

Equity Audit Report

Mount Prospect School District 57

School Year: 2022-23

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Executive Summary

This executive summary includes the findings only from the Equity Audit. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity*® - which serves as a roadmap to educational equity. The full Equity Audit report that follows provides comprehensive information about the purpose, process, quantitative and qualitative analysis¹, findings, and considerations for next steps informed by 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 Develop a concise definition on educational equity and communicate it to all stakeholders.
- 1.2 Amplify current BOE policy related to educational equity and BOE approve the DEI definition developed.
- 1.3 Implement measurable, accountable and transparent equity-driven goals.
- 1.4 Develop recruitment plans to hire and retain qualified, diverse teachers and administrators.

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.

- 2.1 Integrate culturally responsive pedagogy and practices, review access to diverse curriculum resources and consider curriculum review.
- 2.2 Examine the root causes of lower academic performance among Hispanic/Latinx students, and Black/African American students.
- 2.3 Consider increasing collaborative efforts among teachers especially those in specialized programs that work closely with EL students and students with an IEP.
- 2.4 Evaluate opportunities to increase qualifying participation in ELA and Math accelerated placement among Black/African American and Hispanic/Latinx students.

¹ Analysis and findings are customized to the district data, input and information ascertained.

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 Establish a student equity advisory committee or integrate equity and belonging discussion in current student council.
- 3.2 Leverage an inclusive climate and culture among all staff through increased opportunities of relationship-building.
- 3.3 Investigate the root circumstances of behavioral incidents among Hispanic/Latinx students.

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 Provide all staff learning opportunities on educational equity, and effectively communicate organizational equity-driven goals.

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 high-quality and consistent translation, upon request, and communicate relevant, specific resources to all families.
- 5.2 Establish a community equity advisory committee or integrate equity and belonging awareness as discussion in current parent/caregiver/family councils.

Section 1

INTRODUCTION

During school year 2022-23, Mount Prospect School District 57 proactively sought and engaged in an educational Equity Audit. An educational Equity Audit is an opportunity to critically examine areas of strength and needed improvement particularly impacting students from historically marginalized groups or identities² (Skrla et al., 2009; Smith et al., 2017).

What is educational equity?

There are numerous interpretations of educational equity, or equity (used interchangeably throughout this report), and each school district adopts or creates a definition that adheres to their values. The well-known attributes of educational equity include fairness in access, and opportunity for all students. This becomes especially salient among historically marginalized groups since inherited stratified systems have not allowed for fair access and opportunity among all people (Doob, 2019). Equity seeks a transformative approach by providing students what they need to thrive while also removing barriers that perpetuate unfairness (Scheurich & Skrla, 2003; Shields, 2018; Gorski, 2018; Blankstein et al., 2016; Aguilar, 2020; Chardin & Novak, 2021).

According to the Midwest and Plains Equity Assistance Center, an agency funded by the U.S. Department of Education, Office of Civil Rights, educational equity is defined as:

Educational policies, practices, interactions, and resources, representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate in, 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.

The American Institute for Research recognizes a similar definition as it states, “Educational equity is achieved when all students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society.” Leading organizations in education and equity experts call for the disruption of biases, exclusion and oppression in schools such as the Association of Supervision and Curriculum Development (ASCD), Learning for Justice, Learning Forward, Rethinking Schools, Teaching for Change, TeachPlus, The Education Trust and the Zinn Project. Equity advocates aim to identify and address unfairness that may encompass underpinnings of racism, classism, sexism, ableism, homophobia, transphobia, xenophobia, and other forms of identity biases.

² Historically marginalized identities/groups include but are not limited to: Black, Indigenous, and People of Color (BIPOC), female gender, minoritized gender identity and sexuality, low socio-economic status, people who are disabled, undocumented individuals, English Language Learners (ELL)/Emergent Bilinguals (EB), and non-dominant religions.

In 2021, the National School Board Association (NSBA) declared the following in their definition of equity:

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 deeper on issues of equity in schools by developing DIRE³ which urges school systems to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of identity disparities is expressed by other professional associations such as: National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Education Association (NEA) and The School Superintendents Association (AASA).

In Illinois, several professional coalitions across the state recognize the significance of educational equity, and have indicated it as a commitment, value, or focus on their mission.

- Illinois Arts Education Association (IAEA)
- Illinois Association for Career and Technical Education (IACTE)
- Illinois Association for Gifted Children (IAGC)
- Illinois Association of Multilingual Multicultural Education (IAMME)
- Illinois Association of Teachers of English (IATE)
- Illinois Athletic Directors Association (IADA)
- Illinois Education Association (IEA)
- Illinois Elementary School Association (IESA)
- Illinois High School Association (IHSA)
- Illinois Music Education Association (ILMEA)
- Illinois Principals Association (IPA)
- Illinois School Counselor Association (ISCA)
- Illinois Science Teaching Association (ISTA)
- Illinois State Board of Education (ISBE)

³ DIRE = Dismantling Institutional Racism in Education Initiative. Retrievable at nsba.org

RESEARCH

To understand equity, one must understand equality (Kim, 2020; Mertens, 2012; Healey, et al., 2019). Equality is about sameness, and in schools, it translates to all students receiving the same education. At the onset, this may appear reasonable, however, sameness pedagogy and practices does not allow for differentiation based on student needs (Blankstein, et al., 2016; Aguilar, 2020; Safir & Dugan, 2021). For example, some students require extra time on an assessment and others may benefit from direct vocabulary instruction. A sameness, or equal view of schooling, would not allow for flexibility in providing such supports for students. Equality demands universal resources and support. It hinders a student's capacity to be presented with additional academic rigor or supplementary scaffolds. Consider a new kindergarten class of students in which one group had access to early childhood education and another did not. The students advantaged by an early childhood education may have mastered multiple sight words, can count to 100 and state their ABCs. The other kindergarten group of students that did not have exposure to early childhood education may be absent of these skills. A strict equality approach would not allow a kindergarten teacher to differentiate these skill-building gaps. Whether it is an opportunity to be exposed to rigorous curriculum or access to additional supports for academic growth, neither would exist because equality in schools disallows personal approaches (Tomlinson, et al., 2016; Marzano, 2018; Pollock & Tolone, 2020). This outcome would be harmful to all students and demeans the purpose of schooling (Freire, 1970; Rury, 2019; Scheurich & Skrla, 2003).

Educational equity protects the integrity of educating the whole child. It seeks a transformative approach to address issues of unfairness (Scheurich & Skrla, 2003; Shields, 2018; Creswell & Creswell, 2018; Gorski, 2018; Blankstein et al., 2016; Aguilar, 2020; Chardin & Novak, 2021). As no two individuals are alike in every way, students, too, are unique in their learning needs, background, culture, circumstances and experiences. Educators are professionally trained instructors constantly developing their skillset to meet the inevitable, and evolving necessities to support academic growth and the whole child (Pollock & Tolone, 2020; Aguilar, 2020; Lewis & Diamond, 2015; Roegman, et al., 2020).

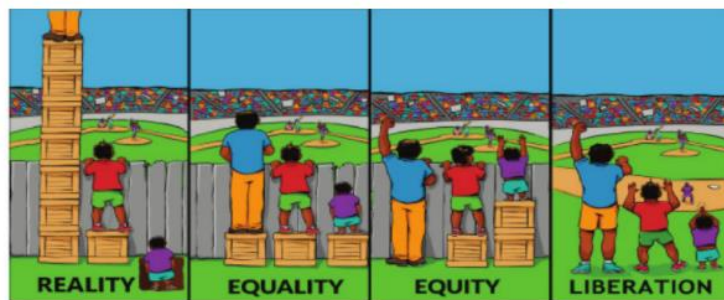
Educational equity is the critical action that can leverage access, opportunity, expectations and empathy for and toward each student to thrive as a learner (Kincheloe, 2008; Gorski, 2018; Noddings, 2013; Smith, et al., 2017). Since equality falls short of reality while equity accelerates humanity, school districts across the country are increasingly amplifying their efforts in pursuit of educational equity (Chardin & Novak, 2021; Kim, 2020; Muhammad & Cruz, 2019; Peters, 2019). Educational equity, perhaps by a different name such as common business sense and best practice, has existed for decades, the naming of it as evolved for centuries. (American Institute of Research, 2018; Zheng, 2023; Berg & Gleason, 2018; Blankstein, et al, 2018; Johnson, 2002; Leonard & Woodland, 2022; Freire, 1970; Williams, 2003).

The examination of equality and equity is not limited to the schoolhouse. History has shown that multiple institutions, systems and structures such as employment, finance, health care, housing and others have perpetuated unfair access and opportunity (Rothstein, 2017;

Healey et al., 2019; McGhee, 2022). These public goods or institutions were not designed to benefit all members of society as historically marginalized groups have especially endured exclusion, mistreatment, dehumanization and oppression (Cohen 2021; Rothstein, 2017; Doob, 2019; Warde, 2016). Although, there has been considerable improvements as a society to identify and disrupt the disenfranchisement, it has not obliterated the overt and subtle barriers and biases that continue to exist today (McGhee, 2022; Adams, et al., 2020; Wilkerson, 2020).

The awareness around equity has led to several illustrations of it. A quick internet search yields many images including this⁴ one (Lynch et al., 2020). The image in the far-left column represents the *reality* that not all people are afforded the same advantages, and that some individuals may have greater advantages than others thus 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 disadvantages. The third column image or the one with the word *equity* underneath indicates that we advance toward fairness when individuals are given what they need to thrive. The



fourth and final image in the last column exclaims that *liberation* is when the fence is removed. Metaphorically, the fence represents the barriers that perpetuate inequitable access and opportunity (Lynch et al., 2020). In short, equity is not about taking from one person to give to another or removing an advantage from one person or group to give to a disadvantaged group or person, but to disrupt the notion of automatic or assumed fairness of all as equity benefit all students (Costanza-Chock, 2020; Fullan, 2015; Ishimaru, 2020; Scheurich & Skrla, 2003).

Thus, the question often remains, how is educational equity achieved? There are multiple small and big steps that can be intentionally sought (Aguilar, 2020; Gorski, 2018; Chardin, 2020; Dugan, 2021). Strategies that suggest one way, however, to meet the needs of all students should be approached with caution (Safir & Dugan, 2011; Dugan, 2021). Ways to disrupt unfairness in schools may 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).

⁴ Creator, Craig Froehle, Ph.D., University of Cincinnati

For decades, schools have analyzed their data and ascertained stakeholder perspectives and experiences to identify inequities (Cart & Miller, 2020; Chenoweth & Theokas, 2012; Gorski & Pothini, 2018; Howard, 2010; Johnson, 2002; American Institute of Research, 2018; Darling-Hammond, 2010). The ability to unravel these facts has been catapulted by the Civil Rights Act of 1964, Bilingual Education Act of 1968 and Education for All Handicapped Children Act (EHA) of 1975. Legislation and legal rulings have introduced equity-focused initiatives like Individualized Education Plans (IEP) and English Language Learner (ELL) programs in addition to the racial desegregation of schools (Kim, 2020). Educational equity does not end with legal rulings. It encapsulates the ways schools operate. It places the human aspect to care for the whole child and their learning (Noddings, 2013). The premise of schools is academia, and students are people with a kaleidoscope of needs and experiences. When student needs are met, their academic success is leveraged (Johnson, 2002; Ladson-Billings, 1994; Lewis & Diamond, 2015; Miranda-Wolff, 2022). Efforts to cultivate future generations to be contributing members of society demands an understanding of equity and critical thinking (Shields, 2018; Bocala & Holman, 2021; Roegman et al., 2020; Terry, 1996; Desmond & Emirbayer, 2020).

School districts can often determine their educational equity efforts in the evaluation of their data (Dweck, 2007; Aguilar, 2020; American Institute of Research, 2018). Thousands of research studies conducted about education demand that we disaggregate quantitative data by a variety of identities to analyze access and opportunity gaps that influence academic achievement (e.g., summative assessments, grades, benchmarking) and whole child considerations (e.g., absenteeism, tardiness, discipline extracurricular participation). This information leads to awareness and collaborative discussions that can lead to a continual assessment of school policies, programs, processes, practices, resource allocation and more (Smith et al., 2017; Berg & Gleason, 2018; Chenoweth & Theokas, 2012; Edley, et al., 2019).

National Student Demographics

Minoritized demographics are one of the fastest-growing populations, and school districts are expected to address the academic and opportunity gap among these often-underserved students according to the U.S. Department of Education, National Center for Education Statistics (NCES). These racial, ethnic and cultural demographics mirror global diversity. Schools organically become the first formal epicenter of diverse communities. The total enrollment of students in public and private elementary and secondary enrollment was 56 million students (NCES). Enrollment in both public and private enrollments are projected to be higher in 2028 than in 2016, with the majority of students attending public schools. The below table provides a historical, current and projected enrollment in K-12 public schools in the U.S. by race/ethnicity.

The following is reported:

Table 1.1: Historical, current, and projected enrollment in U.S. K-12 public schools by race/ethnicity			
Race/Ethnicity	Fall 1999	Fall 2022	Fall 2028
American Indian/Alaska Native	1.2%	1.0%	0.9%
Asian/Pacific Islander ⁵	4%	5.9%	6.4%
Black	17.2%	15.1%	15.3%
Hispanic/Latinx ⁶	15.6%	28%	27.9%
Two or More Races	NA	4.7%	5.4%
White	62%	45.4%	44.1%

NA = not available

Illinois Student Demographics

In Illinois, there are approximately 1.9 million students enrolled in PreK-12 schools. Table 1.2 and Table 1.3 represent the trend demographic data in the last five years.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled in Illinois PreK-12 public schools		
Race/Ethnicity	2018	2022
American Indian	0.3%	0.3%
Asian	5.1%	5.4%
Black/African American	16.8%	16.6%
Hispanic/Latinx	26.2%	27.2%
Pacific Islander	0.1%	0.1%
Two or More Races	3.5%	4.1%
White	48%	46.4%

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12 public schools		
Special populations	2018	2022
English Language Learner (ELL)	11.7%	13.7%
Low Income/Free-Reduced Lunch (FRL)	49.4%	46.5%
Individualized Education Plan (IEP)	15%	17%

⁵ 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.

⁶ Hispanic is a limiting 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.

EQUITY AUDIT PROCEESS

The *Five Phases of an Equity Audit*[®] is a fact-finding, quantitative and qualitative process that involves team collaboration, and collection of, synthesis of and analysis of data. An Equity Audit can take 9-12 months to complete. School districts vary in their demographics, personnel, geographical location, financial status, and the climate and culture of its- schools and community. Equity Audits can often be customized to synthesize these datasets (Skrla, et al., 2009). A mixed method approach of collecting and analyzing quantitative and qualitative data compliments objective metrics and relational, human experiences (Creswell & Creswell, 2018). Examples of quantitative data include disaggregated data by race, ethnicity, gender, and special populations (e.g., EL, IEP and Free/Reduced Lunch [FRL]) as required by each state's education agency to identify gaps and trends (Hammond, 2015; Chenoweth & Theokas, 2012; Edley et al., 2019; Mickelson, 2020).

Qualitative data in the form of focus groups, interviews and surveys can contribute to profound insights, views and experiences (Mertens, 2009; Mertens, 2012). Equity Audits generally provide a comprehensive analysis; however, it should be noted that an Equity Audit cannot fully capture the nuances of an organization's strengths and weaknesses. For example, in one school, there could be teachers who cultivate a sense of belonging and ensure each student thrives academically while there are a few other classrooms that fail to support the whole child and allow only one way for a student to understand content.

Following an Equity Audit, organizations typically desire to work on next steps especially when there are recommendations for improvement. In whatever direction a school district pursues to identify and advance their educational equity goals, it is best when those goals are clearly known, include measurable outcomes, accountable stakeholders and a timeline (Edley, et al., 2019; Tran, et al., 2017; Smith, et al., 2017; Shields, 2018; Muhammad, 2020; Rogeman, et al., 2020; Miranda-Wolff, 2022).

All the recommendations in this Equity Audit report are firmly grounded in research as well as the unique positionality of **Mt. Prospect School District 57**.

Pre-Phase 1

- District forms a District Equity Leadership Team (DELT) in preparation for Phase 1 of Equity Audit.

Visual Representation of Five-Phases of an Equity Audit®



Phase 1

- DELT meets with the auditor to complete the *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 on page 19-27 of this report.
- 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 for analysis.
- DELT determines the stakeholders that will participate in focus groups and/or surveys and selects the questions and statements to be used. A bank of sample questions and statements is provided to DELT for determination.

Phase 2

- District staff gather and synthesize data.

Phase 3

- The auditor conducted open-ended focus groups (Creswell & Creswell, 2018).
- In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Identity of participants are confidential and any assertion to identify focus group participants is based on assumption.
- Focus groups 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.
- It should be noted that audits must have a finite number of focus groups, and there is no industry standard number of focus groups (Stewart & Shamdasani, 2014).
- Affinity-specific focus groups have shown to foster culturally responsive approaches to qualitative inquiry (Hall, 2020; Walker-Dalhouse & Risko, 2020). The affinity can be a wide range of identities such as by race/ethnicity, gender, LGBTQ+ individuals, socio-economic status, language, religion, students with disabilities and more. DELT may determine affinity-specific focus groups only, sign-up of random individuals into focus groups only or a mix of both approaches. In most cases, school districts choose both

approaches. Also, in most cases, school districts find it difficult to fill each determined affinity-specific focus group. Mt. Prospect SD 57 chose a mix of focus groups.

Table 1.4: Focus Groups and Participants		
Focus Groups	Total Number of Focus Groups	Total Number of Participants
students	4	31
staff	11	40
families	9	49
TOTAL	24	120

Student Focus Group Questions

1. *Why might fairness and inclusion be important to you?*
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 have you connected positively with adults in the school?*
4. *In what ways, if any, have you not experienced a meaningful connection with the adults in your school?*
5. *In what ways, if any, have the adults in the school asked for your input, voice and experience in your educational experience?*
6. *In what ways do you think the school is fair and inclusive for all students? Can you provide an example?*
7. *What assumptions or associations, if any, are made about students in the school?*
8. *Is there anything else you'd like to add or share?*

Staff Focus Group Questions

1. *When you hear diversity, equity and inclusion, what comes to mind?*
2. *In what ways have you reflected on your identity when it comes to diversity, equity and inclusion?*
3. *In what ways has your school done a good job in meeting the needs of students? In what ways does your school need to improve to meet the needs of students?*
4. *What are the greatest challenges your school or district face when it comes to equity?*
5. *In what ways has your district or the community engaged in conversations about identities (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.)? If your district has not, what would be some of the challenges in such learning? If your district has, what have been some of the positive and not-so-positive outcomes of it?*

6. How does your background (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.) differ from students and families? In what ways does this impact your role?

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

8. How have students been affirmed in their identities?

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

Family Focus Group Questions

1. When you hear diversity, equity and inclusion, what comes to mind?

2. What do you like about your child(ren)'s school? What do you wish were different from your child(ren)'s school?

3. Does your child(ren)'s school feel welcoming to all? Why or why not?

4. Do you feel your child and family are represented in the curriculum? If so, how? If not, why not?

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

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

7. What assumptions or associations might the community have about educational equity?

8. What do you think the school or district needs to do to advance systemic equity?

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

Surveys were distributed to the same stakeholders during this phase. The district communicated about the Equity Audit multiple times to its stakeholders. The survey was distributed via email by district personnel. All stakeholders that received the survey were encouraged to participate. It is extremely rare for each person to complete a survey, thus completed surveys are considered a sample (Dillman et al., 2014).

- The survey for 4th through 8th grade students was open from 10/3/2022-10/21/2022
- The survey for staff was open 10/3/2022 – 10/21/2022
- The survey for families was provided in English, Polish and Spanish and was open from 10/3/2022-10/21/2022
- Google Form was the platform used to collect all of the surveys.
- Since all surveys were anonymous, and no names were solicited, it is possible that individuals completed multiple surveys.
- Statements presented in the survey are captured in Section 3 of this report.

Table 1.5: Survey Completion Rate			
Stakeholders	Total Number Invited to Survey	Total Number of Completed Surveys	Percentage of Submitted Surveys
4 th – 8 th grade students	1,259	988	78%
staff	360	179	48%
families	1,528	336	22%
TOTAL	3,147	1,503	

Phase 4

- Analysis of all data by the auditor is conducted.
- Quantitative data is presented in a table in raw, numeric form. Aligned chart, when possible is presented in percentile form.
- Information from all focus groups is coded and themes identified. Quotes are extracted from focus groups based on frequency. Highlights of strengths and areas of needed improvement are established.
- Focus group responses are 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.*
- 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**. Various quotes from the focus groups were extracted and identified for areas of strength and needed improvement. Any identifying information was removed.

Phase 5

- A draft report is submitted to the district Superintendent for review. The purpose of the draft is to allow the Superintendent and designees to ensure accuracy of data. No edits of findings are allowed.
- Following the review, the report is finalized and submitted to the school district.

DISTRICT HISTORICAL EFFORTS TO ADDRESS EQUITY

Mt. Prospect School District 57 provided a non-exhaustive list of ways they have advanced educational equity in the last three to five years. Their efforts were listed utilizing the *Five Strands of Systemic Equity*® framework. The below reflects the information shared.

Systems

- PRESS Policy recommendations (many related to equity initiatives)
- Library collection equity audits
- Translation of major communications
- Student Information System Use Translate Option
- Monitor websites for accessibility
- Currently developing a new District Strategic Plan

Teaching and Learning

- Exploration of rubrics for use during instructional material reviews to advance equity
- Development of a data management tool to identify subgroups and implement additional supports/interventions and professional learning to support student needs
- Significant Disproportionality Committee that reviews the District's processes and procedures for identifying and supporting students who are Hispanic-Latino and are eligible under Specific Learning Disability
- Implementation of required State standards and instructional mandates

Student Voice, Climate and Culture

- 5 Essentials Survey
- Adoption of Second Step
- Former students on Strategic Planning Committee
- Students involved in development of D57 Portrait of a Graduate
- Social-emotional learning surveys for students
- Exploration of increasing student voice at Board of Education meetings
- Student councils
- Use of Restorative Practices
- Use of positive behavioral support and interventions

Professional Learning

- Partnership with Northwest Suburban Special Education Organization (NSSEO) to provide professional learning opportunities related to special education
- Partnership with Rogers Behavioral Health for regular presentation related to mental health
- Regular professional learning for all staff (certified & non-certified) for social-emotional learning, including Restorative Justice, bullying prevention, building positive climate/culture in the classroom/school, trauma-informed practices

- Regular professional learning for all staff (certified & non-certified) on students who are neurodivergent, including but not limited to ADHD, learning disabilities, Autism, executive functioning, communication, sensory processing
- Opportunities for staff to participate in the following in-district professional learning:
 - Culturally Responsive Teaching & the Brain in November 2021
 - Cultural Awareness/ Intercultural Competence/ Dialogue/ Addressing Cultural Diversity in the Classroom in August 2022
 - Diversity, Equity, and Inclusion in the Classroom in August 2022
 - Discussing Opportunity Gaps in Education - “Start Where You Are, But Don’t Stay There” in August 2022
- Opportunities for staff to participate in out-of-district professional learning related to equity and diversity through organizations, such as the Association for Supervision and Curriculum Development; Illinois Resource Center; STAR NET; Multilingual Conference; Bilingual Director Conference; and etc.

Family and Community as Agency

- Family Reading/Curriculum Nights
- Family Science Technology Engineering Arts Mathematics (STEAM) Nights
- Family Coding Nights
- Title 1 Family Nights
- Facilitated IEP Process
- Early Childhood Parent/Guardian Education
- Parent Teacher Organizations across all schools
- Early Childhood Informational Night at the Mount Prospect Public Library
- Mount Prospect Public Library partnership
- Partnership with Rogers Behavioral Health to provide family education related to social-emotional learning and mental health needs
- Partnering with Educators & Parents to Support student needs (PEPS) special education parent group

NEEDS ASSESSMENT

As part of Phase I of the Equity Audit, DELT completed a *District/School Assessment on Systemic Equity*® to provide context about equity within their organization. DELT members participated in small groups to discuss and rate the district in ten areas or components against the provided rubric. For each component, groups were tasked to provide a rating and rationale as well as suggestions for next steps. The needs assessment rubric was as followed:

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

In the following pages, an "X" was marked in the results of the needs assessment to indicate the group rating on a component. The bullet-point narrative are the group responses.

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.		XXXXX			
Rationale for Rating					
Developing	<ul style="list-style-type: none">To our knowledge, the community is lacking distribution of this information. There are optional learning opportunities for staff that are offered, but they are inconsistent efforts.In previous years, the district has had a DEI team. However, discussion didn't get far beyond the discussion table and there was limited execution. P.D. was available (not required) leading to limited involvement.We have just begun this process! We don't have consistent language amongst staff and community. Not discussed - no clear vision to date.no knowledge of thisStaff could not clearly identify our DEI language or when and how this is communicated regularly and consistently to staff and community				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">We think that consistency across the staff and community is very important, in order to have common language and messaging. We also are unaware of district measures being taken to communicate with the community - which is concerning that the staff hasn't heard of anything in that area. While this may be happening, again, there is a lack of consistency and transparency. Our group is unaware of efforts being made outside of the PEPS group, which meets to discuss the SPED population.As a district we need to develop a common understanding of what equity, diversity and inclusion means.Collect data, define terms. Find and provide consistent definitions for DEI and communicate to staff and community.Defining these terms among staff and families and providing these definitions, professional development.Define D57 statement on this issue and share where this can be found for easy reference. Share this statement widely and regularly (community, staff, students). Define the key terms around equity and provide ongoing education on this, not present once a year and be done with it.				
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	XX	X	
Rationale for Rating					
Developing	<ul style="list-style-type: none">The district has a board policy related to DEI. This policy does not include district goals, strategic plans, or value statements related to DEI.				

