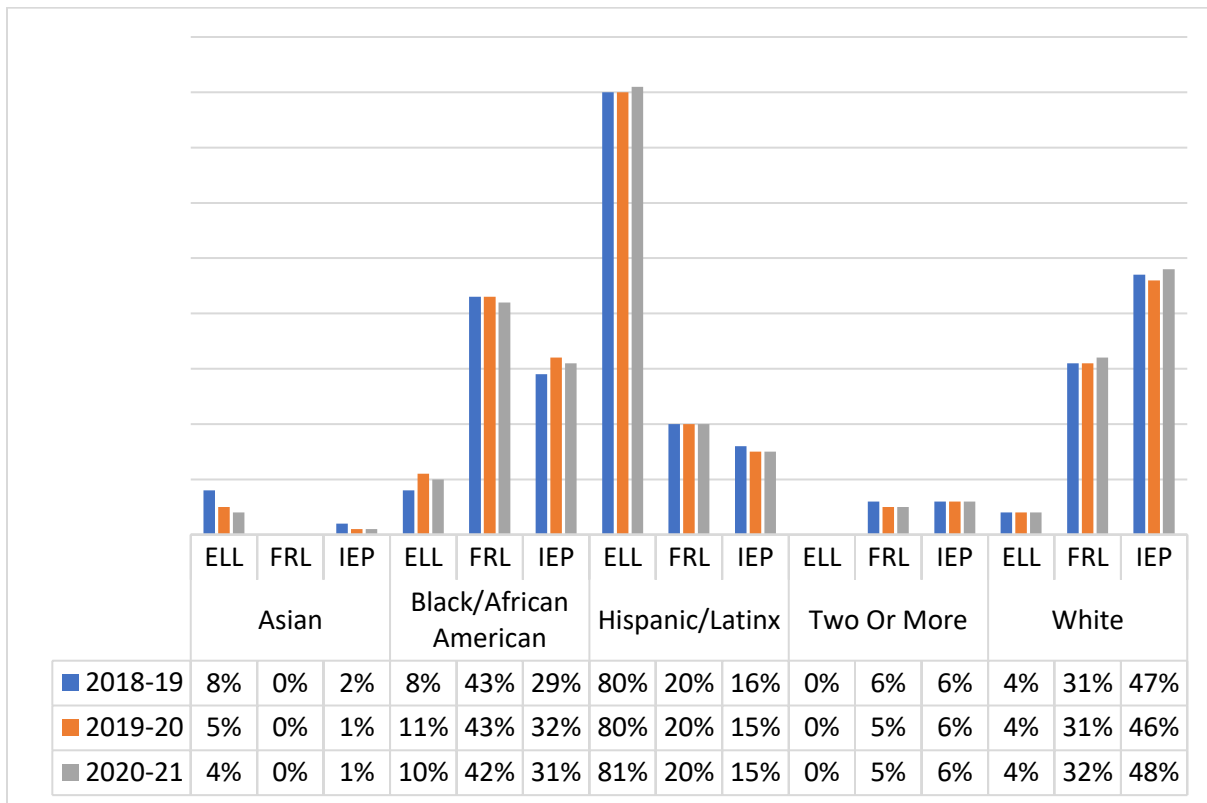
Table 2.16: Student count of SPEECH OR LANGUAGE IMPAIRMENTS by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	4	2	19	1	26	46	15	24	35	0	7	25	2	61	306
2019-20	2	3	14	1	26	43	13	29	46	0	9	27	1	59	323
2020-21	2	2	14	2	27	44	15	33	48	0	10	26	1	61	343

Chart 2.16: Student percent of SPEECH OR LANGUAGE IMPAIRMENTS by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	18%	2%	4%	5%	22%	11%	68%	20%	8%	0%	6%	6%	9%	51%	71%
2019-20	12%	2%	3%	6%	21%	9%	76%	23%	10%	0%	7%	6%	6%	47%	71%
2020-21	10%	2%	3%	10%	20%	9%	75%	25%	10%	0%	8%	5%	5%	46%	72%
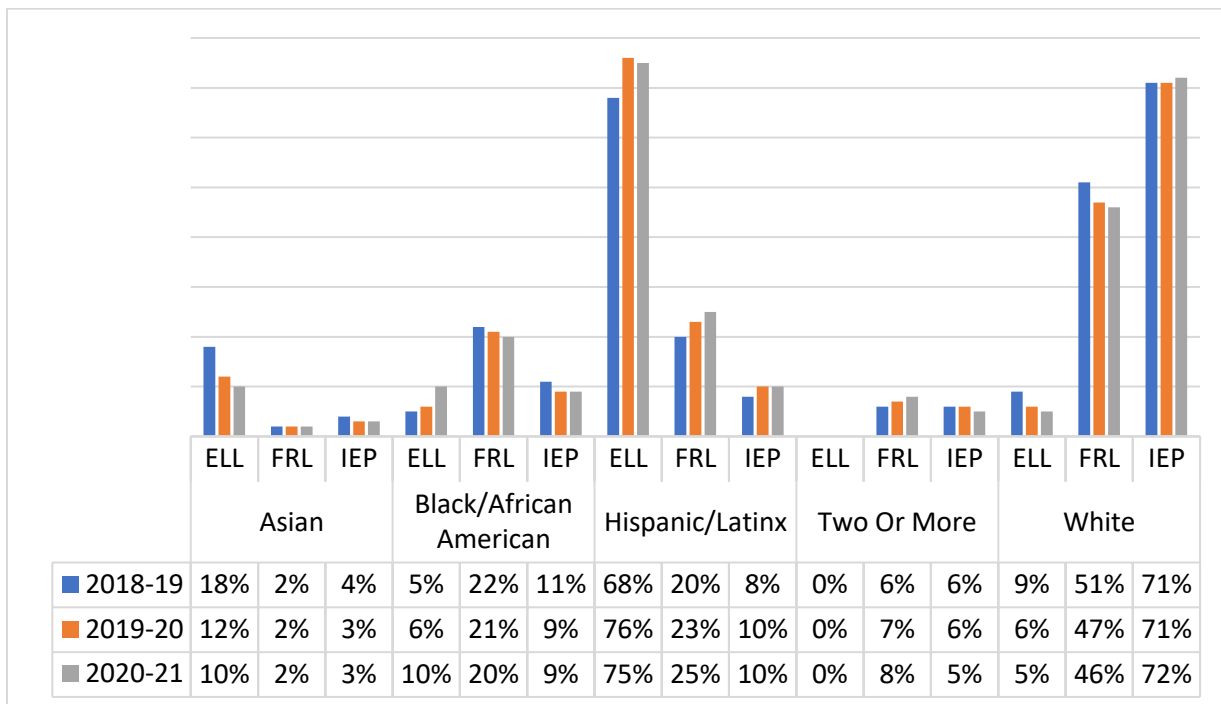
Table 2.17: Student count of DEVELOPMENTAL DELAY by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	40	6	46	5	63	88	30	31	45	1	19	30	4	63	186
2019-20	42	6	46	3	70	92	29	31	46	2	19	34	3	71	201
2020-21	40	7	49	3	78	90	29	37	53	2	22	36	3	73	188

Chart 2.17: Student percent of DEVELOPMENTAL DELAY by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	50%	3%	12%	6%	35%	22%	38%	17%	11%	1%	10%	8%	5%	35%	47%
2019-20	53%	3%	11%	4%	36%	22%	37%	16%	11%	3%	10%	8%	4%	36%	48%
2020-21	52%	3%	12%	4%	36%	22%	38%	17%	13%	3%	10%	9%	4%	34%	45%
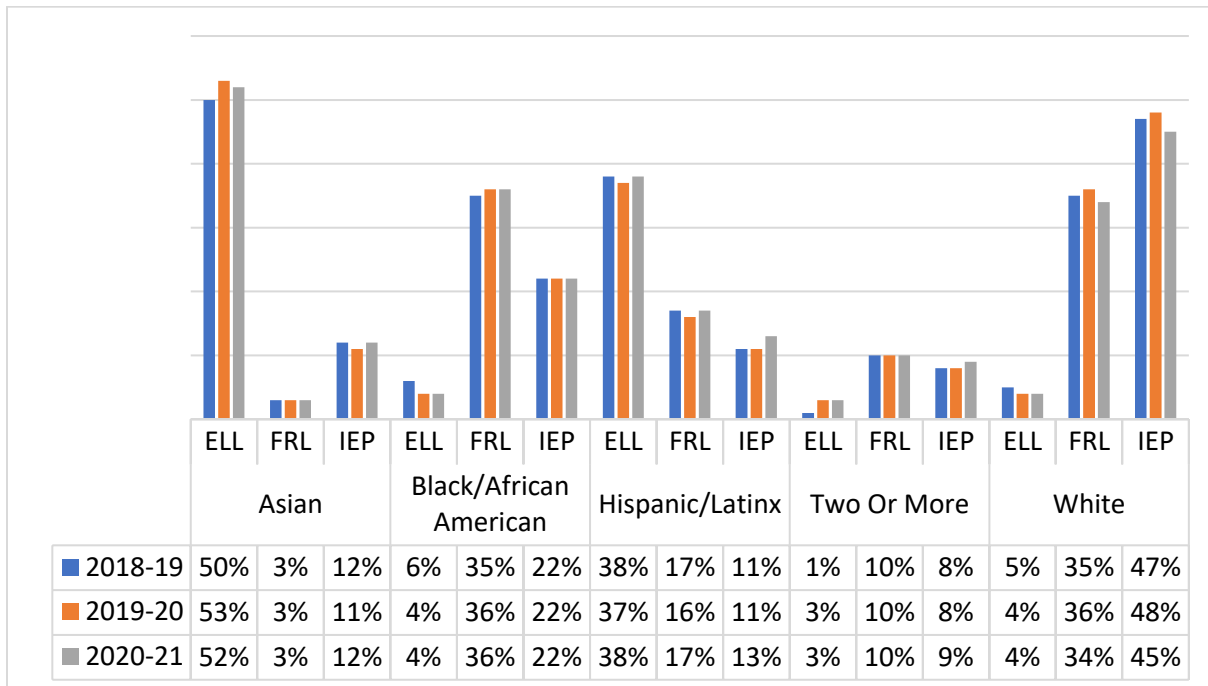
Table 2.18: Student count of OTHER HEALTH IMPAIRMENTS by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	4	0	8	1	39	73	8	13	22	0	15	35	0	68	242
2019-20	8	1	14	1	55	85	9	16	23	0	22	44	1	85	250
2020-21	7	1	10	2	66	87	8	16	24	0	19	36	1	85	239

Chart 2.18: Student percent of OTHER HEALTH IMPAIRMENTS by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	31%	0%	2%	8%	29%	19%	62%	10%	6%	0%	11%	9%	0%	50%	64%
2019-20	42%	1%	3%	5%	31%	20%	47%	9%	6%	0%	12%	11%	5%	47%	60%
2020-21	39%	1%	3%	11%	35%	22%	44%	9%	6%	0%	10%	9%	6%	45%	60%
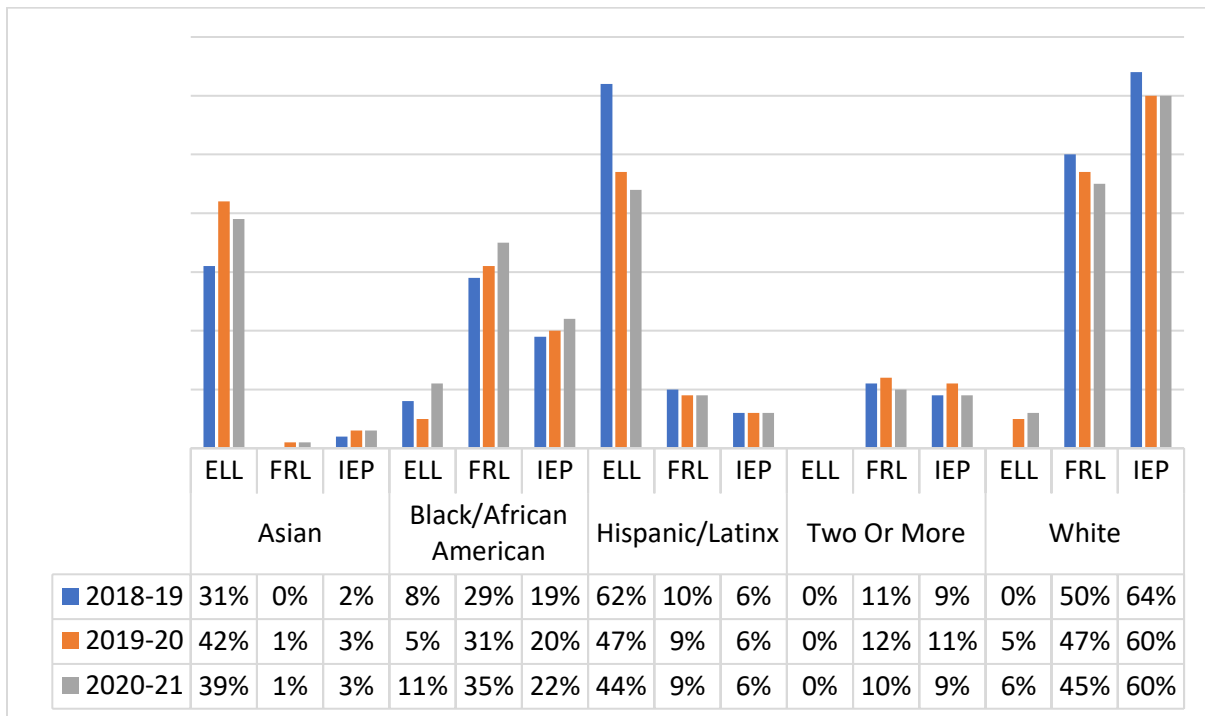
Table 2.19: Student count of AUTISM by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	14	2	24	2	27	39	3	11	20	0	10	21	1	44	158
2019-20	17	2	25	2	33	51	5	15	24	0	13	29	1	49	168
2020-21	16	2	24	2	33	45	5	15	22	0	8	19	1	49	156

Chart 2.19: Student percent of AUTISM by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	70%	2%	9%	10%	29%	15%	15%	12%	8%	0%	11%	8%	5%	47%	60%
2019-20	68%	2%	8%	8%	29%	17%	20%	13%	8%	0%	12%	10%	4%	44%	57%
2020-21	67%	2%	9%	8%	31%	17%	21%	14%	8%	0%	7%	7%	4%	46%	59%
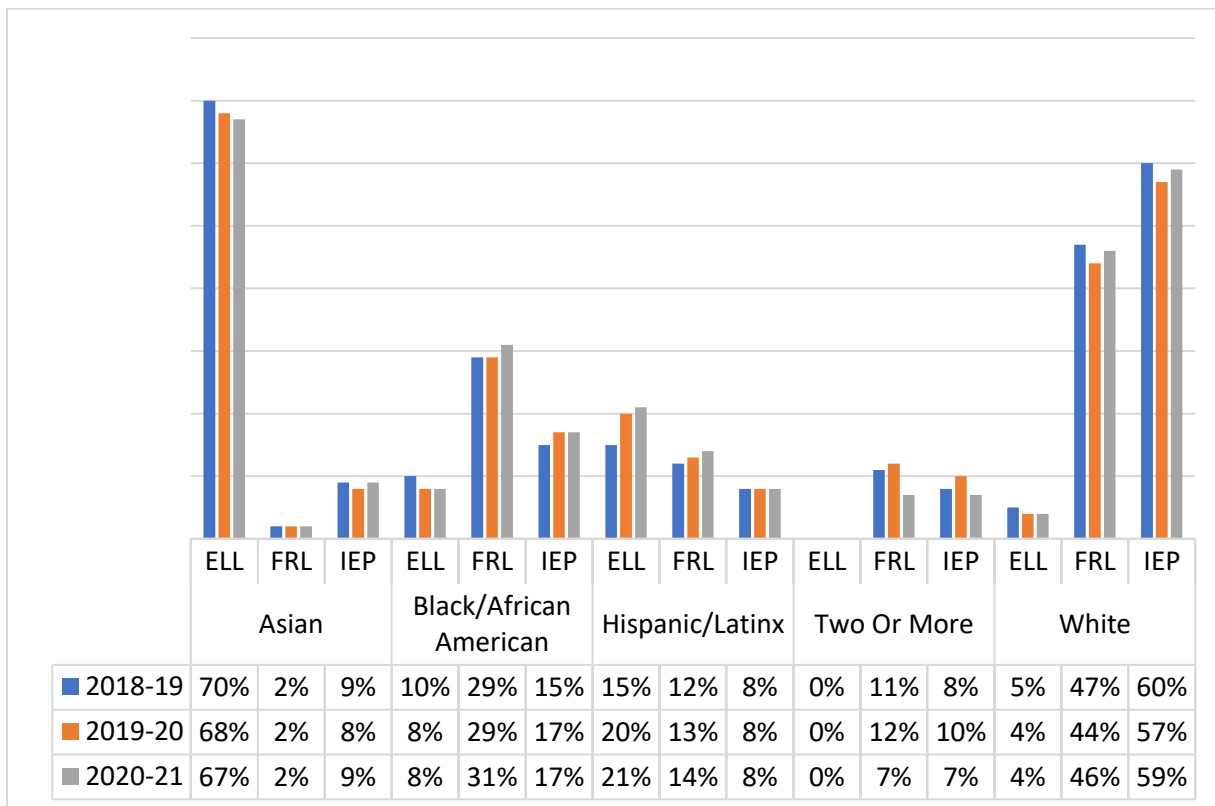
Table 2.20: Student count retention by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	0	3	4	3	41	26	13	25	11	0	8	6	0	65	55
2019-20	0	3	3	3	62	21	14	33	15	0	10	5	0	61	49

Chart 2.20: Student percent retention by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	0%	2%	4%	19%	29%	25%	81%	18%	11%	0%	6%	6%	0%	46%	54%
2019-20	0%	2%	3%	18%	37%	23%	82%	20%	16%	0%	6%	5%	0%	36%	53%
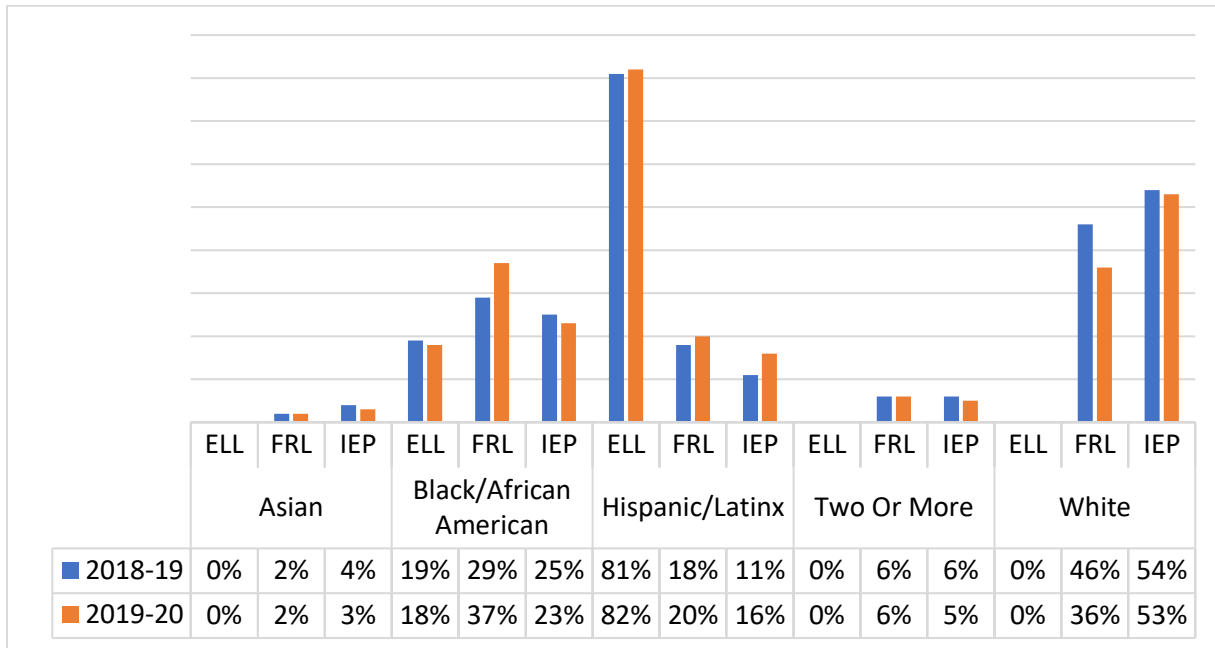
Table 2.21: Student count promotion by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	128	70	79	65	850	378	251	548	195	2	286	145	17	1229	1066
2019-20	164	89	83	58	1105	417	286	638	196	3	330	154	16	1448	1110

Chart 2.21: Student percent promotion by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	28%	2%	4%	14%	28%	20%	54%	18%	10%	0%	10%	8%	4%	41%	57%
2019-20	31%	2%	4%	11%	31%	21%	54%	18%	10%	1%	9%	8%	3%	40%	57%
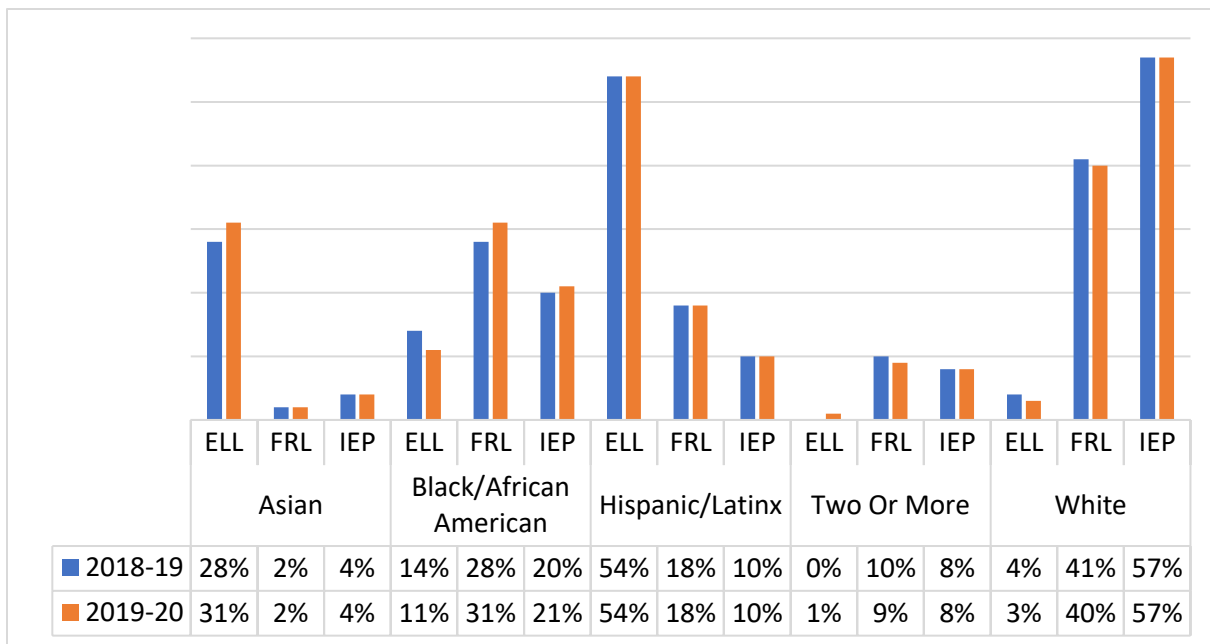
Table 2.22: Student count of home school attendence by the intersectionality race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19 HSM	115	69	71	60	839	357	214	514	177	1	286	141	16	1231	1003
2018-19 NHS	28	6	15	10	109	56	64	79	31	1	26	19	3	132	144
2019-20 HSM	173	92	77	60	1220	438	249	635	196	2	361	171	16	1536	1122
2019-20 NHS	27	5	29	14	138	115	87	102	54	1	26	33	3	156	235
2020-21 HSM	197	92	74	49	1261	424	242	652	180	4	376	131	20	1548	1057
2020-21 NHS	33	11	31	26	165	121	101	121	53	0	30	33	4	141	227

(HSM = Home/Serving Match; NHS = Not in Home School)