	<ul style="list-style-type: none">The components are there but it's not currently intentionally focused on DEI. It has not been universally shared with staff/community about what the district goal is regarding DEI.				
In Progress	<ul style="list-style-type: none">We have a board policy that references equity. In the strategic plan, there is a directive to research equity audit resources, no equity mentioned/included in the mission/vision statement.General Mission statement only addresses all students. General Mission statement does not explicitly address issues of equity among stakeholders. This may be assumed but needs to be explicit. Board policy manual ~ student section ~ does address equal educational opportunities, however, this is more generic in scope and does not explicitly address the needs of our particular community and stakeholders. It is on paper, but stakeholders may not be seeing it in action or know how this is supported on a daily basis in our schools.				
Strong, but structure needed	<ul style="list-style-type: none">Our group was between the strong and in progress ratings because the mission/vision/value statements are effectively describing the goals of the district. However, we believe that it is important that clarification is brought to families through the districts' actions and efforts. Since some community members may not understand the academic language used in the statement, further clarification may be needed to provide consistency of messaging.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">First define what DEI is, then include DEI in strategic plans in order to have one specific body of work. This in turn would drive our goals and value statements.Reevaluate mission/vision statement from a diverse group of stakeholders. Use SIP days to have these conversations and plan for School Improvement Plans.				
In Progress	<ul style="list-style-type: none">Starting the discussion today, completing the equity audit and let that steer the mission and including these items.Develop a clear vision and missions' statement. Make this easily accessible and visible for all stakeholders. Revisit frequently. Define the specific ways this vision is implemented every day in all of our schools.				
Strong, but structure needed	<ul style="list-style-type: none">In order to help all community members to understand the statement, our district needs to provide consistent efforts and actions to support the mission.				
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.		XXXXX			
Rationale for Rating					
Developing		<ul style="list-style-type: none">We are unaware of specific and measurable goals that the district has developed for equity and inclusion. Staff members are often looking for their own materials and feeling as though there is a lack of information about how to teach equitably other than posting pictures and having inclusive texts.We do not currently have this.The district has provided some resources, but it is missing that intentionality piece. For instance, classroom libraries have added books on different ethnicities or LGBTQ but no direct guidance on how to use them to promote these ideals with students. Staff doesn't know what it doesn't know.Not yet occurring.			

	<ul style="list-style-type: none">This is what we are doing now with the equity audit. We cannot find any goals or measurable objectives in our mission statement or board.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Through this equity audit, we will be getting more ideas to disseminate to all staff. In order to hold people accountable for this work, there needs to be consistency of messaging and information given about why this is important work. We think that staff members are sometimes uncomfortable with this work when they lack knowledge and resources to do the work.We can use our equity audit to develop our goals and objectives.Quality professional development for the entire staff. Curricular guidelines and materials provided appropriate for the grade level taught. Should be a component of any curriculum review.Letting the equity audit guide what areas will be priorities for the district to address and then develop equity-driven goals and measurable objectives. Present this to everyone and develop more buy-in about this topic among parents, staff, students. Identifying resources.Continue our work through the equity audit and develop measurable goals and objectives through the EAP. Take time and be thorough, prioritize areas.			
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.	XX	XXX		
Rationale for Rating				
Developing	<ul style="list-style-type: none">While some staff may do a lot in this area, it is very inconsistent.In our district, some of our curriculum materials, professional development and groups of staff have looked at this in limited ways. However, it has not been done systemically across district in any way.			
In Progress	<ul style="list-style-type: none">Current curriculum does represent different cultures and backgrounds, but we don't have strong guidance on how to implement and define culturally responsive instruction/practices.Discussion about a need for many more materials that allow students to have windows and mirrors. Not woven into the curriculum and resources. Our Librarians have been great about selecting more diverse texts where they can see themselves and also see others identified.These resources do not seem to be widely and naturally embedded into the curriculum. Individual teachers and staff are incorporating books and resources on their own.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Staff need training and direction for how to incorporate these practices into our classrooms and existing curriculum.Training in culturally responsive practices to all staff with intent to develop common language on implicit biases and identities.			
In Progress	<ul style="list-style-type: none">Help staff to identify their own biases and receive DEI training to better understand how to better provide appropriate culturally responsive instruction.			

	<ul style="list-style-type: none">• A need for more resources where kids can learn about other ways of being. A need for more support for staff about our policies for questioning curriculum material. A need for being more aware of more updated information to students related to history (accurate maps, no inaccurate historical information). More integrated content and instructional materials to help students process what they are learning related to this component. More professional development for staff. More education for parents about the content and the goals for the learning. Giving community members a voice and input. More focus groups. More training for staff on district policies related to controversial curriculum.• Seek out more inclusive curriculum, books, activities. Do not embed these resources ONLY during specific months (black history, women's history, Ramadan) but incorporate a wider range of resources all year round. Support teachers to feel equipped to be able to have these discussions and embrace diversity.			
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.		XXXXX		
Rationale for Rating				
In Progress	<ul style="list-style-type: none">• We know that the academic programming has been analyzed, but we aren't privy to the results.• Significant Disproportionality Committee for Hispanic students identified as SLD (specific learning disability). DLT (District Leadership Team) has begun to disaggregate benchmark data by different subgroups (Ex. Low income, race, gender, programming). EB (Emergent bilingual) team has been organizing historical data for emergent bilingual students to determine trends.• We are looking critically at disproportionality and certain historically disadvantaged groups. We haven't looked at all the groups. Work is being done about the overrepresentation of Latino students in special education. We do not currently disaggregate representation of students re: their identities in programs listed (especially related to race, gender, language status, etc.).• We have taken steps through our multilingual assessment and evaluation cohort, our disproportionality committee, and District leadership team to start further disaggregating student academic performance by our student subgroups			
Suggestions for Next Steps				
In Progress	<ul style="list-style-type: none">• Be more transparent with staff and the community.• First, we need to have a shared understanding of what socially constructed identities are. In regard to data analysis, we need to support building and teams in order to review this data to make student and group academic programming decisions.• Expand which groups we are analyzing.• Including new systems for analyzing student representation in these programs. More PD for best practices for processes for qualification for these programs.• Continue longitudinal data analysis. Put more of a focus on Gifted/Honors/AP ~ which is a group we do not seem to talk about. Focusing on trying to hire bilingual staff.			

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.	XX	XXX		
Rationale for Rating				
Developing	<ul style="list-style-type: none">We don't believe that these practices have been put into place.We have some emerging structures in place, but we haven't specifically tracked students' intersected identities and considered the impact on their belonging at school.			
In Progress	<ul style="list-style-type: none">As a district, we have proactive practice in place - such as restorative justice, in the process of adopting a SEL programming for all students, professional development towards trauma informed practices to majority of staff, and professional development on circle work.We have introduced restorative justice resources and increased focus on SEL practices, but we may not have classroom discipline data sorted by race or other subgroups.We have done a lot of training for staff around restorative justice practices and implementing them across the district. We have done more training on trauma informed practices. We are adopting a brand new SEL curriculum. We are not looking at behavior/discipline data in a structured way. We are not tracking discipline consistently. We are not disaggregating the behavior/discipline data we do have.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Consider demographics and intersectionalities during data days and whenever looking at this data.Some development in the area of restorative practices; however, a need for more professional development and deeper practices here. We need to have more specific training in these categories- especially related to the implementing of restorative practices. Tracking student identity data when students are referred for discipline. "			
In Progress	<ul style="list-style-type: none">We need to review data we are tracking, identify key stakeholders to be included, and identify timeline for review. In addition, there needs to be a specific BLT(Building Leadership Team) in each building.Make this more of a focus going forward. Increase trauma-informed resources for staff and families. Partnerships with district and families.Keep ongoing training going on restorative practices. The district may feel that everyone is trained and on board, but they are not. Develop a consistent way to track behavior/discipline data.			

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).		XX	XXX		
Rationale for Rating					
Developing	<ul style="list-style-type: none">This is definitely not district wide, as far as we're aware.We are not doing this.				
In Progress	<ul style="list-style-type: none">In 2nd - 8th grade, schools give student surveys to document experiences and connections with staff and peers. This data is used to drive school improvement plans and/or instructional planning.We have done things to increase student voice within the classroom but it's possible the clubs offered may be based upon what the staff want to host.There are lots of offerings for students, more use of rubrics for students to give their own input on their progress, asking students what clubs they want to have and providing them. Not sure of the status of offering LGBTQ clubs. More focus on student voice and the need for this to be a districtwide imperative.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">Create spaces for these groups and student voice.Conduct equity audit. Create safe spaces for students to be able to share their voices. Create more coed athletic activities. Create clubs that focus on identity and solicit staff support.				
In Progress	<ul style="list-style-type: none">Next step would be to include district leadership on data which may dictate next steps. In addition, we hope to expand the way in which we adjust culture and climate based on student feedback.Survey students/families about what clubs THEY would be interested in attending. Have a Multi-Cultural Night where families can interact and share their backgrounds.More guidance for staff and the district on how to elicit student voice.				
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.		XXXX	X		
Rationale for Rating					
Developing	<ul style="list-style-type: none">There is a huge lack of diversity amongst staff.At this point, we have no systematic attempt or systems in place for teacher/staff retention or recruitment of diverse populations.We need more procedures around making sure we are recruiting and retaining more diverse staff.				

	<ul style="list-style-type: none">Our district staff makeup is pretty homogenous. We have not seen any extra effort to recruit diverse candidates. We do not talk about staff diversity or support staff that is not part of the majority.			
In Progress	<ul style="list-style-type: none">We don't know what practices are currently in place to hire but there is some diversity in the staff.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Create more inclusive language in the application process. Utilize practices that eliminate unconscious bias in the hiring process - how does staff know that they aren't biased against certain groups? What practices are being taken to ensure that all communities are being recruited and considered for hiring? Advertise job openings to diverse communities and retain this diverse talent. Rather than just hiring internally, consider all qualified applicants.Investigate different opportunities for D57 to recruit through universities, student groups and job fairs. In addition, strengthen partnership with D214 and student teaching.More active recruitment of diverse staff. More feedback from staff their feedback about their experiences.Seek advice on effective ways to recruit more diverse candidates. Seek staff input on how to better support diverse staff members to make them more likely to stay.			
In Progress	<ul style="list-style-type: none">Have stronger practices to seek out more diverse staff.			
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	XX		
Rationale for Rating				
Developing	<ul style="list-style-type: none">Our district has offered PD for all staff related to restorative practices and circles. We have offered choice-based professional development related to culturally responsive teaching practices.The desire is there but the quality is not always available for staff.Equity is sometimes expected and assumed, but not necessarily talked about explicitly. We have not received a lot of PD specifically focused on equity. We do have individual staff members who have presented at our institute day but this is by choice.			
In Progress	<ul style="list-style-type: none">While there have been offerings available, this has not been mandated or given from outside professionals who have experience in the DEI field. The district is clearly working towards more equitable practices by starting this equity audit.District gives opportunities to staff to present. There has been training for staff on gender non-conforming individuals, students with anxiety, etc.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Providing systematic and consistent professional development relating to culturally responsive teaching practices.Give teachers what they say they need! Find quality PD that is applicable to staff.Have ALL district professional development, not just choice driven. If this is something the district is committed to, we need to require people to get on board and prioritize it.			

In Progress	<ul style="list-style-type: none">• Offer more diverse PD trainings that are given to ALL staff, regardless of interest. There is NO training given consistently at the start of the school year. This training needs to be given each year for all staff.• More requests from staff about what are areas they need support and more PD. More options to IAs and non-certified staff opportunities to receive training. Inclusionary practices and social emotional learning PD for staff. More inclusive practices for our training. A need for more empathy.			
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.	XXXXX			
Rationale for Rating				
Developing	<ul style="list-style-type: none">• There is not a structure in place for this, at least not that we are aware of.• Integrate issues of equity in our district partnership with families seeking feedback.• 5 Essentials Survey, Board Engagement discussions. There are efforts in place from where information can be gleaned but not specific to equity.• Not a systematic approach to communicating and engaging on this topic with parents/guardians. We do currently translate into 3 languages.• We are starting this work by engaging into the equity audit.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">• Provide more systems for this communication to take place and help families to feel like more of a community with our staff.• Build common understanding of equity.• Expand engagement opportunities and discussions with a focus on equity.• More communication with parents/guardians on this topic. More translations for families.• Providing more bilingual resources for parents, engage our non-English speaking families better. Strengthen our PEPS program (for parents of students with disabilities). Offering more parent groups that allow the opportunity for parents/guardians/caretakers to have a voice in equity. Think critically about logistics for parent participation (childcare, work schedules etc.).			
Other comments or suggestions				
<ul style="list-style-type: none">• Acknowledging the district's needs and making progress toward improving. There are more obvious opportunities for students with special needs, rather than for other diverse communities. We appreciate this opportunity, and we are excited that our administration believes that this is an area that we need to work on!• Some practices above have been done by individuals or small groups throughout the district. However, we have not been systematic across district.• We commend the district for starting this focus and discussion.				

Section 2

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach. Quantitative data that revealed inequities contributed to the audit findings. It must be noted that data from SY 2019-20, SY 2020-21 and SY 2021-22 may be drastically unique. During this time, there was [is] a global pandemic due to Covid-19. This pandemic impacted school operations throughout the country, affecting curriculum, instruction, resources, and relationships with students. Most data were disaggregated by race/ethnicity⁷, special populations⁸ and intersectionality⁹.

Index of Quantitative Data	
General Demographics & Attendance	
Table/Chart 2.1-2.6	General student demographic
Table/Chart 2.7-2.15	Student attendance, transfer and home school enrollment
Table/Chart 2.16-2.17	Demographic of various student disabilities
Academics & Support	
Table/Chart 2.18-2.25	Student accelerated placement enrollment
Table/Chart 2.26-2.30	Student Tier 2 interventions
Table/Chart 2.31-2.40	Student performance on benchmark and standardized assessments
Table/Chart 2.41-2.45	Student enrollment in summer
Discipline, Behavior & Student Engagement	
Table/Chart 2.46-2.57	Student ISS, OSS, behavioral incidents and outplacement
Table/Chart 2.58-2.60	Student risk and/or threat assessment
Staff & BOE	
Table/Chart 2.61-2.63	Demographic of staff and BOE
Resources	
Table 2.64	Student access to 1:1 device
Table 2.65	List of languages other than English of EL students

The quantitative data that did not reveal an immediate inequity is listed below. This does not mean there are no issues of inequity but based on data, it either revealed no glaring indications of inequities, or additional information beyond the scope of this audit is needed.

- Tables/Charts: 2.1-2.20
- Tables/Charts: 2.26-2.30
- Tables/Charts: 2.41-2.47
- Tables/Charts: 2.50-2.60
- Tables/Charts: 2.62-2.65

⁷ 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.

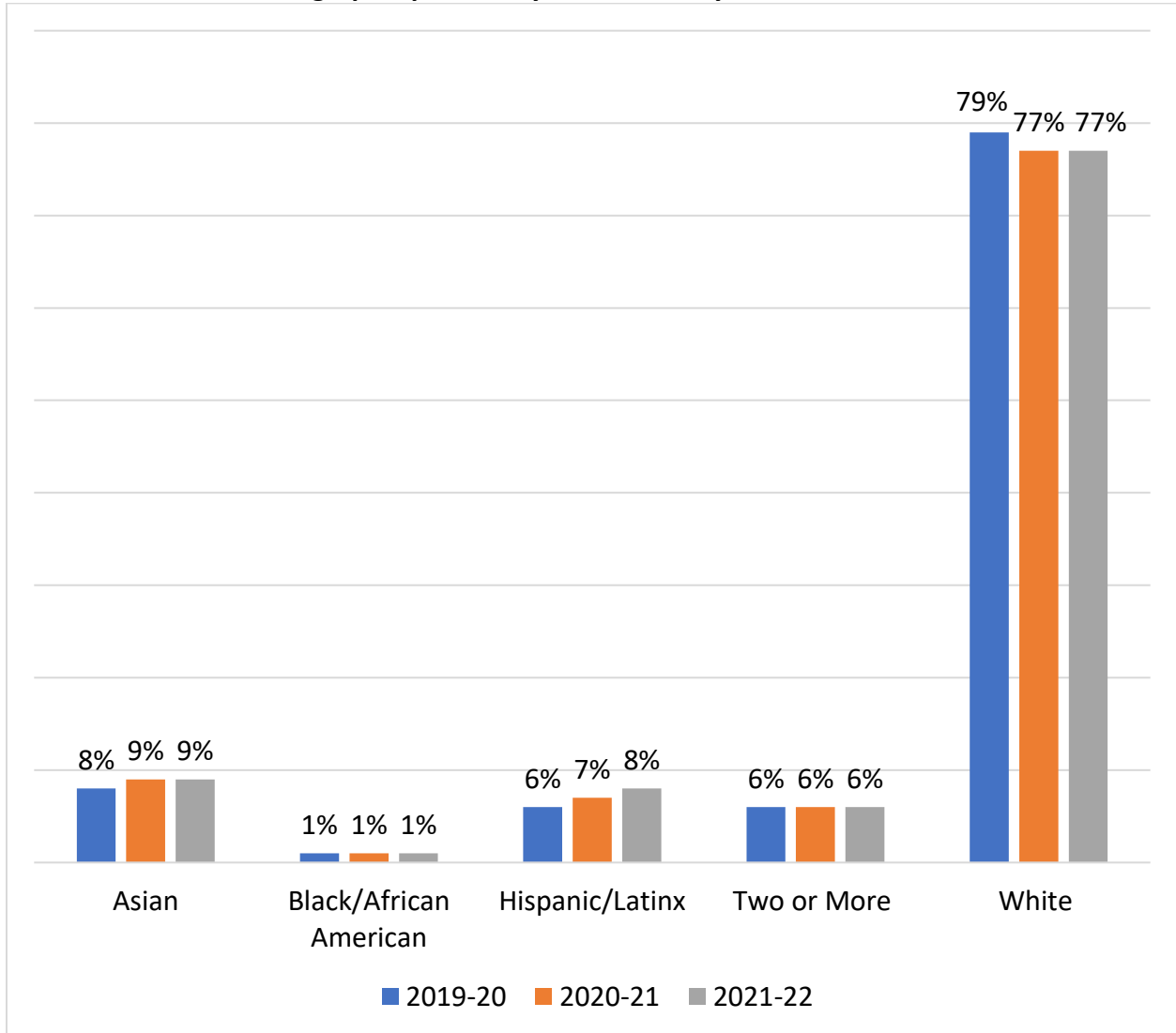
⁸ Special population refers to specialized populations of English Language Learners (ELL), Free/Reduced Lunch (FRL) and Students with Individualized Education Plan (IEP).

⁹ Intersectionality refers to the intersecting identities by social constructs.

Table 2.1: Student demographic count by race/ethnicity¹⁰

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total/Grand Total
2019-20	194	18	142	141	1825	2320/2323
2020-21	209	21	156	143	1739	2268/2270
2021-22	204	28	169	124	1726	2251/2252

Chart 2.1: Student demographic percent by race/ethnicity



¹⁰ American Indian or Alaskan Native, and Native Hawaiian and Other Pacific Islander are collectively less than 1% of the student demographic.

Table 2.2: Student demographic count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2019-20	169	2154	141	2129	264	2059
2020-21	179	2091	113	2139	239	2031
2021-22	174	2078	120	2132	238	2014

Chart 2.2: Student demographic percent by special populations

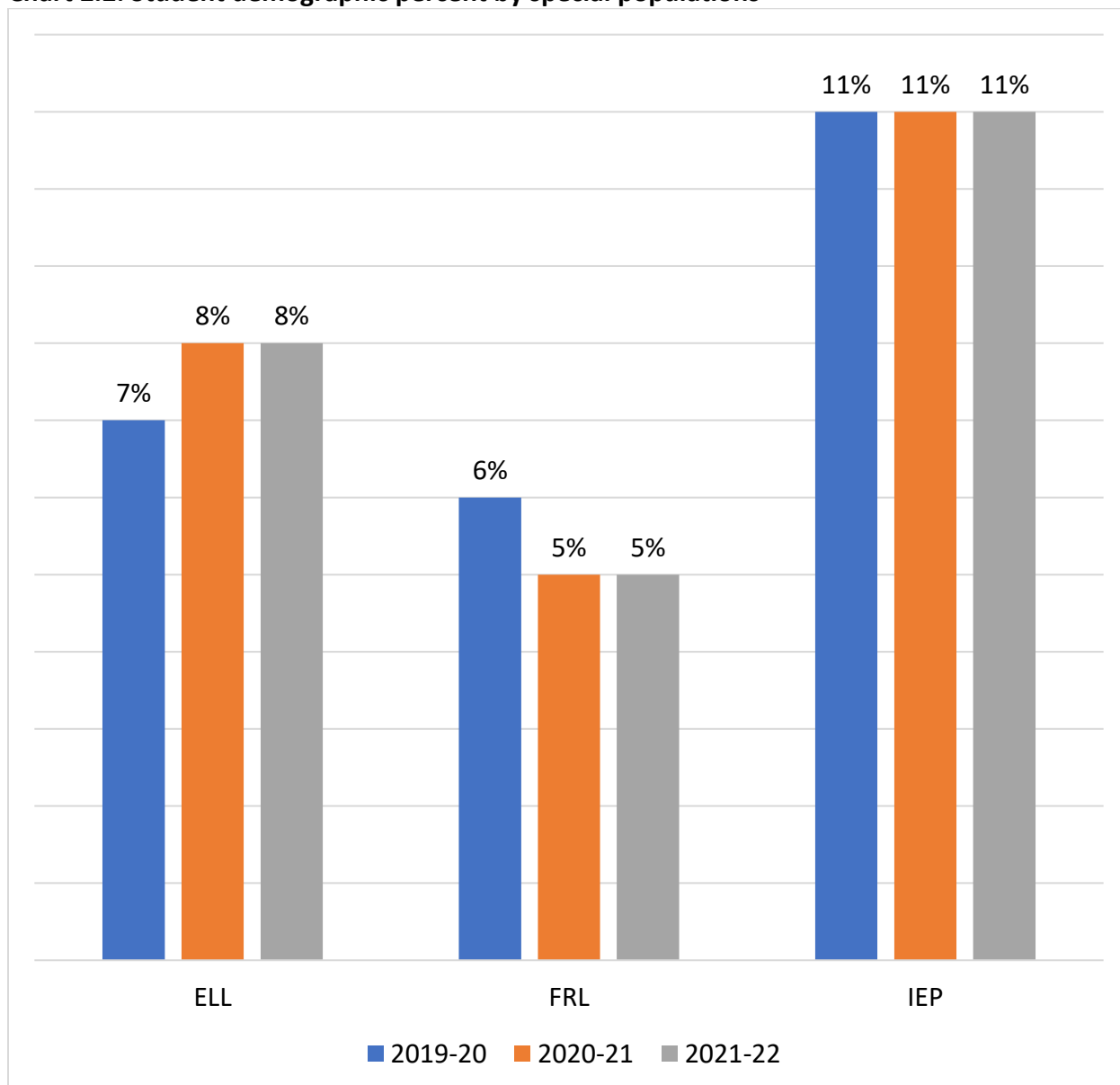


Table 2.3: Student demographic count by gender

Year	Female	Male	Total
2019-20	1146	1177	2323
2020-21	1104	1166	2270
2021-22	1104	1148	2252

Chart 2.3: Student demographic percent by gender

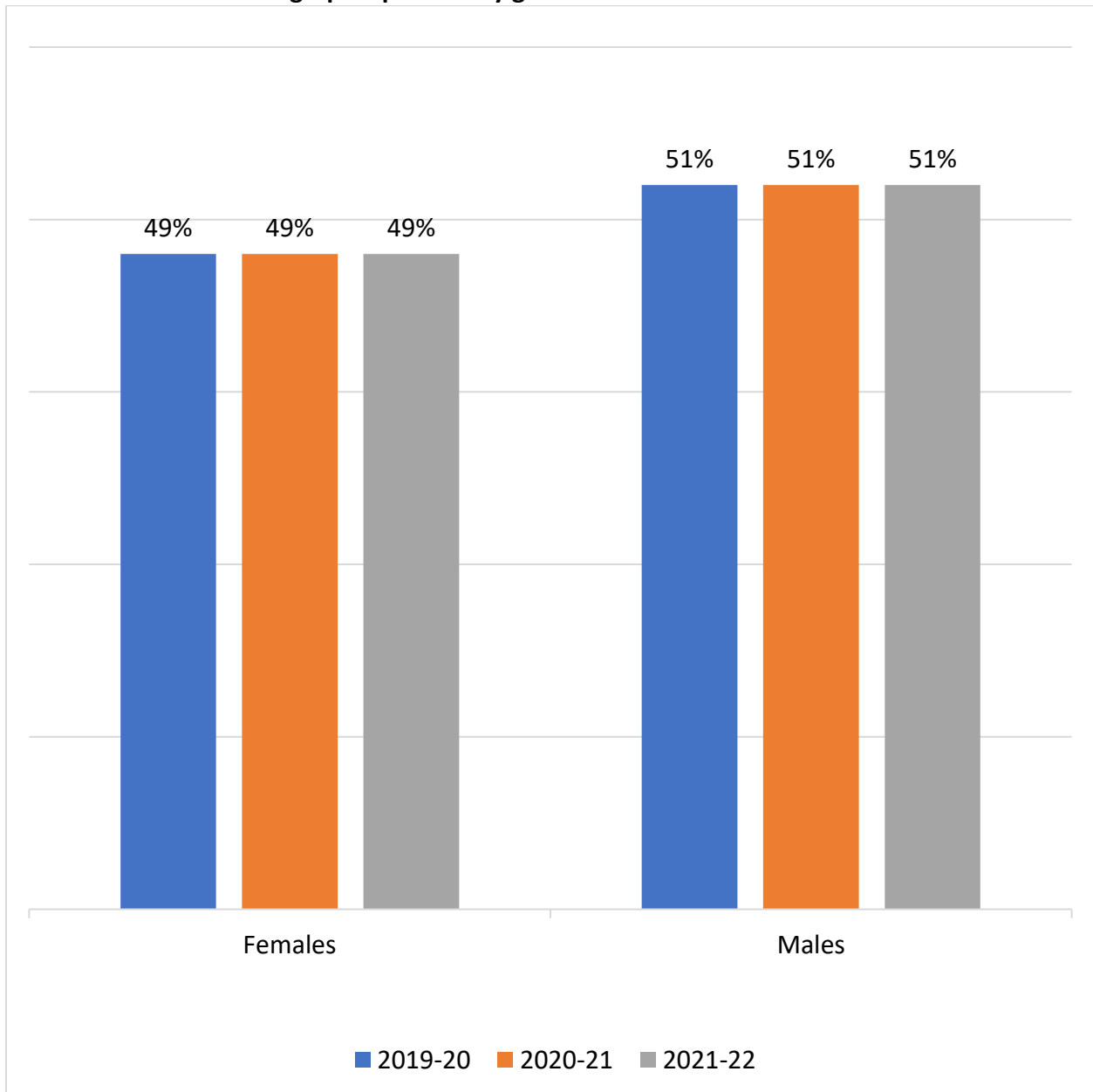


Table 2.4: Student demographic count by the intersectionality of race/ethnicity and special populations

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
2019-20	43	13	18	0	2	3	17	24	35	5	7	24	65	68	85
2020-21	47	12	15	0	1	3	27	19	35	7	8	20	73	53	76
2021-22	49	12	20	2	8	2	29	33	39	3	4	11	67	58	74

Chart 2.4: Student demographic percent by the intersectionality of race/ethnicity and special populations

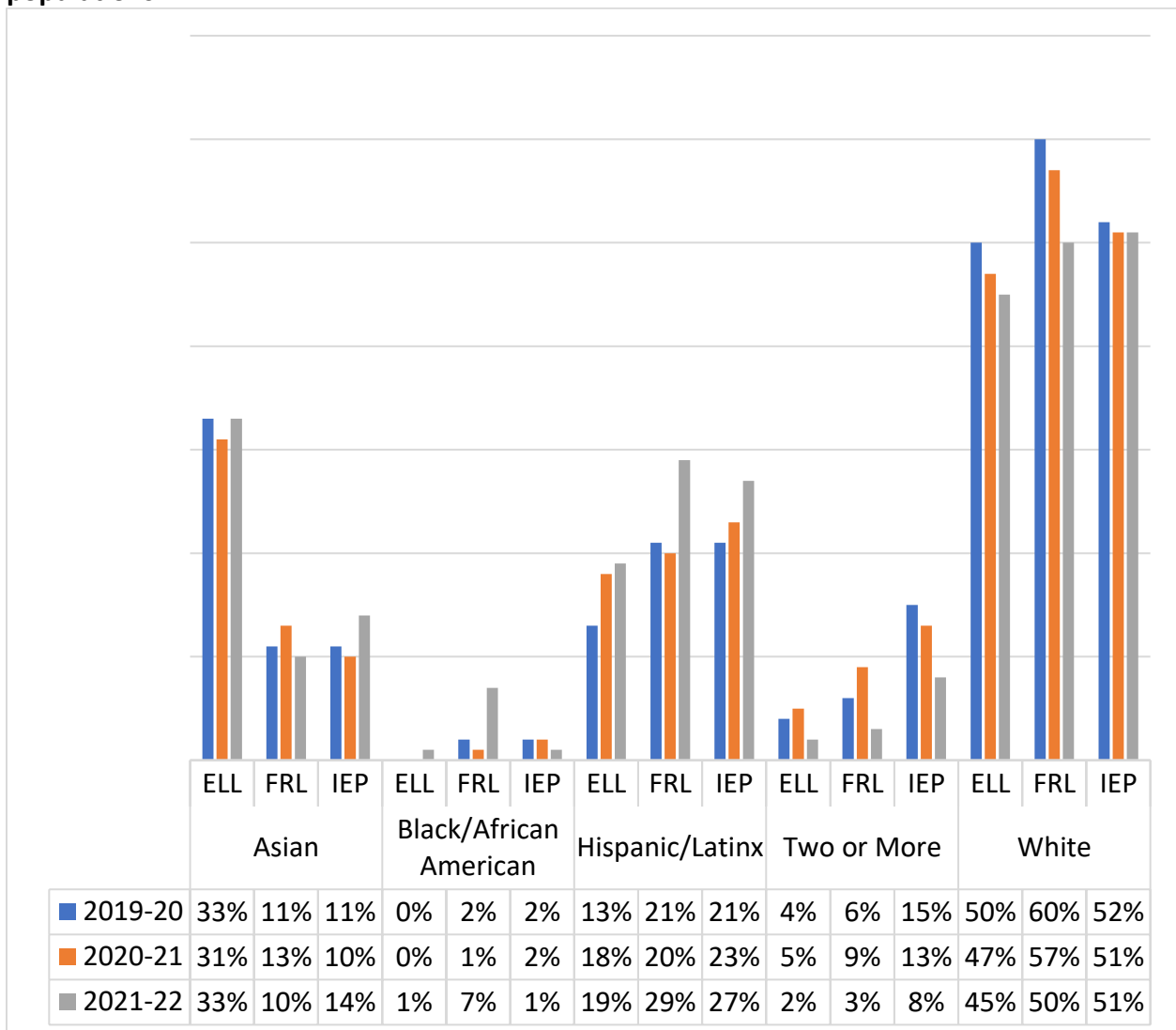


Table 2.5: Student demographic count by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2019-20	97	97	10	8	73	69	73	68	893	932
2020-21	104	105	9	12	73	83	75	68	843	896
2021-22	100	104	14	14	81	88	61	63	848	878

Chart 2.5: Student demographic percent by the intersectionality of race/ethnicity and gender

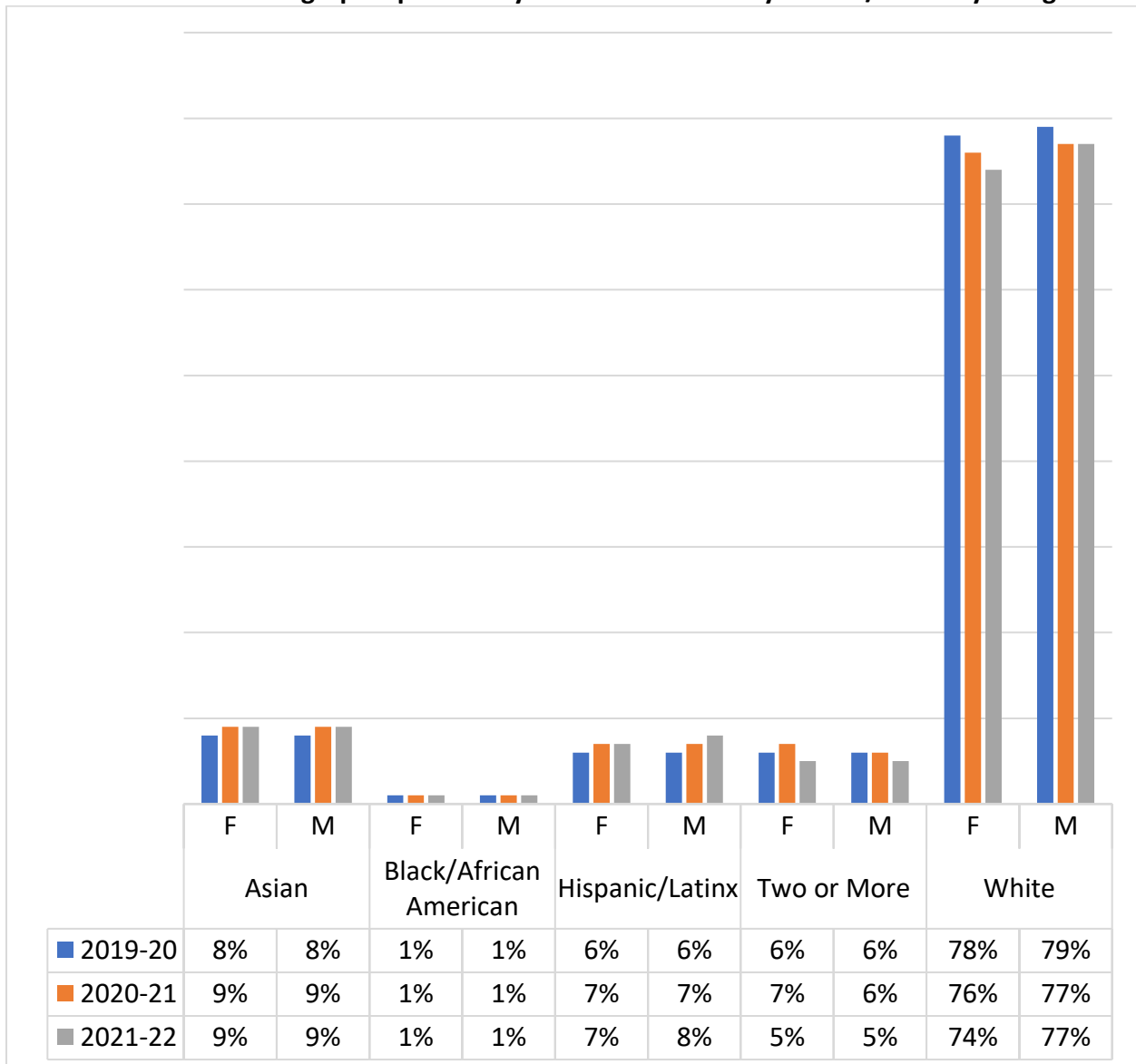


Table 2.6: Student demographic count by the intersectionality of special populations and gender

Year	ELL		FRL		IEP	
	F	M	F	M	F	M
2019-20	65	104	68	73	85	179
2020-21	73	106	53	60	76	163
2021-22	67	105	58	59	74	162

Chart 2.6: Student demographic percent by the intersectionality of special populations and gender

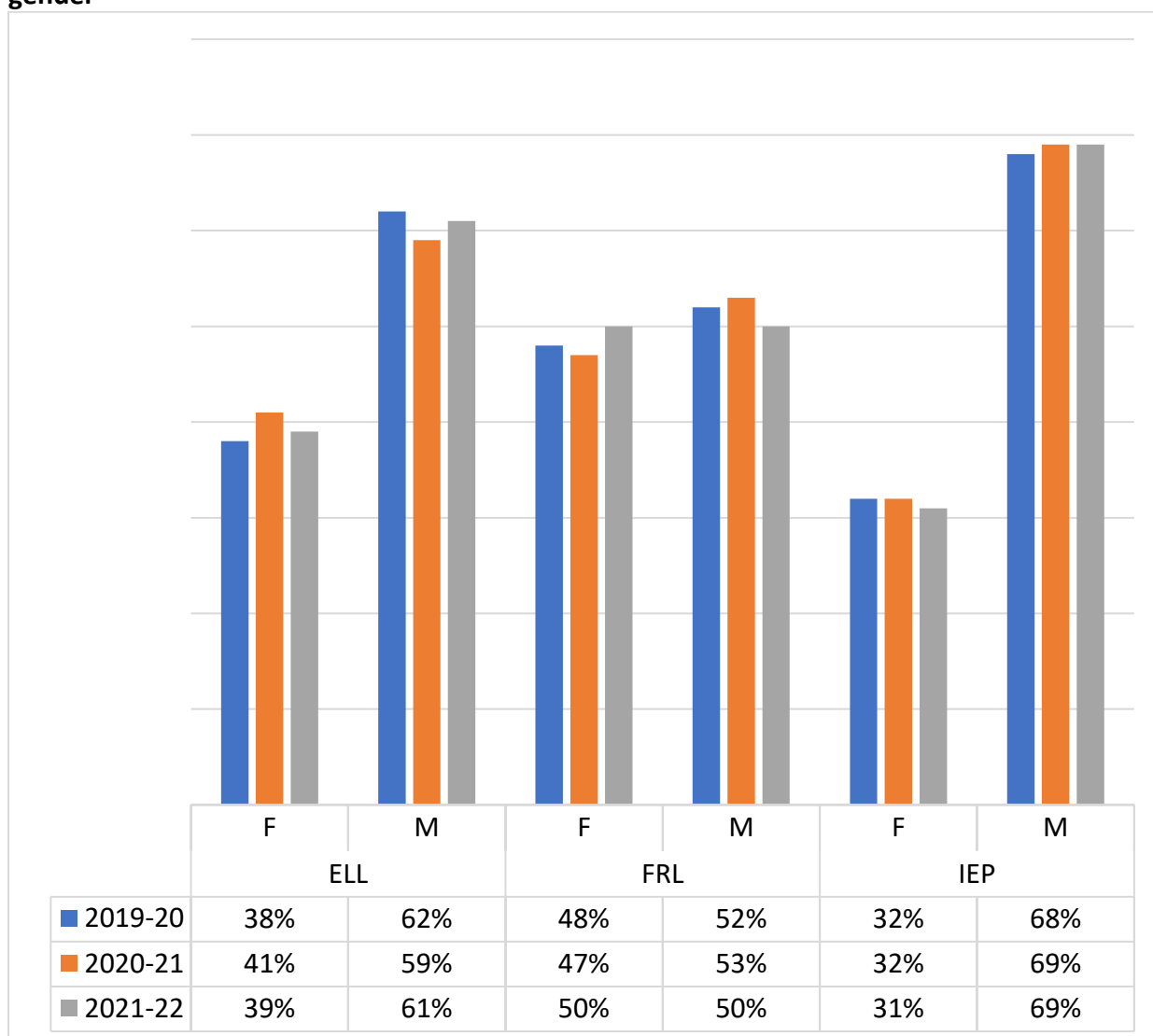
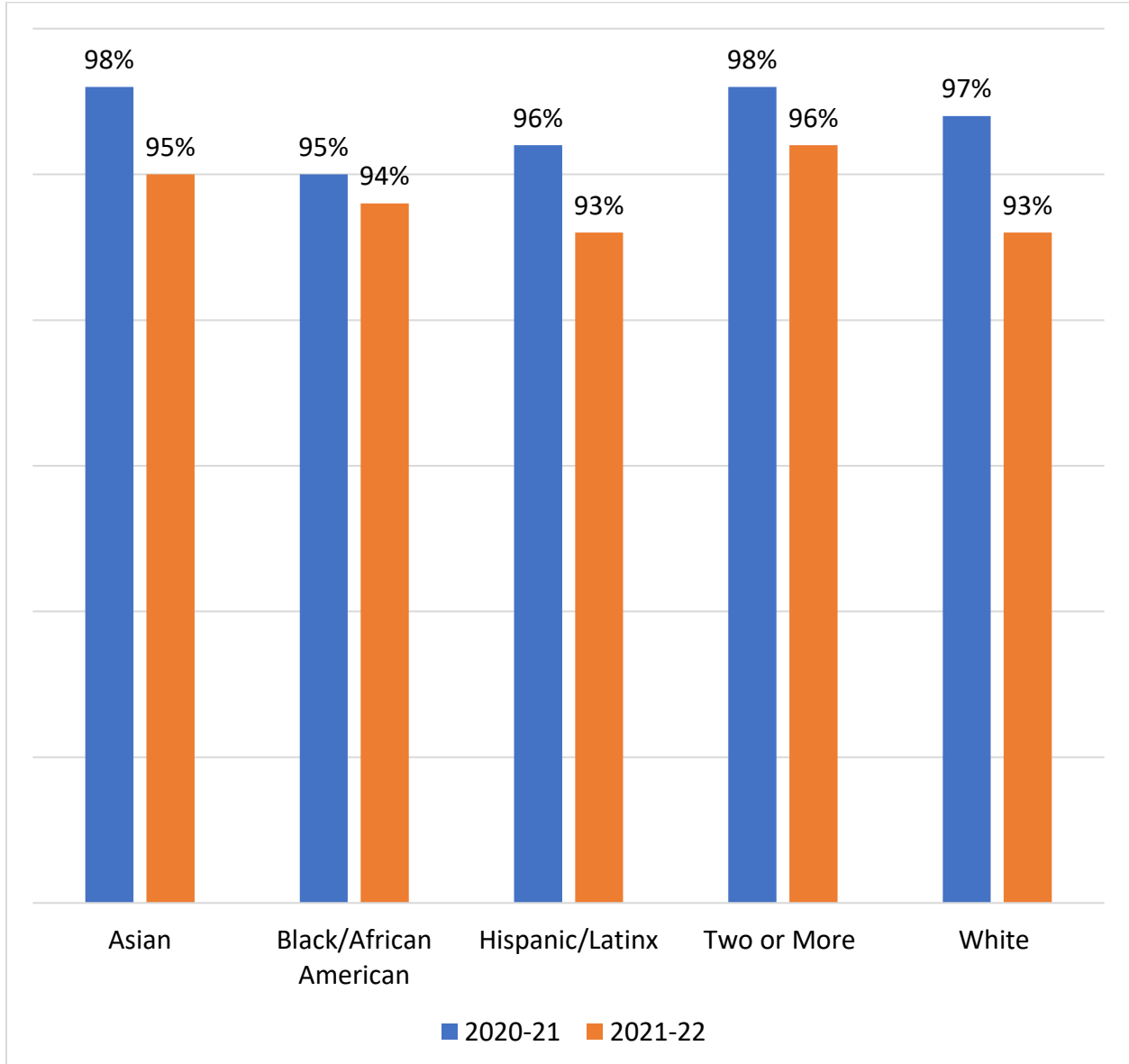


Table 2.7: Student attendance¹¹ percent by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White
2020-21	98%	95%	96%	98%	97%
2021-22	95%	94%	93%	96%	93%

Chart 2.7: Student attendance percent by race/ethnicity

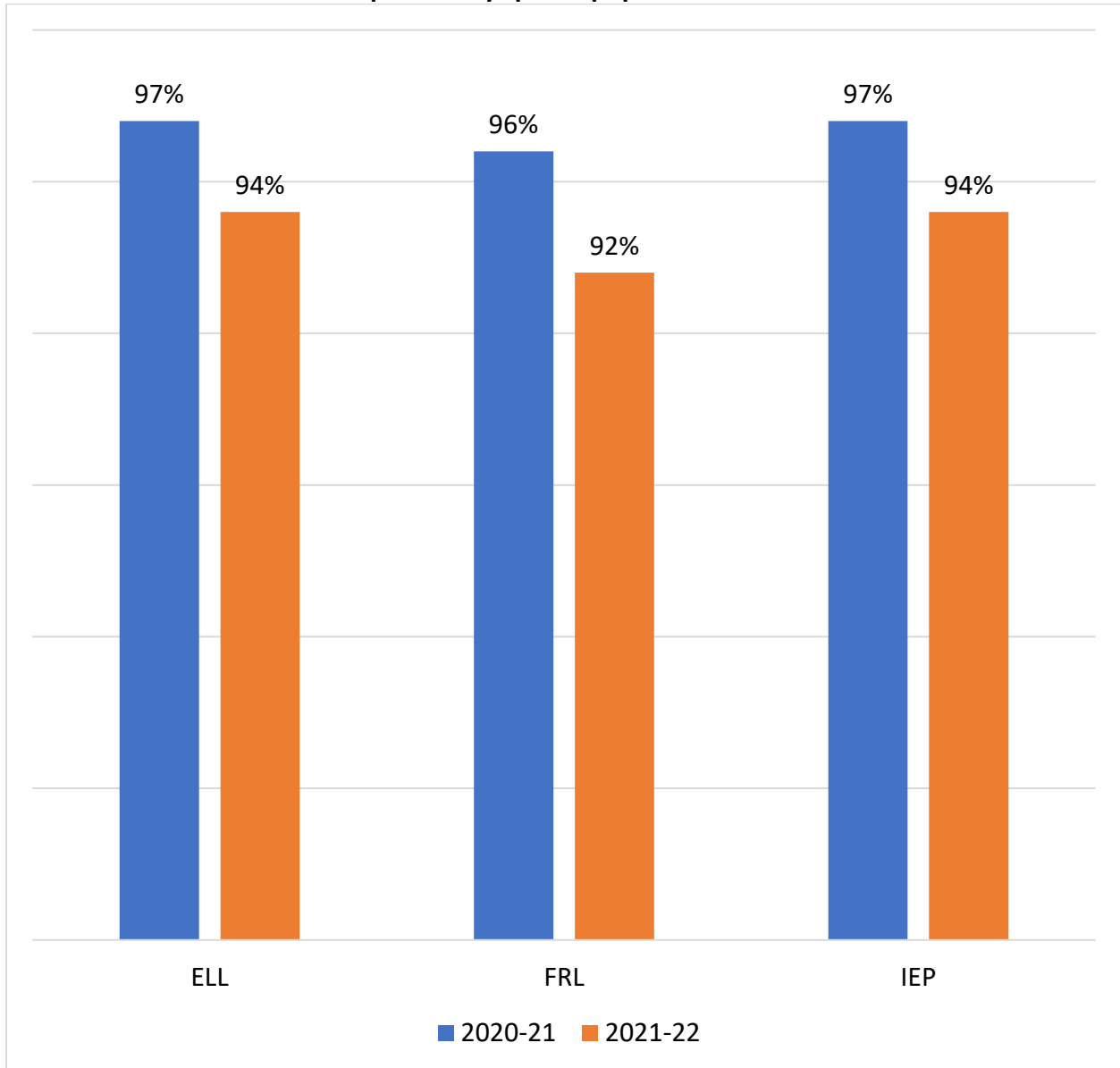


¹¹ Percentage represents the attendance rate (days enrolled/days attended) for all students.

Table 2.8: Student attendance¹² percent by special populations

Year	ELL	FRL	IEP
2020-21	97%	96%	97%
2021-22	94%	92%	94%

Chart 2.8: Student attendance percent by special populations

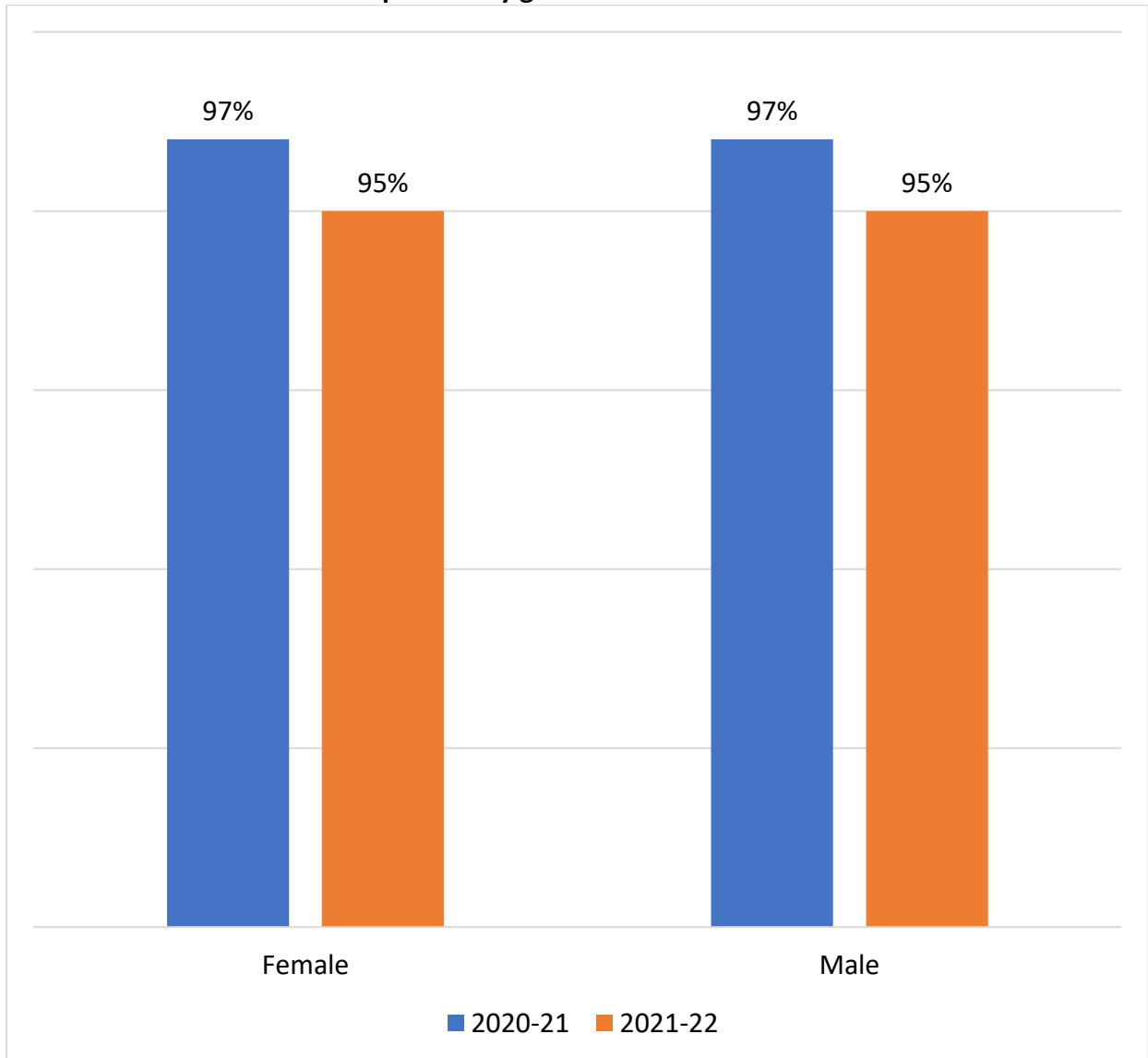


¹² Percentage represents the attendance rate (days enrolled/days attended) for all students.

Table 2.9: Student attendance¹³ percent by gender

Year	Female	Male
2020-21	97%	97%
2021-22	95%	95%

Chart 2.9: Student attendance percent by gender

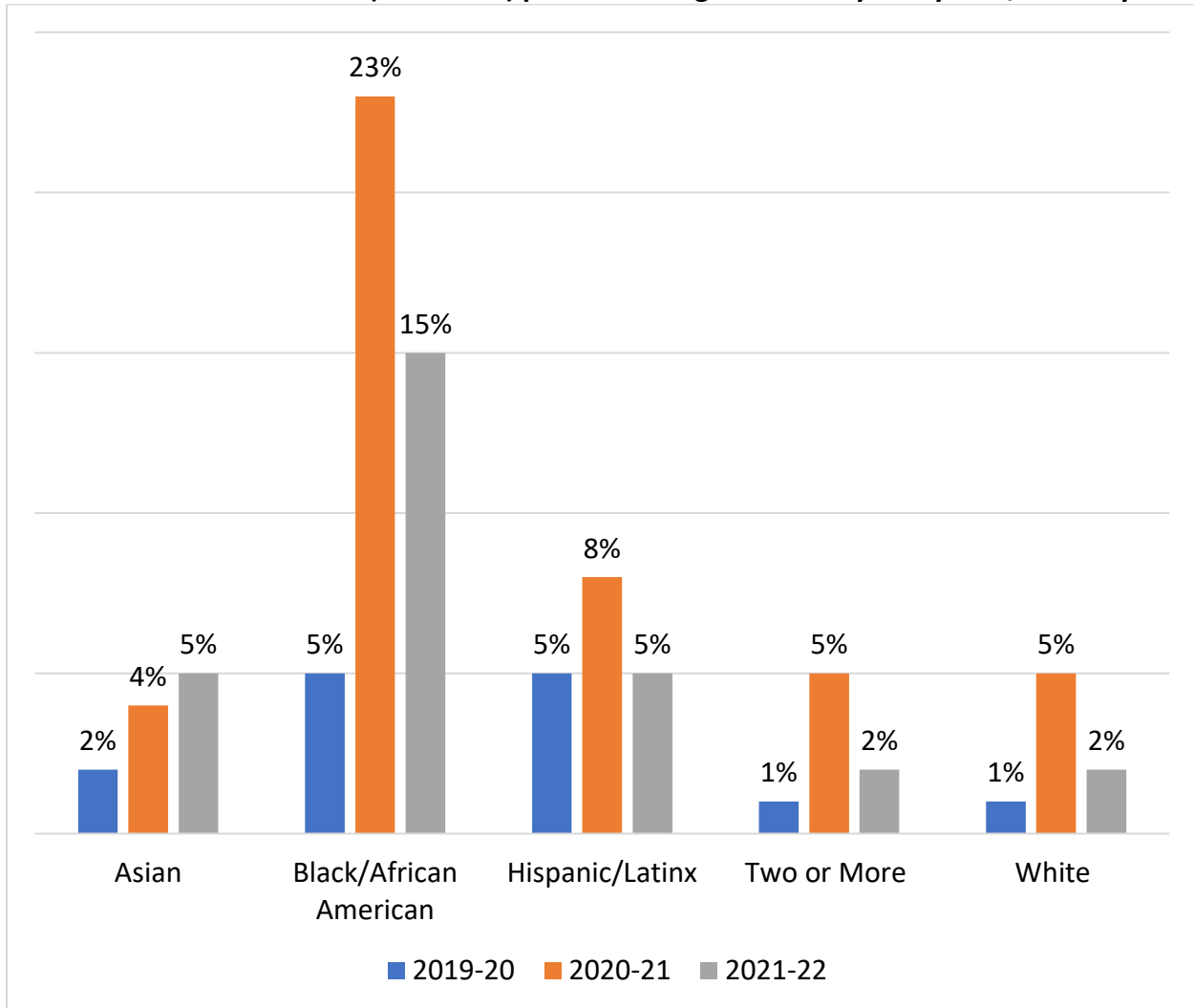


¹³ Percentage represents the attendance rate (days enrolled/days attended) for all students.