Chart 2.22: Student percent of home school attendence by the intersectionality race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19 HSM	28%	2%	4%	15%	29%	20%	53%	17%	10%	0%	10%	8%	4%	42%	57%
2018-19 NHS	26%	2%	6%	9%	31%	21%	60%	22%	12%	1%	7%	7%	3%	38%	54%
2019-20 HSM	35%	2%	4%	12%	32%	22%	50%	17%	10%	0%	9%	9%	3%	40%	56%
2019-20 NHS	20%	1%	6%	11%	32%	25%	66%	24%	12%	1%	6%	7%	2%	37%	50%
2020-21 HSM	38%	2%	4%	10%	32%	23%	47%	17%	10%	1%	10%	7%	4%	39%	57%
2020-21 NHS	20%	2%	7%	16%	35%	26%	62%	26%	11%	0%	6%	7%	2%	30%	49%
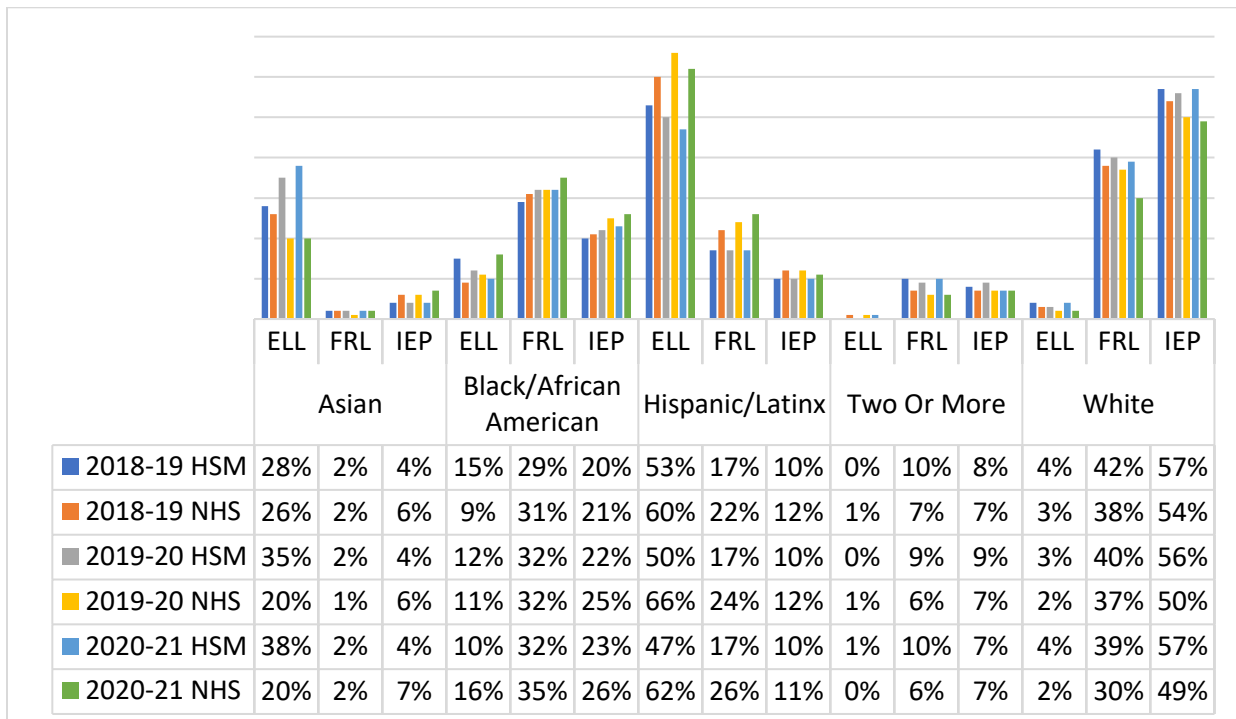
(HSM = Home/Serving Match; NHS = Not in Home School)

Table 2.23: Student count of home school attendence by the intersectionality race/ethnicity, special population and FEMALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19 HSM	50	45	26	32	436	145	101	266	58	1	142	46	5	615	337
2018-19 NHS	6	4	3	4	36	21	25	28	4	1	7	6	0	42	34
2019-20 HSM	73	56	28	32	633	183	111	323	64	2	187	61	7	771	392
2019-20 NHS	9	4	7	4	45	33	36	44	15	1	10	14	0	59	78
2020-21 HSM	87	56	26	24	646	175	112	337	64	3	203	42	8	789	363
2020-21 NHS	4	5	4	10	60	42	41	50	15	0	12	13	1	52	79

(HSM = Home/Serving Match; NHS = Not in Home School)

Chart 2.23: Student percent of home school attendence by the intersectionality race/ethnicity, special population and FEMALE

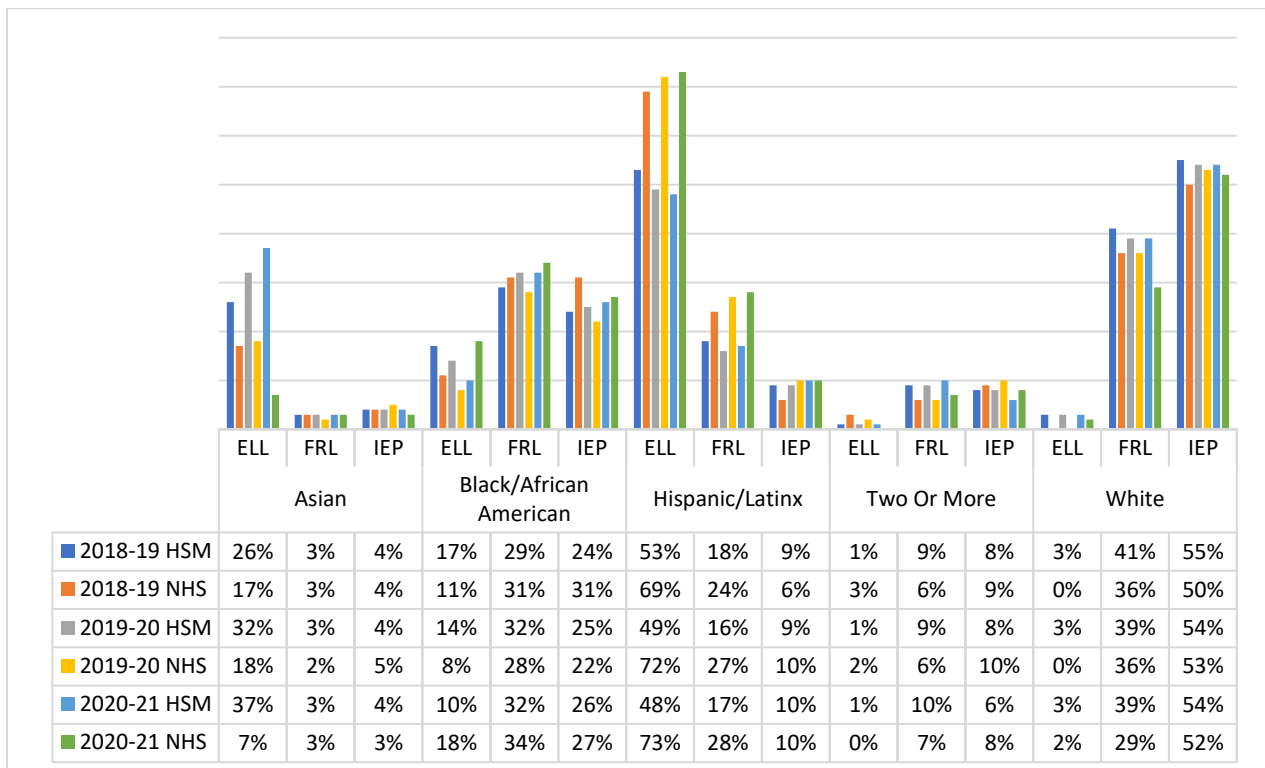|	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black/African American			Hispanic/Latinx			Two Or More			White	
■ 2018-19 HSM	26%	3%	4%	17%	29%	24%	53%	18%	9%	1%	9%	8%	3%	41%	55%
■ 2018-19 NHS	17%	3%	4%	11%	31%	31%	69%	24%	6%	3%	6%	9%	0%	36%	50%
■ 2019-20 HSM	32%	3%	4%	14%	32%	25%	49%	16%	9%	1%	9%	8%	3%	39%	54%
■ 2019-20 NHS	18%	2%	5%	8%	28%	22%	72%	27%	10%	2%	6%	10%	0%	36%	53%
■ 2020-21 HSM	37%	3%	4%	10%	32%	26%	48%	17%	10%	1%	10%	6%	3%	39%	54%
■ 2020-21 NHS	7%	3%	3%	18%	34%	27%	73%	28%	10%	0%	7%	8%	2%	29%	52%

(HSM = Home/Serving Match; NHS = Not in Home School)

Table 2.24: Student count of home school attendence by the intersectionality race/ethnicity, special population and MALE

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19 HSM	65	24	45	28	403	212	113	248	119	0	144	95	11	616	666
2018-19 NHS	22	2	12	6	73	35	39	51	27	0	19	13	3	90	110
2019-20 HSM	100	36	49	28	587	255	138	312	132	0	174	110	9	765	730
2019-20 NHS	18	1	22	10	93	82	51	58	39	0	16	19	3	97	157
2020-21 HSM	110	36	48	25	615	249	130	315	116	1	173	89	12	759	694
2020-21 NHS	29	6	27	16	105	79	60	71	38	0	18	20	3	89	148

(HSM = Home/Serving Match; NHS = Not in Home School)

Chart 2.24: Student percent of home school attendence by the intersectionality race/ethnicity, special population and MALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian		Black/African American			Hispanic/Latinx			Two Or More			White		
■ 2018-19 HSM	30%	2%	4%	13%	28%	19%	52%	17%	10%	0%	10%	8%	5%	43%	59%
■ 2018-19 NHS	31%	1%	6%	9%	31%	18%	56%	22%	14%	0%	8%	7%	4%	38%	56%
■ 2019-20 HSM	36%	2%	4%	10%	31%	20%	50%	17%	10%	0%	9%	9%	3%	41%	57%
■ 2019-20 NHS	22%	0%	7%	12%	35%	26%	62%	22%	12%	0%	6%	6%	4%	37%	49%
■ 2020-21 HSM	40%	2%	4%	9%	32%	21%	47%	17%	10%	0%	9%	7%	4%	40%	58%
■ 2020-21 NHS	27%	2%	9%	15%	36%	25%	56%	25%	12%	0%	6%	6%	3%	31%	47%
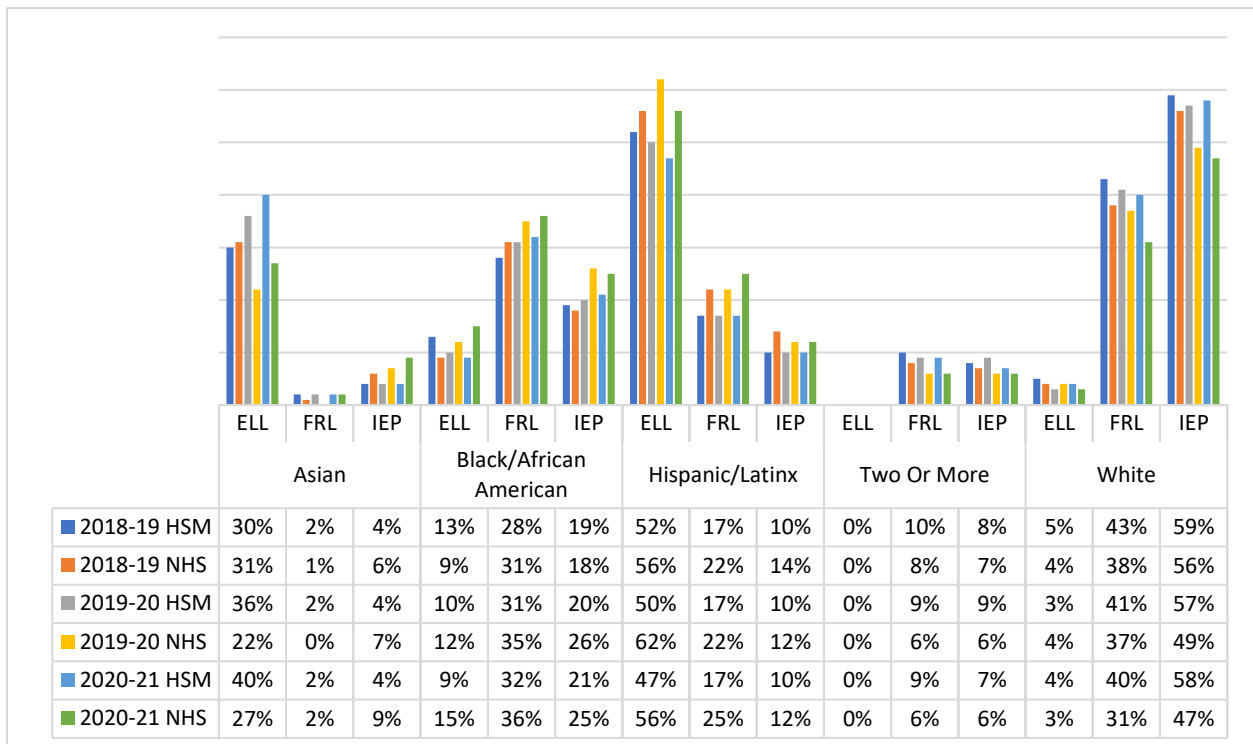
Table 2.25: Student enrollment count in CTE by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2018-19	4	26	15	2	40	87
2019-20	6	44	48	10	170	278
2020-21	9	28	35	14	119	205

Chart 2.25: Student enrollment percent in CTE by race/ethnicity
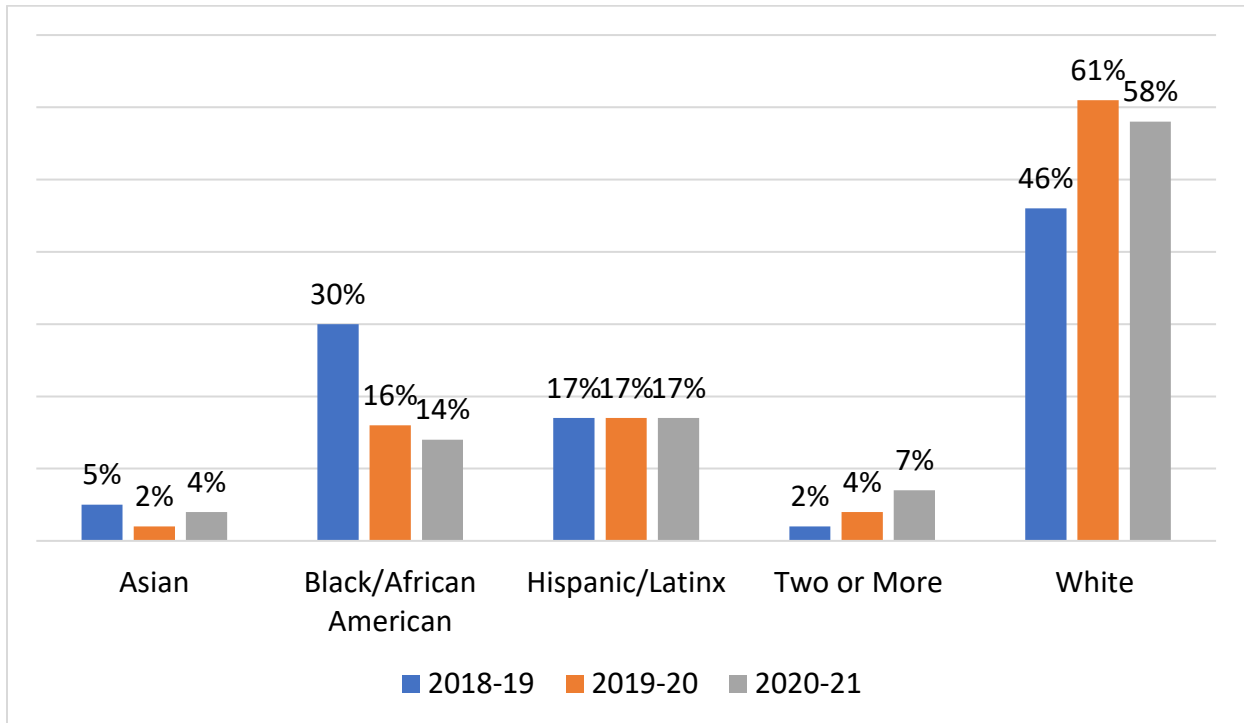
Table 2.26: Student enrollment count in CTE by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2018-19	8	79	14	73	8	79
2019-20	16	262	83	195	19	259
2020-21	12	195	66	11	25	182

Chart 2.26: Student enrollment percent in CTE by special population

Table 2.27: Student enrollment count in CTE by the intersectionality of race/ethnicity and special population

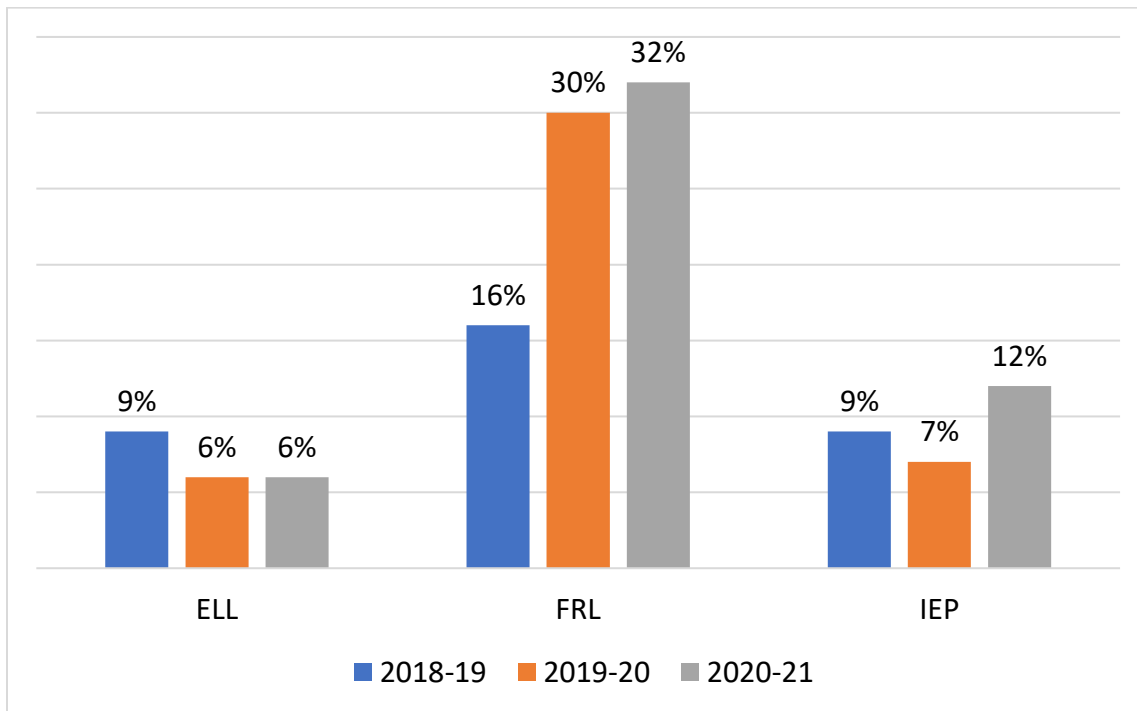| Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	0	2	2	2	4	0	6	8	0	0	4	6	0	0	6
2019-20	2	0	0	6	25	7	8	34	4	0	0	2	0	24	6
2020-21	0	0	0	6	18	5	6	24	10	0	0	0	0	18	4

Chat 2.27: Student enrollment percent in CTE by the intersectionality of race/ethnicity and special population

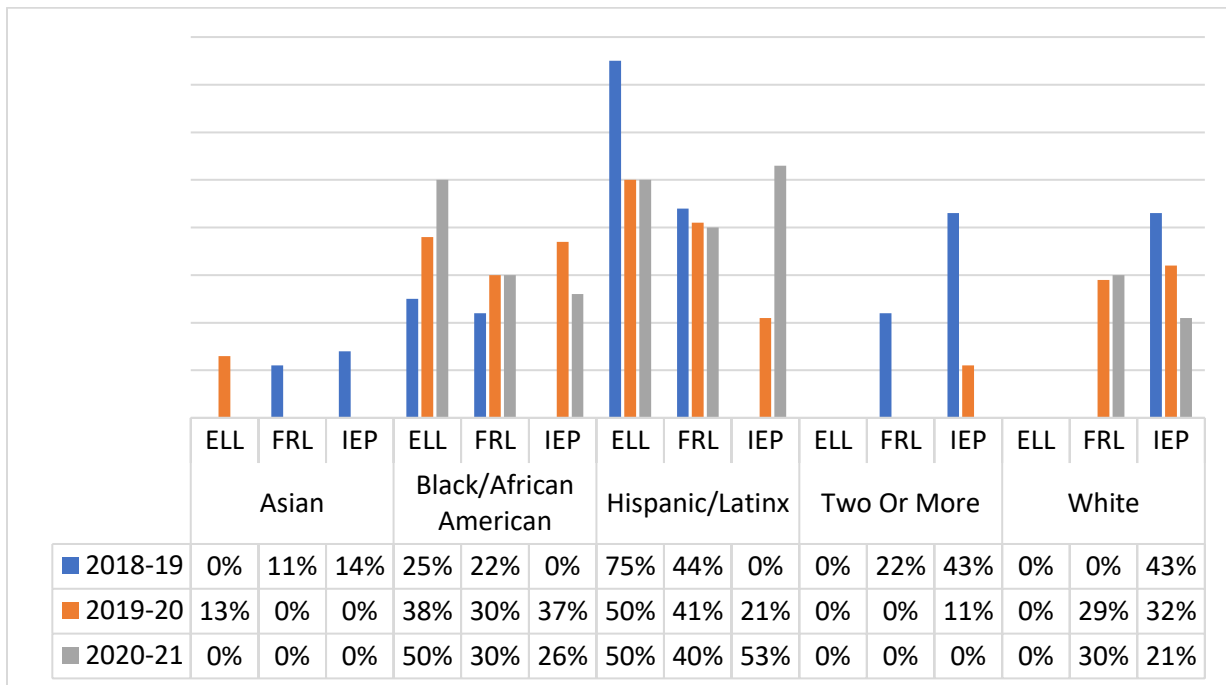|	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	0%	11%	14%	25%	22%	0%	75%	44%	0%	0%	22%	43%	0%	0%	43%
2019-20	13%	0%	0%	38%	30%	37%	50%	41%	21%	0%	0%	11%	0%	29%	32%
2020-21	0%	0%	0%	50%	30%	26%	50%	40%	53%	0%	0%	0%	0%	30%	21%

Table 2.28: Student participation count in extracurriculurs by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2019-20	209	303	150	140	1958	2760
2020-21	100	168	72	97	1338	1775

Chart 2.28: Student participation percent in extracurriculurs by race/ethnicity
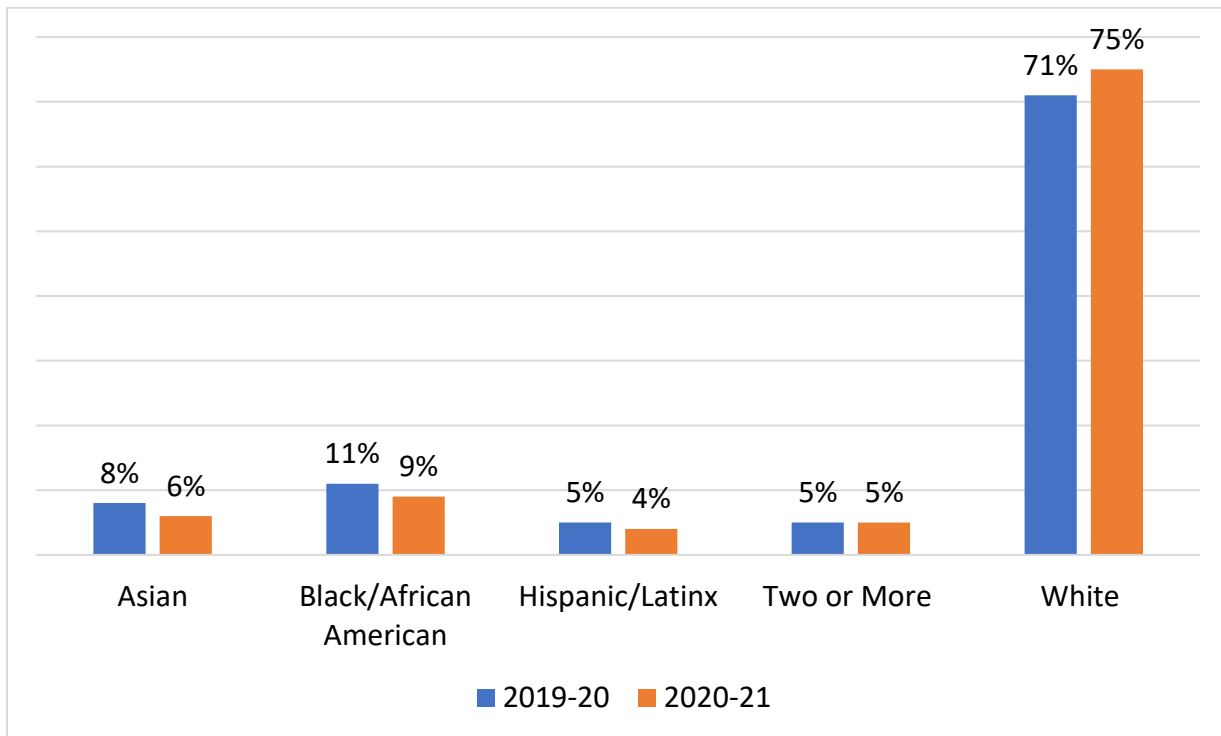
Table 2.29: Student participation count in extracurriculurs by special population

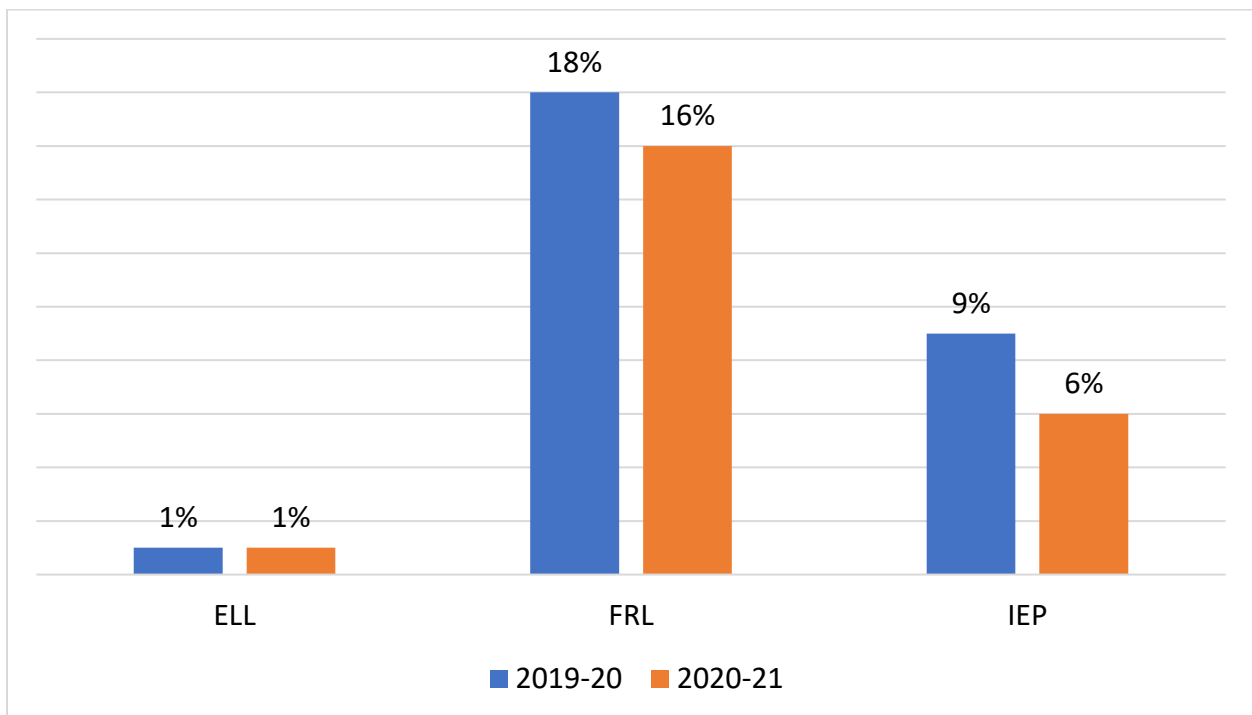| Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2019-20	26	2739	507	2258	249	2516
2020-21	15	1766	281	1500	110	1671

Chart 2.29: Student participation percent in extracurrulurs by special population

Table 2.30: Student participation count in extracurriculurs by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
Year	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2019-20	6	15	5	8	175	56	11	73	32	0	55	25	0	184	129
2020-21	1	8	1	5	90	28	7	30	9	0	43	8	0	105	62

Chart 2.30: Student participation percent in extracurriculurs by the intersectionality of race/ethnicity and special population
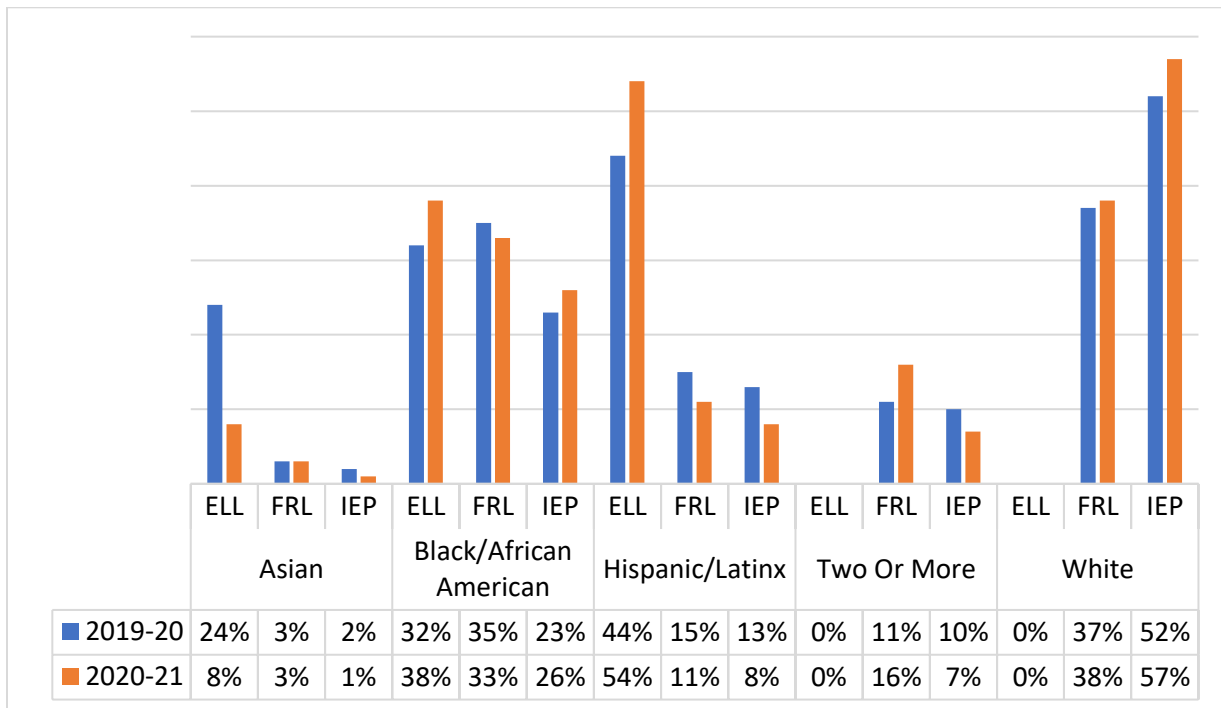

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2019-20	24%	3%	2%	32%	35%	23%	44%	15%	13%	0%	11%	10%	0%	37%	52%
2020-21	8%	3%	1%	38%	33%	26%	54%	11%	8%	0%	16%	7%	0%	38%	57%

Table 2.31: Student graduation count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2018-19	58	99	58	38	615	868
2019-20	61	109	73	40	603	886

Chart 2.31: Student graduation percent by race/ethnicity
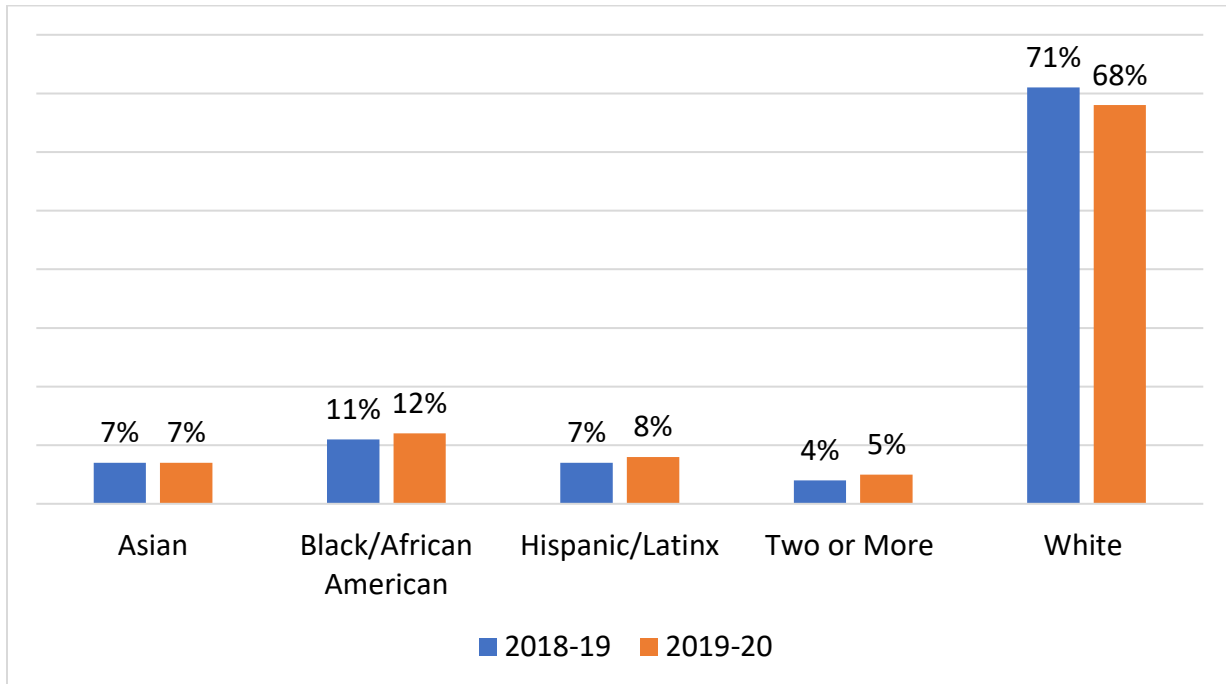
Table 2.32: Student graduation count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2018-19	14	856	12	858	98	772
2019-20	14	872	174	712	110	776

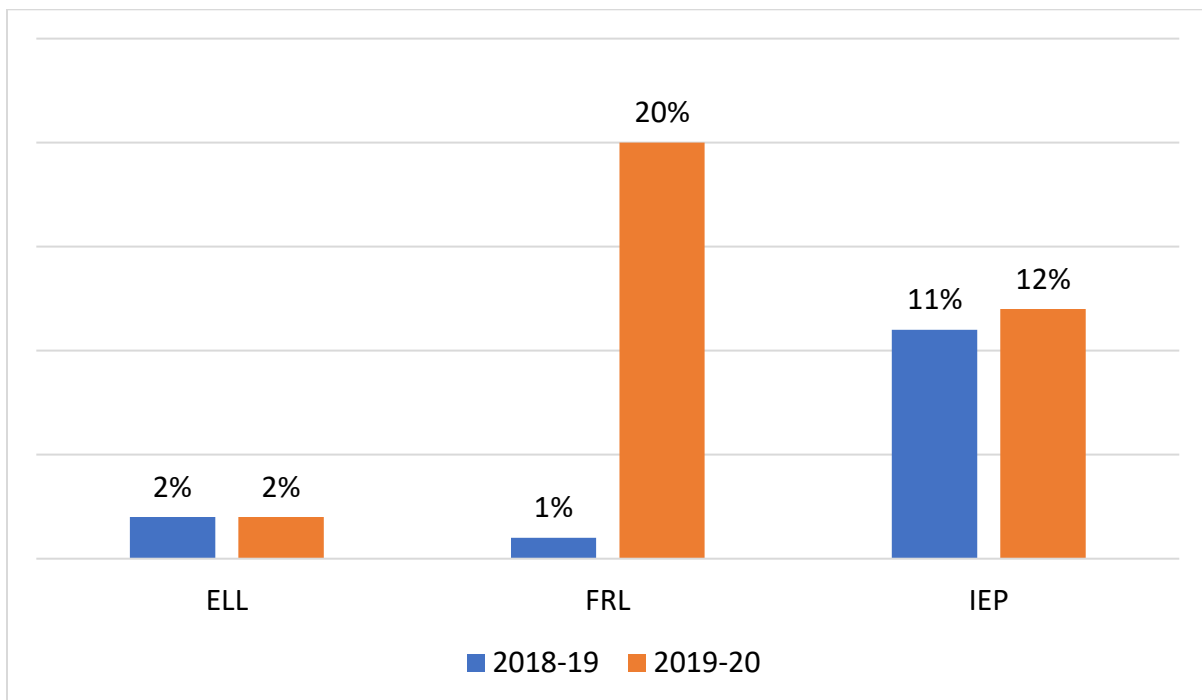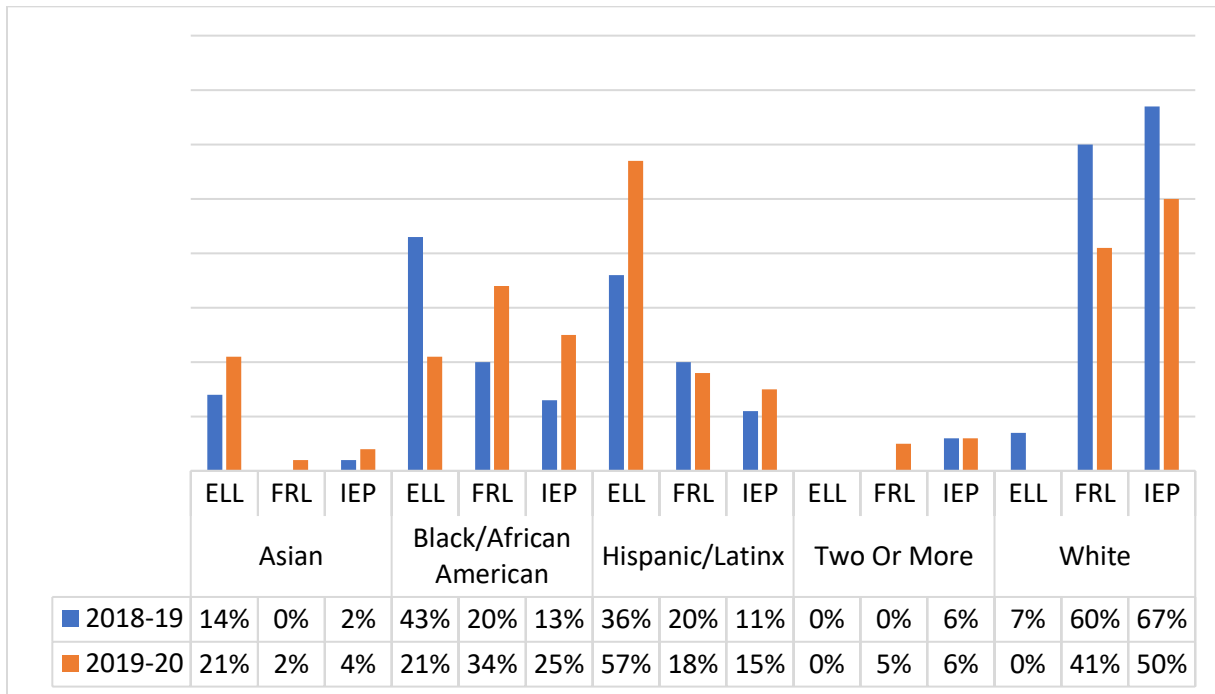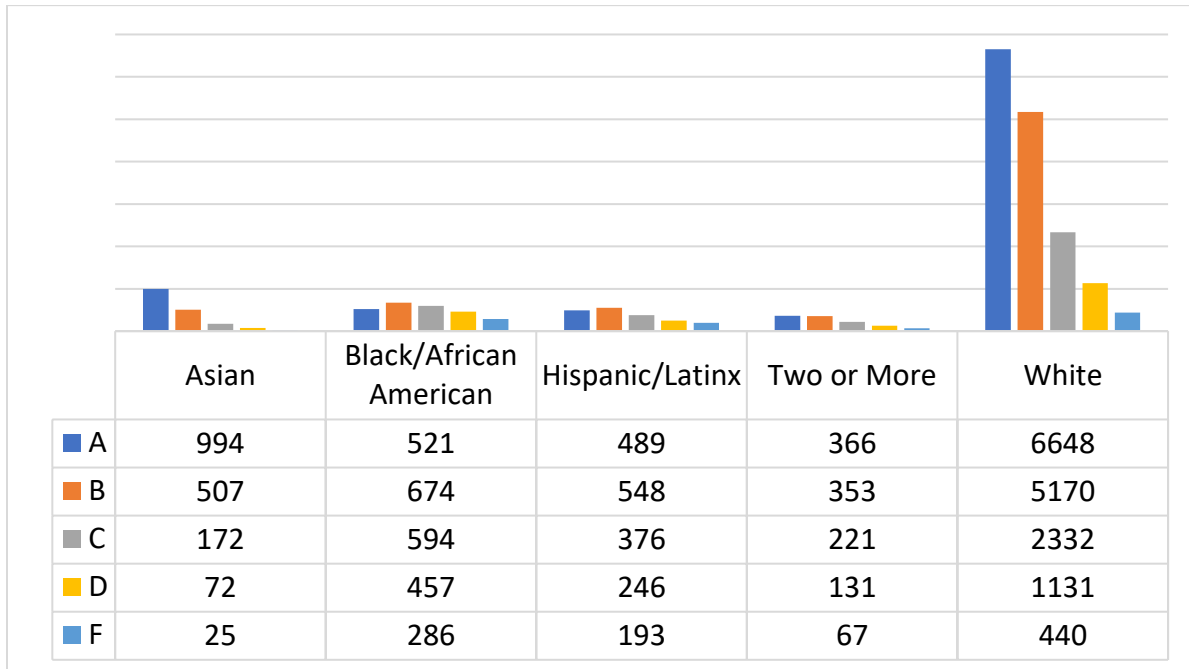**Chart 2.32: Student graduation percent by special population**

Table 2.33: Student graduation count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	2	0	2	6	2	13	5	2	11	0	0	6	1	6	65
2019-20	3	4	4	3	58	28	8	31	16	0	9	7	0	71	55

Chart 2.33: Student graduation percent by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	14%	0%	2%	43%	20%	13%	36%	20%	11%	0%	0%	6%	7%	60%	67%
2019-20	21%	2%	4%	21%	34%	25%	57%	18%	15%	0%	5%	6%	0%	41%	50%

Table/Chart 2.34: SY 2019-20, SEMESTER 1, Students' final grades by race/ethnicity

	Asian	Black/African American	Hispanic/Latinx	Two or More	White
A	994	521	489	366	6648
B	507	674	548	353	5170
C	172	594	376	221	2332
D	72	457	246	131	1131
F	25	286	193	67	440

Table/Chart 2.35: SY 2019-20, SEMESTER 2, Students' final grades by race/ethnicity

	Asian	Black/African American	Hispanic/Latinx	Two or More	White
A	1214	724	643	458	7934
B	385	612	479	320	4134
C	126	516	305	164	1906
D	57	410	238	128	1058
F	9	222	160	58	415
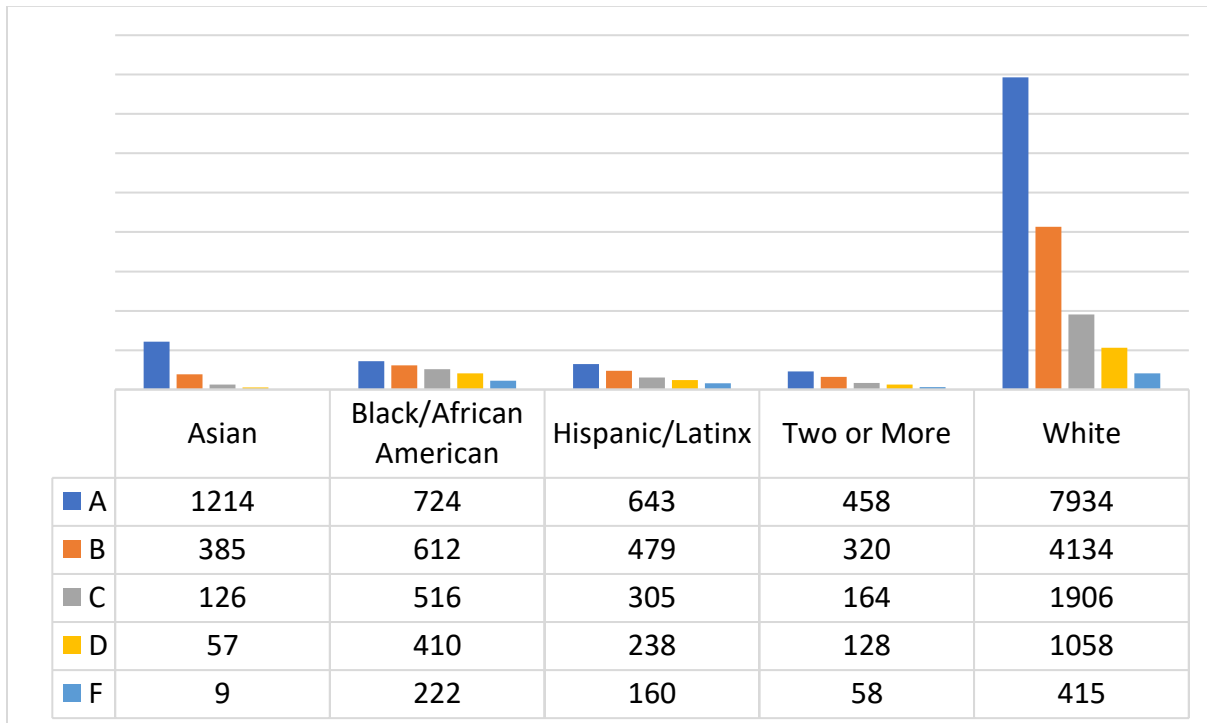
Table/Chart 2.36: SY 2020-21, SEMESTER 1, Students' final grades by race/ethnicity

	Asian	Black/African American	Hispanic/Latinx	Two or More	White
A	1193	535	471	399	6789
B	393	476	380	246	3684
C	145	408	290	189	2157
D	94	567	349	196	1706
F	44	727	504	224	1434
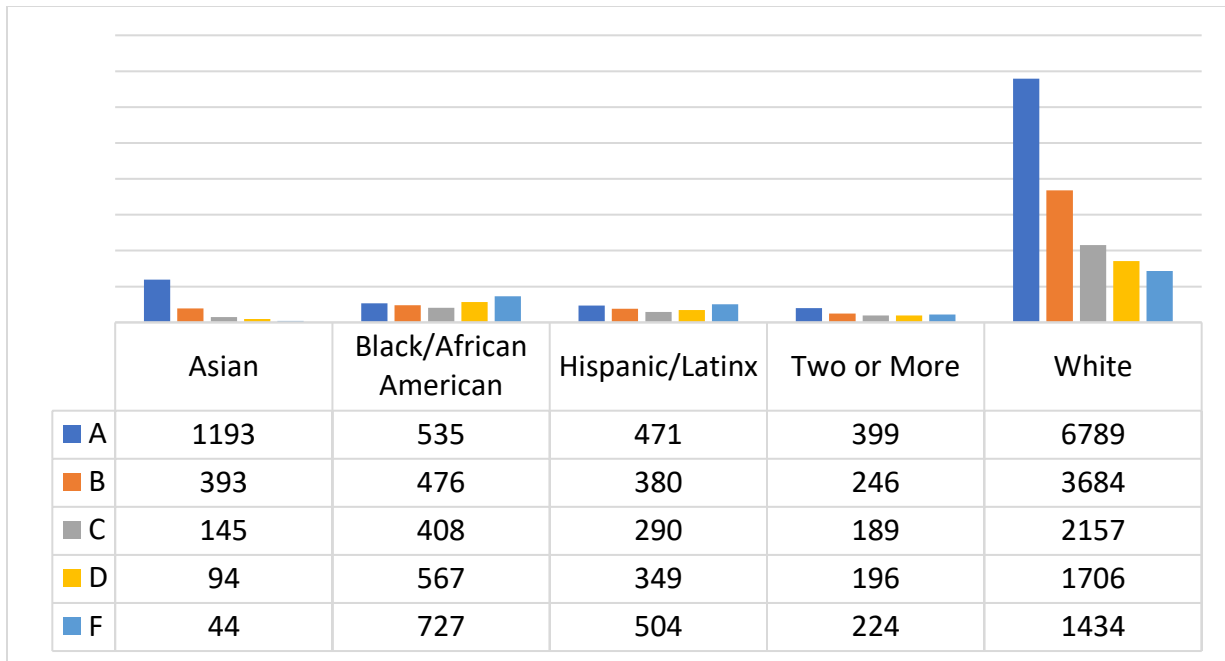
Table/Chart 2.37: SY 2019-20, SEMESTER 1, Students' final grades by special population

	A	B	C	D	F
ELL	109	158	123	97	67
FRL	1208	1581	1241	931	601
IEP	608	733	625	404	246
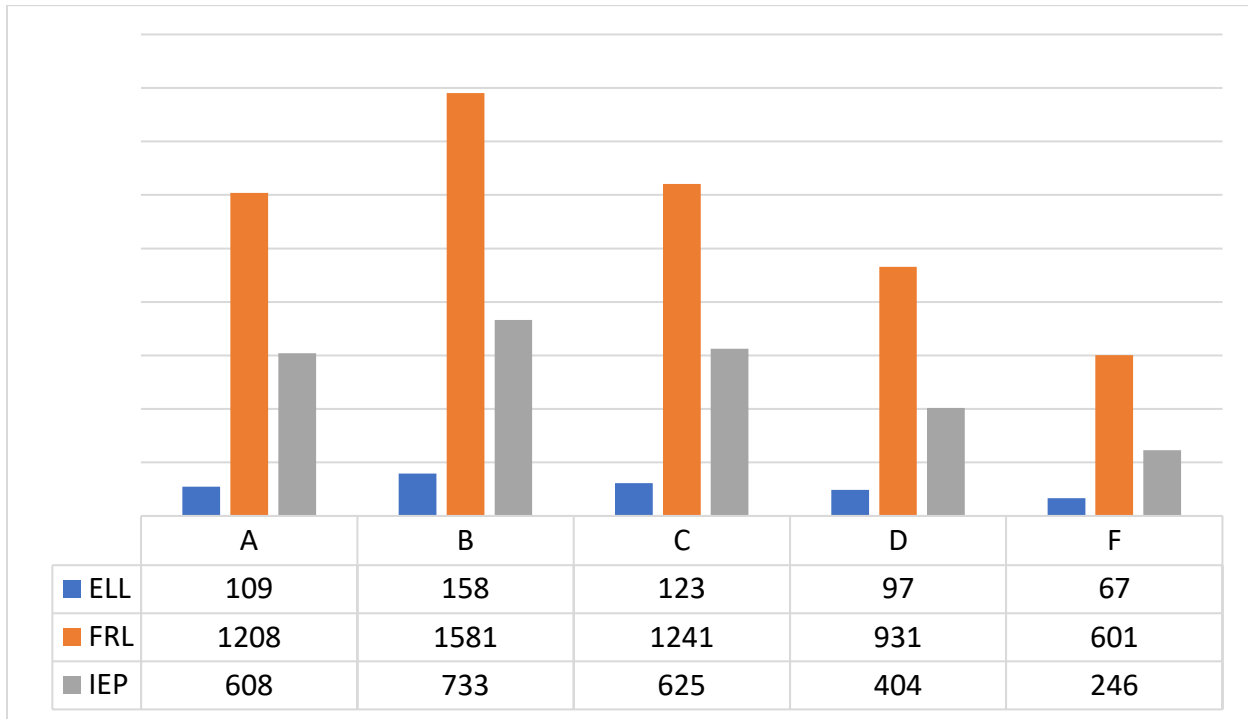
Table/Chart 2.38: SY 2019-20, SEMESTER 2, Students' final grades by special population