Table 2.10: Student transfer¹⁴ (in and out) percent during the school year by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White
2019-20	2%	5%	5%	1%	1%
2020-21	4%	23%	8%	5%	5%
2021-22	5%	15%	5%	2%	2%

Chart 2.10: Student transfer (in and out) percent during the school year by race/ethnicity

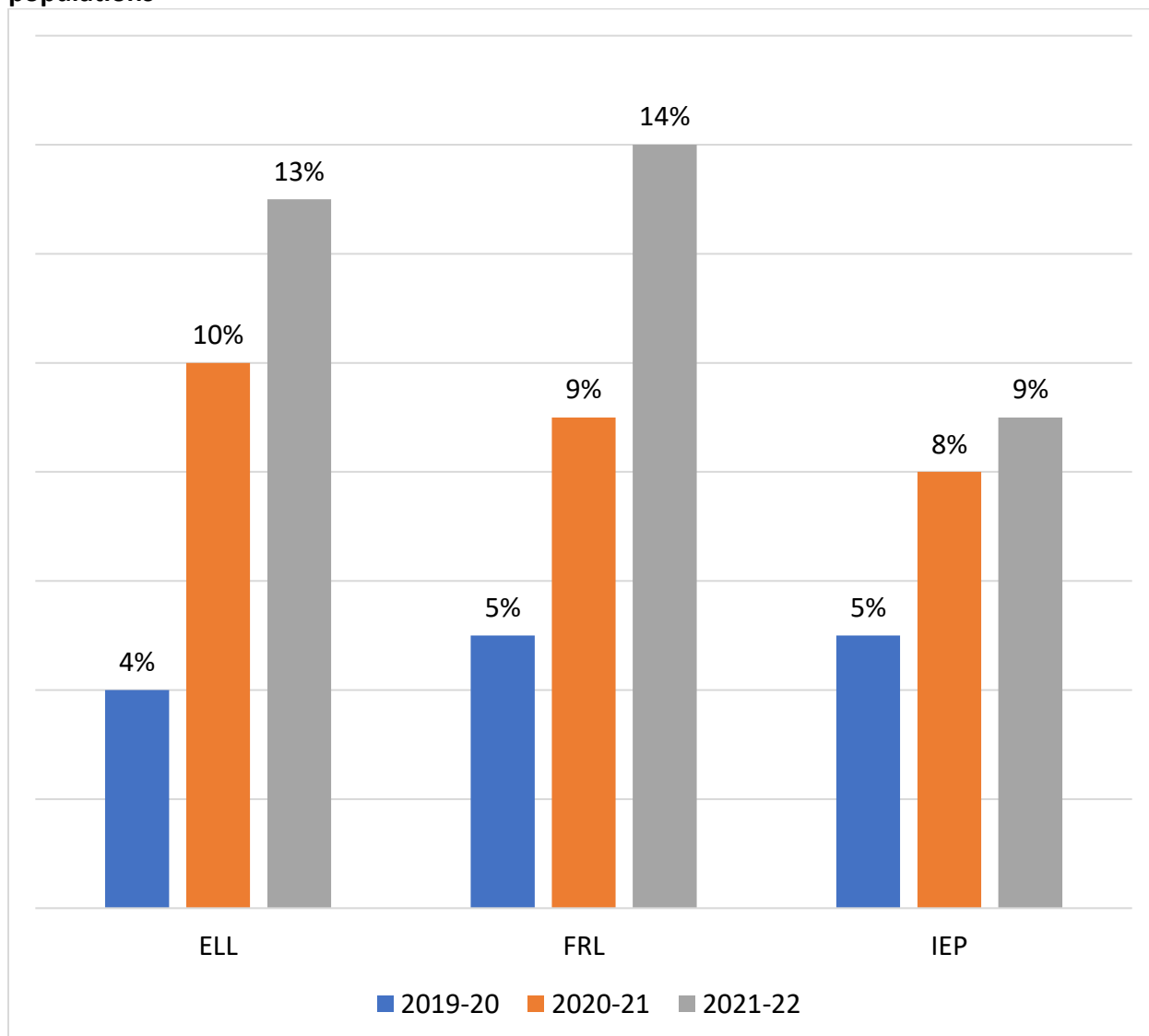


¹⁴ The percentage represents the mobility rate which includes students that have transferred in and out during the school year.

Table 2.11: Student transfer¹⁵ (in and out) percent during the school year by special populations

Year	ELL	FRL	IEP
2019-20	4%	5%	5%
2020-21	10%	9%	8%
2021-22	13%	14%	9%

Chart 2.11: Student transfer (in and out) percent during the school year by special populations

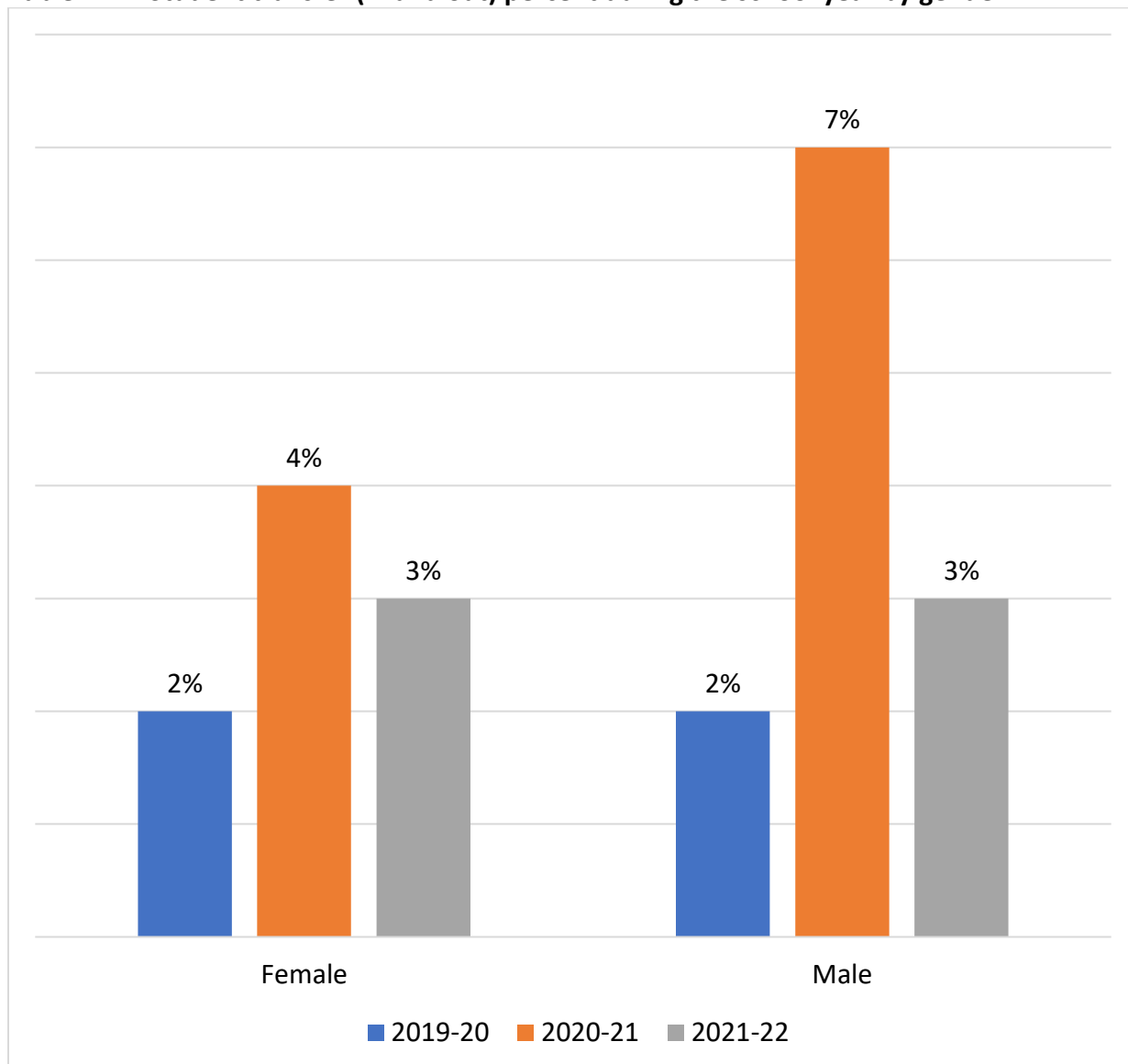


¹⁵ The percentage represents the mobility rate which includes students that have transferred in and out during the school year.

Table 2.12: Student transfer¹⁶ (in and out) percent during the school year by gender

Year	Female	Male
2019-20	2%	2%
2020-21	4%	7%
2021-22	3%	3%

Table 2.12: Student transfer (in and out) percent during the school year by gender



¹⁶ The percentage represents the mobility rate which includes students that have transferred in and out during the school year.

Table 2.13: Students not attending their home school count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	1	0	1	0	1	3
2020-21	2	0	0	0	1	3
2021-22	1	0	1	0	0	2

Chart 2.13: Students not attending their home school percent by race/ethnicity

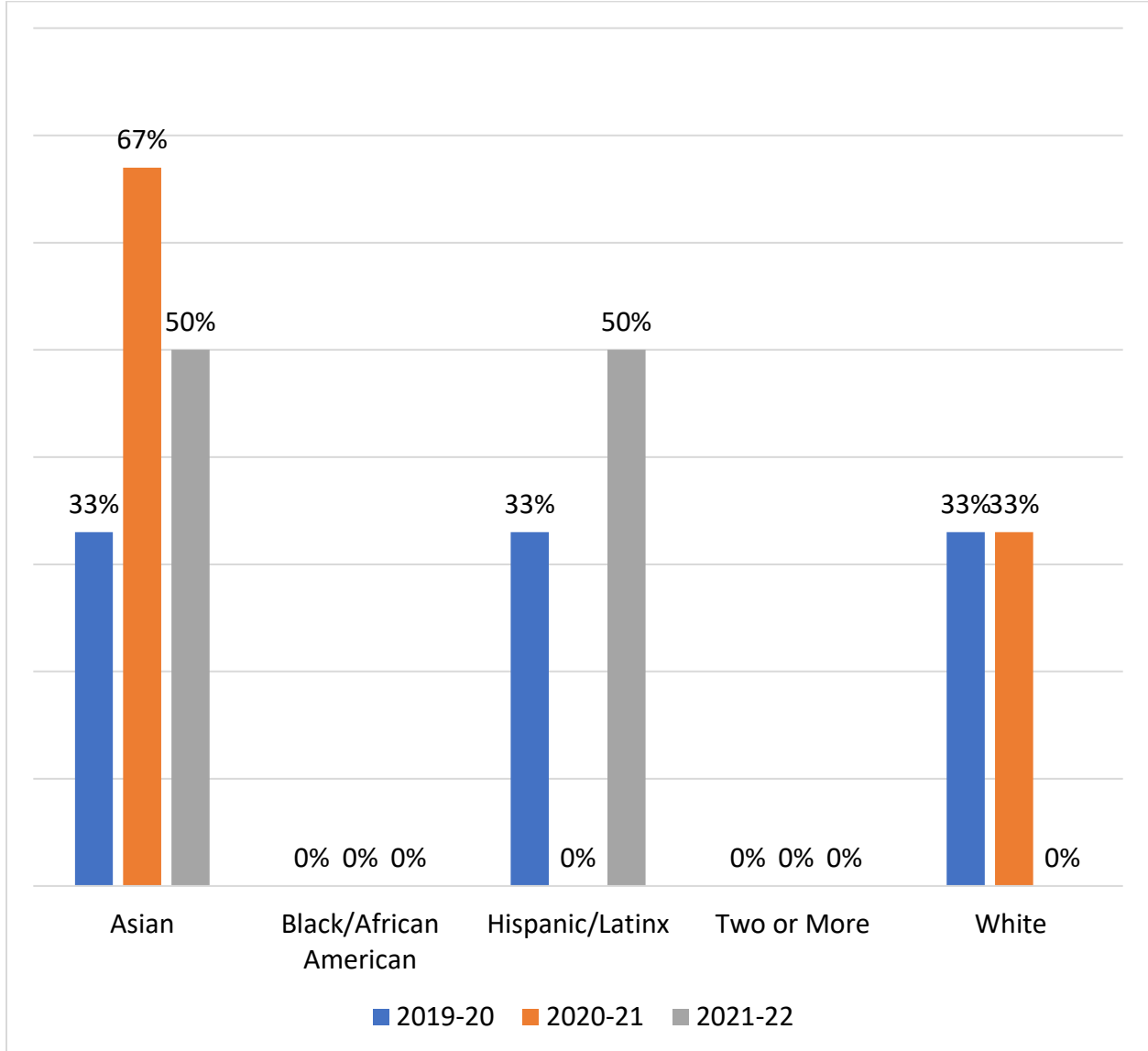


Table 2.14: Students not attending their home school count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2019-20	1	2	0	3	3	0
2020-21	1	2	0	3	3	0
2021-22	2	0	1	1	2	0

Chart 2.14: Students not attending their home school percent by special populations

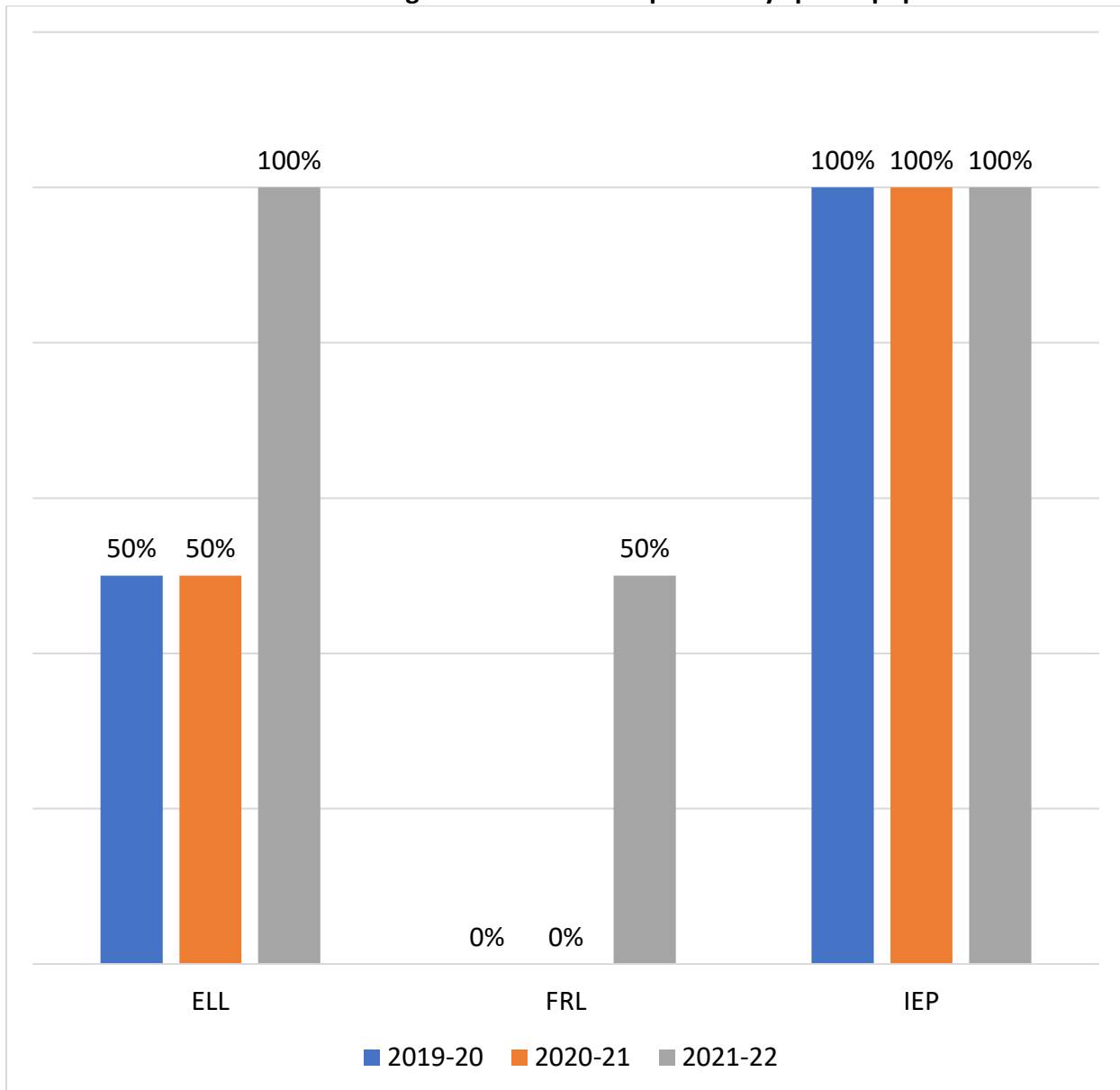


Table 2.15: Count of students not attending their home school by gender

Year	Female	Male	Total
2019-20	2	1	3
2020-21	1	2	3
2021-22	1	1	2

Chart 2.15: Percent of students not attending their home school by gender

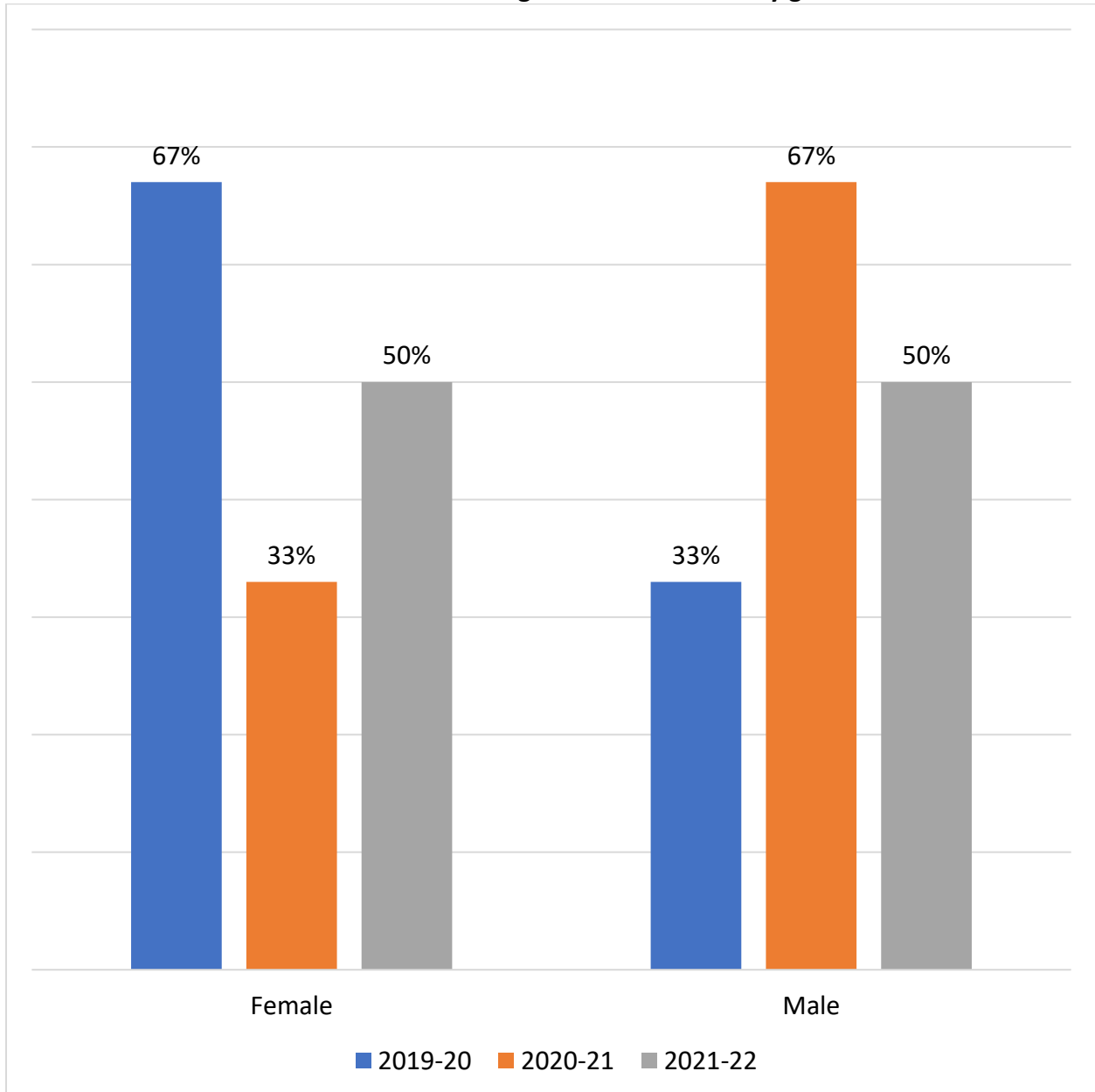


Table 2.16 Student disability count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White
Autism					
2019-20	4	1	8	2	17
2020-21	2	1	4	2	16
2021-22	4	1	8	1	20
Behavioral					
2019-20	0	1	2	0	4
2020-21	0	0	0	0	3
2021-22	0	0	0	1	3
Cognitive					
2019-20	1	0	0	0	1
2020-21	1	0	0	0	0
2021-22	1	0	0	0	0
Communication					
2019-20	7	0	5	3	63
2020-21	5	0	6	3	47
2021-22	7	1	7	1	60
Developmental					
2019-20	4	2	4	6	41
2020-21	6	2	9	5	33
2021-22	6	1	11	3	28
Health Impairment					
2019-20	3	0	5	5	29
2020-21	3	0	3	3	22
2021-22	1	0	2	3	25
Hearing					
2019-20	1	0	0	0	2
2020-21	1	0	0	0	1
2021-22	1	0	0	0	1
Learning					
2019-20	3	0	13	3	31
2020-21	1	0	10	5	24
2021-22	2	0	11	6	40
Multiple					
2019-20	0	0	1	0	0
2020-21	0	0	2	0	0
2021-22	0	0	0	0	0

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White
	Visual				
2019-20	0	0	0	0	1
2020-21	0	0	0	0	1
2021-22	0	0	0	0	0