	A	B	C	D	F
ELL	179	124	95	88	63
FRL	1675	1382	1066	877	529
IEP	866	722	464	376	163
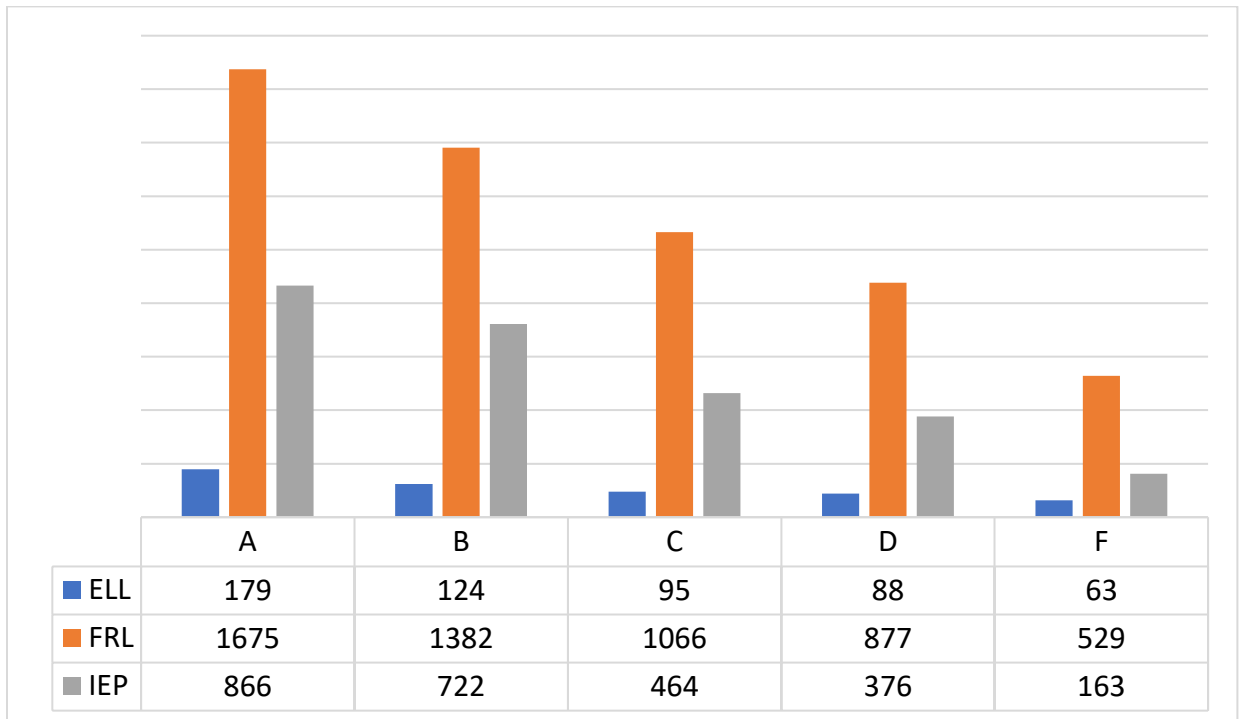
Table/Chart 2.39: SY 2020-21, SEMESTER 1, Students' final grades by special population

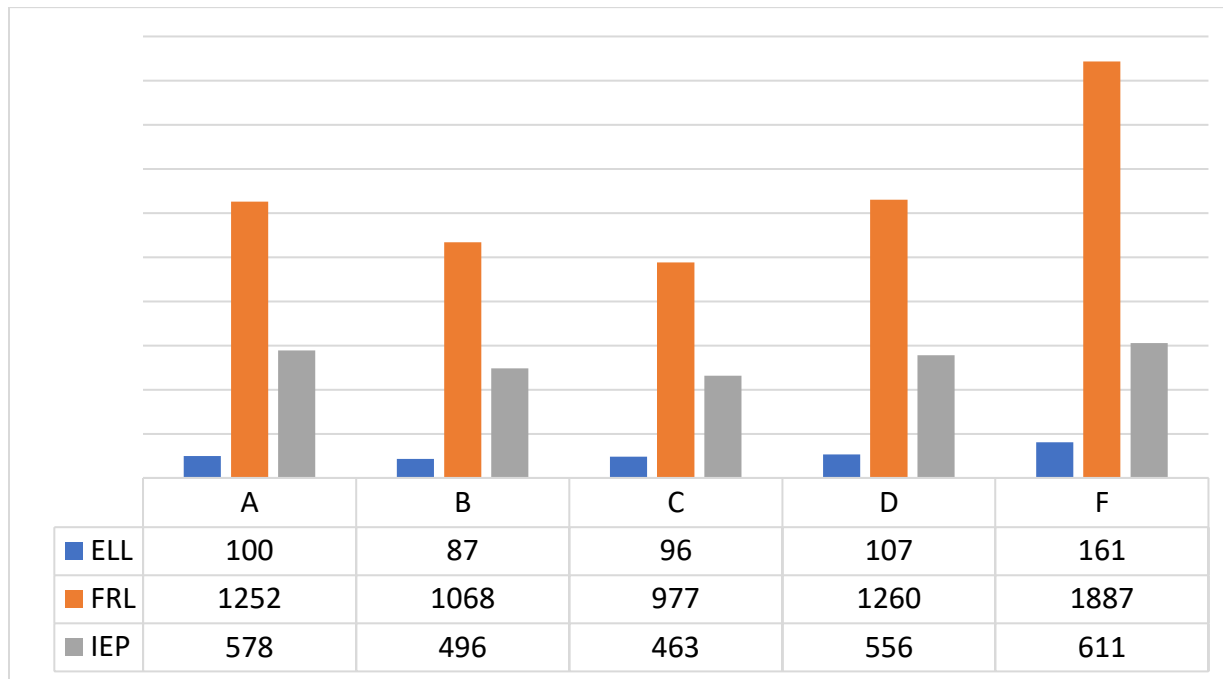|	A	B	C	D	F
ELL	100	87	96	107	161
FRL	1252	1068	977	1260	1887
IEP	578	496	463	556	611

Table 2.40: Student dropout count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2016-17	2	28	8	10	40	88
2017-18	2	20	8	1	21	52
2018-19	4	30	7	13	40	94
2019-20	2	14	14	4	26	60

Chart 2.40: Student dropout percent by race/ethnicity
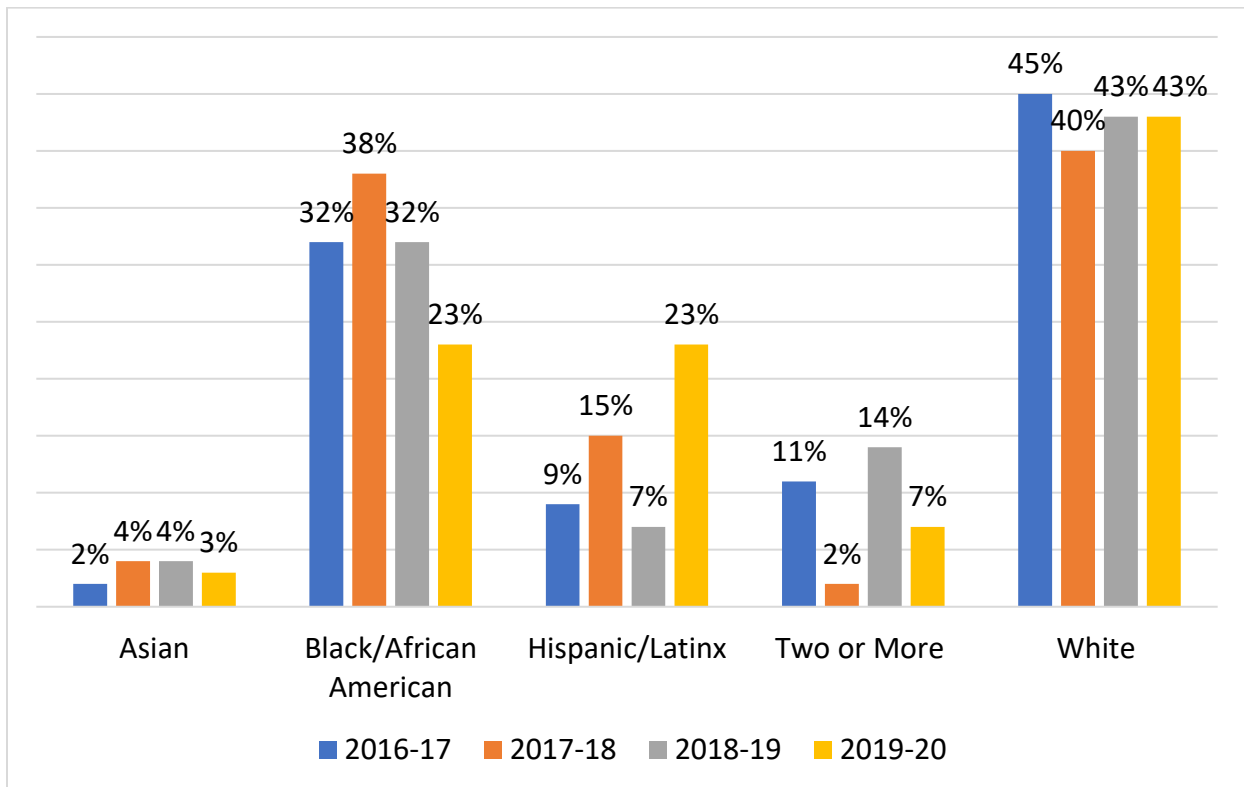
Table 2.41: Student dropout count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	2	86	16	72	12	76
2017-18	1	51	14	38	16	36
2018-19	3	93	64	32	21	75
2019-20	4	56	24	36	19	41

Chart 2.41: Student dropout percent by special population
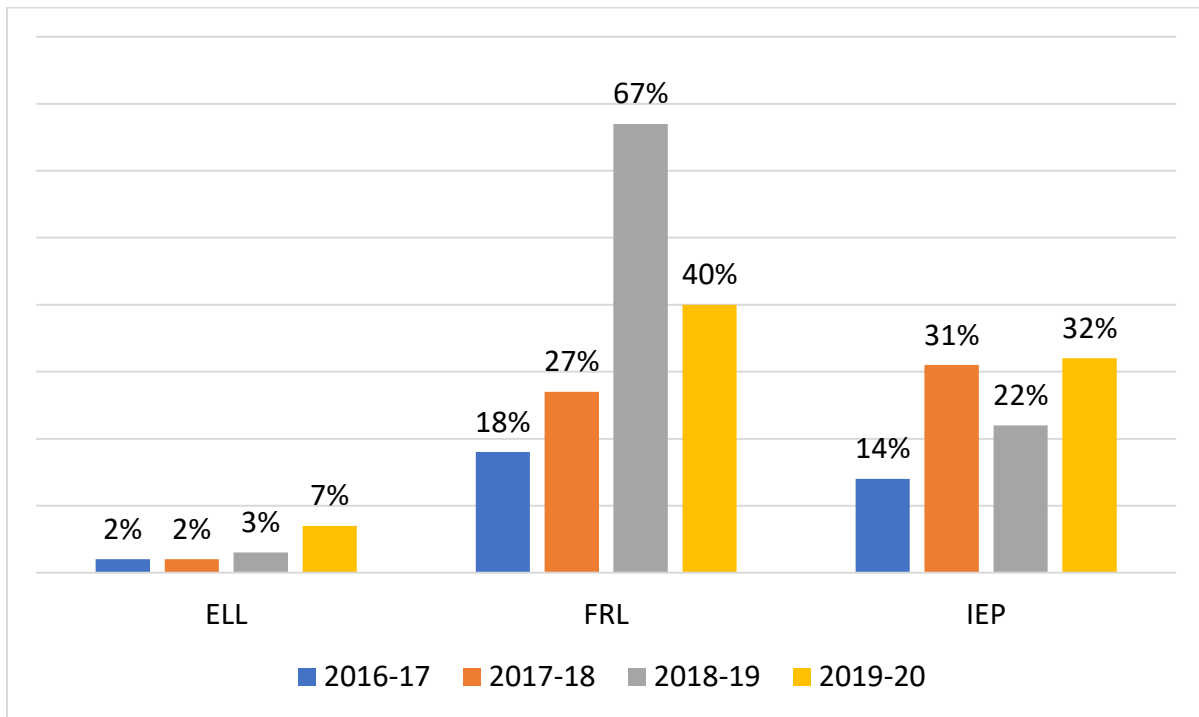
Table 2.42: Student dropout count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	0	0	1	1	4	4	1	6	0	0	1	0	0	5	7
2017-18	0	0	0	0	3	4	1	4	2	0	0	1	0	7	9
2018-19	0	0	0	0	24	9	3	5	2	0	8	4	0	23	6
2019-20	0	1	1	0	5	4	4	7	3	0	1	1	0	10	10

Chart 2.42: Student dropout percent by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	0%	0%	8%	50%	25%	33%	50%	38%	0%	0%	6%	0%	0%	31%	58%
2017-18	0%	0%	0%	0%	21%	25%	100%	29%	13%	0%	0%	6%	0%	50%	56%
2018-19	0%	0%	0%	0%	40%	43%	100%	8%	10%	0%	13%	19%	0%	38%	29%
2019-20	0%	4%	5%	0%	21%	21%	100%	29%	16%	0%	4%	5%	0%	42%	53%
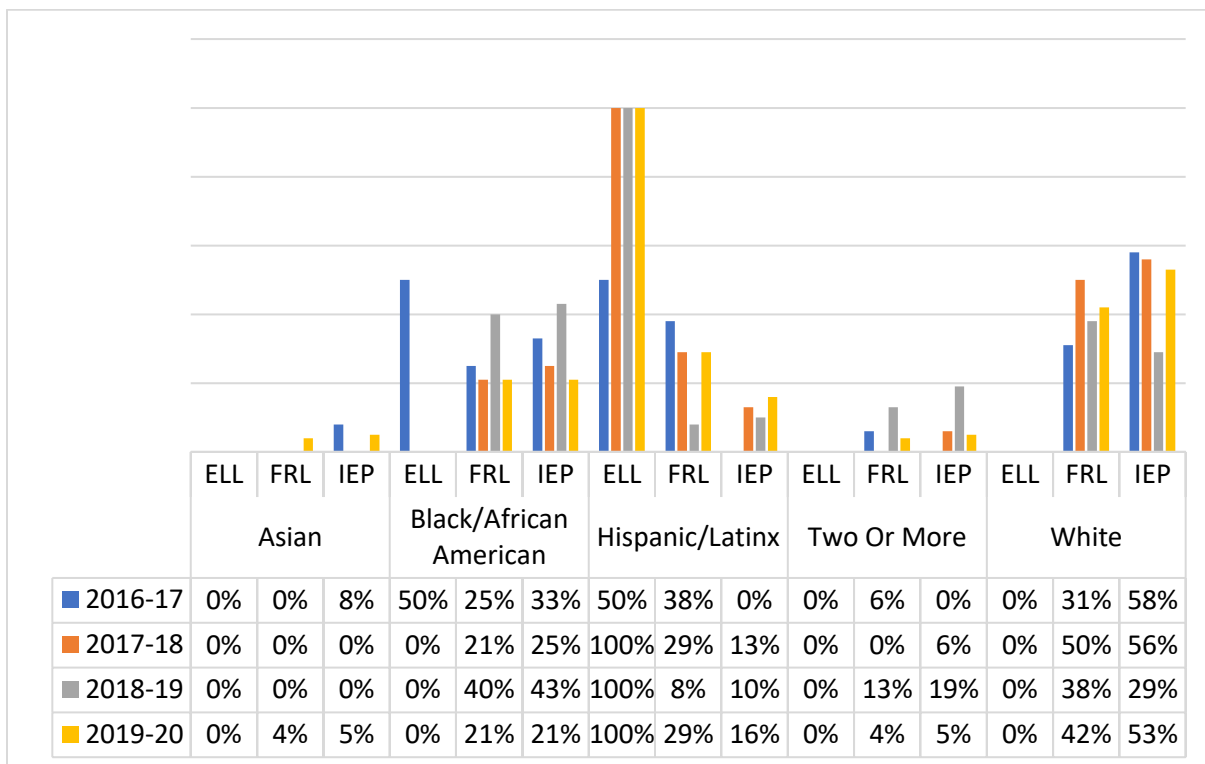
Table 2.43: Student absenteeism count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total
2018-19	131	356	239	142	1097	1965
2019-20	76	354	188	103	755	1476
2020-21	108	932	588	348	3225	5201

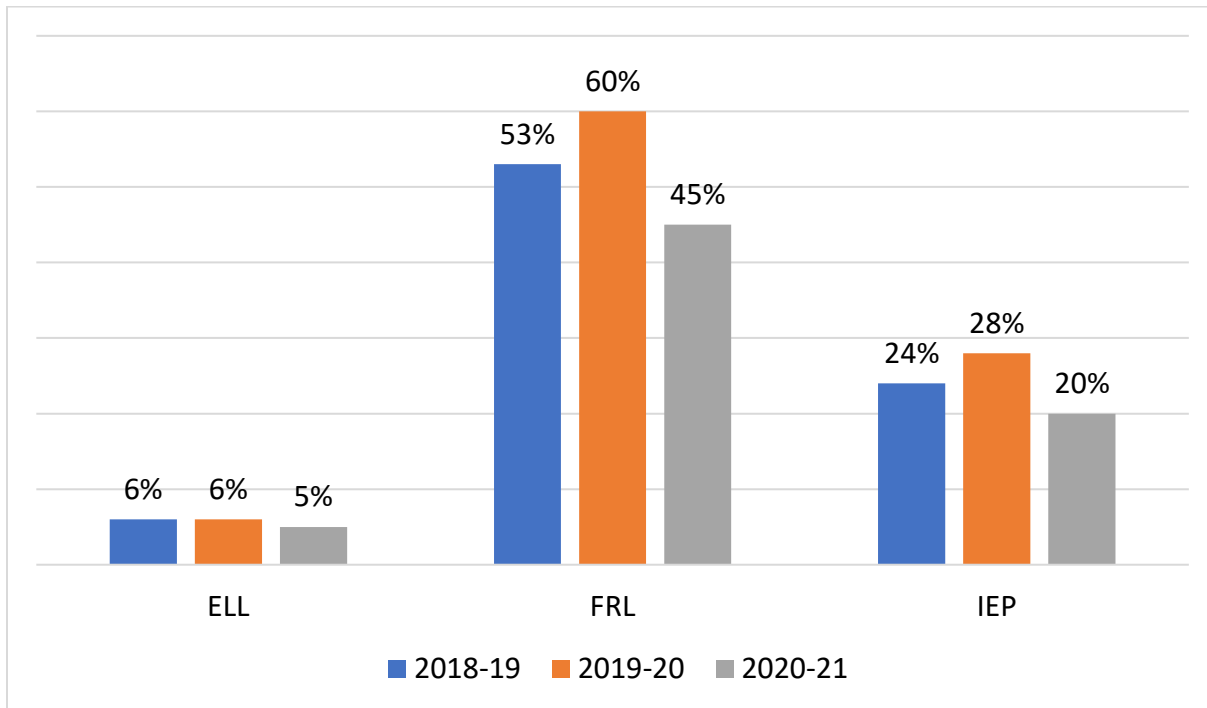**Chart 2.43: Student absenteeism percent by race/ethnicity**
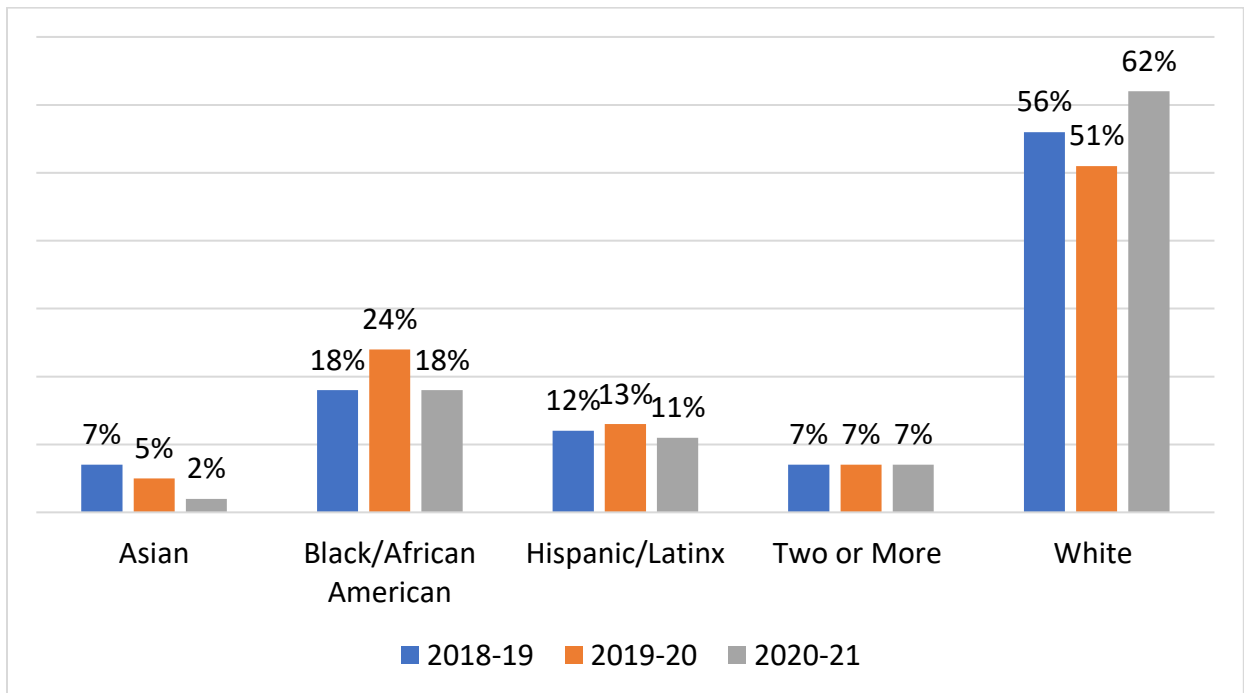
Table 2.44: Student absenteeism count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2018-19	108	1866	1054	920	480	1494
2019-20	86	1399	889	596	418	1067
2020-21	267	4960	2336	2891	1062	4165

Chart 2.44: Student absenteeism percent by special population

Table 2.45: Student absenteeism count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	30	0	11	5	0	128	65	0	63	1	0	45	5	0	226
2019-20	21	0	11	8	0	130	48	0	51	1	0	37	6	0	184
2020-21	15	0	11	36	0	300	201	0	138	0	0	77	9	0	527

Chart 2.45: Student absenteeism percent by the intersectionality of race/ethnicity and special population

	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	28%	0%	2%	5%	0%	27%	61%	0%	13%	1%	0%	10%	5%	0%	48%
2019-20	25%	0%	3%	10%	0%	31%	57%	0%	12%	1%	0%	9%	7%	0%	45%
2020-21	6%	0%	1%	14%	0%	28%	77%	0%	13%	0%	0%	7%	3%	0%	50%
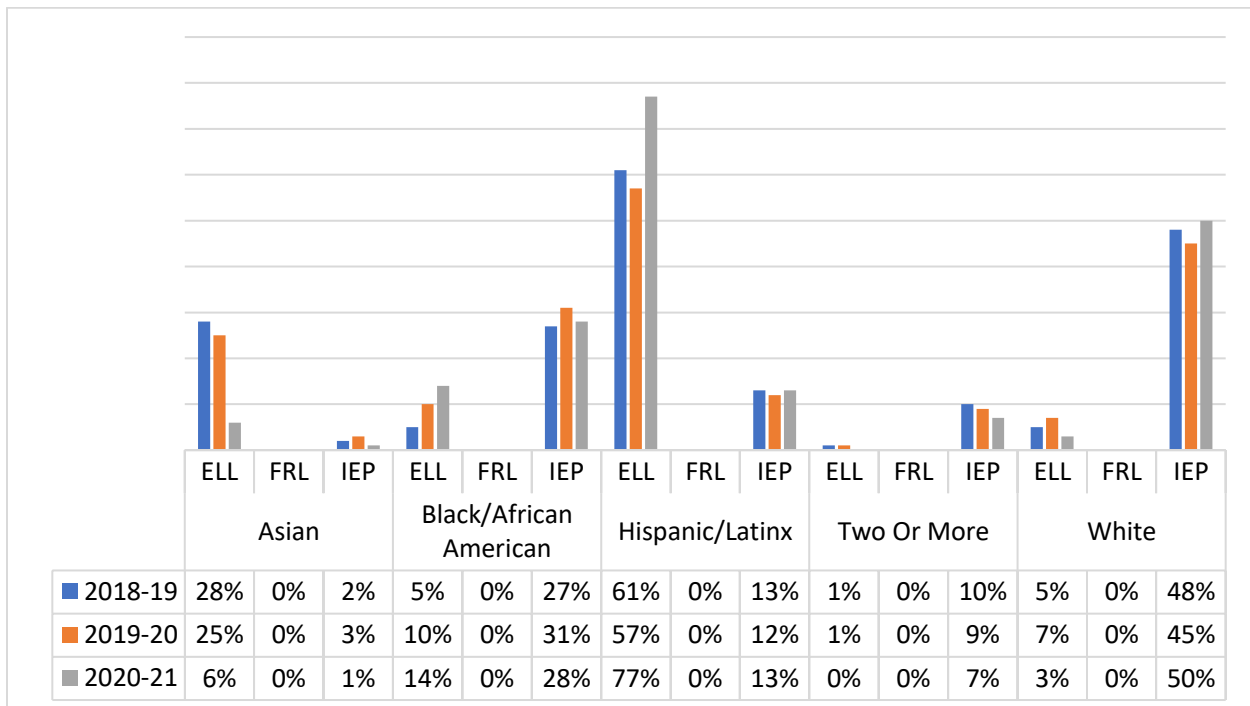
Table 2.46: Student truancy count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2018-19	97	334	202	87	485	1205
2019-20	58	293	176	52	361	940
2020-21	44	683	431	242	1811	3211

Chart 2.46: Student truancy percent by race/ethnicity
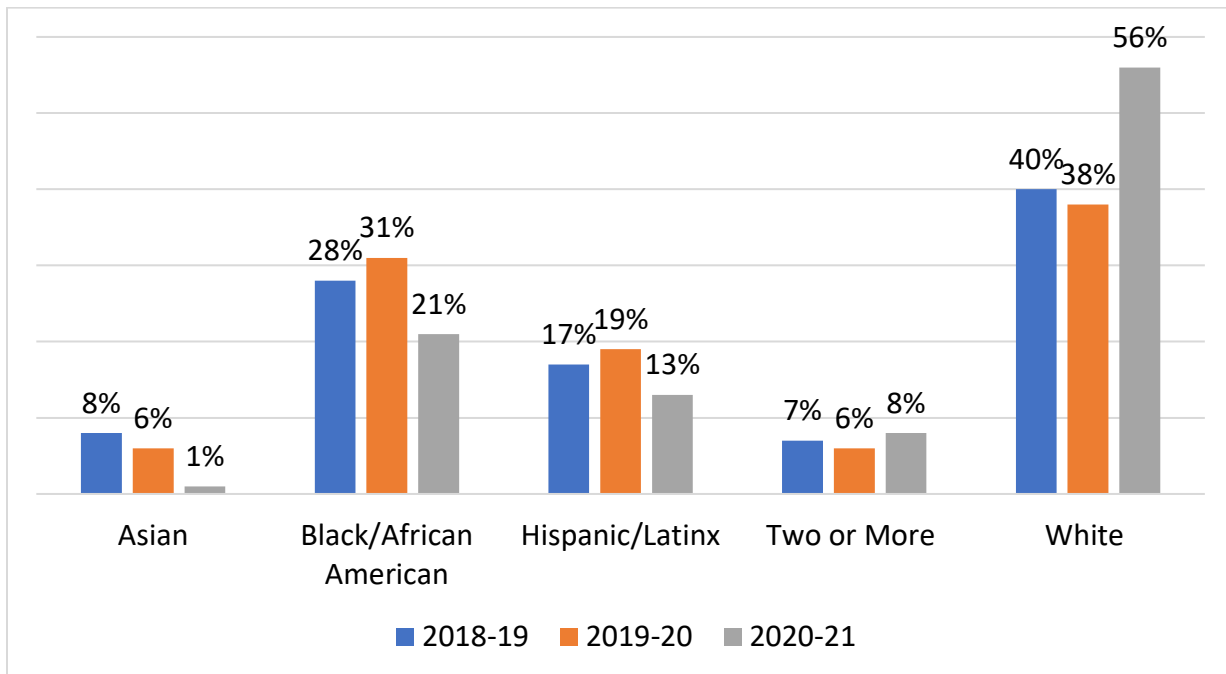
Table 2.47: Student truancy count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2018-19	101	1108	774	435	300	909
2019-20	88	859	653	294	246	698
2020-21	212	3015	1705	1522	771	2456

Chart 2.47: Student truancy percent by special population
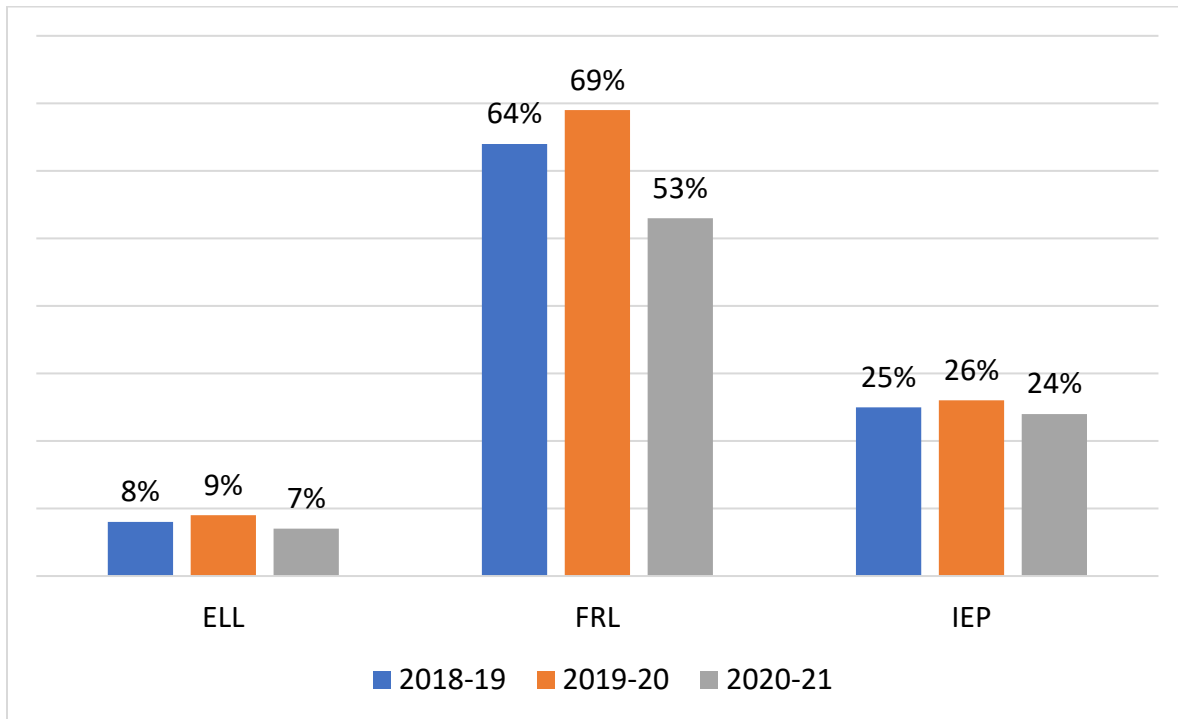
Table 2.48: Student truancy count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018-19	21	0	5	4	0	117	67	0	49	1	0	27	6	0	101
2019-20	12	0	2	6	0	100	60	0	42	1	0	20	6	0	81
2020-21	7	0	5	28	0	227	163	0	106	0	0	58	8	0	369

Chart 2.48: Student truancy percent by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latinx			Two Or More			White		
2018-19	21%	0%	2%	4%	0%	39%	68%	0%	16%	1%	0%	9%	6%	0%	34%
2019-20	14%	0%	1%	7%	0%	41%	71%	0%	17%	1%	0%	8%	7%	0%	33%
2020-21	3%	0%	1%	14%	0%	30%	79%	0%	14%	0%	0%	8%	4%	0%	48%
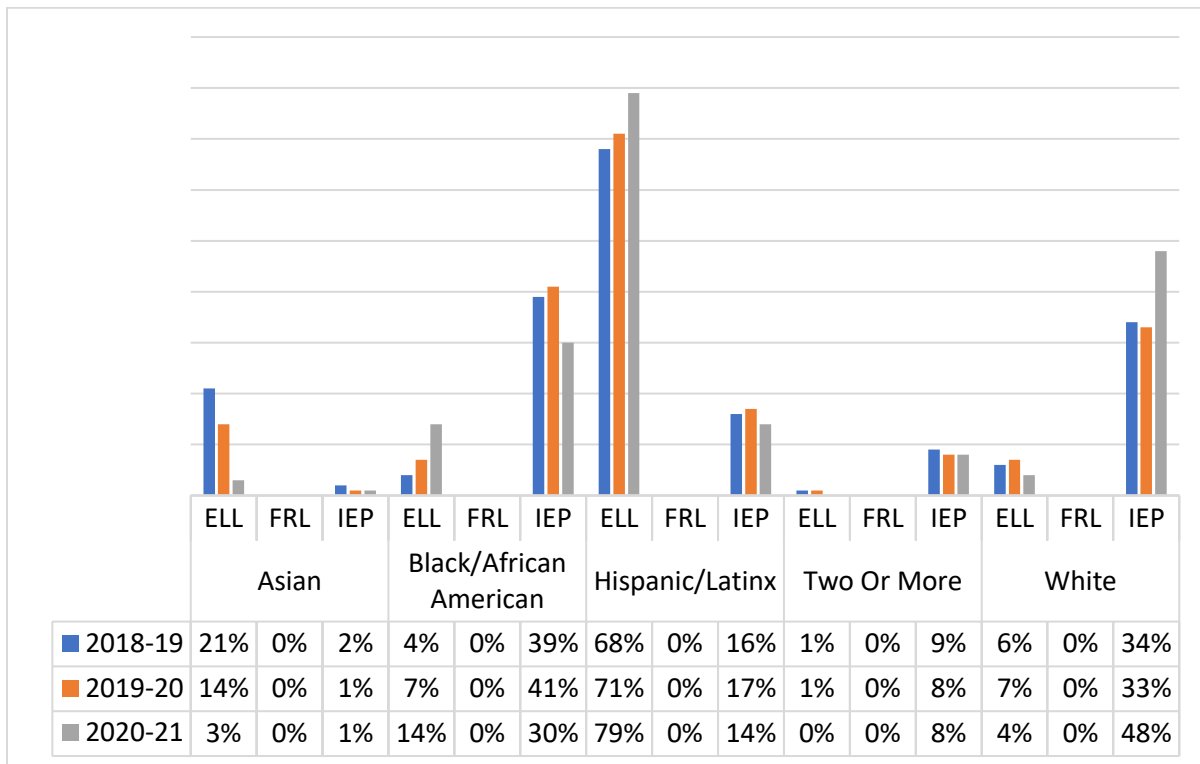
Table 2.49: Student transfer (in/out) count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	148	348	118	92	688	1394
2018-19	107	366	127	105	593	1298
2019-20	85	258	141	66	429	979
2020-21	38	145	65	47	364	659

Chart 2.49: Student transfer (in/out) percent by race/ethnicity
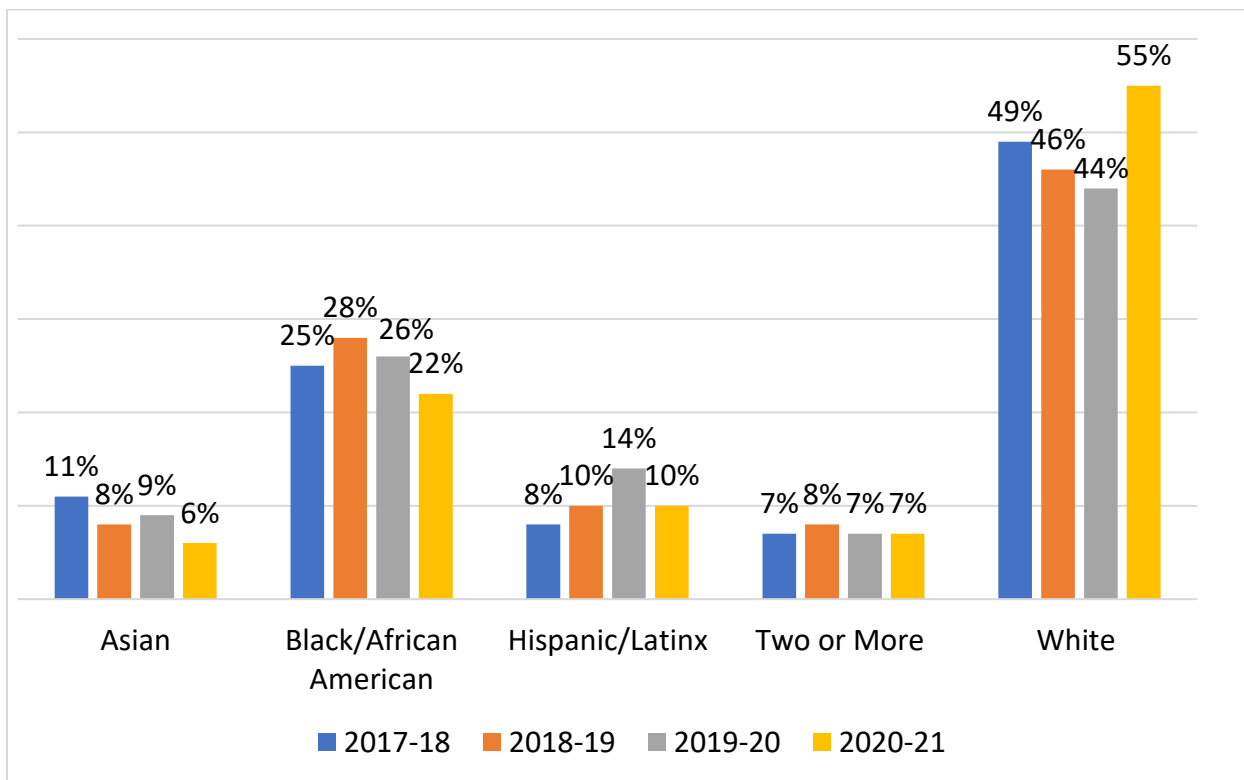
Table 2.50: Student transfer (in/out) count by special population

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	98	1301	740	659	408	991
2018-19	91	1210	721	580	375	926
2019-20	89	898	590	397	258	729
2020-21	50	614	297	367	139	525

Chart 2.50: Student transfer (in/out) percent by special population
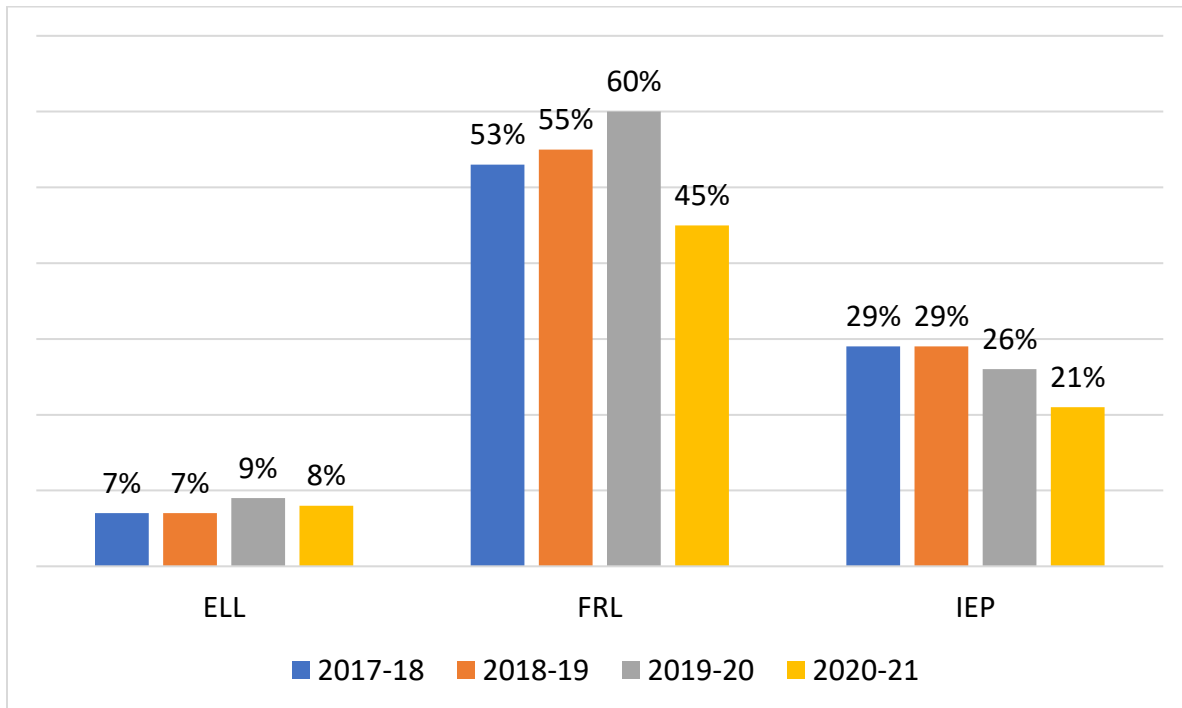
Table 2.51: Student transfer (in/out) count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/ Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2017-18	46	0	12	16	0	113	30	0	35	0	0	25	3	0	220
2018-19	32	0	8	10	0	106	41	0	39	1	0	31	6	0	190
2019-20	27	0	7	13	0	79	44	0	42	0	0	22	4	0	106
2020-21	12	0	7	12	0	39	25	0	16	0	0	14	0	0	61

Chart 2.51: Student transfer (in/out) percent by the intersectionality of race/ethnicity and special population

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian		Black/African American			Hispanic/Latinx			Two Or More			White		
2017-18	48%	0	3%	17%	0%	28%	32%	0%	9%	0%	0%	6%	3%	0%	54%
2018-19	36%	0%	2%	11%	0%	28%	46%	0%	10%	1%	0%	8%	7%	0%	51%
2019-20	31%	0%	3%	15%	0%	31%	50%	0%	16%	0%	0%	9%	5%	0%	41%
2020-21	24%	0%	5%	24%	0%	28%	51%	0%	12%	0%	0%	10%	0%	0%	45%
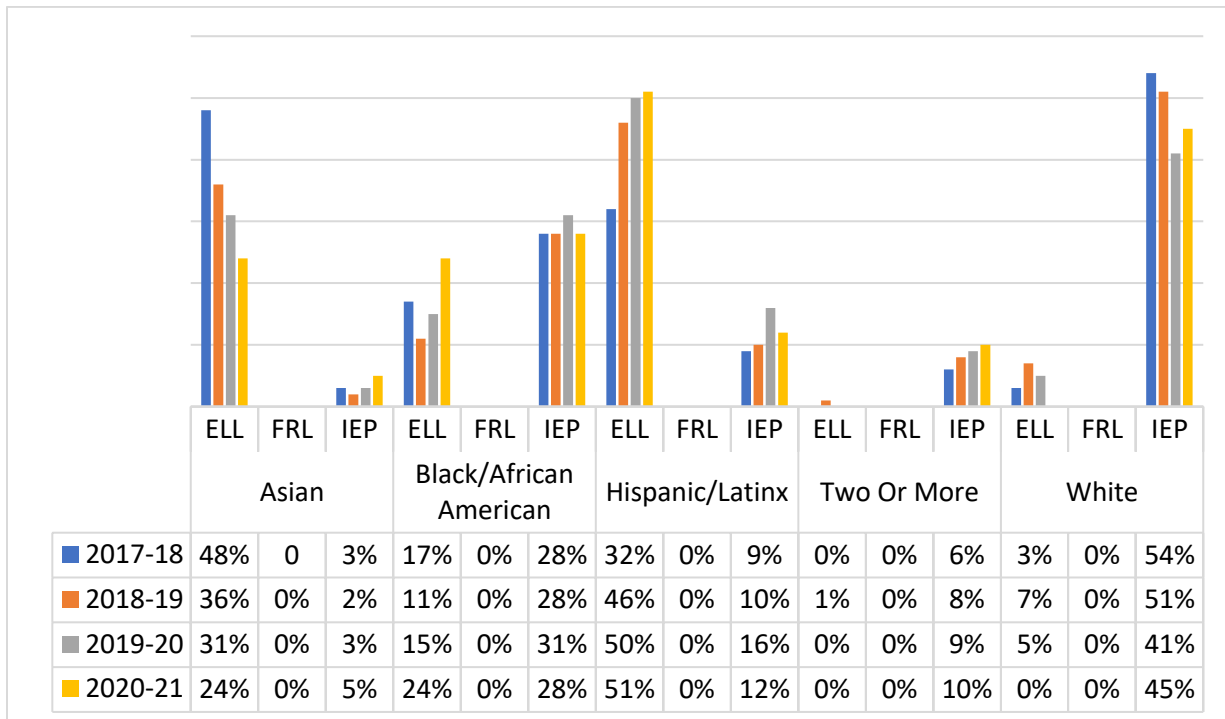
Table/Chart 2.52: Students' home language other than English

	French	Hindi	Spanish	Tamil	Telugu	Others
■ 2018-19	7%	3%	49%	4%	18%	20%
■ 2019-20	6%	4%	45%	5%	18%	21%
■ 2020-21	7%	5%	44%	5%	18%	22%
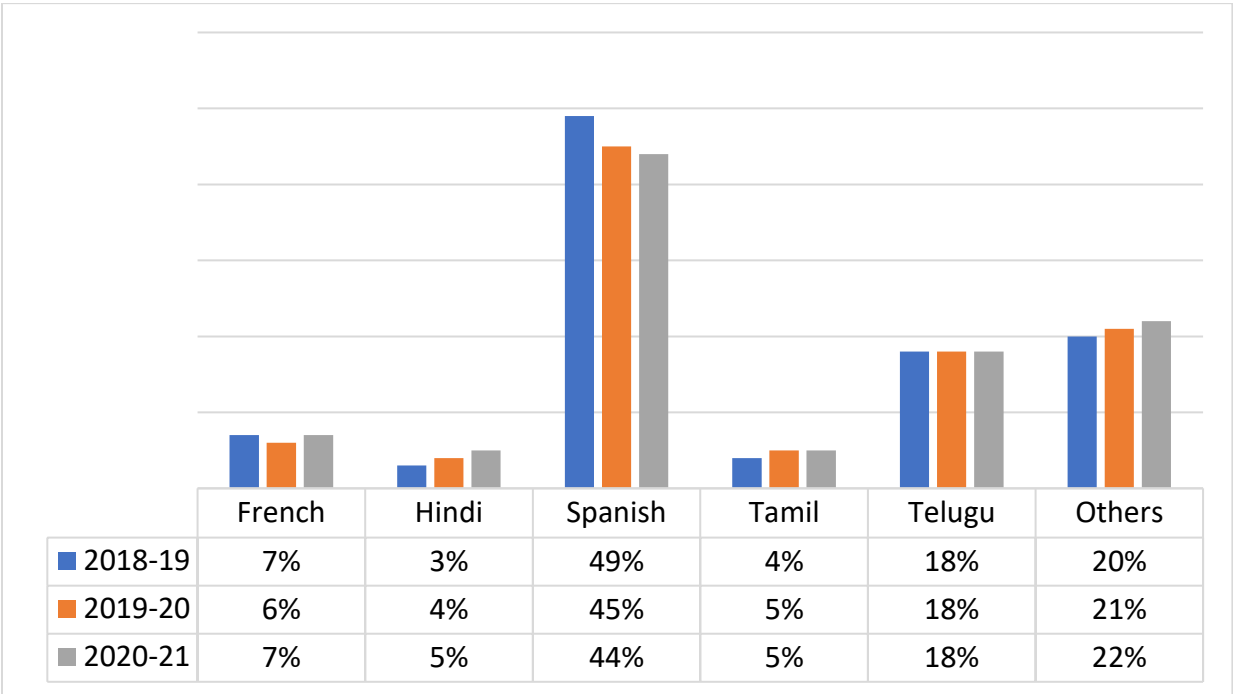
Table 2.53: Teacher and administrator count by race/ethnicity

Year	Asian	Black/African American	Hispanic/ Latinx	Two or More	White	Total[9]
2015-16	3	22	13	10	746	800
2016-17	2	21	14	11	746	804
2017-18	2	20	13	10	769	821
2018-19	6	20	13	10	765	832
2019-20	9	24	12	1	795	841

Chart 2:53: Teacher and administrator percent by race/ethnicity

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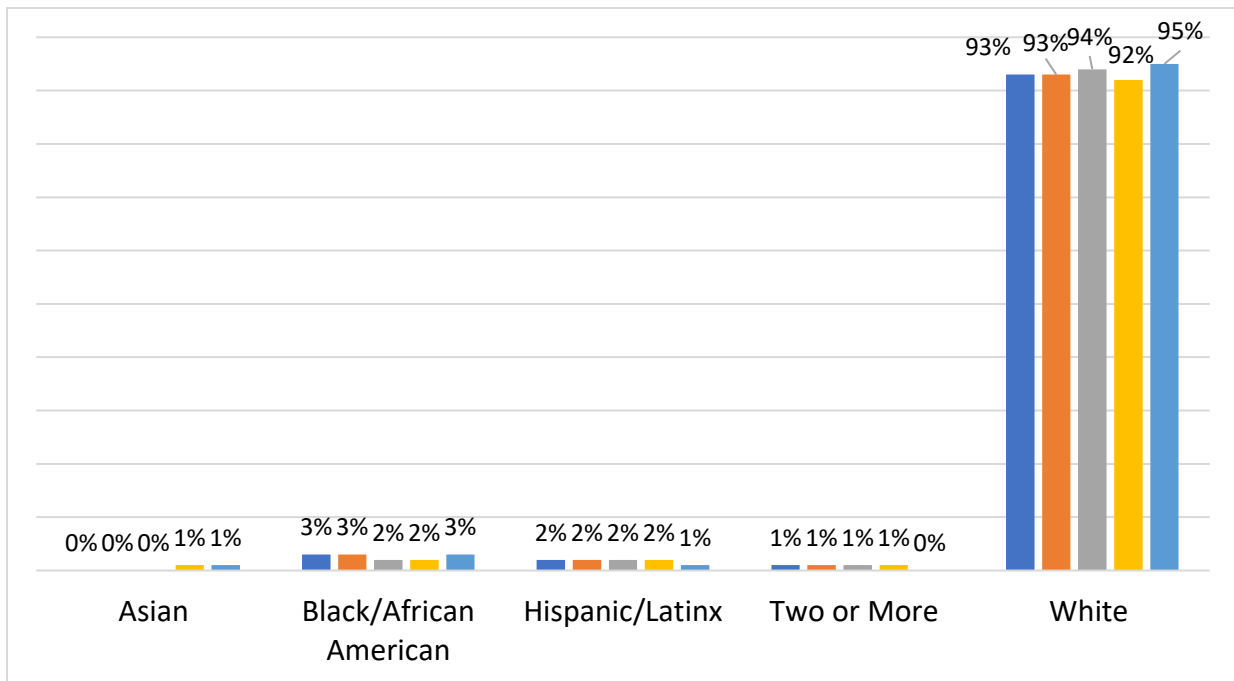
[9] Total racial identity based on volunteered information

Table 2.54: Teacher and administrator count by gender

Year	Female	Male	Total
2015-16	650	150	800
2016-17	654	150	804
2017-18	660	161	821
2018-19	667	164	831
2019-20	714	179	893

Chart 2.54: Teacher and administrator percent by gender
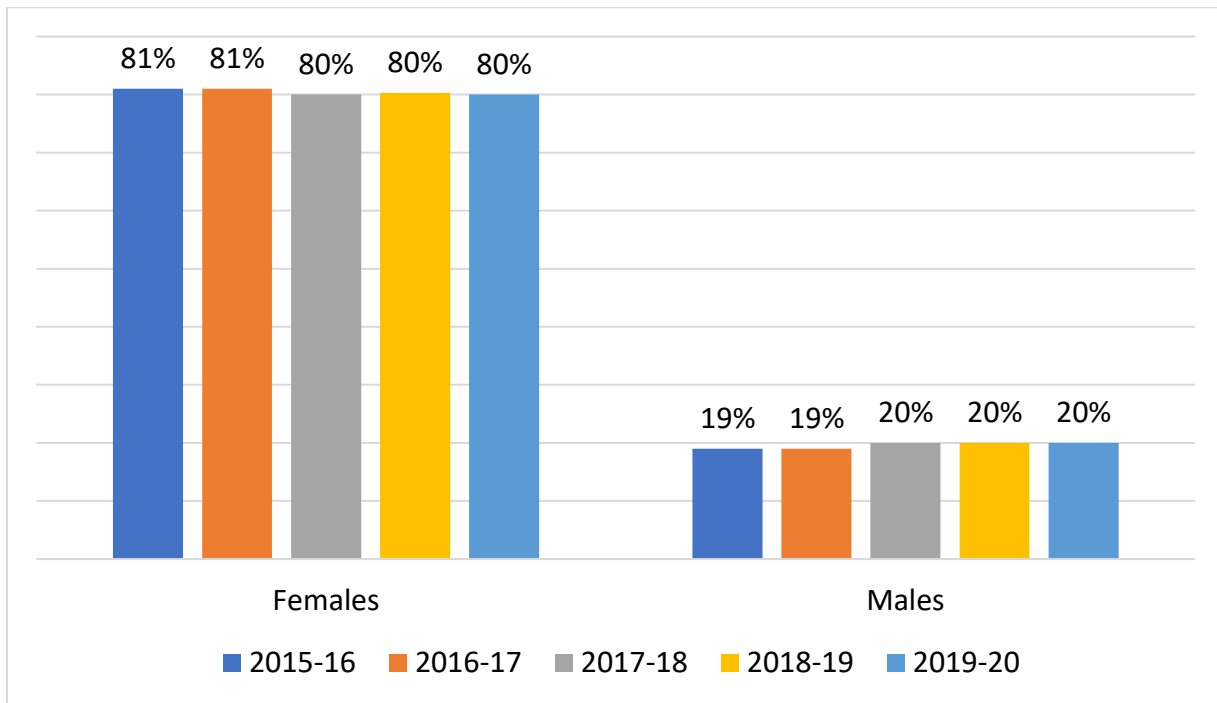
Section 3

Focus group responses were analyzed and categorized into the accountability framework - *Five Strands of Systemic Equity*[©]:

Systems: To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

Teaching and Learning: To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

Student Voice, Climate and Culture: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

As such, responses that aligned with districtwide or building-wide decision-making such as policies, programs, procedures, processes, and personnel were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, culturally responsive practices, and academic programs were categorized under **Teaching and Learning**. Responses that aligned with student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that aligned with family and community communication, engagement and empowerment were categorized into **Family and Community as Agency**.