Chart 2.16 – Part 1: Student disability count by race/ethnicity

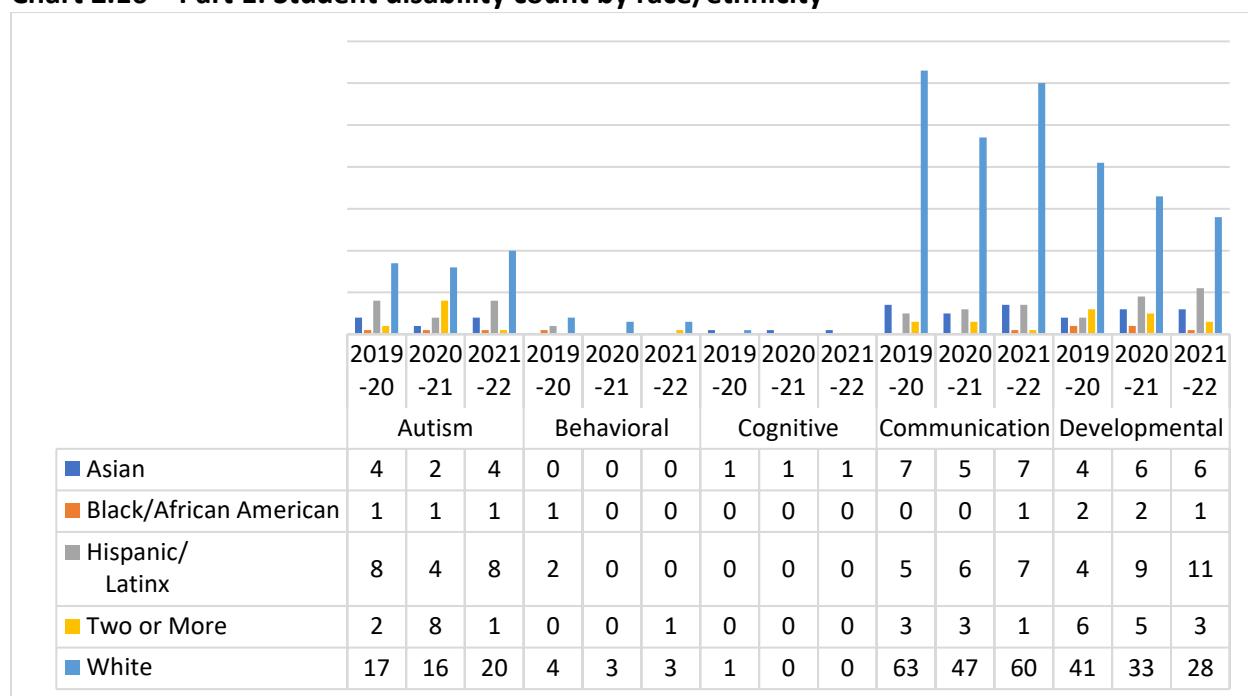


Chart 2.16 – Part 2: Student disability count by race/ethnicity

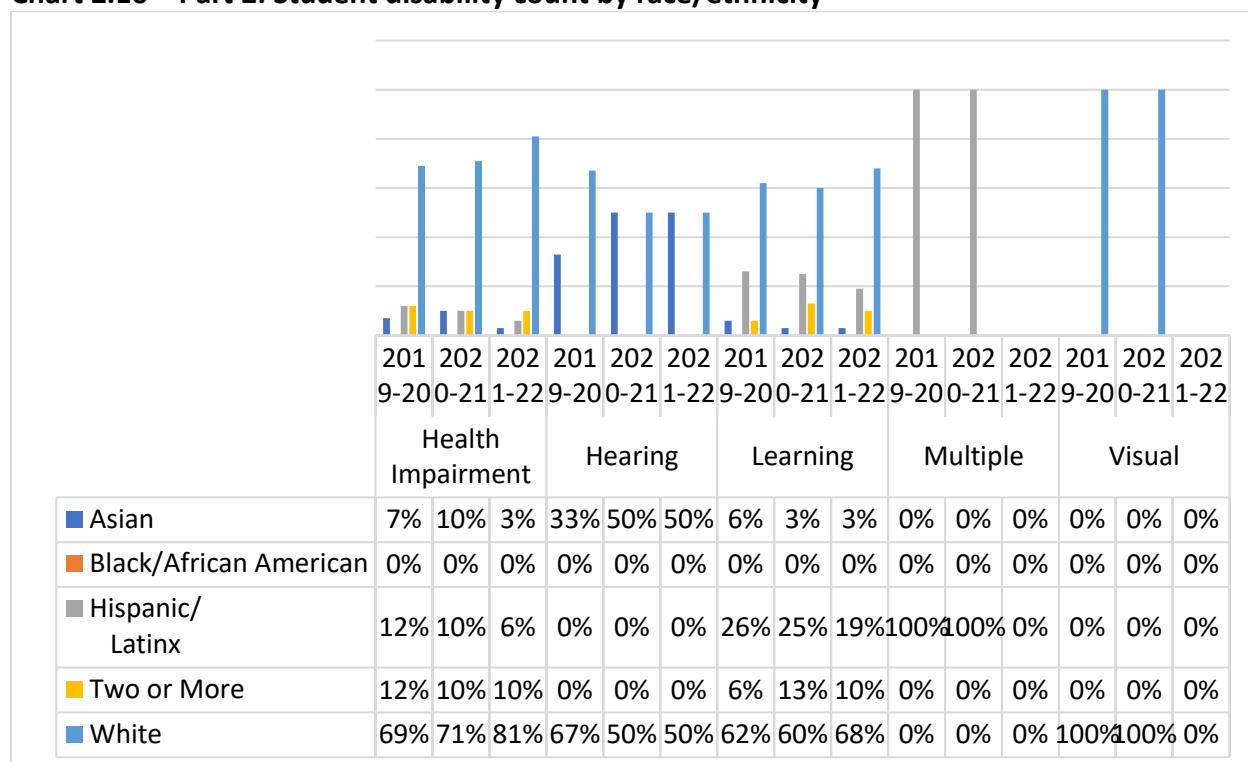


Table 2.17: Student disability count by gender

Year	Female	Male
	Autism	
2019-20	4	28
2020-21	4	25
2021-22	6	26
	Behavioral	
2019-20	4	3
2020-21	1	2
2021-22	1	3
	Cognitive	
2019-20	1	1
2020-21	1	0
2021-22	1	0
	Communication	
2019-20	26	52
2020-21	22	39
2021-22	25	51
	Developmental	
2019-20	17	57
2020-21	16	39
2021-22	14	35
	Health Impairment	
2019-20	14	23
2020-21	10	21
2021-22	9	22
	Hearing	
2019-20	3	0
2020-21	2	0
2021-22	2	0
	Learning	
2019-20	24	26
2020-21	16	24
2021-22	28	31
	Multiple	
2019-20	0	1
2020-21	1	1
2021-22	0	0
Year	Female	Male

	Visual	
2019-20	0	1
2020-21	0	1
2021-22	0	0

Chart 2.17 – Part 1: Student disability count by gender

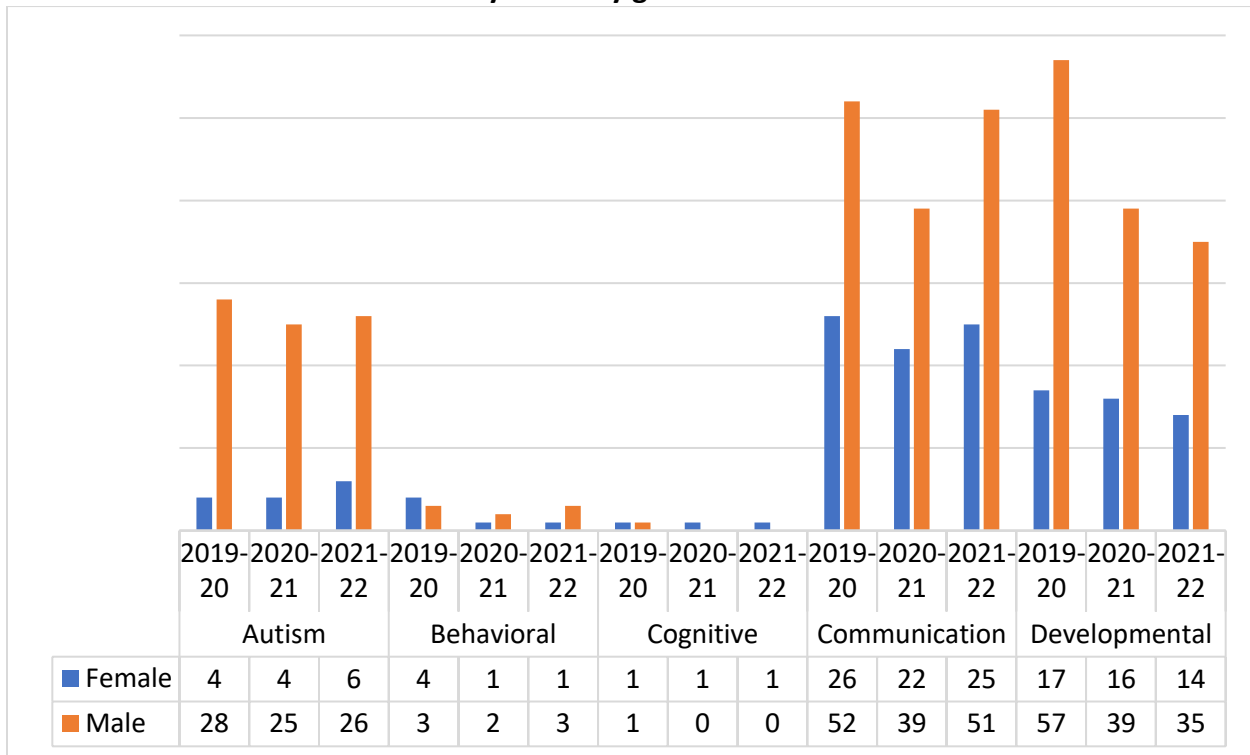


Chart 2.17 – Part 2: Student disability count by gender

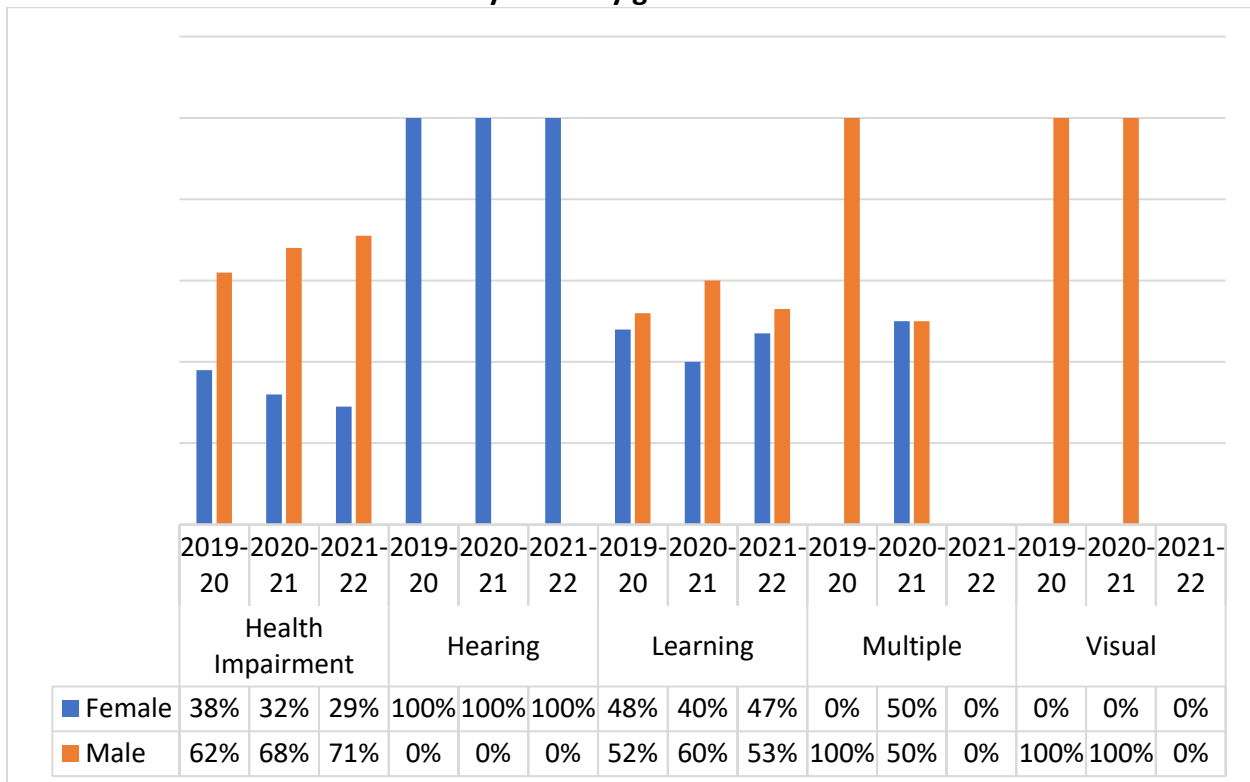
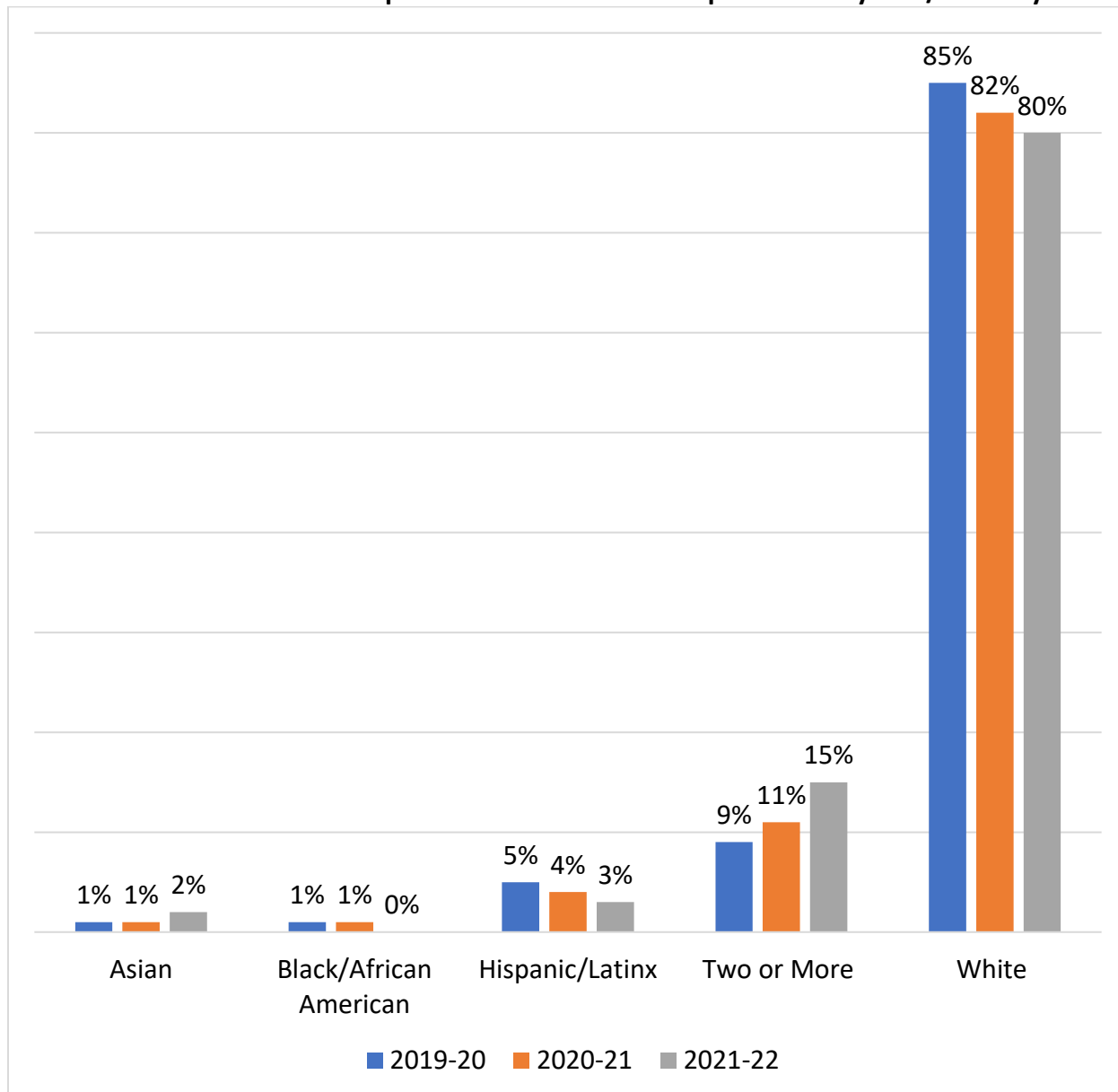


Table 2.18: Student enrollment count in ELA accelerated¹⁷ placement by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	1	1	5	9	88	104
2020-21	1	1	3	9	65	79
2021-22	1	0	2	9	49	61

Chart 2.18: Student enrollment percent in ELA accelerated placement by race/ethnicity

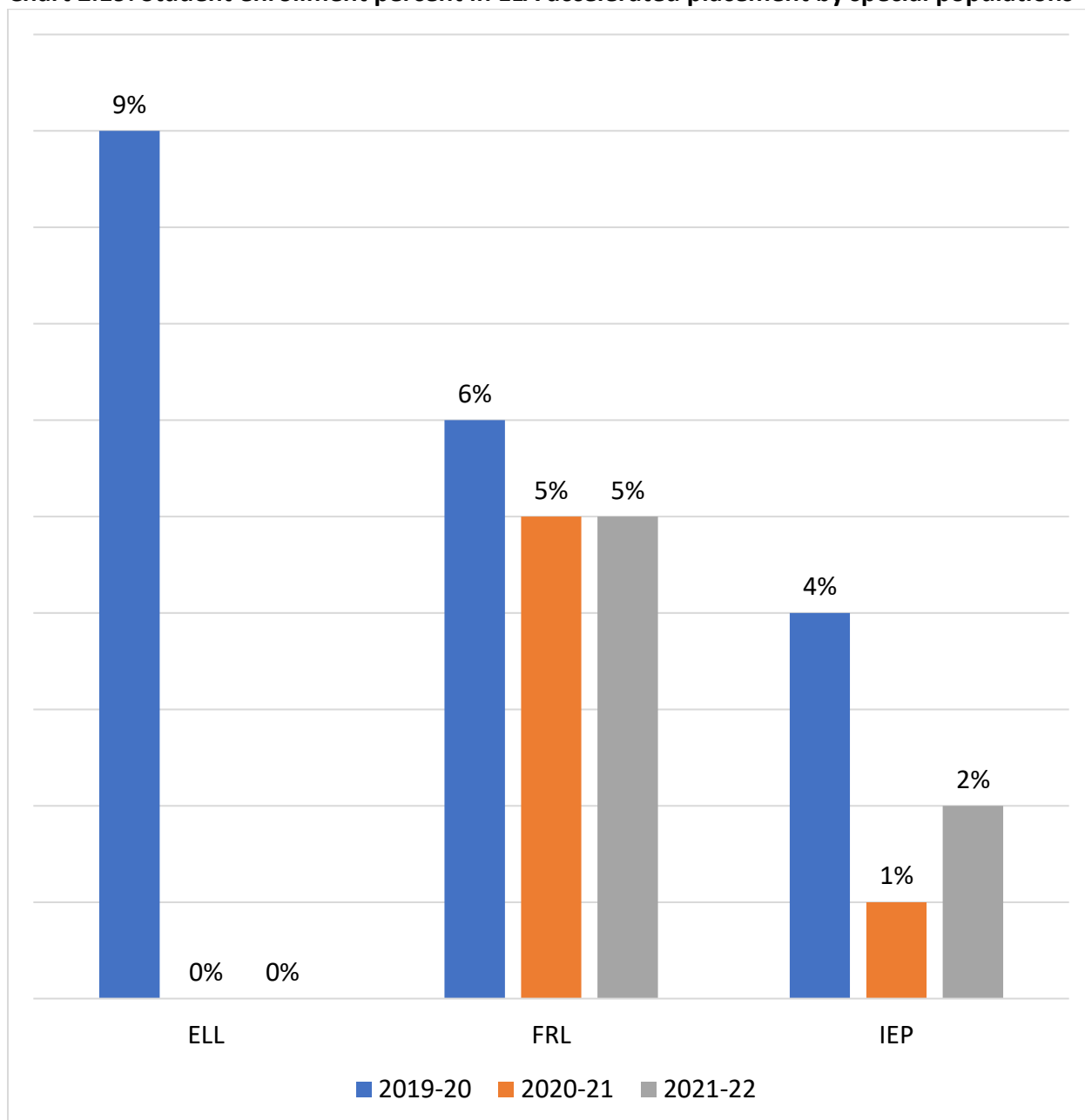


¹⁷ Accelerated ELA is available for grades 4th through 8th grade.

Table 2.19: Student enrollment count in ELA accelerated¹⁸ placement by special populations

Year	ELL	FRL	IEP
2019-20	9	6	4
2020-21	0	4	1
2021-22	0	3	1

Chart 2.19: Student enrollment percent in ELA accelerated placement by special populations

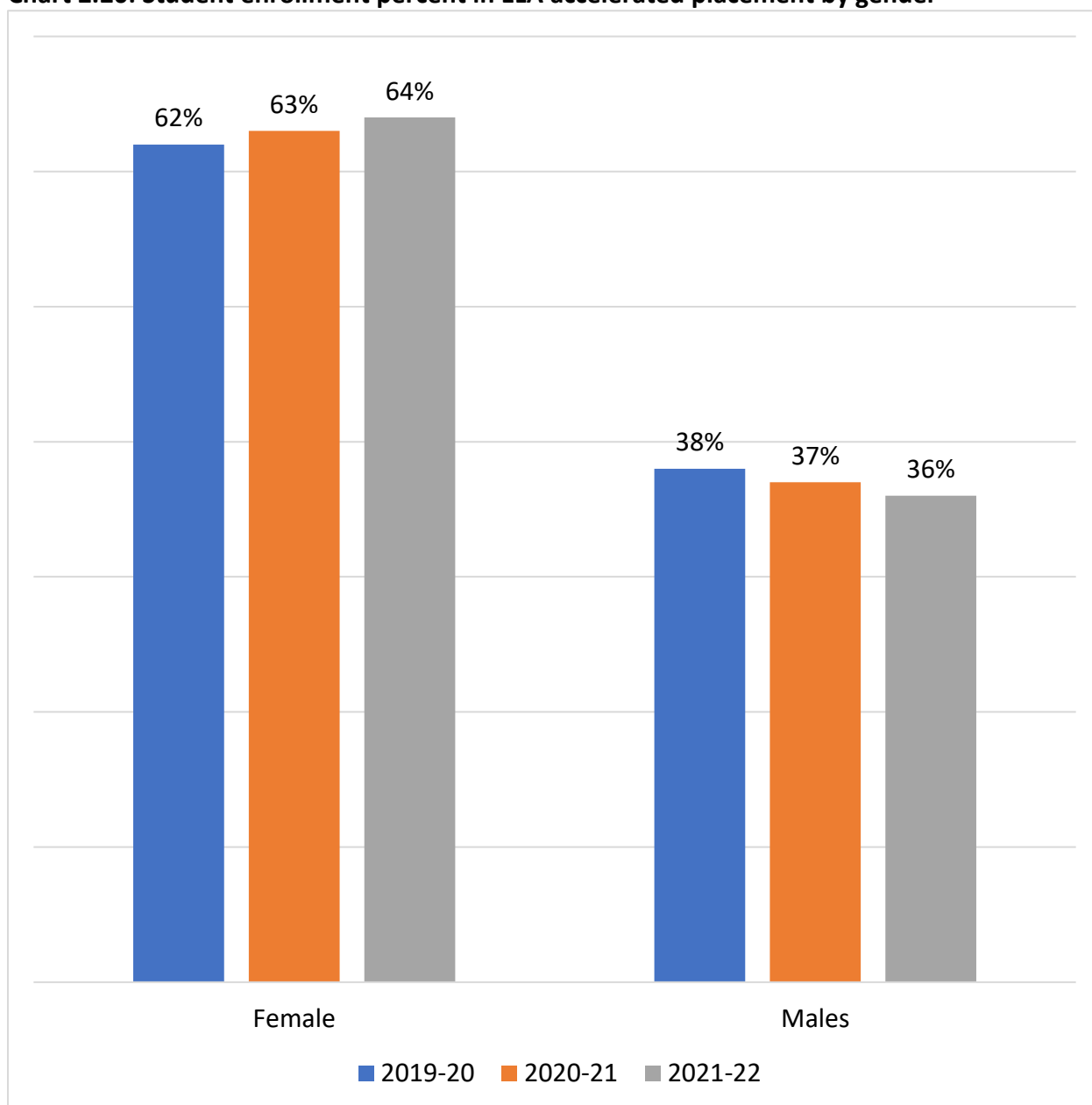


¹⁸ Accelerated ELA is available for grades 4th through 8th grade.

Table 2.20: Student enrollment count in ELA accelerated¹⁹ placement by gender

Year	Female	Male	Total
2019-20	64	40	104
2020-21	50	29	79
2021-22	39	22	61

Chart 2.20: Student enrollment percent in ELA accelerated placement by gender

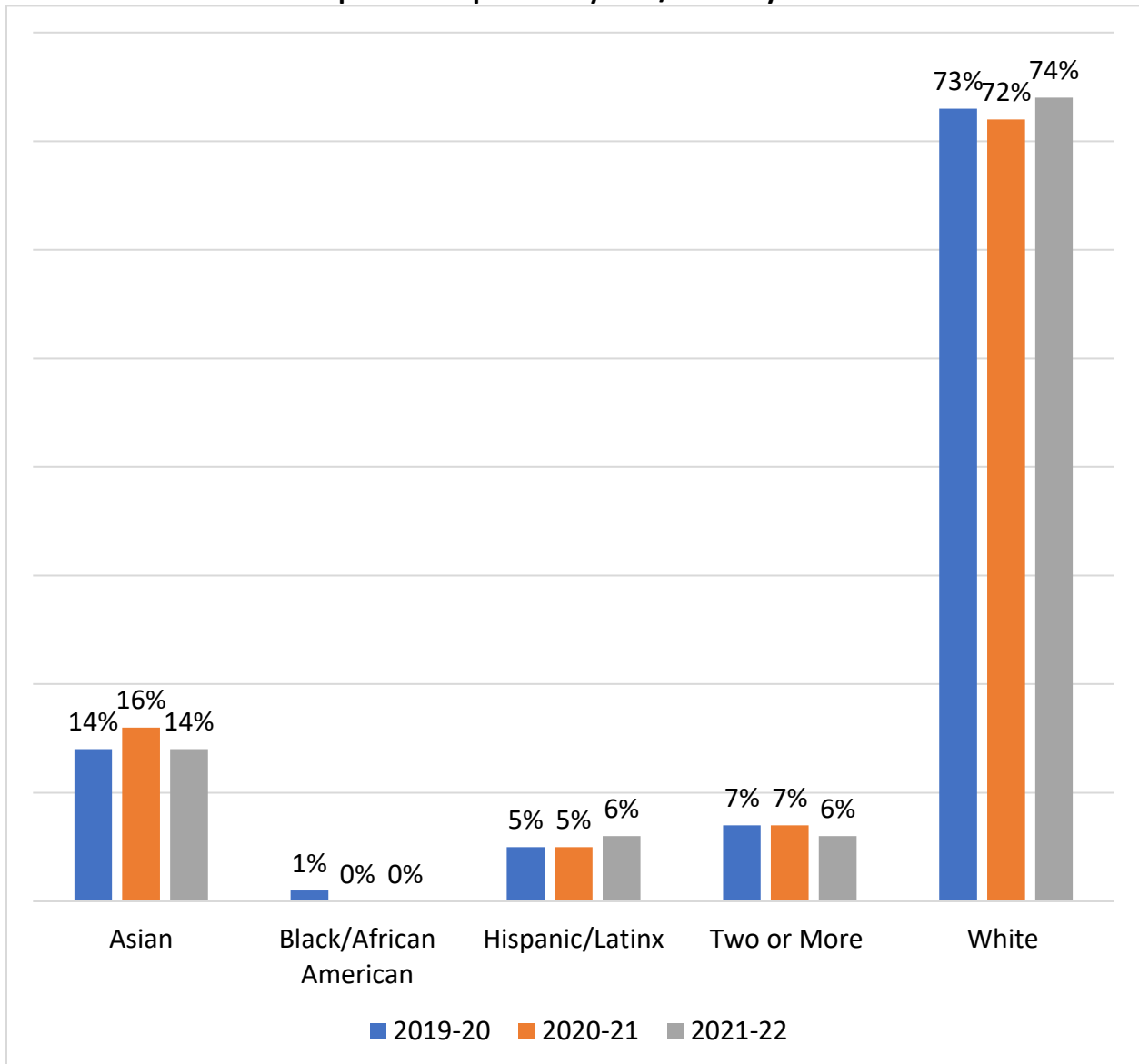


¹⁹ Accelerated ELA is available for grades 4th through 8th grade.