Areas of strength and needed improvement were identified to determine emphasis. Below is a visual representation of the qualitative thematic coding and analysis.

QUALITATIVE DATA

Quotes from the stakeholders related to **Systems** was extracted. Themes under each strand are listed in a following table.

From students
- "I like the diversity but also think it is not that diverse and pretty much one race. The teachers are not diverse. Not diverse group of teachers and wish that we can see more diverse teachers. They either are not hired or don't apply, and it would be inspirational to see more people of color in the diversity and teaching of our school."
- "I wish there were some of the same opportunities at our school like in others."

From staff
- "With remote experience, our administration has done a lot to get remote access points out to student and any family who needed it. Our administration has done a lot of work to help get every student be successful such as remote wireless access points, not working laptops, administration drove to students' homes to get them device, meals to students."
- "We have transportation needs for after school programming. Something our district needs to consider."
- "Administration at district office has a disconnect with schools. Need an in-between with department heads and district administration. There is a disconnect with unit office and what goes on in the classroom to effect change more appropriately."
- "Our schools are unbalanced where we teach. We don't have the diversity that we would see in other schools. When students are not exposed to socio-economic, racial and cultural diversity, it is a disservice."
- "Lack of exposure and lack of diversity in our district from building to building. Definitely with PTO as seen one school that receives many resources over others, and others have more human resource to help schools than others."
- "There is a lack of minority teachers and administrators. That is a challenge in our country, but it is a vast difference compared to neighboring districts."
- "The way the school boundary lines are for who goes to what school and providing students opportunity that don't face inequity issue. We always group them together. Know the schools that really struggling and others that have none. So many ways to distribute better and not grouping at one school."
- "When we do have large class sizes of special needs or ELLs, it's hard for students who need extra services. Also, add in low-income students that are not getting basic needs at home, but our class size by building is not equitable based on what students need. Expectation is that teachers are able to meet need and provide in those larger classes."
- "Hope the district and school listens to all voices, especially parents. A small, but loud group of individuals can dominate the conversation and after attending BOE meetings. Policy needed to affect change for underrepresented groups, there is never any input

from these underrepresented groups and need to see district intentionally get the input from underrepresented groups even if it is more challenging to do so."

- "Sometimes location hinders our students too. It takes away from student opportunities and many of our students rely on school bus, so if struggling or a bubble kid, we really struggle to find flexibility."

From families

- "Commend Unit 5 in their efforts that our students eat so foods replenished, even when they are not in school. Making sure they have food source and how they created various drop off locations. Some transportation is low, they'll go to various areas or community where it is conveniently located for them to get access to food."
- "Sincerely appreciate district doing this audit proactively. This definitely shows that they are continuing to improve on equity issues."
- "The district needs more diverse staff. Students don't see anybody that looks like them. That is a huge issue."
- "Feel like staff needs to be more diverse. Teaching staff diverse. Want my students to see more people of color available to them. Really lacking and not exclusive to one school. It is lacking and when that happens no awareness of culture available to them."
- "Bussing system needs to improve."
- "Need transparency from the audit."
- "What I don't want is this audit to be is a checkbox because everyone looks at it so we can put an article in the media and on Facebook. Tell me what is next. Students deserve our best. Deliver results and the quantitative and qualitative results with transparency with the parents. I want actionable steps with things that are measurable and maybe failing as a district but give me some actionable and measurable steps, so I know if moving from failing to D or moving in opposite direction and treat us all as though we want to know what is happening in our district. Communicate better and more."
- "There have been instances with friends that have called out different schools and administration for explicit racism. If I did that in my place of employment, I would not be employed, but instead they place them in another school or create another position for them. Their behavior is not consistent with what we say is important in Unit 5 so pacify the situation rather than remove person from the environment."
- "It's not because lack of qualified candidates, we also have a problem retaining our teachers of color because they're experiencing same thing our children are within our school system. Because they experience same type of prejudice, bias and trauma, not from having a lack of qualified candidates."

Table 3.1: Focus group themes aligned with SYSTEMS			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Districtwide policies, processes, procedures, resources, and equity-focused decision-making	students	-diversity interest	-lack of racial staff diversity -inequitable opportunities for students between schools
	staff	-access points for remote learning -transportation services	-sense of disconnect between central office and school administration -lack of racial staff diversity -increased awareness and empathy regarding various SES levels and boundary lines -inequitable class sizes -underrepresented groups are under advocated -bussing services in low SES communities
	families	-meals provided to students -district commitment to equity	-lack of racial staff diversity -bussing services in low SES communities -retention of racially diverse staff

Quotes from the stakeholders related to **Teaching and Learning was** extracted. Themes under each strand are listed in a following table.

From students
- "When we're doing our work, teachers help us, and they see if we're not doing well with our work. They'll help us with it."
- "I felt welcomed because grownups and teachers around me have a positive attitude and never really that negative."
- "One of the teachers would recognize some of the Indian celebrations."
- "We did this project called Wonder, it celebrated our differences, and we were to write what was unique to us. It was an art project and it helped celebrate our differences. No two projects were the same."
- "Some teachers insinuate that I don't really care about school. They tell me that they don't recommend I take honors classes, which happened a lot my freshman year."
- "There are such low expectations for students of color."
- "One of my teachers told me that I wasn't able to be a doctor because I am not the best student and that I needed to get taken down a class, and that I should look at other options for a job."
- "I feel like a lot of us have been put down by teachers, because of our grades. Like I wish they would do more to help us if we're struggling, [rather] than just give us an 'F' and call it a day."
- "I feel like teachers should know students have to be independent. If they see a student actively struggling in class, take time to help and show there are resources to help them. We need more diversity in what we are taught. We are taught how other cultures are oppressed, but not how they have success. We need to change how we see other cultures."
- "We don't learn about other cultures that are relevant to how we should appreciate others around us, and it leads to a lack of empathy and inequity."
- "Change teaching history just a slight a bit because there is a lot of racism."
- "Pilgrims came over and had a feast, and no not true. They murdered and wiped-out populations."
- "History has been covered up and really wish some people could get the slightest bit of knowledge. The brutality that white people have put upon on other minorities and would open up other eyes. People start actually telling what happened in history."
- "My teacher did talk about history the right way. Teacher would say this is what they don't really teach you and went into specifics about things not normally taught. Same as last year and discussed topics they don't normally teach you because that is not how America wants to look."
- "Big disparity on how some things taught based on teacher's personal belief. Some teachers would not talk about contraception including absenteeism and birth control, and we weren't learning about them and everyone needs to be informed to make better decisions. One teacher implied that we would get STDs if had sex before married but after married, it's fine."

From staff
- "Our evaluation in SPED have evolved to remove racial bias (e.g., time on task) so not identifying more Black and Brown students at a higher rate."
- "Administration has written a lot of grant money for us to buy materials and different things to make more accessible classrooms. We can go to them with a need, and they will attempt to meet it."
- "We focus on all the different cultures in our curriculum. We give students opportunities to share about their cultures and for students to learn about cultures."
- "We need to encourage diversity in the curriculum. Those conversations are happening, so expanding it as well as staff reflective to population as best we can."
- "When thinking of opportunity gap, think of achievement, academic and earning achievement. Yes, we do have some supports in place for schools, because when look at students of color (SOC) some are taking advantage of accelerated test scores and IARR, but there is a huge gap. We don't have conversations about SOC. It's more about what students don't have and not forward-thinking about pushing our SOC to take advantages of these opportunities and close the learning gap."
- "Don't see that district has closed gaps especially in terms of Black students. Seeing Kindergarten students entering school low, and students could've been in early learning, but were missed. Early invention is key with some students. In terms of learning, district has narrow view of Black students. I've seen where two students - one Black and one White. Black student automatically sent to different program because they are 'bad' or behavior out of control whereas White student exhibiting same behaviors, teacher bent over backwards to get everything in place before sent student to behavioral program as last resort. In terms of district closing that gap with Black students, we make it wider. Don't feel like there is equity among students from what I have seen."
- "District has solved funding issues by exacerbating the equity gap. If student wanted to take foreign language class, teacher would travel, but now student has to be dropped off by 7:30 am, pay the extra fees, attend zero period, and then be back to junior high for their full day. So, students have to take these extra class, leave home at 7 am and get home by 7 pm and that's what they are doing for students to take AP as a senior."
- "While in the classroom, the teachers are good, administration is willing to support a lot of what students want to be done that impact policy changes in the classroom. The administration is slow or resistant at times. Area to consider to close the gap, is asking what is the purpose of Honors class? Do we need Honor classes? Because when we look at data, it is honors/AP/Dual credit, and SOC are disproportionately low in all of those classes."
- "ESL students are on the opposite end of the continuum. Only 20 students but left on the wayside. If GenEd classrooms don't have teachers that understand Spanish, it is sink or swim on their own. ELL students are saying they don't understand, and everything is in English. We forget about them because the numbers are so low."
- "Our curriculum is not set up to support SOC. It is very White centered and basically a handful of teachers decide what will be on the curriculum. Feel some grade levels not

on board and missing out on important topics that need to be discussed and especially for our SOC to hear."

- "We have a language barrier. We don't have enough staff that have wide range of language background to support students the way they need."
- "We have to do better for our ESL students. They can't be sitting in the classroom and not learning at all."
- "Our curriculum needs to get more Black and Brown stories in our curriculum. There needs to be more than just a section of Black history in February or Latino history in September/October. It should be interwoven throughout. We used new textbooks but same old stories of White settlers and colonists. Same idea telling about Black and Brown oppression is somehow revisionist history because we don't like it is ridiculous. We need to tell students the honest truth. They can take it. Some idea that students not going to take it well or revolt. With ELA writing and reading stories, the bulk of books are on White characters and student don't engage when don't see themselves represented so see Black and Brown students not give a crap because story does not represent them. Why care for White characters? Does not apply to Black and Brown students. Teachers were talking about this before Floyd, and we cannot ignore it anymore. We have to revamp the curriculum."
- "I took a culturally responsive class this summer and I shared that with teachers, and it caught me off guard by an administrator to say it wasn't needed."
- "I've read book with parents with two moms or dads, and I've been asked to not read certain books."
- "Standard based grading was unpopular at the beginning, feel like district making move to make it more equitable for students as students are accessed on a specific skill, and not just bringing in canned goods for extra credit. Make teachers more accountable on how they are grading. Feel huge positive for district and helped with redo instead of giving zero in grade book."

From families
- "Impressed with the curriculum especially during remote learning. Hearing teachers and knowing that overall teachers are in less than an ideal situation. They are putting in some good effort to maximize learning of students even maybe when district has not supported them, during these Covid times."
- "Glad to see there have been opportunities for students to get involved with culturally-aware organizations and schools, but not far enough. Do see my kids bring home cultural awareness and information about events. Like at least initial attempt to promote diversity."
- "One thing that our family loved about our school is how diverse it is and celebrated. Love that my white students are surrounded by color and different cultures. There are four different household language represented in my students' class. It's not at staffing level, but among student population it exists and think teachers do a good job of highlighting that."

- "The general education teachers could better understand the technology that students with special needs bring into the classrooms, and how to adapt to them. My child uses ear reader and dictation devices to help with work but unable to always use them because the way lesson set up has to rely on aid which makes my child feel less capable."

- "SPED students under identified from Black and Brown cultures and need to do better job in getting them services early on rather than treat as behavioral but heard from parent peers that it is not across the board and often those students get put in behavior programs as opposed to learning disabilities."

- "I have been aware of several parents with IEPs and for them to understand is hard. I always recommend someone take somebody with them to IEP meetings. You have to advocate for the students. Have to be careful and these labels follow them throughout the district, which has level of responsibility to provide services."

- "I had to fight hard for SPED service. My student has dyslexia and I was surprised teachers did not know much about it. It was a lot of work for me to get those services for my child. I was told even if she was dyslexic, they wouldn't do anything different. I have concern for parents who don't have the resources I have or how students are perceived."

- "Staff personnel do not advocate for students. I have a child with autism, and we talk about behaviors a lot. He's taunted by staff not trained with how to deal with behaviors and instead district sends them off to other schools. Puts them in a behavioral program, but don't qualify for special services so isolate them from their neuro typical peers. Staff needs training and accountability. Dyslexia is an example of how students fall through the cracks. Have had to fight for my son because I am his voice."

- "More instruction, more discussion about diversity in all aspects is needed. Right now, much of what is taught is from one perspective, not multiple perspectives for race, ethnicity, language. Heard information from teachers and students that center whiteness. That is concerning. Teaching diversity of thought must be explicit, not centered on whiteness and not sole perspective on race and ethnicity."

- "We need to do more for vocational. Providing students about vocational options and they are valued and supported because not all on college track."

- "More civics, and how community and schoolwork together and not sure people understand how city, schools and community all work together and correctly."

- "Promoting critical and independent thinking. Also, giving students the skills to perceive inequity and injustice, even if person of authority (e.g., teachers, administration). Giving students tools to respectfully acknowledge and point out so can stand up for themselves and others."

- "If we can help students through history and learn about their culture, learn in a positive way. There are a lot of great leaders, inventor and many from across cultures. Diversifying the curriculum is important."

- "There is a lack of STEM activities. There is focus on math and ELA, but science not given much focus or importance until they get to middle school. Feel like they should start at elementary school and should treat science as an everyday topic. For elementary school,

it currently alternates between science and social studies. They should start it at elementary school, and they'll find it more interesting when they get into middle school."

- "The schools should teach history, and not just white Americans. Teach not only about diverse cultures that are in U.S., but what they have contributed to math, science, all aspects of life in a good way. The students should learn the truth about history, good, bad and indifference, not to make anyone feel uncomfortable but to show how far we've come and how far we have to go to reach equality."
- "Would like our students taught how to be allies. Stand up for each other."
- "There needs to be a gifted program for those students at the elementary school level where there is not a one size fits all. Very discouraging to students who excel and get labeled of not having focus when they are bored out of their mind and have mastered the curriculum."
- "If there are students 2-3 benchmarks points away, how do we create systems to help students them get there? How get students that have so much potential to do it? How do we close the achievement gap for students of color and African American students? Data reports performance at lower rates, how do we close that gap? We have programs that don't have that opportunity so how can we bring programs where evidence has shown that we close the gaps? When we look beyond Bloomington there is no excuse for students to lag far behind."
- "Need to also see more Black history month elevated because feel like if declared Black history month needs to go beyond Dr. Martin Luther King, Jr. and Rosa Parks. Does not feel celebratory in the schools from years of watching and involved in PTO. Not just Black history month, but Native Americans too. Need to see more included. Asian American and diversity is huge, and this year has shed light on it."
- "About elevating Black history month and would love to see Black excellence thread incorporating in every bit of the curriculum. This is my expertise. The textbook and curriculum are untrue and don't go beyond contributions of MLK or Parks and we just had Hispanic heritage month, and only one thing came out. We should be beyond Cesar Chavez. This month, school district celebrated Columbus as opposed to Indigenous Peoples' Day. We need some sort of evaluation in policies and processes. We say we own equity but not addressing the correct history, considering point of view from students of color."
- "School needs to be mindful of resources shared. A book was highlighted every day at the school and not one book had a Black or Brown face in it. Read 40 children's books and could not find one. There are many places they could have ascertained books. Students did not see representation in the book and teachers did not even think about diverse text in this situation. District trying to spend money and pick up on trends, but what happens now is equity work cannot be trendy, embedding in every part of the district."

Table 3.2: Focus group themes aligned with TEACHING AND LEARNING			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Academics, academic programming, Instructional supports, resources, assessments	students	-helpful, caring and welcoming teachers	-low expectations about some students -inconsistent support for students -the education of incomplete history when it comes to race
	staff	-improved anti-bias/anti-racist efforts in SPED evaluation -ascertaining needed learning materials -increased diversity in curriculum -consideration towards standards-based grading	-academic deficit thinking about students of color -intervention in early grades to address and proactively mitigate inequities that impact historically marginalized groups -inequitable access to academic advancement (e.g., foreign language class) -evaluation of district's gifted/honors/AP opportunities -EL students neglected -need for increased civics and community work
	families	-curriculum during remote learning -student opportunities to become involved in school during pandemic year	-need for increase in cultural awareness -inability to support all SPED students and their learning in their use of technological assistance -lack of attention to vocational courses
Culturally Responsive Pedagogy	students	-when teachers recognize cultural differences	-the need for consistent, embedded cultural difference recognition -lack of cultural diversity in the curriculum -the need to teach marginalized excellence -White-centered curriculum

	staff	-increase in awareness about culturally responsive pedagogy	-language barrier between some students and teachers -lack of consistent cultural responsiveness to students and their learning -lack of minoritized racial diversity in the curriculum, as well as representation of other groups (e.g., LGBTQ+ family structure) -White centered curriculum
	families	-diversity of school and cultural-aware organizations	-need for social justice education

Quotes from the stakeholders related to **Student Voice, Climate and Culture** was extracted. Themes under each strand are listed in a following table.

From students
- "All my teachers have been really understanding about WiFi issues. When we came back in person a couple of days ago, the teachers were nice to us."
- "A lot of teachers are so welcoming and inclusive, and you can trust them and not judgmental in the way they talk and care about students and want them to succeed academically and personally."
- "There are many teachers that are working to make their classrooms more accepting. I think that helps students to feel celebrated, at least in terms of LGBTQ+. I feel like there are a growing number of teachers who are working to make students feel valued in this area, but it's something we need a lot of work on in regard to students of color."
- "There is a lot of stigma about students with disabilities and students that struggle with mental health. We tried to create club to break that stigma and created club for it, but administration barely recognizes our club and students don't see as important."
- "In the past, moved here for sixth grade, I was bullied repeatedly throughout middle school for different reasons. Teachers always thought no big deal that I was called 'gay', and they didn't understand that this is how I identify. They didn't understand how it was used in a derogatory way and didn't see it from my perspective."
- "When you do something, you're not supposed to in class, teachers yell at you and it just doesn't make you feel very good."
- "During freshman year, me and two other girls were the only Black students and only minorities in the class, we weren't being mistreated but did not get the same respect or opportunity as other students in the class. For example, whenever I had a question, the teacher would roll their eyes or get sassy with us. I'm the one student in class always paid and this teacher didn't answer my questions the way this teacher would answer the other students' questions. I wasn't treated fair or equal to the other students."
- "A friend told me that one of his teachers assumed he was going to go into a certain profession because of his ethnicity. There were jokes that weren't ok and stereotyping because he was Indian. One of my teachers called me Kamala Harris which I didn't like at all. It was inappropriate."
- "There is this one teacher that makes a lot of jokes or comments that aren't appropriate and never heard teacher say it because I would've responded negatively. This teacher used the r-word and used stereotypical jokes as well. This teacher would talk about students that would have to leave for medical reasons, or that student went to rehab due to mental health issues. This teacher would talk about them very loudly and the whole class could hear them, breach of privacy and student's parents reached out to teacher confidentially say that teacher said it loudly so whole class can hear."
- "In certain situations, things not handled correctly and a lot of favoritism."
- "A white student and a student of color even if white student created the situation, the student of color would get more in trouble or equal treatment. If one person caused it

and another, the student of color, for example, would defend themselves and they would still get equal punishment and detention. The teachers should not be part of the drama."

- "Drastic issues with mental health and school refused or failed to acknowledge in front of the student, and mental health, what is it, notice signs. If someone is depressed and they don't want to open up to student body because uncomfortable, but they need to talk about it and student body need to know they can talk about it, and that school is for them. "

- "Mental health is a big thing to focus on in school and other things to focus on like security but to prevent things like that is mental health and to emphasize it. In the past, this issue not publicly addressed in school, but everyone knew about it. Where is transparency in the school? Needs to be looked at and more than mildly concerning to me."

- "There is a pattern that administration unwilling to touch on issues that are uncomfortable or talk about. Student using the n-word and administration not doing anything, saying why it's wrong exactly. School doesn't work to do anything about it. It becomes gossip and it becomes students against administration, and it should be the case we're all working on making the school the best."

- "When it comes to racist incidents, it's not about punishing students and why what they did was wrong about finding root of problem, educate and grow and that's how administration can support student body become better people."

- "Do feel that students should not be the ones trying to make a change all the time and administration should know when to make changes. Students tell them and still not doing anything. I had friends go up to administration to tell what else is going on and fix it like big topics of racial and sexual discrimination, and administration still not doing anything. Maybe one student from each high school is voice of school and they need to be in the administration telling them what is going in the school. This is what you can do to help. The administration is not doing enough where it is making change, they need to do more."

- "Years ago, I was invited to be part of Principal Advisory Committee. We really didn't meet, haven't heard of anything about it. Why create something trying to help us and then stop doing it? Back in middle school, I was facing a student bullying me and administration said it was handled, but I kept getting bullied, kept calling me gay, which one, I am not. Facing flack for it by other students and two administrators said doing something until my mom said will take care of it personally."

From staff
- "Definitely be able to see what my child is doing in 3rd grade. They do focus on SEL during the day and that's important because one of things talked about is fixed versus growth mindset which is taught post-secondary to cool that taught to 3rd graders as well."

- "Proud to work in a district willing to do hard things because not all are willing to do so."

- "PRIDE and Latinx student union and clubs are positive. Staff is very receptive to what students have to say. A negative might be students have to spend a lot of time creating these clubs. Even if there is an audience to make the changes they want, the student may be heard, but not really listening to them and slow action."
- "Some of the high schools have GSA (Gay Straight Alliance) or PRIDE groups. Also, trying to encourage middle school to start those as well with various results."
- "Transgender students impacted policy change in how they can name themselves. District made those adjustments quickly in about a week."
- "If equity includes LGBTQ, then it is completely ignored by administration and staff."
- "Relationships impacting my understanding of equity. The closer I get to know students and get to know their funds of knowledge, then I'm able to provide more equitable instruction so changing expectations with regards to student. Just like with homework that we have in place but if X,Y,Z happens, we really need to consider individual students."
- "Equity cannot be a trend. It needs to be forever. Things are addressed at us, not with us. We have listening circles and we become ok with volatile action. Being OK with things leaders don't want to hear. There was a start to BSU (Black Student Union) and then district reached out to other middle school wondering where is this coming from. Is it trend to start BSU?"
- "Our district is notorious bandwagon for things going on. Jump on board and somehow, we forget equity work needs to be done. We were heavy with Floyd incident and not now. Administration afraid to ruffle feathers and that don't see the need for equity. Not going to narrow gap if we don't get it done and everyone has to get it done. Until we do, nothing is going to happen in schools. We have staff that don't understand. People produce videos and give us fillers to waste time because of White privilege and they have not had to deal with situations that people of color have to deal with."
- "The first equity group in school, we were shocked by resistance. Almost felt defiance, silent defiance, and feel district supports in some ways racial equity but there are people who don't think it's important. They don't see it as a problem or that people are making it a bigger deal, or not as bad as used to be. Feels like district supports those numbers. There are those of us trying to enact change, bring awareness, and we have a bigger battle to get district support in trying to spread the message. The amount of staff of color is very limited and that contributes to it."
- "We are invested in equity and fighting for this change. Some of us ready for that 'good trouble' to get it done. There were teachers that wanted to support equity, but felt pressure not to, and were told to be cautious to what they support. From my point of view, this tells students that we support them, but not too much."
- "Trying to narrow gap in building, with several Title and bilingual teacher so they can serve monolingual and bilingual students with those high needs."
- "Over last few several years, I've seen a lot more overt racism. Students using the n-word freely. We have a zero tolerance with drugs and weapons, and we need same policy for racism. If student engages in racist behavior or word choice, they should get

same consequences as drug or weapon. Not outplaced necessarily but send message to students in the school."

- "In terms of equity, it would be great to see more intentionality with initiative our school decides to focus on. For example, a big focus last year was standards-based grading, but with equity issues, changes are needed that go beyond grades. Need to narrow the focus on the things that are going to yield the biggest return."

- "Wonderful that district has chosen to participate in an equity audit, and they are working to provide data and quantitative and qualitative. I just want to be productive in the future and for the district to turn into actionable steps. There are a lot of initiatives at any given time and don't want it to be done as 'we did an equity audit' and not turn it into actionable work."

- "A lot more intention needed with word choice with students. Doing work with racial and social justice committee, IEA (Illinois Education Association), and paying attention to microaggressions, what people are saying, and how it impacts SEL of my students. That is at the forefront of my mind for students and staff."

- "There is a need for some type of process to help students of color, in particular, to express when feel discriminated against or have been the victim of bias or stereotype. Even if comes from teachers, even if not intentional, I don't feel there is a way for us to address it. Difficult for students to have on their shoulders. I don't know how to approach the teachers or administration when it comes to those situations."

- "When we discuss equity, we focus on racial/ethnic equity. LGBTQ+ equity, and disability equity is often left behind. And, even behind that, majority of discipline equity is dedicated to students with learning disability. There are a lot of students with strict physical disabilities and are left out of the equity consideration and the IEPs and 504s in the school."

- "District done exceptional job and moved to area so my child could go to district because heard great things. What stands out to me is considerate of all students during holiday season. They celebrated more than one holiday (e.g., Diwali, Ramadan) and talked about different holidays that can be celebrated during that time. To me, showing that type of diversity when walking into building in different languages shown by administration greeting you is excellent. It is a way in meeting students' needs and listening to parents as well."

From families
- "Parent group focusing on equity and education and in doing some of the data research, working on team for about a year, we do have a gap when it comes to achievement. Black and Brown students below academically across the board in district. While there have been some interventions put in place, there is funding to do more things to close achievement gap. There are discrepancies in disciplinary actions especially in middle school and high school where the discipline feels very subjective rather than objective in nature, so tightening up what that looks like."

- "I do like the additional clubs, extracurricular activities and students have the opportunity to participate in. That helps especially at this time for students to find their

niche, whether it's band, sports, arts, student council. Lot of opportunity for students to get involved."

- "We need disciplinary actions to look at more restorative ways rather than punitive. This can start very early and looking at this PreK to high school. As we look at discipline and not framing on what can be taken away, what can we do to support you so decision-making changes in the future rather than taken away. Eat lunch with me rather than friends. Restorative rather than punitive."

- "Helpful to have instruction on how to handle social media use and conflict. Brand new world then when we were in school, the drama on social media, interpersonal process from outside sources."

- "During the end part of 2020 school year, significant racial issue brought to district attention of people making racist comments and Black face. While we all agree wrong and racist, there needs to be more accountability to students involved and to remain silent and pass it off. It minimizes impact they have on Black and Brown students. We can talk about other issues as well, but issues of racism is in front of everyone's face. We can't put on filters, can't say kids will be kids. It is deep rooted. Parents held accountable because students don't wake up and become racist. It is learned behavior and even in new school year, our students have not forgotten. We're still hurting. The students are hurting what was done to them. While district is trying to get Black and Brown students to make honor roll and not dealing with majority groups. It minimizes the opportunity to do well, get them to college and so on because we have not addressed this situation head on."

- "Representation of students with special needs as that provides representation on how to act rather, they need help or rather their behaviors looked at in a negative manner."

- "Representation is important, and don't know if school is lacking in lifestyle, transgender students, LGBTQ+ population and give same attention, openness and teachable moments."

- "Have two students in middle school and high school, and one called the n-word by a group of boys. She came home and didn't tell me what happened. Another parent had called me because their child told them so when I contacted school, they said they will get to the bottom of it and get back to me. Over the summer, the teachers had a restorative practice training, and they were going to have a meeting with four Black female students and in one of the restorative circles, they were asked, 'What did you do to have them call you an n- word?' When I talked to them, they said they didn't know how to handle it. I had to explain that is not how restorative practice works and now you've caused more harm. You have to be careful when having PD. If not fully ready to do that work causing more harm and for teachers to say they didn't know how to handle it, and district needs to be able to help with racial tensions."

- "At the school my children attend, there are a lot of students that are Indian, and their names are different than ours. Not necessarily phonetic, and important for teachers to say those names properly."

Table 3.3: Focus group themes aligned with STUDENT VOICE, CLIMATE AND CULTURE			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Student climate/culture, student voice, student experience, student input	students	-increased attention to SEL -empathy with WiFi issues during pandemic year -welcoming and inclusive teachers growing	-stigma around students with IEPs and/or mental health issues -experiences of disrespect and unsupportive educators -racial stereotypes and inappropriate comments to students from teachers -favoritism and inconsistent consequence for the same infraction based on race, or perception thereof -mental health support -administration avoids uncomfortable topics and lack of follow-through
	staff	-prideful of district's willingness to engage in challenging work -increased inclusivity of diverse students based on race and/or LGBTQ+ identities -fostering meaningful relationships with student	-lack of LGBTQ+ inclusion -staff avoidance and/or encouraged to distance self on topics involving race and other marginalized groups -inconsistent follow-through with initiatives -overt racism on the rise -staff perpetuation of microaggressions -awareness needed that equity not exclusive to race
	families	-community members advocacy for equity -extracurricular opportunities for students	-restorative mindset to behavioral consequences -social media usage awareness by students -incidents of racism ignored -need to understand special education students and behavior -lack of LGBTQ+ inclusivity -mispronunciation of student names

Quotes from the stakeholders related to **Professional Learning** was extracted. Themes under each strand are listed in a following table.

From staff
- "Some of the training to start this year off has helped in my awareness. Thought that I was a person that lived very diverse life and felt took equitable approach to things. But trainings that we have had have been eye-opening. We have more to learn."
- "We need help with training for EL students. Staff doesn't know terminology. We don't know enough to help."
- "Feel like we're checking a box. Not all in the community know what's going on and this needs to be opportunity for change. We need to embrace idea of equity. We need to define it and do something. There needs to be training. There needs to be structure because exciting to have these conversations but realistic in action."
- "From district perspective, I don't think there has been a lot of gap narrowing. In general, and for years, we sidestepped this subject because it's not subject people want to open and now started to do it. District, in general, needs more. Training is a half hour and no real commitment. They need to take a whole Institute Day and train across the board. Frustration as this comes across that this is not an important thing to spend time on. There was an incident in April involving Black face and racist language. I didn't hear about it until late May or early June when district was forced to say something about it, but still felt swept under the rug. With George Floyd, and police brutality conversations over the summer, suddenly BSU (Black Student Union) conducting a march and district asked to be involved, but where was district back in April? When they should've been proactive and could have been there for BSU, they said no. District involved only after something has blown up. It's woke washing."
- "There have been equity strategies about research-based instructional strategies geared toward different backgrounds, but no PD offered specifically for EL students. This is the first district I worked in where new teacher orientation did not include a session on cultural diversity or working with ELL students."
- "Even though district is doing districtwide PD on race and equity, don't think people are really taking it in. It's just another PD."
- "I hope to have more PD on equity."

From families
- "Bias training for all staff. They need to walk around and pay attention to how treating people differently. I've watched it and have been shocked. Teachers are there with students and people don't know how to talk about biases. Discuss it and they don't know how to check themselves or each other. Students see it all the time, because we have a largely white staff. It's hard for them to receive that kind of feedback. It seems personal to them, but students are receiving that personal feedback as well."
- "Staff need PD from sensitivity training to their word choice, actions and dismissive nature that further systemic racism within the school. Possibly some type of training of

outside party to recognize gaps in their ability to adequately function and interact with different cultures and staff with different needs."

- "Lack of cultural training is a big part of the issue. Culture differences (e.g., louder voice) and many African American students misunderstood and misinterpreted. African Americans automatically perceived doing something wrong, and similar for students that are misunderstood and teachers misinterpreting misbehaviors."
- "Feel like every moment a student makes a not-so-good choice, there is always opportunity for teaching moment to prevent traumatic experience. I learn about trauma and discipline all the time. I do training. If more faculty, short trainings even offered online. It would help them to become more educated with conscious discipline rather than expulsion or removal. It will help students take responsibility for decisions, but also teach them to learn from mistakes they make and make better choices next time."

Table 3.4: Focus group themes aligned with PROFESSIONAL LEARNING			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Professional development continuum	staff	-increased awareness through training	-cultural and linguistic training in regard to EL population -need for additional equity training -lack of transformative shifts from equity PD
	families		-anti-bias training for all staff -trauma-informed training

Quotes from the stakeholders related to **Family and Community as Agency** was extracted. Themes under each strand are listed in a following table.

From staff
- "Staff here to help us translate for ELL families."
- "We have a family coordinator that works with families, both monolingual and bilingual."
- "Providing resources to the families home languages has leveled the playing field and success for students."
- "Very active community. Even with promise council, and businesses in community, very supportive to help with students. Very fortunate to have University and corporate support to help fulfil some of those gaps that we have trouble fulfilling as far as looking for community resources to help our students."
- "I have a concrete example with move to hybrid learning. The directive for parents is that they had to specifically state they wanted to go remote through a survey received via email. I knew that there were ELL parents that may or may not receive email or understand what a Google form is and how to complete it. I knew some EL parents would have to be contacted rather than assume all would understand the form. So, specific phone calls were made to make sure that we got the correct information."
- "Goes back to spreading needs among different schools while some schools have supportive teachers and clubs. The schools with higher needs or lower SES don't have as much support from parents especially financially and this impacts distribution of funds and potential to support buildings, at least from parents' perspective."
- "I've heard parents grateful when they comment they are coming from another district. Sometimes comment is positive. I've also heard, and they've implied that district doesn't care for people of color and don't think that is the issue, but it is a difference that parents are pointing out."
- "We don't want to make anybody upset, very much do everything we can do keep our parents happy and that impacts zoning, and hybrid vs remote learning. District does not take stand about what we're doing. We want parent input but not all parents have same opportunity to give input to the district."
- "I do feel the biggest issues of our district is the inequality in our schools. We have schools 60-70% FRL and others a lot less. That affects a lot. It goes back to equality and when parents are struggling to make ends meet. They cannot give to PTOs and some PTOs have more than others financially. A couple of schools are very diverse and some schools always same parents contributing. Parents in district, administration too, have no clue the struggles teachers have in those buildings when worried about clothing and other things for students when there are teachers that have students with plenty of clothes."
- "We want to get parents more connected with school especially minority parents. Would love more ESL students and Conga population of parents in the building but have problems with transportation."

From families
- "Appreciate that I can see my child's grade at any time and don't have to wait till report cards as long as real time grades."
- "I like the fact that one of the schools has a community liaison. Wished all schools had it to ensure all families have what they need for basic need. When students do not have it, it's hard to concentrate on education. PTO always think it's important whenever planning activity and event. They usually try to ensure it is accessible to all families, is cost effective and isn't going to be something student left out due to transportation or cost. Administration and PTO have done a good job to make sure it works for majority of people that we have.
- "Grateful for opportunity to participate and will welcome more opportunity to continue the conversation beyond this. Continue the conversation and especially from those who may not have had the opportunity to get in on this Zoom focus group."
- "District needs to improve concise communication especially in a time of texting and email. It's important communication is direct and know who it's coming from. There are many emails that go out that need correction or wrong information. Don't know what schools or teachers is coming from, and I can only imagine how overwhelming it is for parents from an equity stance. How single parents, for instance, keep up with the amount of communication that comes out?"
- "District needs to figure out one single stream of information going out with communication. I receive a mass amount of information that has nothing to do with my students, but when I have a question about my students' needs regarding their intellectual disability, we'll have meetings, but no follow-through, or game plan. Everything kind of drops off and this needs to be addressed."

Table 3.5: Focus group themes aligned with FAMILY AND COMMUNITY AS AGENCY			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Family inclusion, community care and empowerment	staff	-supportive staff and resources for translation purposes -providing district communication in home languages -active community	-critical and proactive communication needs and understanding of said communication for EL families -viewpoints that SD does not care for students of color -inequitable structure of in-school parent organizations -need to increase EL parent involvement
	families	-access to grade updates -community liaison	-need to have community liaisons in additional/all schools -timeline and amount of communication to families

Section 4

FINDINGS AND RECOMMENDATIONS

As the district implements any of the equity audit findings, the following is suggested for implementation:

1. District leadership distribute full report to BOE members
2. District leadership distribute the Executive Summary (or full report) to DELT members
3. District leadership adopt all equity audit findings utilizing an accountability framework
4. District leadership create, implement, and progress monitor equity goal each year with accountable, measurable, and transparent features.
5. District leadership maintain the existence of DELT to collaboratively develop and progress monitor equity goals.

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine next steps, and continuously progress monitor and improve toward systemic equity. The district must invest time and resources to consistently advance systemic equity. To aid in the implementation practice of an accountability framework, each finding is arranged by the *Five Strands of Systemic Equity©*. Each of these strands are equally critical and should be pursued simultaneously. They are numbered for reference, not by importance.

1. **Systems:** To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

2. **Teaching and Learning:** To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

3. **Student Voice, Climate and Culture**: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

4. **Professional Learning:** To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

5. **Family and Community as Agency:** To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

SYSTEMS	
To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.	
1.1	ENSURE SUSTAINABLE AND TRANSPARENT METHODS TOWARD SYSTEMIC EQUITY ACTION.
EVIDENCE	

Findings

It is significant to point out that McLean County Unit 5 proactively sought out equity action planning goals prior to the completion of this Equity Audit Report. As a result, common recommendations of establishing DEI language, or measurable, and equity-focused goals were unnecessary to recommend; nonetheless, the district must ensure its commitment to equity work through transparent, continuous planning.

Recommendations

The district recently adopted the *Five Strands of Systemic Equity©* as an accountability framework that allows for intentional equity action. Such a framework offers measurable opportunities to monitor progress. As the district maintains this process, it will be urgent that an equity lens be applied in all its policies, procedures, processes, interactions, and resources while aligning it to existing initiatives and mandates. In doing so, the district will be intentionally positioned to identify and remove barriers while advancing equity. Ideally, equity action plans contribute to robust, systemic, and transformative culture and climate shifts.

Research

Scholarship informs that foundational framework to interrogate educational equity in hopes to disrupt injustices particularly experienced by historically excluded groups can aid to mitigate inequities (Aguilar 2021). Through transparency efforts and systemic plans, the district positions itself to develop collaborative, authentic actions to advance equity and intentionally disrupt explicit and implicit forms s of -ism's (Bocala & Holman, 2021; Diem & Welton, 2021). Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019; Shields, 2019).

1.2	IMPLEMENT STRATEGIC PRACTICES TO ATTRACT AND RETAIN HIGHLY QUALIFIED DIVERSE TEAMS BY RACE/ETHNICITY AND GENDER.
EVIDENCE	

Findings

Results from the needs assessment, and each stakeholder focus group emphasized the awareness and need for racially diverse staff. According to the personnel demographic data, White teachers and administrators comprised 92%-95% over the last five years. In a district that is becoming increasingly diverse in its students of color, it will be especially vital for the district to include short and long-term actions to attract and retain educators and administrators of color. Over the last five years, the gender make-up among teachers and

administrations has stayed consistent with females representing 80%. It will behoove the district to actively recruit males, particularly men of color.

Recommendations
Across the country, school districts struggle to recruit racially diverse candidates as less people of color seek a career in education. The district can explore recruitment efforts through the education of young people to describe the importance of teachers. Although there are infinite ways to attract and recruit high-quality teacher candidates, the district may find it needs to consistently be innovative in its recruitment process. For instance, outreach to affinity groups at local colleges and universities as well as local affinity groups in the community. The district may need to consider its interviewing and hiring practices for implicit biases. This will provide an important insight to one's identity, positionality, and critical understanding of equity. Unfortunately, it must be clearly stated that in no way does this suggest the district lower their bar of a qualified candidate, but it is to indicate that people on interviewing teams often select candidates that share their experiences and backgrounds.

Research
The benefits of a historically marginalized diverse staff include increased positive adult-student relationships, higher student engagement, meaningful connections to the school, mitigating access and expectation gaps, as well as improved intergroup relations, role-modeling and combating of stereotypes and biases (Ladson & Lewis, 2015; Wells, et al, 2016; TeachPlus, 2019).

TEACHING AND LEARNING To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student. policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.	
2.1	EMBED CULTURALLY RESPONSIVE CURRICULUM AND RESOURCES IN EACH CONTENT AND GRADE AND EMPHASIZE EXCELLENCE OF BIPOC HISTORICAL AND CURRENT FIGURES.

<div align="center">EVIDENCE</div>

Findings

Based on the needs assessments and focus group responses from each stakeholder group, the district must infuse culturally responsive pedagogy and practices to advance equity. Although there appears to be a rise in culturally responsive practices, it is fragmented and not universal across the district.

Student focus group participants stated the following regarding culturally responsive curriculum and resources: "One of the teachers would recognize some of the Indian celebrations."; "We did this project called Wonder, it celebrated our differences, and we were to write what was unique to us. It was an art project and it helped celebrate our differences. No two projects were the same."; "We don't learn about other cultures that are relevant to how we should appreciate others around us, and it leads to a lack of empathy and inequity."; "Change teaching history just a slight a bit because there is a lot of racism."; "Pilgrims came over and had a feast, and no not true. They murdered and wiped-out populations."; "History has been covered up and really wish some people could get the slightest bit of knowledge. The brutality that white people have put upon on other minorities and would open up other eyes. People start actually telling what happened in history."; "My teacher did talk about history the right way. Teacher would say this is what they don't really teach you and went into specifics about things not normally taught. Same as last year and discussed topics they don't normally teach you because that is not how America wants to look."

Staff reported these sentiments: "We focus on all the different cultures in our curriculum. We give students opportunities to share about their cultures and for students to learn about cultures."; "We need to encourage diversity in the curriculum. Those conversations are happening, so expanding it as well as staff reflective to population as best we can."; "Our curriculum is not set up to support SOC. It is very White centered and basically a handful of teachers decide what will be on the curriculum. Feel some grade levels not on board and missing out on important topics that need to be discussed and especially for our SOC to hear."; "Our curriculum needs to get more Black and Brown stories in our curriculum. There needs to be more than just a section of Black history in February or Latino history in September/October. It should be interwoven throughout. We used new textbooks but same old stories of White settlers and colonists. Same idea telling about Black and Brown oppression is somehow revisionist history because we don't like it is ridiculous. We need to tell students the honest truth. They can take it. Some idea that students not going to take it

well or revolt. With ELA writing and reading stories, the bulk of books are on White characters and student don't engage when don't see themselves represented so see Black and Brown students not give a crap because story does not represent them. Why care for White characters? Does not apply to Black and Brown students. Teachers were talking about this before Floyd, and we cannot ignore it anymore. We have to revamp the curriculum."; "I took a culturally responsive class this summer and I shared that with teachers, and it caught me off guard by an administrator to say it wasn't needed."; "I've read book with parents with two moms or dads, and I've been asked to not read certain books."

Finally, families indicated as such: "Glad to see there have been opportunities for students to get involved with culturally- aware organizations and schools, but not far enough. Do see my kids bring home cultural awareness and information about events. Like at least initial attempt to promote diversity."; "One thing that our family loved about our school is how diverse it is and celebrated. Love that my white students are surrounded by color and different cultures. There are four different household language represented in my students' class. It's not at staffing level, but among student population it exists and think teachers do a good job of highlighting that."; "District done exceptional job and moved to area so my child could go to district because heard great things. What stands out to me is considerate of all students during holiday season. They celebrated more than one holiday (e.g., Diwali, Ramadan) and talked about different holidays that can be celebrated during that time. To me, showing that type of diversity when walking into building in different languages shown by administration greeting you is excellent. It is a way in meeting students' needs and listening to parents as well."; "More instruction, more discussion about diversity in all aspects is needed. Right now, much of what is taught is from one perspective, not multiple perspectives for race, ethnicity, language. Heard information from teachers and students that center whiteness. That is concerning. Teaching diversity of thought must be explicit, not centered on whiteness and not sole perspective on race and ethnicity."; "More civics, and how community and schoolwork together and not sure people understand how city, schools and community all work together and correctly."; "Promoting critical and independent thinking. Also, giving students the skills to perceive inequity and injustice, even if person of authority (e.g., teachers, administration). Giving students tools to respectfully acknowledge and point out so can stand up for themselves and others."; "If we can help students through history and learn about their culture, learn in a positive way. There are a lot of great leaders, inventor and many from across cultures. Diversifying the curriculum is important."; "The schools should teach history, and not just white Americans. Teach not only about diverse cultures that are in U.S., but what they have contributed to math, science, all aspects of life in a good way. The students should learn the truth about history, good, bad and indifference, not to make anyone feel uncomfortable but to show how far we've come and how far we have to go to reach equality."; "Need to also see more Black history month elevated because feel like if declared Black history month needs to go beyond Dr. Martin Luther King, Jr. and Rosa Parks. Does not feel celebratory in the schools from years of watching and involved in PTO. Not just Black history month, but Native Americans too. Need to see more included. Asian American and diversity is huge, and this year has shed light on it."; "About elevating Black history month and would love to see Black excellence thread incorporating in every bit of the

curriculum. This is my expertise. The textbook and curriculum are untrue and don't go beyond contributions of MLK or Parks and we just had Hispanic heritage month, and only one thing came out. We should be beyond Cesar Chavez. This month, school district celebrated Columbus as opposed to Indigenous Peoples' Day. We need some sort of evaluation in policies and processes. We say we own equity but not addressing the correct history, considering point of view from students of color."

Recommendations

Cultural responsiveness is the responsibility of all workers that occupy a public sector. It aids in developing empathy and understanding for another whose background and lived experiences may be different from one's own positionality. Transforming the district culture to recognize and engage in conversation about cultural responsiveness as embracing diverse identities will be needed to accelerate care and humanity. Extensive, long-term professional development to support educators on culturally responsive practices will aid in centering the voices and experiences of BIPOC, Bilingual and other marginalized students. All certified staff may benefit from the professional development of recently approved Illinois Culturally Responsive Teaching and Leader Standards that provide performance indicators. Administrator and teacher evaluations that include the expectation of culturally responsive pedagogy and practices catapult its urgency. An equity lens of all curricula, resources and assessments will be necessary to identify the numerous ways dominant culture is centered. The Understanding by Design (UDL) framework (Chardin & Novak, 2021) is a powerful opportunity for educators to collaborate, personalize learning, tap into students' funds of knowledge, and sustain culturally responsive pedagogy.

Research

Culturally responsive pedagogy must be intentional, affirming, and explicit in its practices (Hammond, 2015; España & Herrara, 2020; Muhammad, 2020). This is not only obvious in daily practices like cultural games, poetry, song, art, and adult self-examination, but in output as well demonstrated by social justice and community-based projects (Johnson, 2002; Ladson-Billings, 2007; Blankstein et al, 2016; Hammond, 2015). UDL lends itself to social justice by calling for transformative calibration and evidence-based intentional learning (Chardin & Novak, 2021).

2.2	INTERROGATE THE GIFTED/HONOR/AP ACCESS AND PARTICIPATION OPPORUTNITIES FOR BIPOC AND SPECIAL POPULATION STUDENTS.

EVIDENCE

Findings

The highest collective percent of BIPOC students in gifted programming was 30% over the last three years while White students made up 71-73%. It should be noted that the population of White students in the district has steadily decreased in five years and students of color have slowly increased in number during that same time. Although there is percent proportionality among all Asian and White students to those in gifted programming, there is quantitative data that also reveals that Black and Brown students are underrepresented in gifted programming. From 2018-19 to 2020-21, Black students represented 4-5%, and Latinx

students 4% in gifted programming; while, Black and Latinx students were double percentile in the district during those same years.

Special population demographic in gifted programming from SY 2018-19 to 2020-21 shows the following: EL students – less than 1%, FRL – 8-11% and IEP – 1-2%. The total percentile population during the same academic years was as follows: EL – 5%, FRL – 32-34% and IEP – 17-18%. This is a significant disproportionality in representation. It should be noted that although proportionality is not necessarily an indicator of equity, the evidence alarmingly calls for an interrogation of programming access of historically marginalized students. This coupled with focus groups' responses strongly suggests implicit and/or explicit biases of low expectations and belonging that may impact student access, participation, interest and engagement in gifted programming.