Table 2.21: K-8 accelerated²⁰ placement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	32	1	12	16	164	225
2020-21	31	0	10	14	143	198
2021-22	20	0	8	9	108	145

Chart 2.21: K-8 accelerated placement percent by race/ethnicity

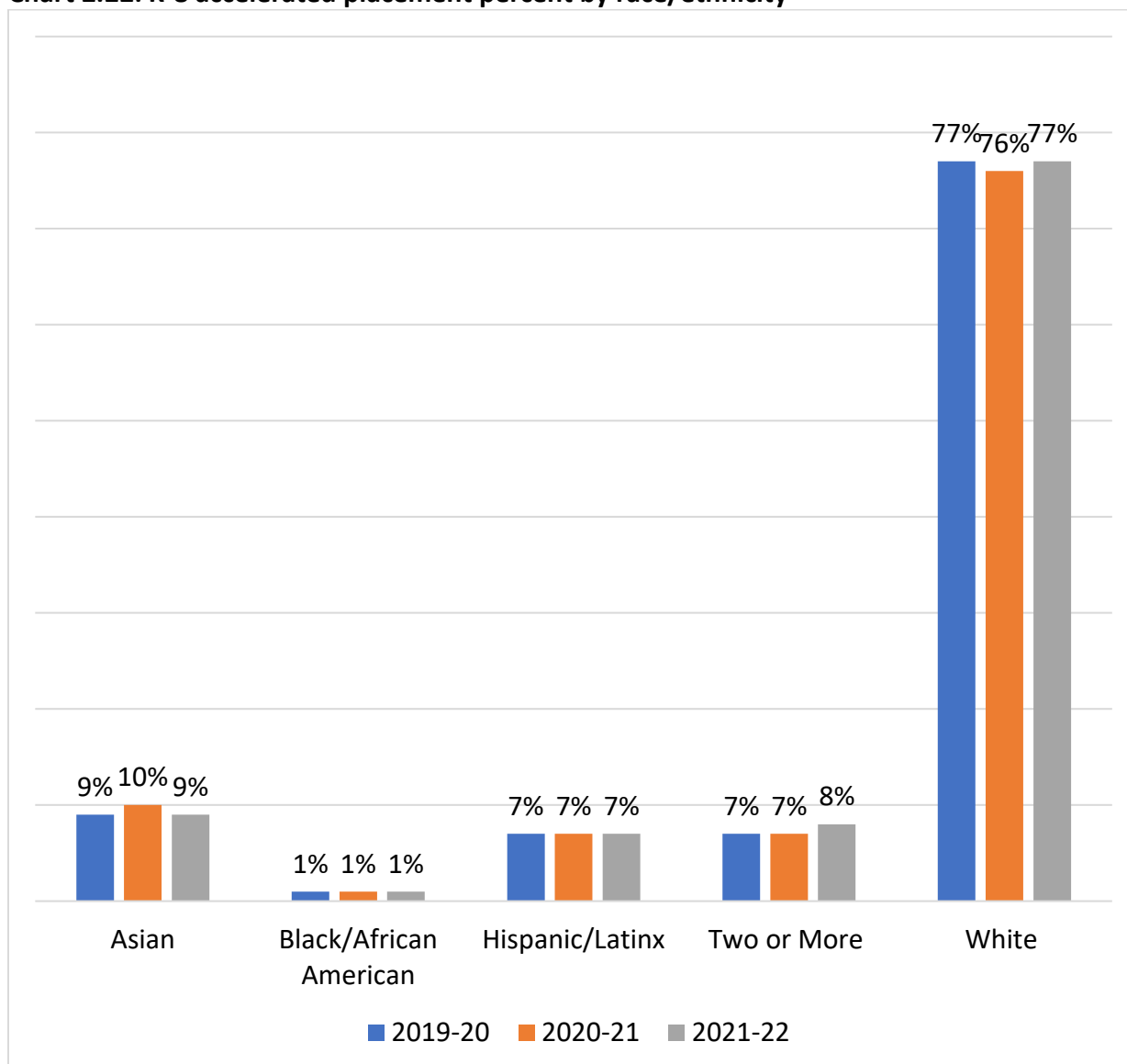


²⁰ All accelerated placement which includes ELA for grades 4th through 8th and Math for grades 3rd through 8th.

Table 2.22: K-8 accelerated²¹ placement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	34	1	26	26	294	381
2020-21	25	1	18	18	200	262
2021-22	14	1	11	12	122	160

Chart 2.22: K-8 accelerated placement percent by race/ethnicity

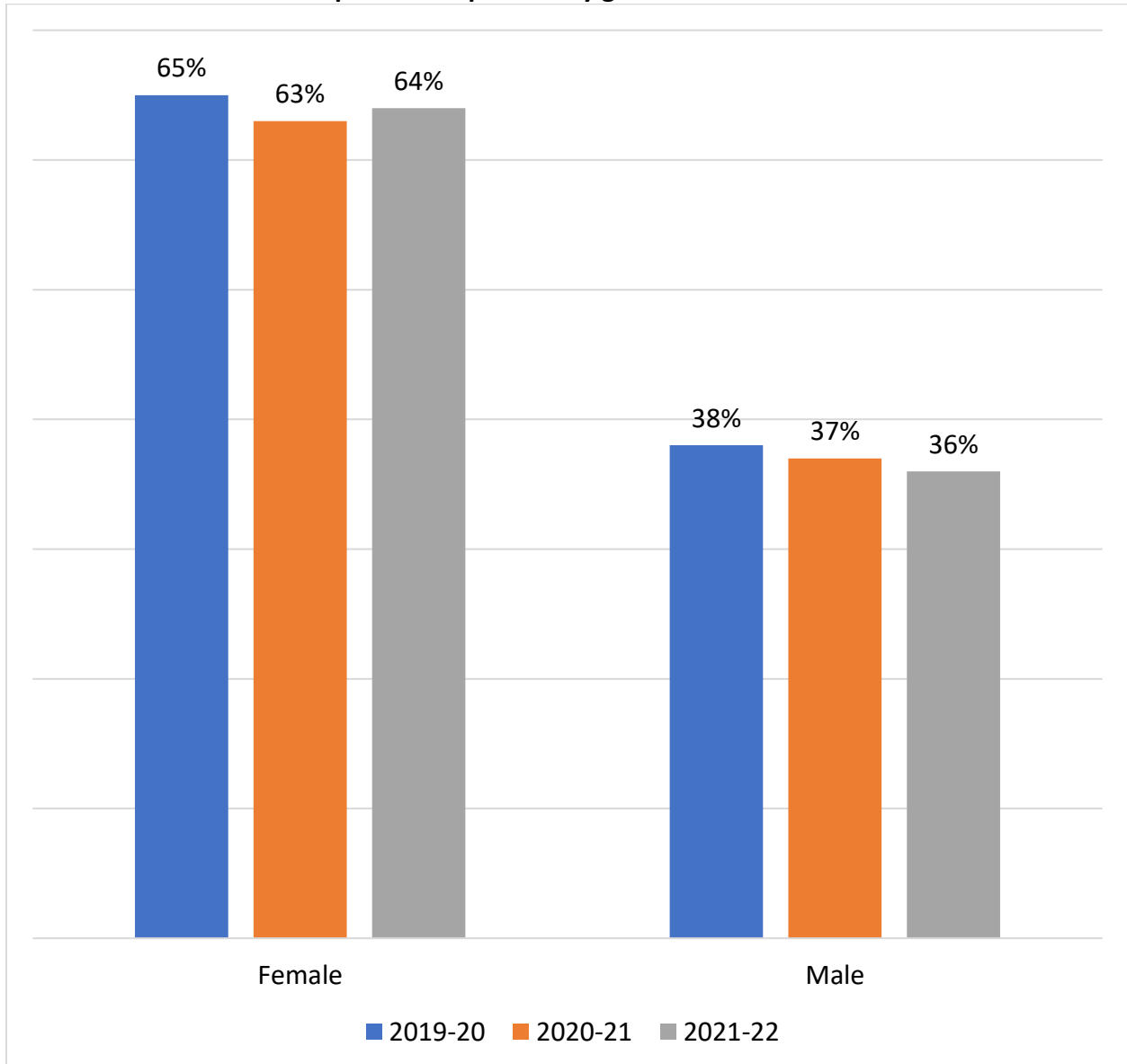


²¹ All accelerated placement which includes ELA for grades 4th through 8th and Math for grades 3rd through 8th.

Table 2.23: K-8 accelerated²² placement count by gender

Year	Female	Male	Total
2019-20	64	40	104
2020-21	50	29	79
2021-22	39	22	61

Chart 2.23: K-8 accelerated placement percent by gender

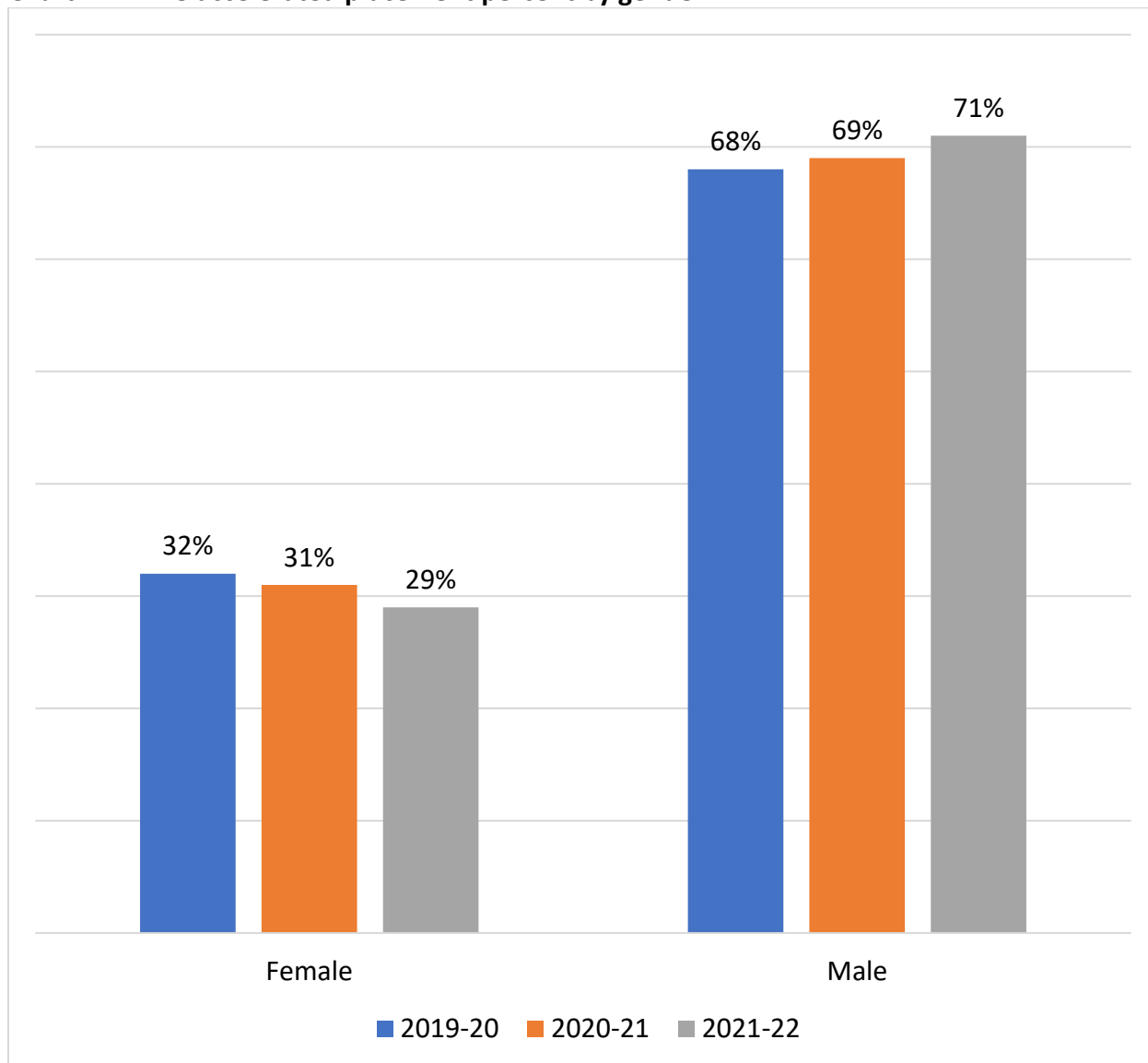


²² All accelerated placement which includes ELA for grades 4th through 8th and Math for grades 3rd through 8th.

Table 2.24: K-8 accelerated²³ placement count by gender

Year	Female	Male	Total
2019-20	73	152	225
2020-21	61	137	198
2021-22	42	103	145

Chart 2.24: K-8 accelerated placement percent by gender

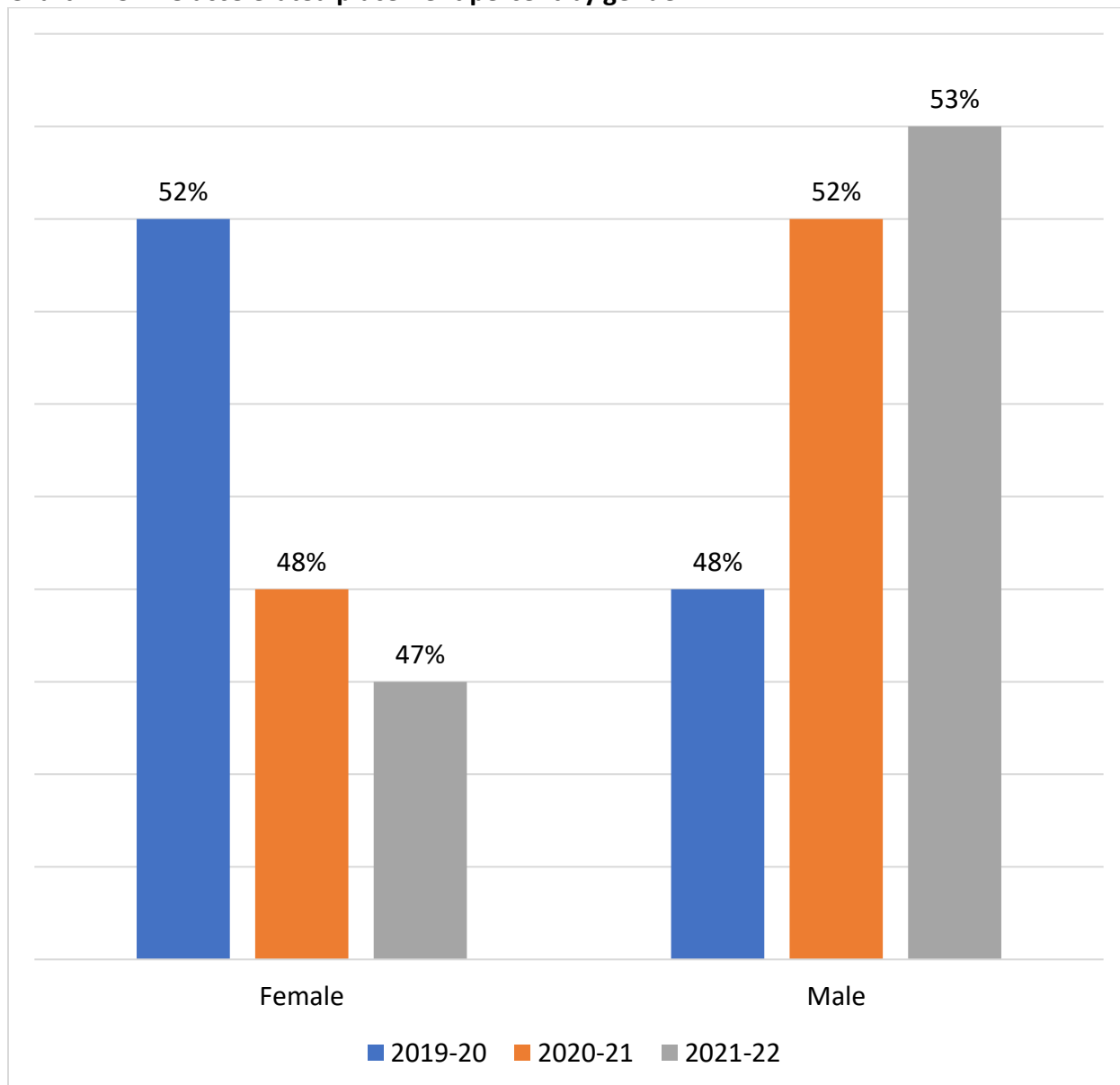


²³ All accelerated placement which includes ELA for grades 4th through 8th and Math for grades 3rd through 8th.

Table 2.25: K-8 accelerated²⁴ placement count by gender

Year	Female	Male	Total
2019-20	200	181	381
2020-21	126	136	262
2021-22	75	85	160

Chart 2.25: K-8 accelerated placement percent by gender

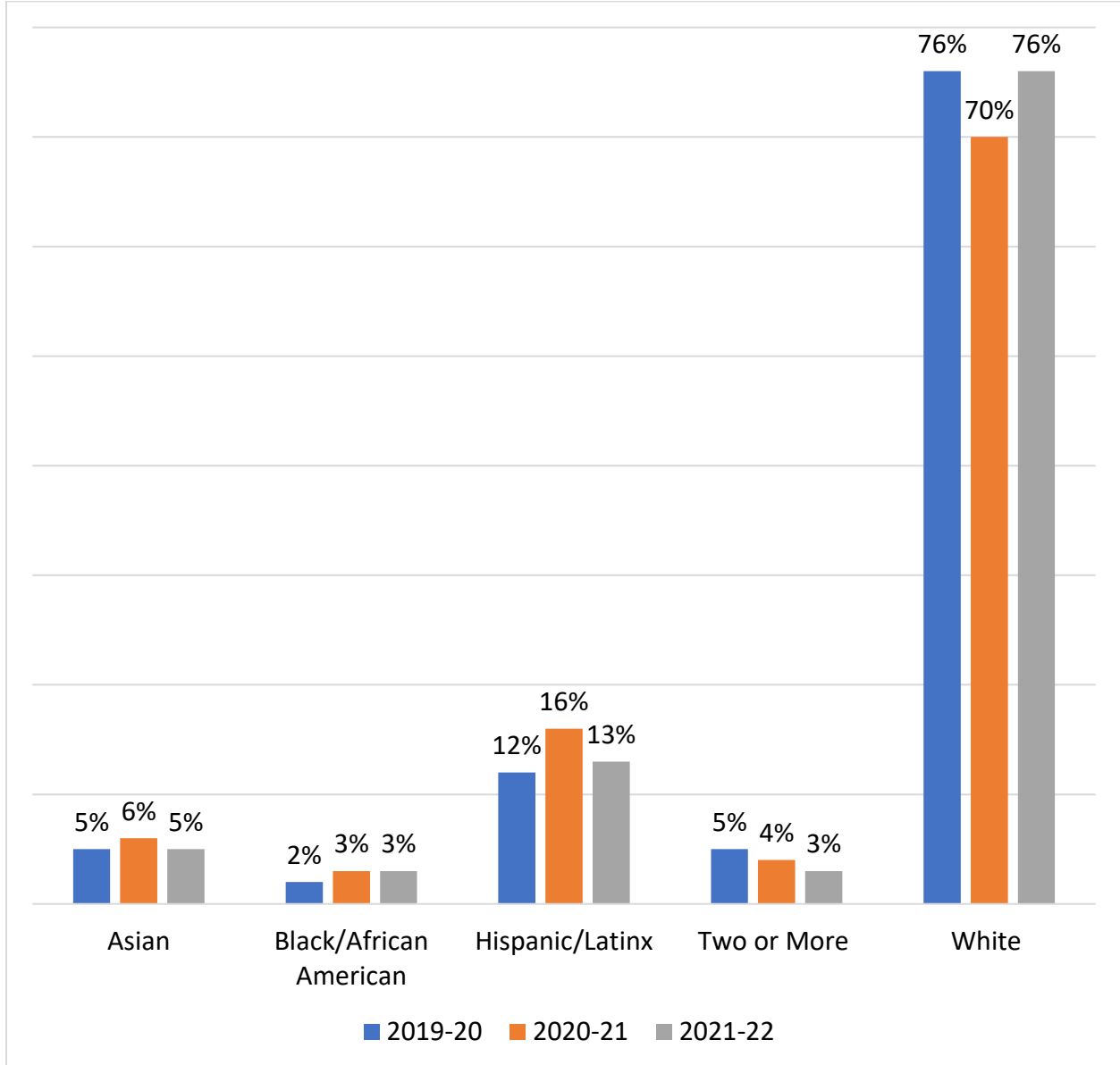


²⁴ All accelerated placement which includes ELA for grades 4th through 8th and Math for grades 3rd through 8th.

Table 2.26: Count of students in tiered²⁵ supports by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	15	6	36	15	224	296
2020-21	21	12	55	14	243	345
2021-22	20	11	48	13	284	376

Chart 2.26: Percent of students in tiered supports by race/ethnicity

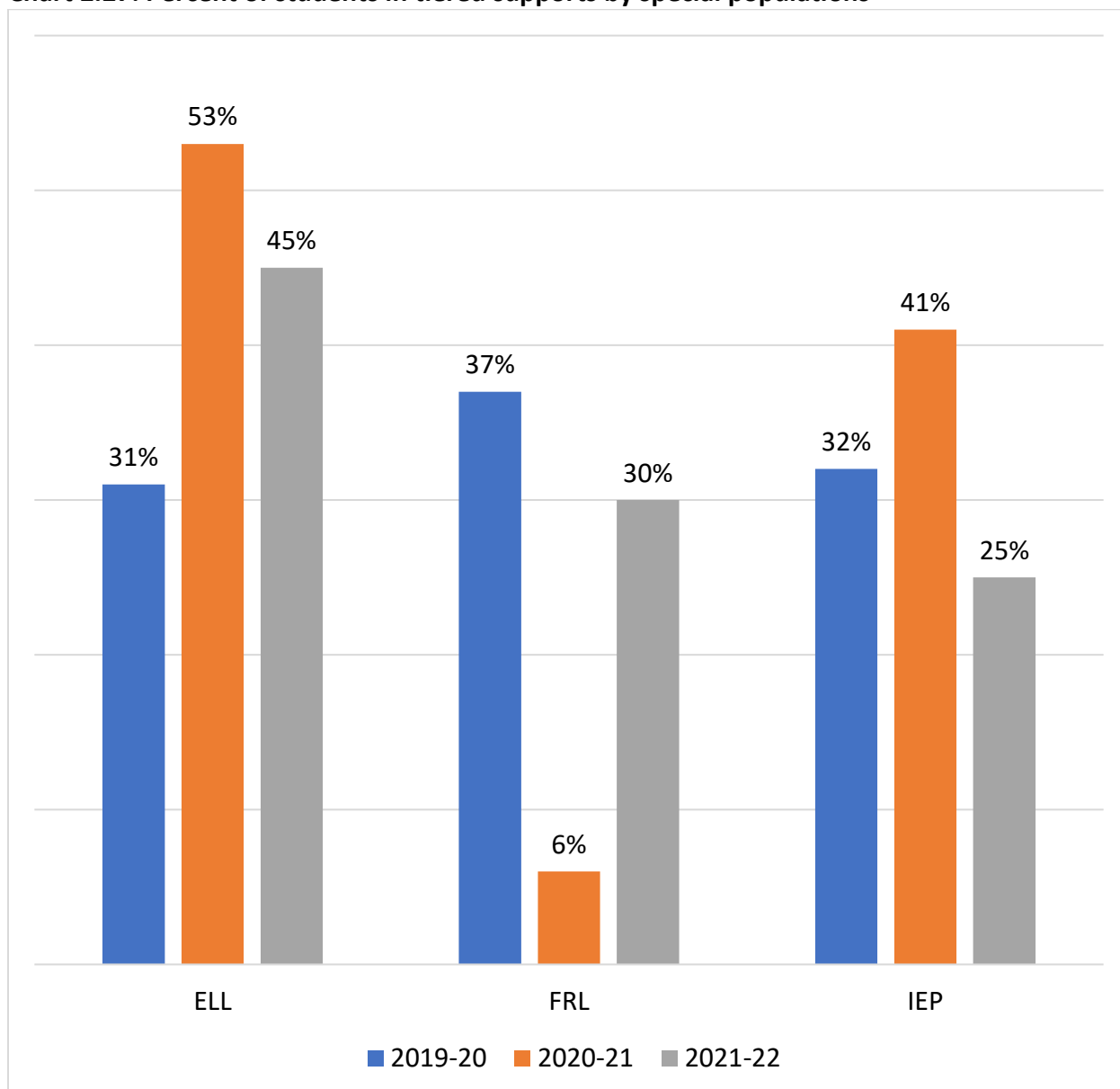


²⁵ Students not differentiated by Tier. Tiered supports include Tier 2 and Tier 3 students.