Students made such comments as: "There are such low expectations for students of color", "Some teachers insinuate that I don't really care about school. They tell me that they don't recommend I take honors classes, which happened a lot my freshman year" and "One of my teachers told me that I wasn't able to be a doctor because I am not the best student and that I needed to get taken down a class, and that I should look at other options for a job". One staff member remarked: "When thinking of opportunity gap, think of achievement, academic and earning achievement. Yes, we do have some supports in place for schools, because when look at students of color (SOC) some are taking advantage of accelerated test scores and IARR, but there is a huge gap. We don't have conversations about SOC. It's more about what students don't have and not forward-thinking about pushing our SOC to take advantages of these opportunities and close the learning gap." Another staff stated, "While in the classroom, the teachers are good, administration is willing to support a lot of what students want to be done that impact policy changes in the classroom. The administration is slow or resistant at times. Area to consider to close the gap, is asking what is the purpose of Honors class? Do we need Honor classes? Because when we look at data, it is honors/AP/Dual credit, and SOC are disproportionately low in all of those classes." One focus group parent said, "If there are students 2-3 benchmarks points away, how do we create systems to help students them get there? How get students that have so much potential to do it? How do we close the achievement gap for students of color and African American students? Data reports performance at lower rates, how do we close that gap? We have programs that don't have that opportunity so how can we bring programs where evidence has shown that we close the gaps? When we look beyond Bloomington there is no excuse for students to lag far behind."

Recommendations
An examination of wholistic access to Honors/AP opportunities for racially minoritized group may need to be explored. Transformative access through partnerships with Equal Opportunity School or alike could accelerate connection for historically marginalized students. Shifts in mindset, high expectations for all students and academic supports could lead to discovery of implicit biases from faculty to students and/or students view of self-efficacy. Doing so can have an impact on students' view of self, and their ability to academically thrive when teachers maintain high expectation for each student.

Research	
Students that are positioned to believe in themselves in certain situations such as belonging in an Honors and AP class are likelier to succeed (Boykin & Noguera, 2011). A common element in schools where a large percentage of students performed at high academic levels tended to have a climate of respect and high expectations for all students (Scheurich & Skrla, 2003).	
2.3	EVALUTE THE INTEGRITY OF ACADEMIC SUPPORTS FOR ENGLISH LANGUAGE LEARNERS.

EVIDENCE

Findings

Among the special populations, the ELL program has the fewest number of students representing 4-5% of the total student demographic in the last five years. This low number of specialized students may contribute to the actual and/or perceived notion that EL students are disenfranchised. The following was expressed during staff focus groups: "ESL students are on the opposite end of the continuum. Only 20 students but left on the wayside. If GenEd classrooms don't have teachers that understand Spanish, it is sink or swim on their own. ELL students are saying they don't understand, and everything is in English. We forget about them because the numbers are so low."; "We have a language barrier. We don't have enough staff that have wide range of language background to support students the way they need."; "We have to do better for our ESL students. They can't be sitting in the classroom and not learning at all."; "We need help with training for EL students. Staff doesn't know terminology. We don't know enough to help."

Additionally, in the special population categories, EL students are among the lowest represented in gifted students, CTE programming, extracurricular participation and graduation.

Recommendations

The fact that staff members believe they must be fluent in another language to support English language learners is a fallacy. Sharing the same language may certainly aid in understanding; however, all educators should be aware of instructional approaches designed to leverage academic growth for ELs such as SIOP (Sheltered Instruction Observation Protocol). Basic comprehension to language acquisition and programmatic terminology may heighten intentionality and reflection in pedagogical practice by all teachers and administrators. Research into bilingual gifted programming or ways to develop academic talent among ELs would behoove the district in their equity journey.

Research

Numerous studies have revealed that the EL population is often neglected. The language barrier between EL students and teachers deemed too overwhelming by some educators. Yet, when teachers know their EL students' language, literacy, backgrounds, cultural strengths and individual needs, and transform their pedagogical beliefs and practices, EL students thrive (Wright, 2019). By centering the richness of bilingualism, linguistic and

cultural traits evolve into asset mindsets (Echevarría et al, 2017). Identifying notions of English linguistic supremacy can aid to unlearn language hierarchies (Garcia, 2020).

2.4	ANALYZE THE IEP PROCESS TO ENSURE EQUITABLE ACCESS AND OPPORTUNITY.

EVIDENCE

Findings

Of all special populations in the district, students with IEPs have consistently increased in the last five years from 15-18%. These students are disproportionally represented in discipline, dropout rate, absenteeism and truancy. These outcomes, along with focus groups responses, are contributing factors to analyze the IEP process, structure and supports with an equity lens.

Comments about the SPED program from focus groups participants included positive remarks and areas of needed improvement. Some of their statements were as follows: "Our evaluation in SPED have evolved to remove racial bias (e.g., time on task) so not identifying more Black and Brown students at a higher rate."; "The general education teachers could better understand the technology that students with special needs bring into the classrooms, and how to adapt to them." My child uses ear reader and dictation devices to help with work but unable to always use them because the way lesson set up has to rely on aid which makes my child feel less capable."; "SPED students under identified from Black and Brown cultures and need to do better job in getting them services early on rather than treat as behavioral but heard from parent peers that it is not across the board and often those students get put in behavior programs as opposed to learning disabilities." ; "I have been aware of several parents with IEPs and for them to understand is hard. I always recommend someone take somebody with them to IEP meetings. You have to advocate for the students. Have to be careful and these labels follow them throughout the district, which has level of responsibility to provide services."; "I had to fight hard for SPED service. My student has dyslexia and I was surprised teachers did not know much about it. It was a lot of work for me to get those services for my child. I was told even if she was dyslexic, they wouldn't do anything different. I have concern for parents who don't have the resources I have or how students are perceived."; "Staff personnel do not advocate for students. I have a child with autism, and we talk about behaviors a lot. He's taunted by staff not trained with how to deal with behaviors and instead district sends them off to other schools. Puts them in a behavioral program, but don't qualify for special services so isolate them from their neuro typical peers. Staff needs training and accountability. Dyslexia is an example of how students fall through the cracks. Have had to fight for my son because I am his voice."

Recommendations

The district would benefit from examining its authentic access to SPED programming by each student while also eliminating any favored advocacy based on a families' socio-economic status and social capital. A student's ability status is not the same as a student's needs. In other words, access to additional support should not require financial and personal allocation unless there is a critical [dis]ability that is preventing the student from learning. While, at the same time, if a student necessitates intensive reading intervention that should be received as

opposed to issuing an IEP if it is not warranted, or worse yet, if the IEP is rooted in a practice built on inequitable power structures and deficit mindsets, and not the needs of the child. Typically, when families advocate for students, districts have 14 days to respond to requests. This may not be enough time as staff members often require additional time to ascertain additional information, such as access to supports and the MTSS process. Gaining access to IEP services should consistently be equitable based on a student's needs, and how the [dis]ability may adversely affect the pupil's access to their education. It will always be necessary to provide the supports, accommodations and supplementary aids and services.

Research
Families from diverse racial and ethnic backgrounds can often be inadequately prepared to participate in their child's IEP process due to decrease sense of understanding, language and differences, as well as limited reaching out by educators, or various diverse cultural features and expectations about special education (Tran et al, 2017).

2.5	UNPACK THE ROOT CAUSES OF ACADEMIC ACHIEVEMENT AMONG FREE AND REDUCED LUNCH STUDENTS

EVIDENCE

Findings
There are significant discrepancies of academic achievement among FRL students. Although, they are the largest representation among special populations in gifted programming, there remains significant disproportionalities. The overall representation of special populations in gifted programming is low, even though it has grown each year. FRL demographic has ranged from 32-34% of all students, but 8-11% in gifted programs. Unpacking the root causes of academic achievement among FRL students should include investigating the high rate of absenteeism and truancy. FRL students made up 45-53% of absenteeism and 53-69% within the last three years among special populations.

Recommendations
Students that experience lower socio-economic levels often have limited access and opportunities to tutoring and talent development outside of the school day. Hence, their exposure, sense of belonging, narrow program entry points and internal scaffolding and supports results in their under representation to giftedness. Expanding gifted access through multiple entry points throughout the year while also ensuring gifted teachers provide innovative and scaffolding support

Research
It is imperative that impoverished students have access to excellent teachers and instruction as their development is heavily dependent on school for learning and resources (Delpit, 2012). When unfair distribution of access and opportunity exist, equity must redistribute to leverage humanity among the most marginalized (Gorski, 2018).

STUDENT VOICE, CLIMATE AND CULTURE
To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1	EXAMINE RACIALLY BIASED BEHAVIOR MINDSETS AND DISCIPLINE OUTCOMES IMPACTING BIPOC STUDENTS

<div align="center">

EVIDENCE

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Findings

Over the last five years, Black and White students made up most disciplinary outcomes. From SY 2015-16 to SY 2019-20, 31-38% of all discipline was Black students while 41-49% were White students; however, it is important to point out that White students have represented 62-66% of all students during SY 2016-17 and SY 2020-21, while Black student demographic is only 12-14%. Latinx and Two or More racial categories of students also revealed overrepresentation in discipline compared to their overall demographic percentile.
The intersectionality by race/ethnicity and special population of discipline outcomes further revealed that Black and Brown students were the recipient of most disciplinary counts.

Student focus groups respondents stated as such: "During freshman year, me and two other girls were the only Black students and only minorities in the class, we weren't being mistreated but did not get the same respect or opportunity as other students in the class. For example, whenever I had a question, the teacher would roll their eyes or get sassy with us. I'm the one student in class always paid and this teacher didn't answer my questions the way this teacher would answer the other students' questions. I wasn't treated fair or equal to the other students."; "A white student and a student of color even if white student created the situation, the student of color would get more in trouble or equal treatment. If one person caused it and another, the student of color, for example, would defend themselves and they would still get equal punishment and detention. The teachers should not be part of the drama."; "When it comes to racist incidents, it's not about punishing students and why what they did was wrong about finding root of problem, educate and grow and that's how administration can support student body become better people."

Regarding discipline-related response, one staff member stated, "Over last few several years, I've seen a lot more overt racism. Students using the n-word freely. We have a zero tolerance with drugs and weapons, and we need same policy for racism. If student engages in racist behavior or word choice, they should get same consequences as drug or weapon. Not outplaced necessarily but send message to students in the school." Similarly, parents said the following: "We need disciplinary actions to look at more restorative ways rather than punitive. This can start very early and looking at this PreK to high school. As we look at discipline and not framing on what can be taken away, what can we do to support you so decision- making changes in the future rather than taken away. Eat lunch with me rather than friends. Restorative rather than punitive."

Recommendations
The district may benefit from the application of restorative practices or similar models that offer deliberate relationship-building, healing, and unpacking of root causes to behavior. It would benefit the district to investigate the discipline count by school, classroom, content, time of day and infraction. Implicit biases associated with student behavior, adolescent psychology and social work methodology and approaches may be beneficial trainings for all staff. A continuum of teaching considerations or trainings should also be offered to all students on problem-solving, conflict resolution, and well-being of emotional and mental health. Developing a system for school teams to regularly analyze discipline data and disaggregate by identities allows for continual monitoring.

Research
Restorative practices aim to identify the root causes of behavior, misunderstandings and fosters meaningful building that has been damaged or lacks care (Smith, et al, 2017). Numerous studies have demonstrated the positive impact of restorative practices as a pathway to educational equity (Gomez, et al, 2020). Racial discipline disparities perpetuate a dangerous school-to-prison pipeline. The urgency to address discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege, and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

| 3.2 | INNOVATE OPPORTUNITIES FOR EXTRACURRICULAR PARTICIPATION FOR STUDENTS, WITH PARTICULAR ATTENTION TO HISTORICALLY MARGINALIZED STUDENTS. |

EVIDENCE

Findings
In SY 2019-20, White students represented 71% of extracurricular participation and 75% in SY 2020-21; while collectively 29% of extracurricular participants were students of color during SY 2019-20, and 24% of students of color in SY 2020-21.

Lack of supportive representation according to students, "There is a lot of stigma about students with disabilities and students that struggle with mental health. We tried to create club to break that stigma and created club for it, but administration barely recognizes our club and students don't see as important." Staff made the following comments: "PRIDE and Latinx student union and clubs are positive. Staff is very receptive to what students have to say. A negative might be students have to spend a lot of time creating these clubs. Even if there is an audience to make the changes they want, the student may be heard, but not really listening to them and slow action."; "Some of the high schools have GSA (Gay Straight Alliance) or PRIDE groups. Also, trying to encourage middle school to start those as well with various results."

Recommendations
Participation in extracurriculars increases with accessibility. Extracurriculars offered before or after school, instinctively lead to barriers such as deficient transportation, affordability if fee-

based, and time availability outside of the school day. The district may consider class schedules that can be altered, occasional mixing of lunch and an extracurricular or another innovative combination that offers student choice on a non-academic club, activity, or relationship-building space.

Research
Scholars have shown that participation to extracurriculars cultivate student engagement while fostering student motivation and interests (NCES 95-741). Historically marginalized populations are not sufficiently represented in extracurriculars, yet they experience greater benefits (Heath et al, 2018).

3.3	DEVELOP A STUDENT EQUITY ADVISORY COMMITTEE.
EVIDENCE	

Findings
Currently, there is no student voice at the districtwide level to leverage equity nor indication of a consistent method to solicit student voice. Results from the needs assessments and focus groups responses indicated an urgent need to seek out and be responsive to students.

The following was stated from student stakeholders: "A lot of teachers are so welcoming and inclusive, and you can trust them and not judgmental in the way they talk and care about students and want them to succeed academically and personally."; "In the past, moved here for sixth grade, I was bullied repeatedly throughout middle school for different reasons. Teachers always thought no big deal that I was called 'gay', and they didn't understand that this is how I identify. They didn't understand how it was used in a derogatory way and didn't see it from my perspective."; "There are many teachers that are working to make their classrooms more accepting. I think that helps students to feel celebrated, at least in terms of LGBTQ+. I feel like there are a growing number of teachers who are working to make students feel valued in this area, but it's something we need a lot of work on in regards to students of color."; "When you do something you're not supposed to in class, teachers yell at you and it just doesn't make you feel very good."; "A friend told me that one of his teachers assumed he was going to go into a certain profession because of his ethnicity. There were jokes that weren't ok and stereotyping because he was Indian. One of my teachers called me Kamala Harris which I didn't like at all. It was inappropriate."; "There is this one teacher that makes a lot of jokes or comments that aren't appropriate and never heard teacher say it because I would've responded negatively. This teacher used the r-word and used stereotypical jokes as well. This teacher would talk about students that would have to leave for medical reasons, or that student went to rehab due to mental health issues. This teacher would talk about them very loudly and the whole class could hear them, breach of privacy and student's parents reached out to teacher confidentially say that teacher said it loudly so whole class can hear."; "In certain situations, thing not handled correctly and a lot of favoritism."; "Years ago, I was invited to be part of Principal Advisory Committee. We really didn't meet, haven't heard of anything about it. Why create something trying to help us and then stop doing it? Back in middle school, I was facing a student bullying me and administration said it was handled, but I kept getting bullied, kept calling me gay, which one, I

am not. Facing flack for it by other students and two administrators said doing something until my mom said will take care of it personally."

In this theme, staff said this: "If equity includes LGBTQ, then it is completely ignored by administration and staff."; "Equity cannot be a trend. It needs to be forever. Things are addressed at us, not with us. We have listening circles and we become ok with volatile action. Being OK with things leaders don't want to hear. There was a start to BSU (Black Student Union) and then district reached out to other middle school wondering where is this coming from. Is it trend to start BSU?"; "Relationships impacting my understanding of equity. The closer I get to know students and get to know their funds of knowledge, then I'm able to provide more equitable instruction so changing expectations with regards to student. Just like with homework that we have in place but if X,Y,Z happens, we really need to consider individual students."

Families have said the following: "Representation of students with special needs as that provides representation on how to act rather they need help or rather their behaviors looked at in a negative manner."; "Representation is important, and don't know if school is lacking in lifestyle, transgender students, LGBTQ+ population and give same attention, openness and teachable moments."; "Have two students in middle school and high school, and one called the n-word by a group of boys. She came home and didn't tell me what happened. Another parent had called me because their child told them so when I contacted school, they said they will get to the bottom of it and get back to me. Over the summer, the teachers had a restorative practice training, and they were going to have a meeting with four Black female students and in one of the restorative circles, they were asked, 'What did you do to have them call you an n- word?' When I talked to them, they said they didn't know how to handle it. I had to explain that is not how restorative practice works and now you've caused more harm. You have to be careful when having PD. If not fully ready to do that work causing more harm and for teachers to say they didn't know how to handle it, and district needs to be able to help with racial tensions."; "At the school my children attend, there are a lot of students that are Indian, and their names are different than ours. Not necessarily phonetic, and important for teachers to say those names properly."

Further, there are several data sets that could provide root causes to disparate data trends such as retention and promotion. Black and Latinx students appear to be overrepresented in retentions while under representation in promotion compared to their White counterparts. As mentioned previously, the dropout rate among Black students seems particularly high in comparison to all other racial groups that have dropped out. Finally, most student transfers are FRL populations, and there will likely be an urgency to devote equitable resources to these students.

Recommendations
Whether there is a student equity focus committee at schools, a districtwide equity council, and/or opportunities for students to report incidents of biases, the district could proactively position themselves to be actively responsive to students.

Research

Fostering student voice is at the heart of equity. Intentional nurturing, input and co-creation from historically marginalized students that have been harmed by educational institutions is critical. By centering the often-negated experiences of marginalized populations, it positions overdue attention and action (Aguilar, 2020; Gorski, 2018).

PROFESSIONAL LEARNING To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.	
4.1	TRAIN ALL STAFF ON EDUCATIONAL EQUITY.
EVIDENCE	

Findings

The district had invested some resources on building staff capacity on equity and its related paradigms. According to the needs assessments and focus groups, there is a need to offer critical, robust and continuous professional development. Numerous staff members called for additional equity training as did community stakeholders.

Recommendations.

Following mandated deep learning of equity and social justice for staff, the district should consider an onboarding process to ensure all new hires participate in foundational professional learning to equity. To further support equity knowledge and development, the district may develop a differentiated approach. Finally, differentiated learning approach focused on transformative movements for participants that are advocating for community-based or large-scale shifts. A strong onboarding for new staff to share the district's equity work and be consistent in the training will be beneficial in demonstrating its commitment. Affinity groups serve as an opportunity for employees to interact based on shared experiences, and the district can be supportive of its forming with the knowledge that racially, ethically, and linguistically minoritized groups are underrepresented in education and educational leadership.

Research

Equity work and development is never-ending. There is no destination to it. It requires understanding inequities and how it manifests in schools. Organizational change management to advance equity includes culture, identity, and healing as part of the professional learning (Dugan, 2021). Equity and social justice are complex topics that are not exclusive to education. Many other institutions have demonstrated long histories of oppression against minoritized groups (Shields, 2019). Education is another entity entailed in the larger society. With that, comes limited understanding and experiences to the depth of equity and inequities (Tatum, 1997; Dweck, 2007; Darling-Hammond, 2010; Gorski, 2018). Hesitations, uncertainties and outright rejection and anger can be expected in broaching such topics. Leadership must understand that transformative movement is often contentious (Williams, 2003; Singleton & Linton, 2006; Sleeter, 2012; Shields, 2019; Minor, 2019). Equity shifts often take time, but it a never-ending journey (Chenoweth & Theokas, 2012; Howard, 2010; Peters, 2019; Muhammad, 2020).

FAMILY AND COMMUNITY AS AGENCY	
To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.	
5.1	DEVELOP AND ACTIVELY COLLABORATE WITH A COMMUNITY EQUITY ADVISORY COMMITTEE.

EVIDENCE

Findings

Like the absence of student committee focused on equity, the district does not have a districtwide community group focused on equity; however, there are numerous parent groups that have engaged in the topics of equity. Issues of inequity that surfaced during this audit that can be addressed is the community stigma regarding low SES families and Title I schools, perceptions of family engagement, streamlined communication, outcomes of inequitable access due to higher SES and heightened leverage to family liaisons.

Recommendations

Establish a committee of community members of historically marginalized identities to serve as advisory to the Superintendent and/or DELT. Such a committee can provide critical guidance to cultivate just and liberating structures in the school. Personal invitations from district leadership of minoritized community members may contribute to positive, meaningful relationships. Host neighborhood meetings, and conduct home visits as appropriate. Offer education on policy-development and school structures to encourage active involvement and BOE possibilities.

Research

Community-development model serves as an agency for continual intellectual and humanity growth (Stefanski et al, 2016; Ishimaru, 2020). Families can be levers in the education of their child(ren). School-community collaboration has proven to empower active participation and investment in the education of children. Meaningful partnerships between schools and the community it serves are necessary for justice and liberation among minoritized people (Costanza-Chock, 2020).

As the district chose this preemptive and proactive measure to conduct an equity audit, it is assumed the district will engage in next steps to continue to move the equity needle forward. Research explains the criticality of equity audits as a tool to strategically identify inequities in systems and structures (Skrla et al, 2009; Smith et al, 2017). Equity cannot be achieved if the organization does not deliberately identify the barriers that perpetuate biases. Intentional deconstruction of inequities and such biases require schools and all impacted stakeholders to relentlessly reflect and transform their beliefs. Developing equity literacy is a constant journey and requires critical and considerable reflection to our personal, interpersonal, and structural unpacking (Gorski, 2018).

These recommendations are not exhaustive, and the district must be cognizant that equity work never ends. Although each finding is important, the district should be thoughtful as to which recommendations will be short-term and others that require consistent oversight. It is recommended that district implement an equity plan that includes metrics and accountability. In developing an equity action plan, the district should identify current initiatives, to also include in the equity plan. This demonstrates a systemic commitment to consider all initiatives with an equity lens. As the district explores their next steps, they can expect resistance from a variety of stakeholders. The findings and recommendations can be difficult realities to accept. Despite the district's proactive undertaking to pursue an equity audit, the magnitude of improvements needed may be a challenge. Systemic transformation is a process, and implementation on any of the recommendations will take finite time. To execute, it is recommended the district reconvene DELT and share the audit report. From there, DELT should work closely to prioritize and identify each finding. Determine the measure for each finding, if applicable, and progress monitor the equity achievement. With each transformative shift, the district may adopt the implementation of additional findings and/or recognize other inequities that need to be addressed. It is critical for the district and its stakeholders to fully understand there is no final destination to reach equity. There is no stopping point. It is a constant, prevalent, and complex paradigm in efforts to maximize humanity and social justice for historically marginalized identities.

List of Abbreviations

ABAR = anti-bias/anti-racist

BIPOC = Black, Indigenous and People of Color

BLT = Building Leadership Team

BOE = Board of Education

CTE Career Technical Education

ELA = English Language Arts

ELL = English Language Learners, maybe used interchangeably with EL or LEP

ES = Elementary School

ESL = English as a Second Language

GenEd = General Education

FRL = Free/Reduced Lunch

IEP = Individualized Education Program

ISS – In-School Suspension

LEP = Limited English Proficient, may be used interchangeably with ELL

LGBTQ+ = Lesbian, gay, bisexual, transgender, queer/questioning, and other identities within
            the LGBTQ community

MTSS = Multi-tiered System of Support

OSS = Out-of-School Suspension

PLC = Professional Learning Communities

PD = Professional Development

POC – People of Color

PTA = Parent Teacher Association

SES = Socio-Economic Status

SPED = Special Education

SY = School Year

Glossary

Agency: The efficacy to navigate systems and institutions.

Anti-bias/Anti-racist (ABAR): To be anti-bias and/or anti-racist is to actively identify and disrupt explicit and implicit forms of biases and racism in and among individuals, cultures, and institutions.

Bias: An organic information process of the human brain to identify preferences, inclination, disposition, or preferences.

Belonging: The impact of wholistic acceptance of a person in all their forms.

Cisgender: A person that identifies their gender to their biological sex.

Classism: The oppressive state of discrimination, exclusion and prejudice based on socio-economic status.

Diversity: The mix of unique backgrounds, identities, and experiences, not limited to culture, language, or race/ethnicity, but as often misused to describe minoritized racial and ethnic groups.

Dominant (dominant culture): All non-dominant or historically marginalized identities such as White, male, heterosexual, cisgender, upper class, abled-bodied, U.S. born, native English-speaker, college-educated, Christian, young, desirable in stature, size, and appearance.

Ethnicity: Groups of people that share common ancestry, heritage, history, geography, and language influenced by background and culture.

Historically marginalized identity (group or population): Any socially constructed identity based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status that has experienced institutional oppression. May be used interchangeably with minoritized identities, groups, or populations.

Inclusion: The act of being involved or active participation,

Equity: In terms of educational equity, equity is intentional identification of barriers to ensure every student has access and opportunity to academic and whole child needs in the school setting as measures by quantitative and qualitative outcomes, while examining the policies, procedures, processes, resources, and practices of the institutional structures that explicitly or implicitly, knowingly, or not, perpetuate inequities.

Institutions: The wide range of public goods and private entities developed to serve society such as criminal justice, education, employment, health care, housing, and policing.

Intersectionality: The intersecting of marginalized identities. Such identities include one or more intersections of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status.

Minoritized (also known as minority): The non-dominant social constructs of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status. May be used interchangeably with historically marginalized identities, groups, or populations.

Oppression: The exercise of power to unjustly manipulate resources and treatment against others, often experienced by minoritized identities.

Power: The capacity and ability to exercise influence among individuals, or at a structural or systemic level.

Racism: The individual, cultural, and institutional beliefs, and actions of oppression that manifest privileges to White people, or those that identify or are perceived White, based on devaluing the experience and humanity of Black, Indigenous and/or People of Color (BIPOC), or those that identify as BIPOC. Racism is fueled by White supremacy ideology.

Sexism: The individual, cultural, and institutional beliefs, and acts of oppression that manifest privileges to men, or those that identify as males, based on devaluing women, or those that identify as female. Sexism if fueled by male supremacy, also known as the patriarchy.

Social Constructs: All dominant and non-dominant identities that exist in visible and invisible social stratification systems of one's value, positionality, and full humanity.

Social Justice: The relationship of historically marginalized identities measured by full and equal participation in distribution, resources, and opportunities to leverage human privileges.

White privilege: Unearned privileges associated with light skin color, or race, which manifest visible and invisible benefits to White people, acknowledged or not, within every socio-economic and political aspect of society.

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