Table 2.27: Count of students in tiered²⁶ supports by special populations

Year	ELL	FRL	IEP
2019-20	29	35	30
2020-21	37	4	29
2021-22	59	39	33

Chart 2.27: Percent of students in tiered supports by special populations

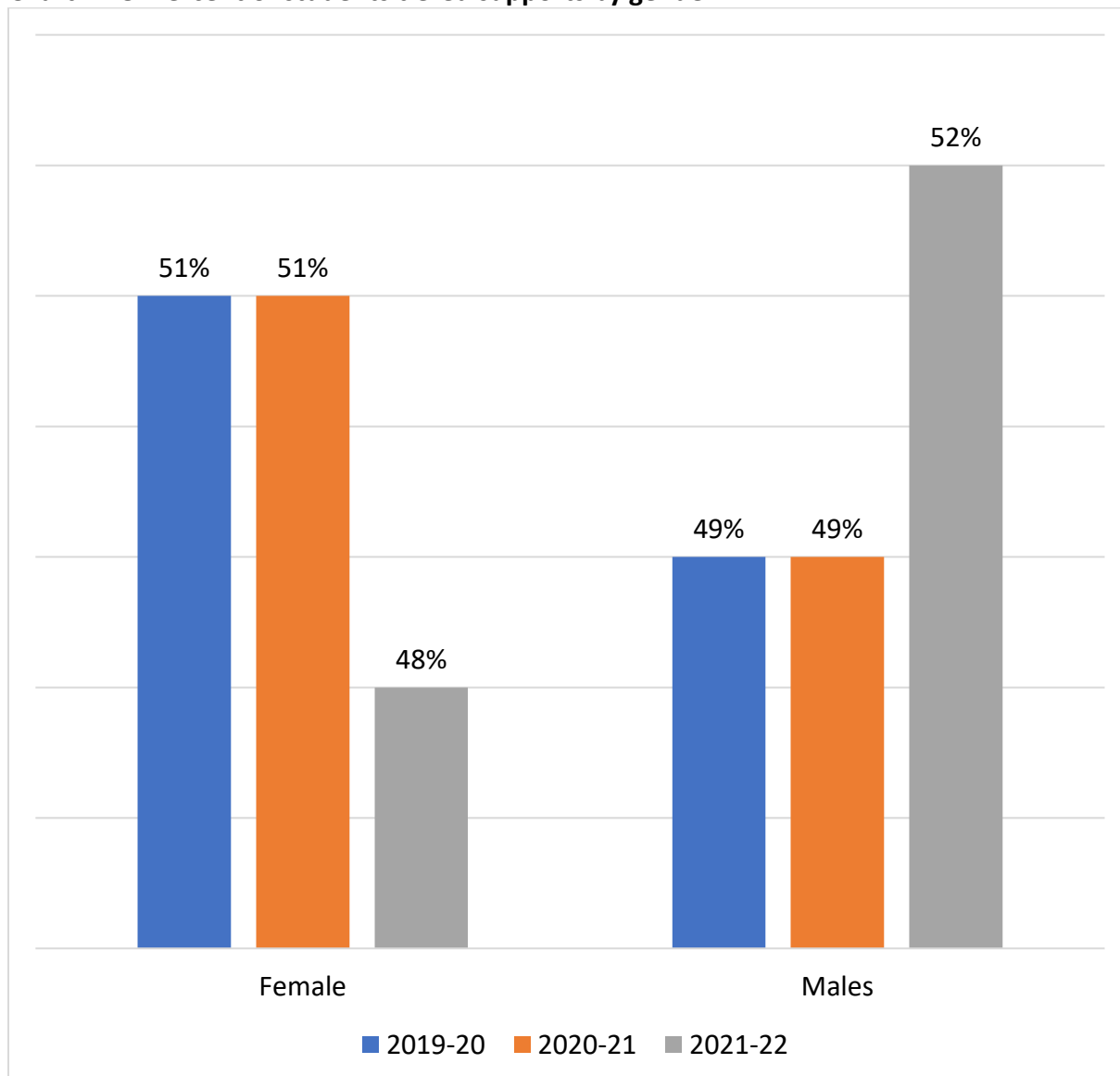


²⁶ Students not differentiated by Tier. Tiered supports include Tier 2 and Tier 3 students.

Table 2.28: Count of students in tiered²⁷ supports by gender

Year	Female	Male	Total
2019-20	151	145	296
2020-21	175	170	345
2021-22	182	194	376

Chart 2.28: Percent of students tiered supports by gender

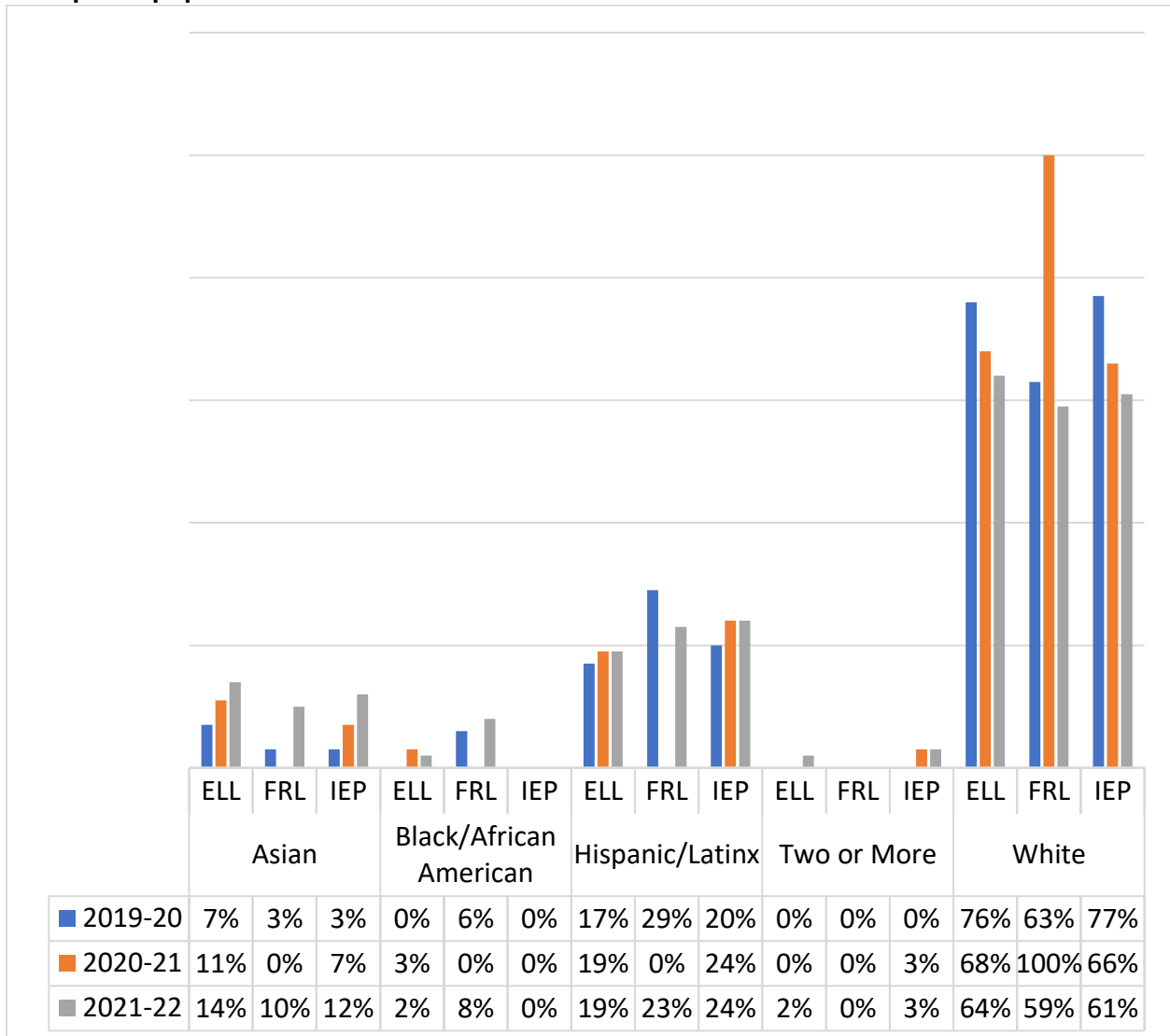


²⁷ Students not differentiated by Tier. Tiered supports include Tier 2 and Tier 3 students.

Table 2.29: Count of students in tiered²⁸ supports by the intersectionality of race/ethnicity and special populations

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
2019-20	2	1	1	0	2	0	5	10	6	0	0	0	22	22	23
2020-21	4	0	2	1	0	0	7	0	7	0	0	1	25	4	19
2021-22	8	4	4	1	3	0	11	9	8	1	0	1	38	23	20

Chart 2.29: Percent of students in tiered supports by the intersectionality of race/ethnicity and special populations

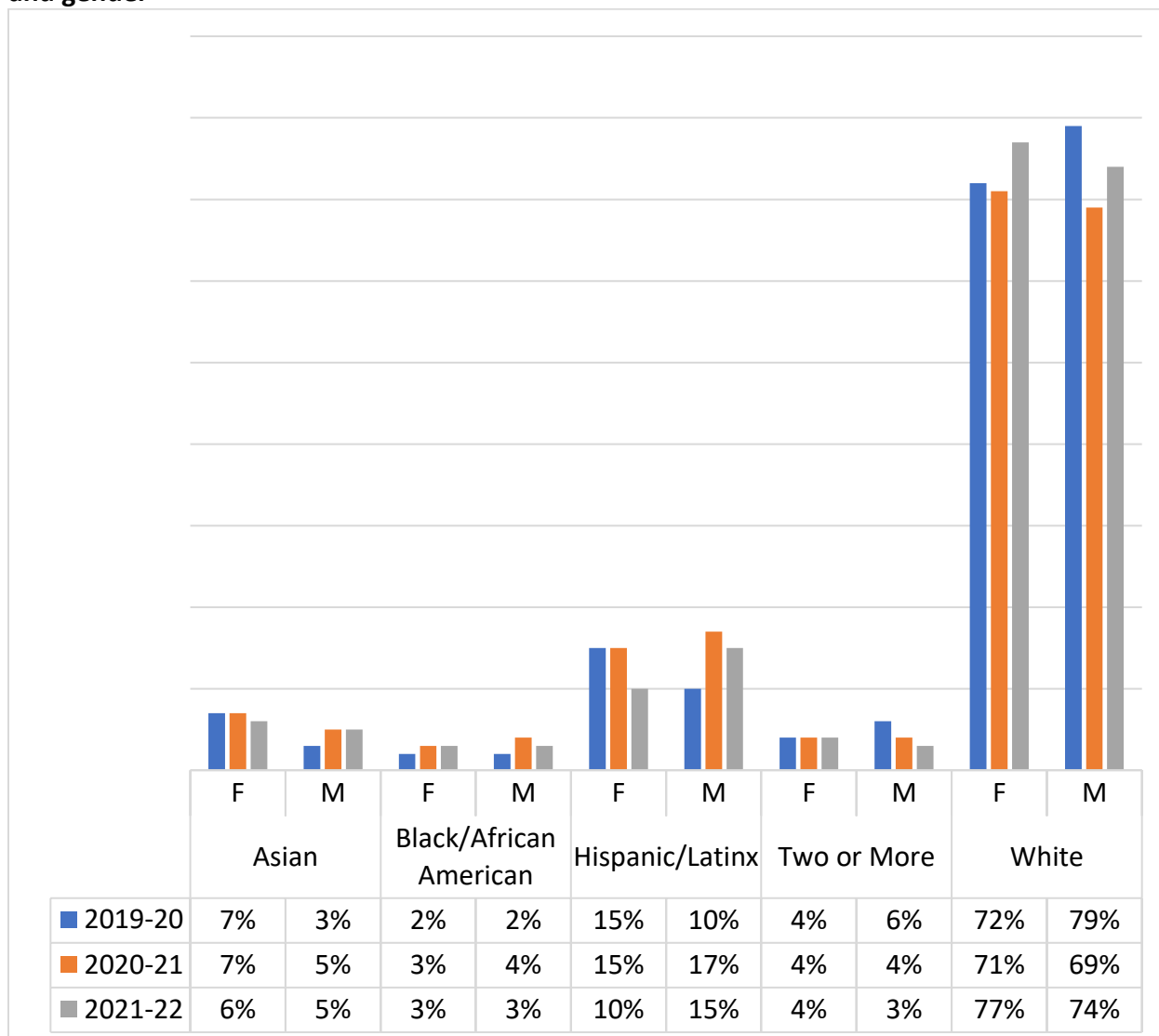


²⁸ Students not differentiated by Tier. Tiered supports include Tier 2 and Tier 3 students.

Table 2:30: Count of students in tiered²⁹ supports by the intersectionality of race/ethnicity and gender

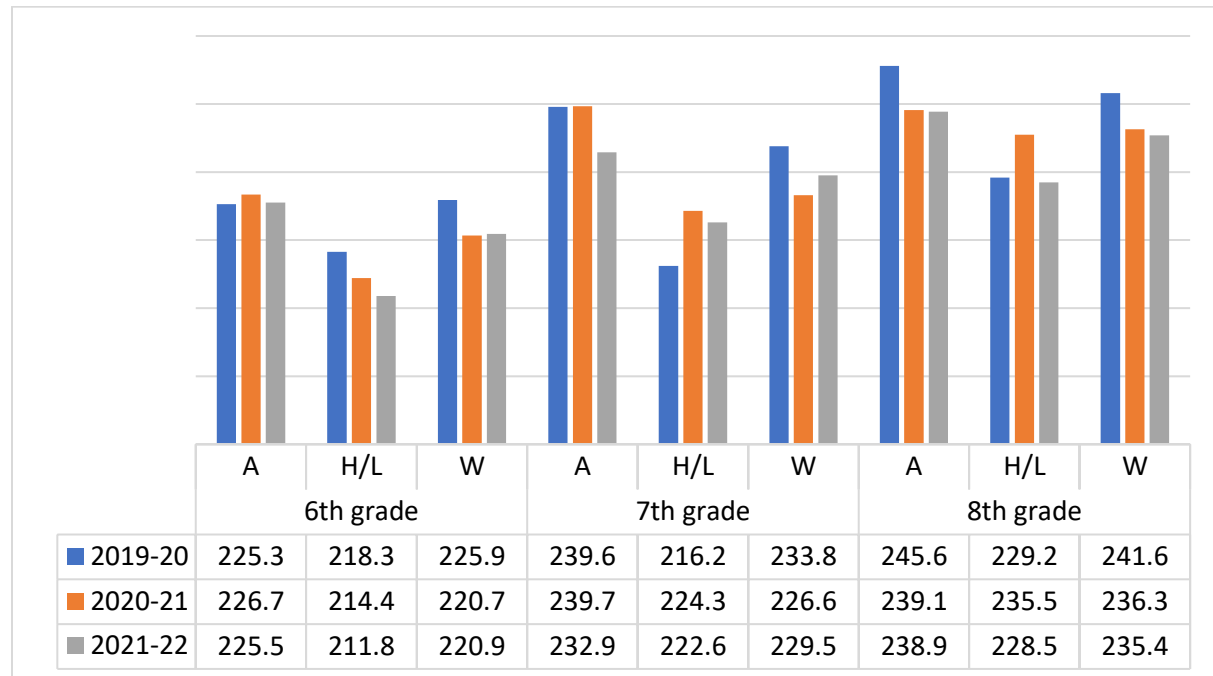
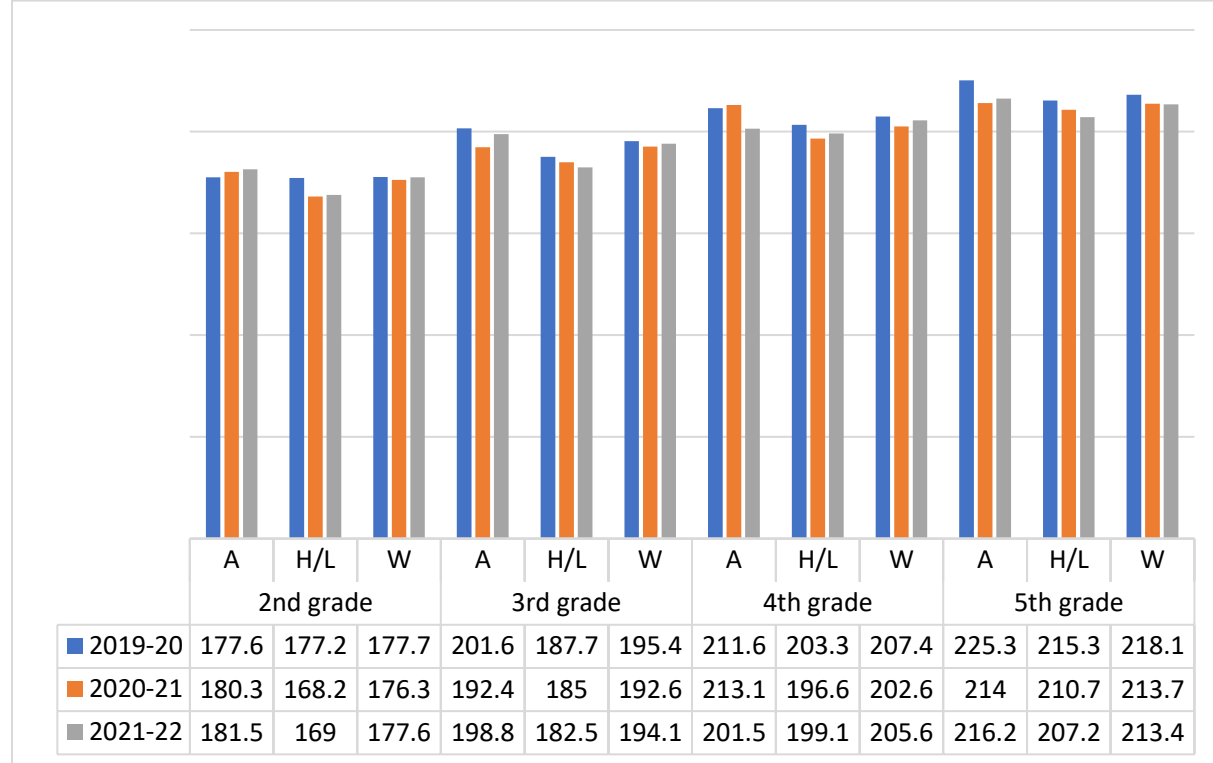
Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2019-20	11	4	3	3	22	14	6	9	109	115
2020-21	12	9	5	7	26	29	7	7	125	118
2021-22	11	9	5	6	19	29	7	6	140	144

Chart 2.30: Percent of students in tiered supports by the intersectionality of race/ethnicity and gender



²⁹ Students not differentiated by Tier. Tiered supports include Tier 2 and Tier 3 students.

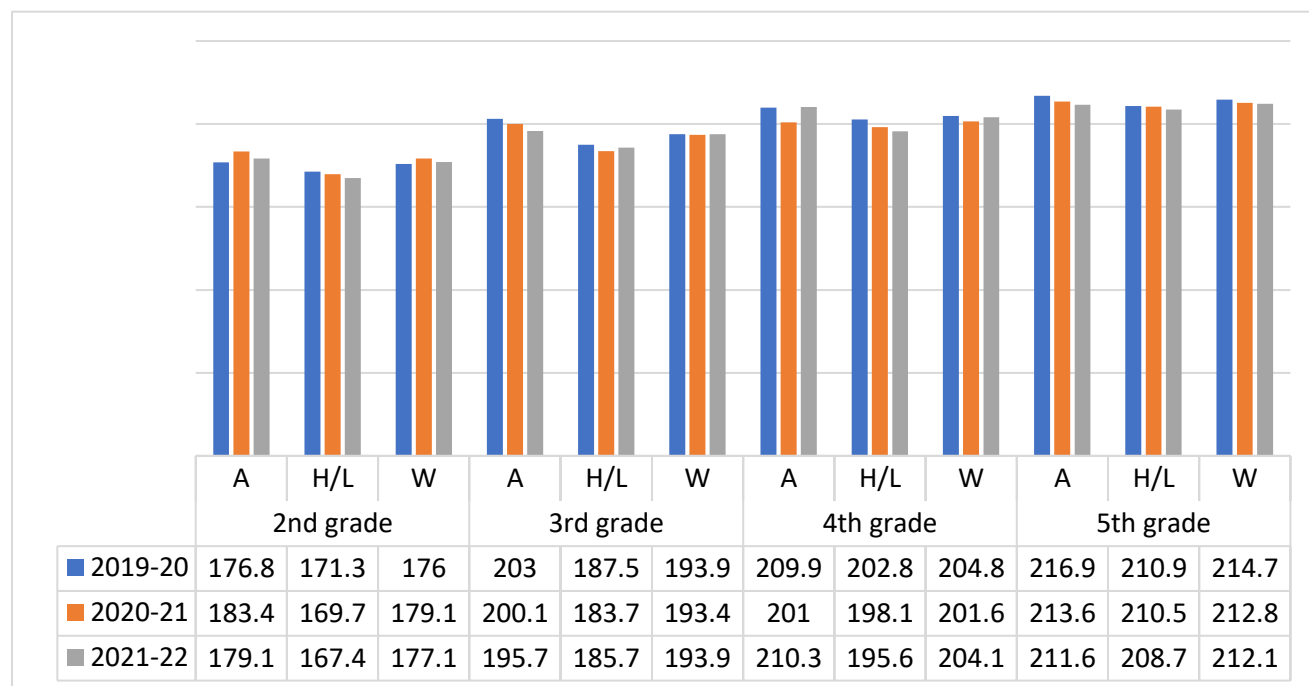
Table/Chart 2.31: Students MEAN RIT³⁰ on Fall MAP³¹ in Math by race/ethnicity and grade
(A = Asian; H/L = Hispanic/Latinx; W = White)



³⁰ RIT (Rasch Unit) indicates measurement scale to simplify test scores

³¹ MAP stands for Measures of Academic Progress which is a benchmark assessment utilized by the district developed by NWEA (Northwest Evaluation Association). NWEA does not calculate a mean RIT for racial categories of less than 10 students.

Table/Chart 2.32: Students MEAN RIT³² on Fall MAP³³ in Reading by race/ethnicity and grade
(A = Asian; H/L = Hispanic/Latinx; W = White)

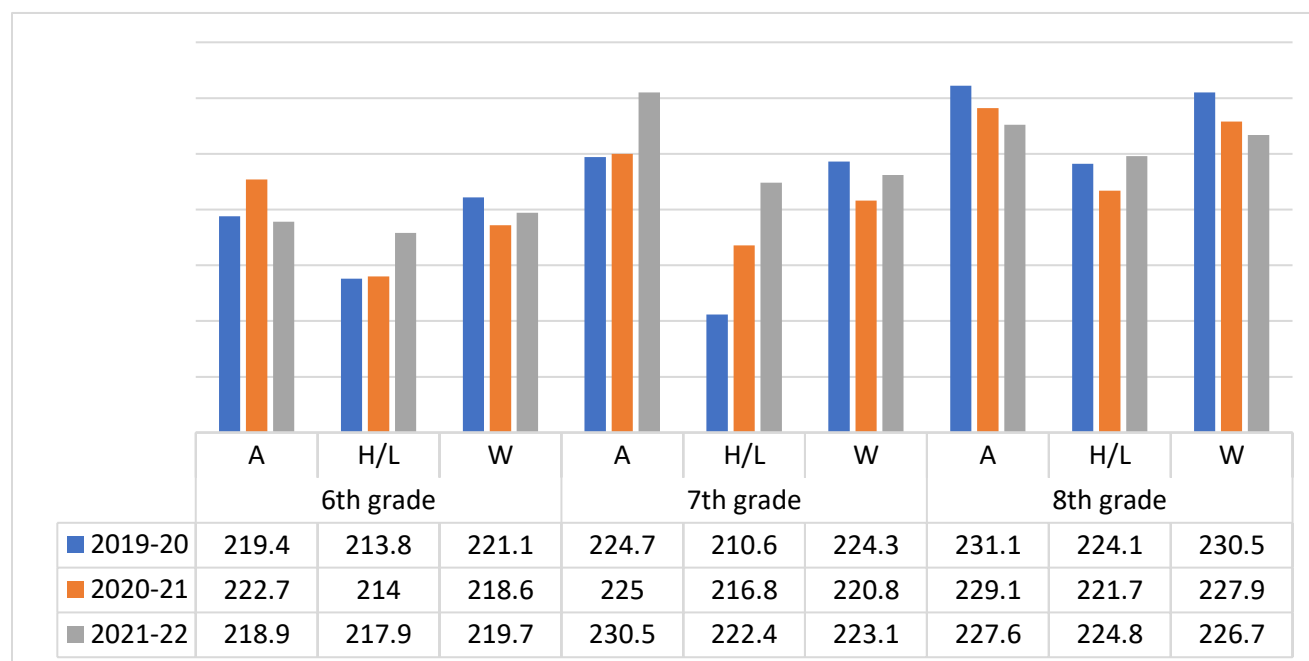
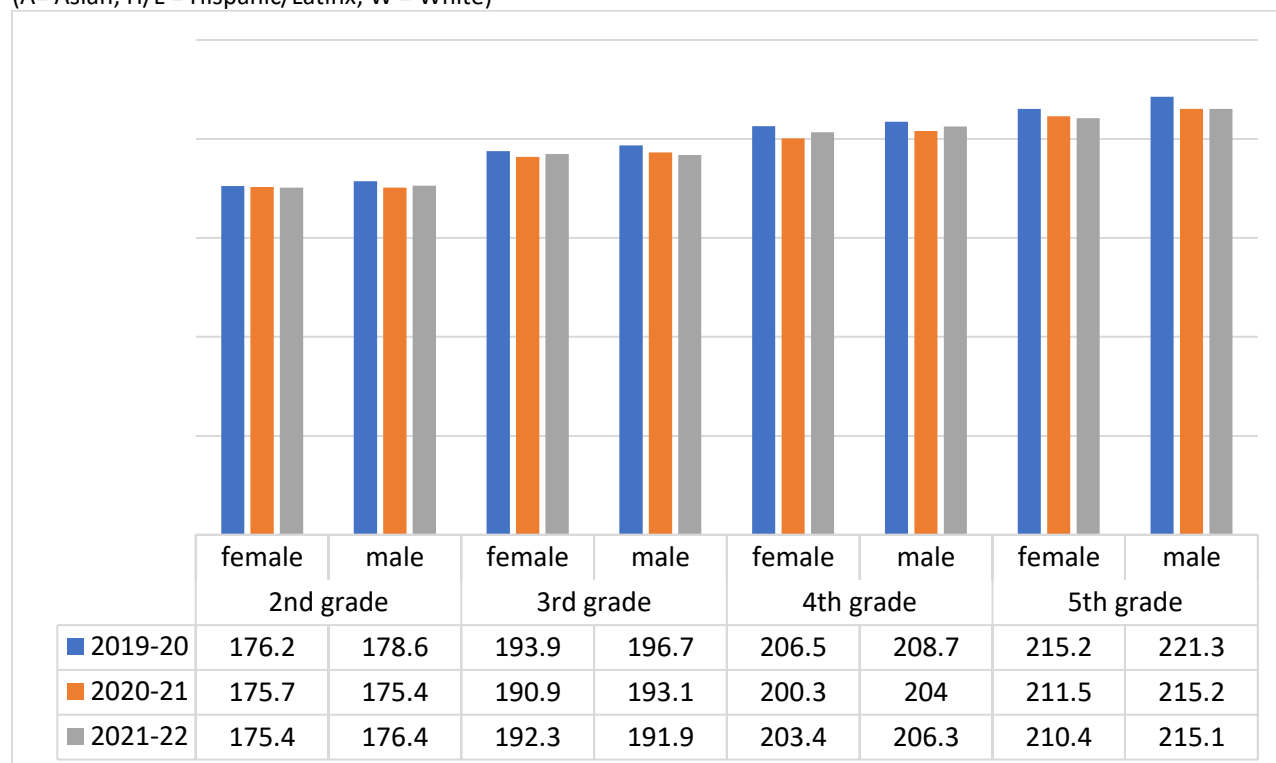


³² RIT (Rasch Unit) indicates measurement scale to simplify test scores

³³ MAP stands for Measures of Academic Progress which is a benchmark assessment utilized by the district developed by NWEA (Northwest Evaluation Association). NWEA does not calculate a mean RIT for racial categories of less than 10 students.

Table/Chart 2.33: Students MEAN RIT³⁴ on Fall MAP³⁵ in Math by race/ethnicity and gender

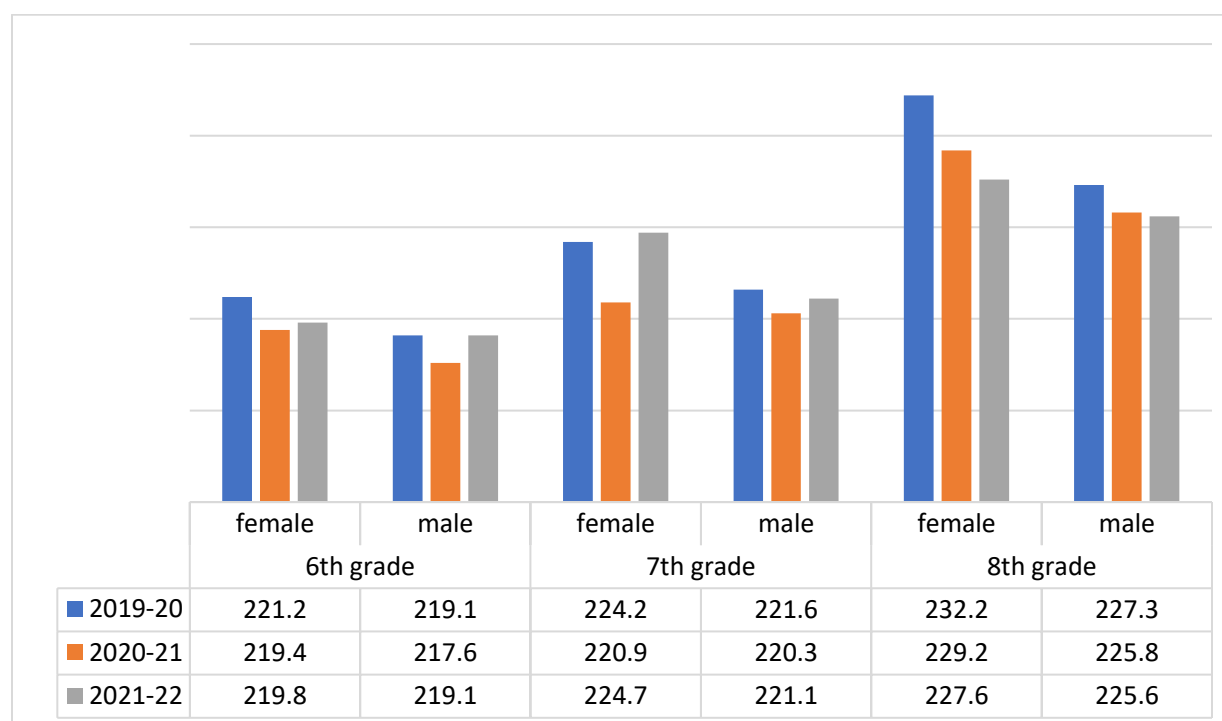
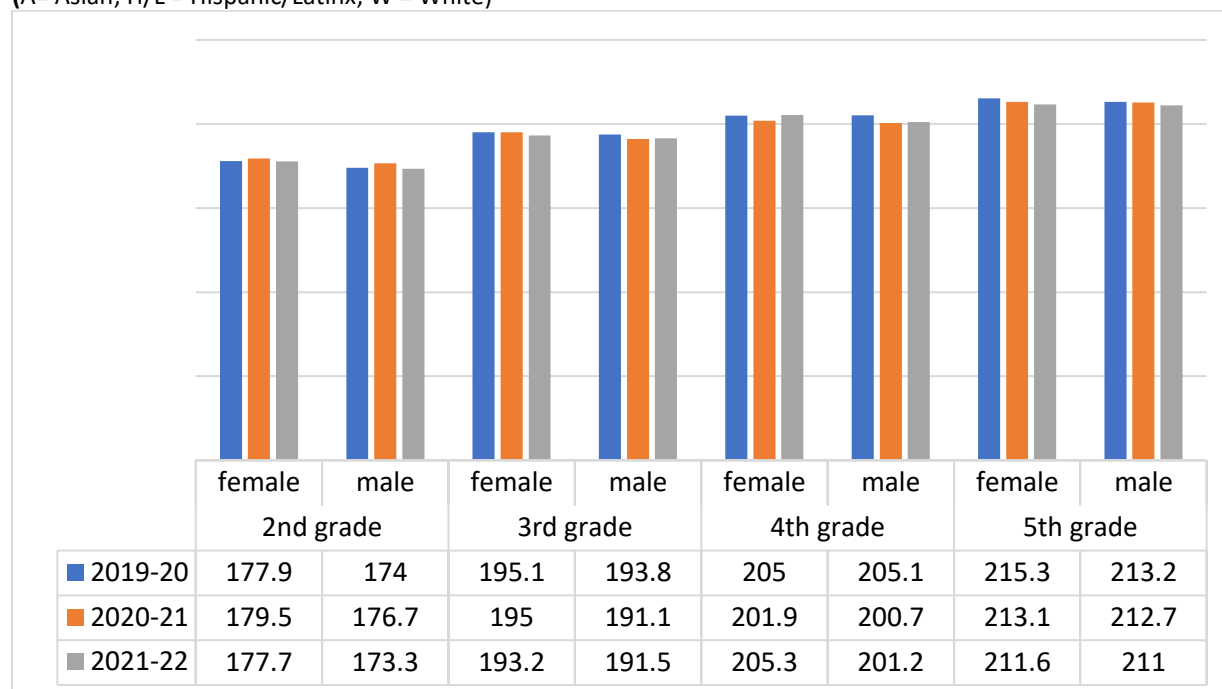
(A= Asian; H/L = Hispanic/Latinx; W = White)


³⁴ RIT (Rasch Unit) indicates measurement scale to simplify test scores

³⁵ MAP stands for Measures of Academic Progress which is a benchmark assessment utilized by the district developed by NWEA (Northwest Evaluation Association). NWEA does not calculate a mean RIT for racial categories of less than 10 students.



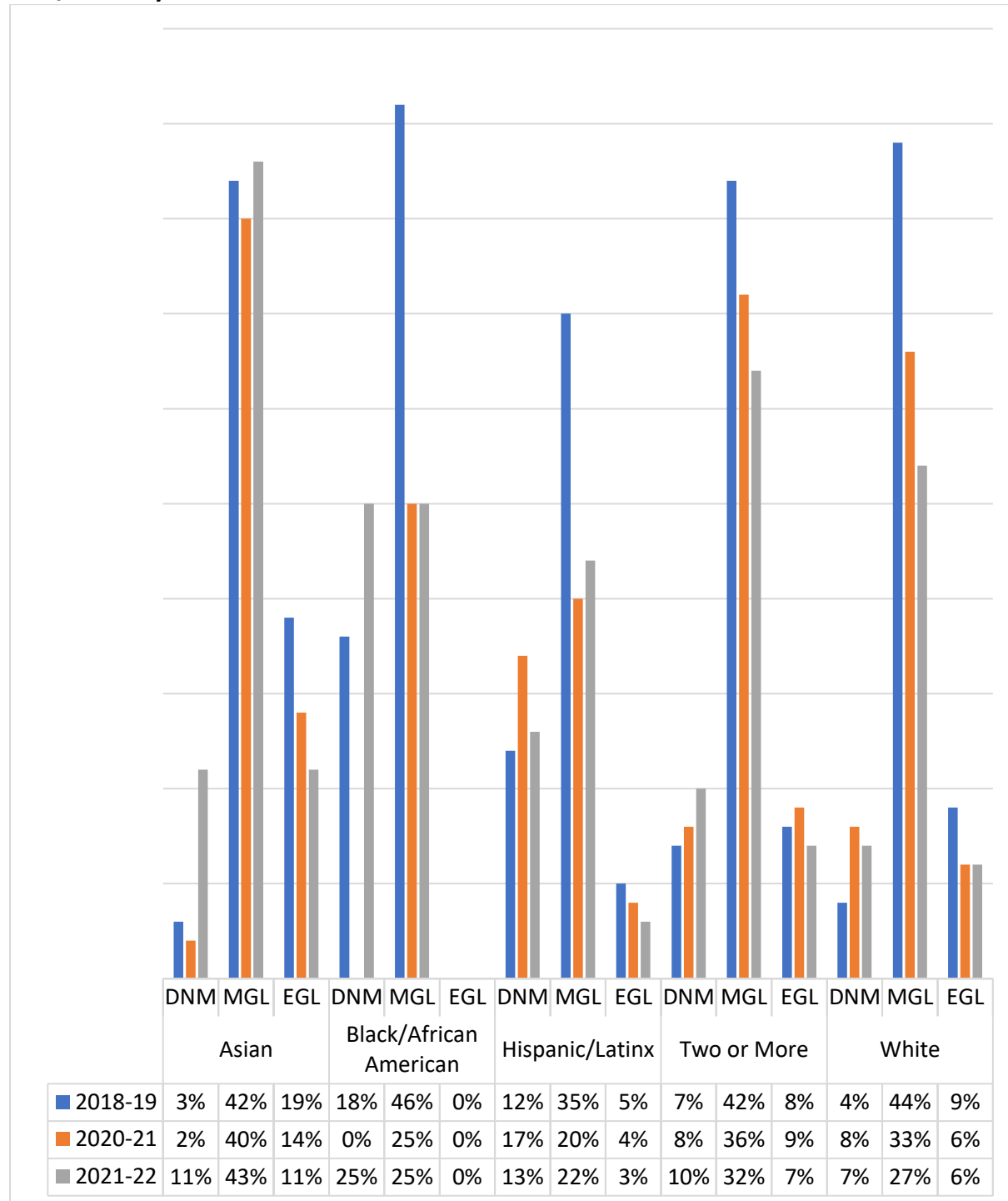
Table/Chart 2.34: Students MEAN RIT³⁶ on Fall MAP³⁷ in Reading by race/ethnicity and gender
(A= Asian; H/L = Hispanic/Latinx; W = White)



³⁶ RIT (Rasch Unit) indicates measurement scale to simplify test scores

³⁷ MAP stands for Measures of Academic Progress which is a benchmark assessment utilized by the district developed by NWEA (Northwest Evaluation Association). NWEA does not calculate a mean RIT for racial categories of less than 10 students.

Table/Chart 2.35: Student proficiency percent on Math standardized assessment by race/ethnicity

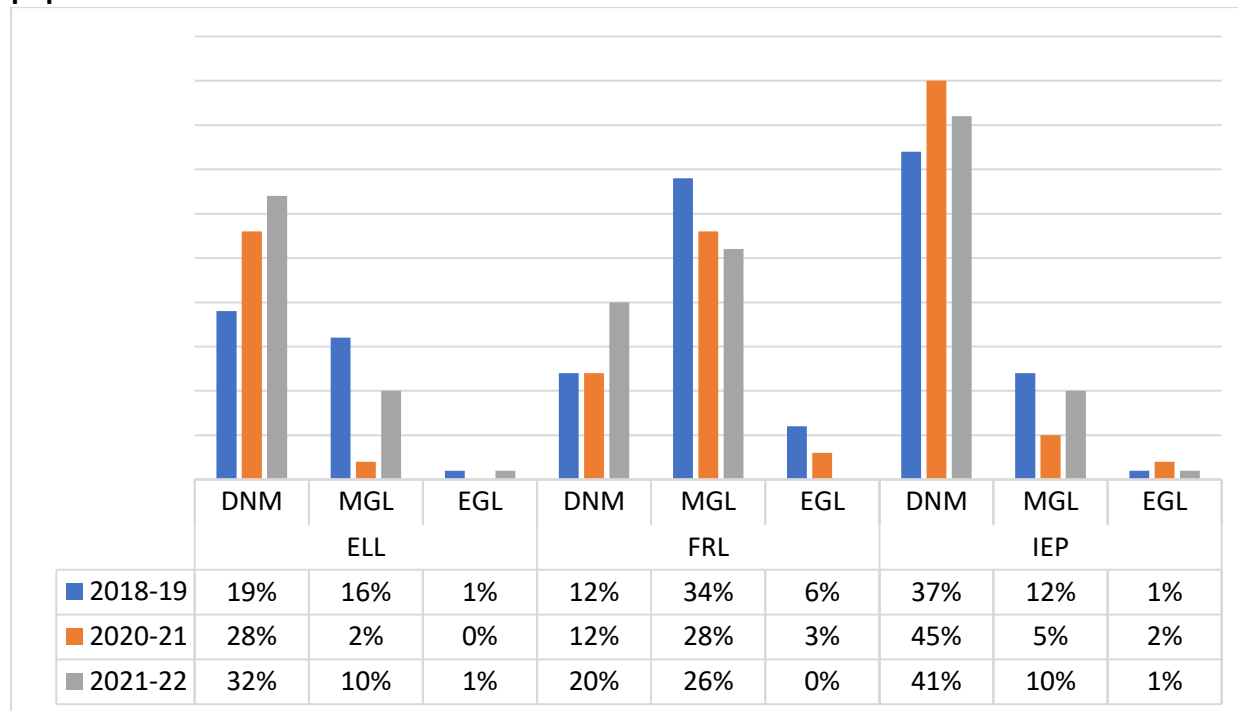


DNM = did not meet grade level expectations

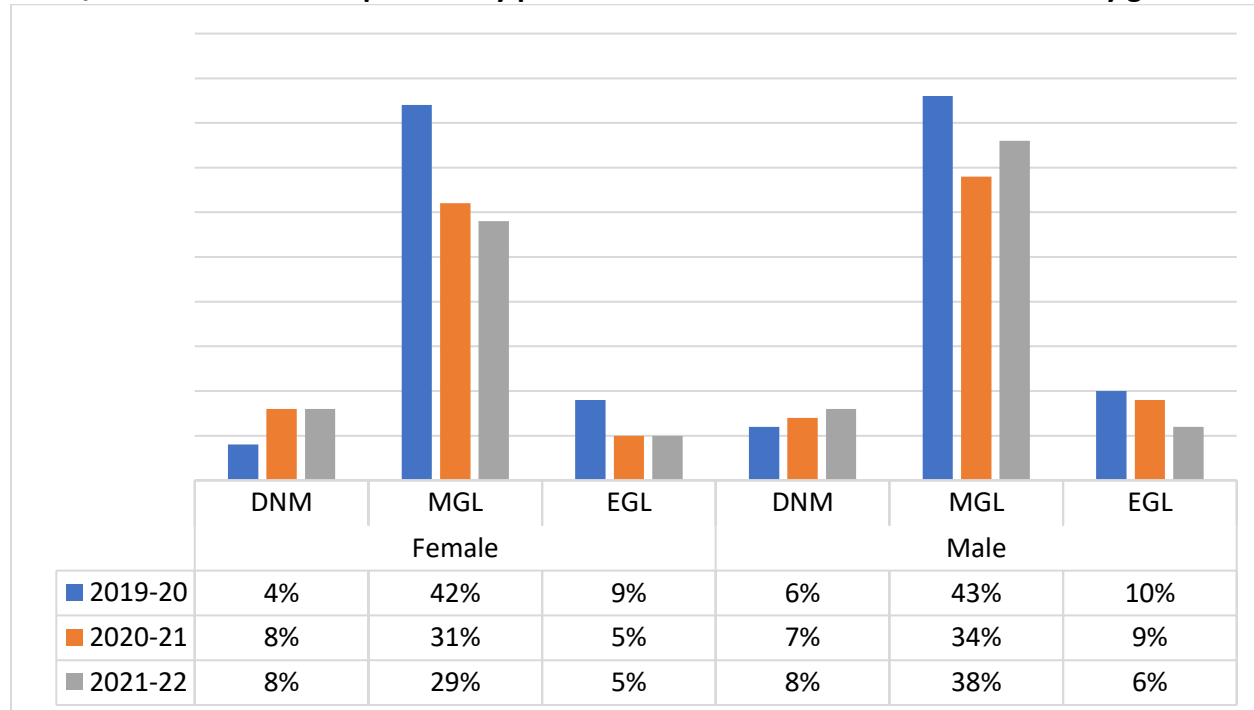
MGL = met grade level expectations

EGL = exceeded grade level expectations

Table/Chart 2.36: Student proficiency percent on Math standardized assessment by special populations



Table/Chart 2.37: Student proficiency percent on Math standardized assessment by gender

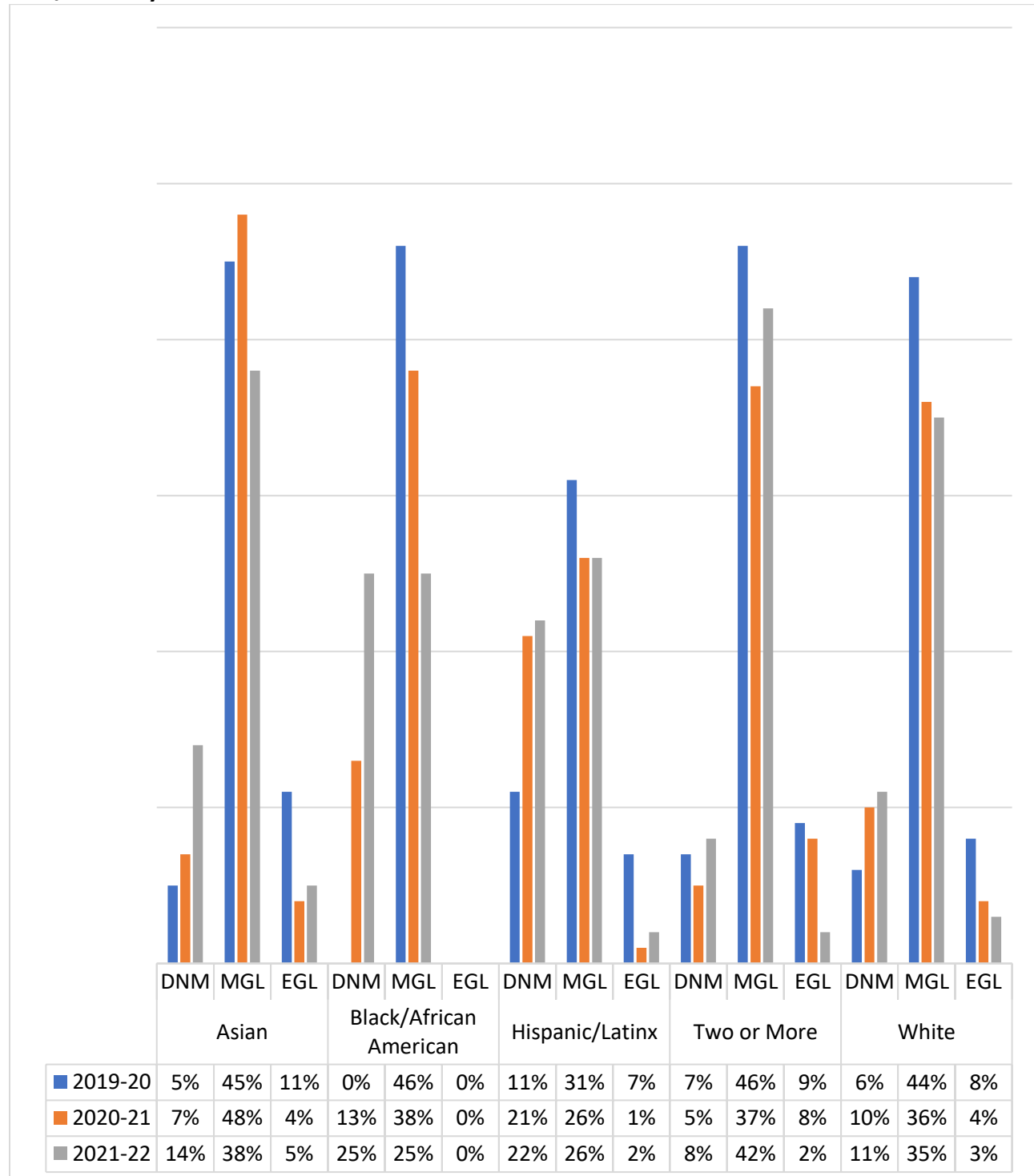


DNM = did not meet grade level expectations

MGL = met grade level expectations

EGL = exceeded grade level expectations

Table/Chart 2.38: Student proficiency percent on Reading standardized assessment by race/ethnicity

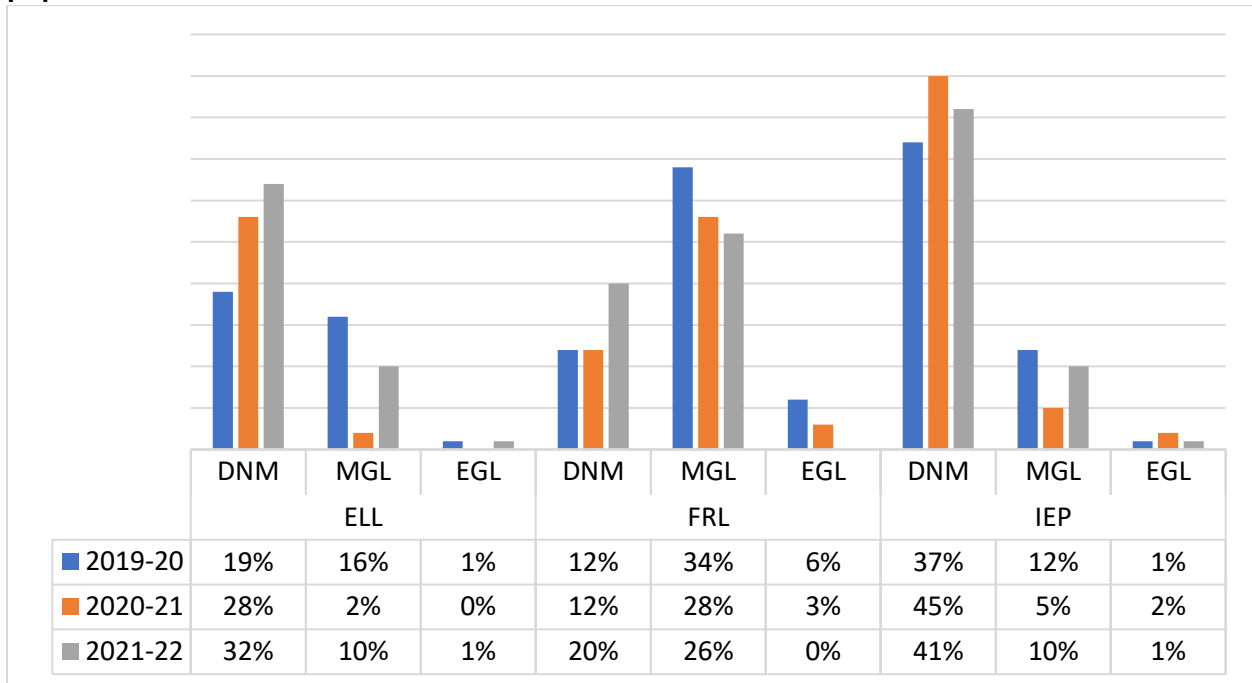


DNM = did not meet grade level expectations

MGL = met grade level expectations

EGL = exceeded grade level expectations

Table/Chart 2.39: Student proficiency percent on Reading standardized assessment by special populations



Table/Chart 2.40: Student proficiency percent on Reading standardized assessment by gender

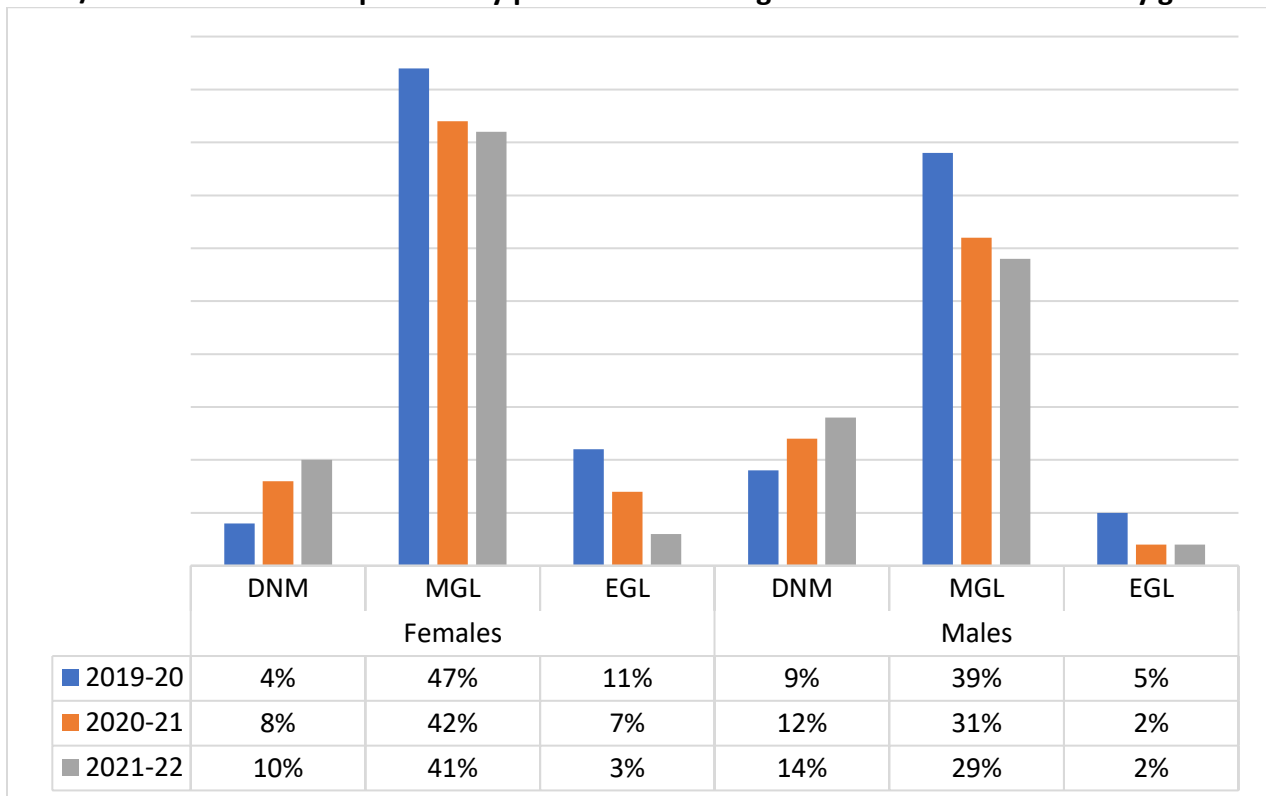


Table 2.41: Count of students in summer school by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	14	0	22	2	63	101
2020-21	39	6	56	15	184	300
2021-22	27	5	40	7	135	214

Chart 2.41: Percent of students in summer school by race/ethnicity

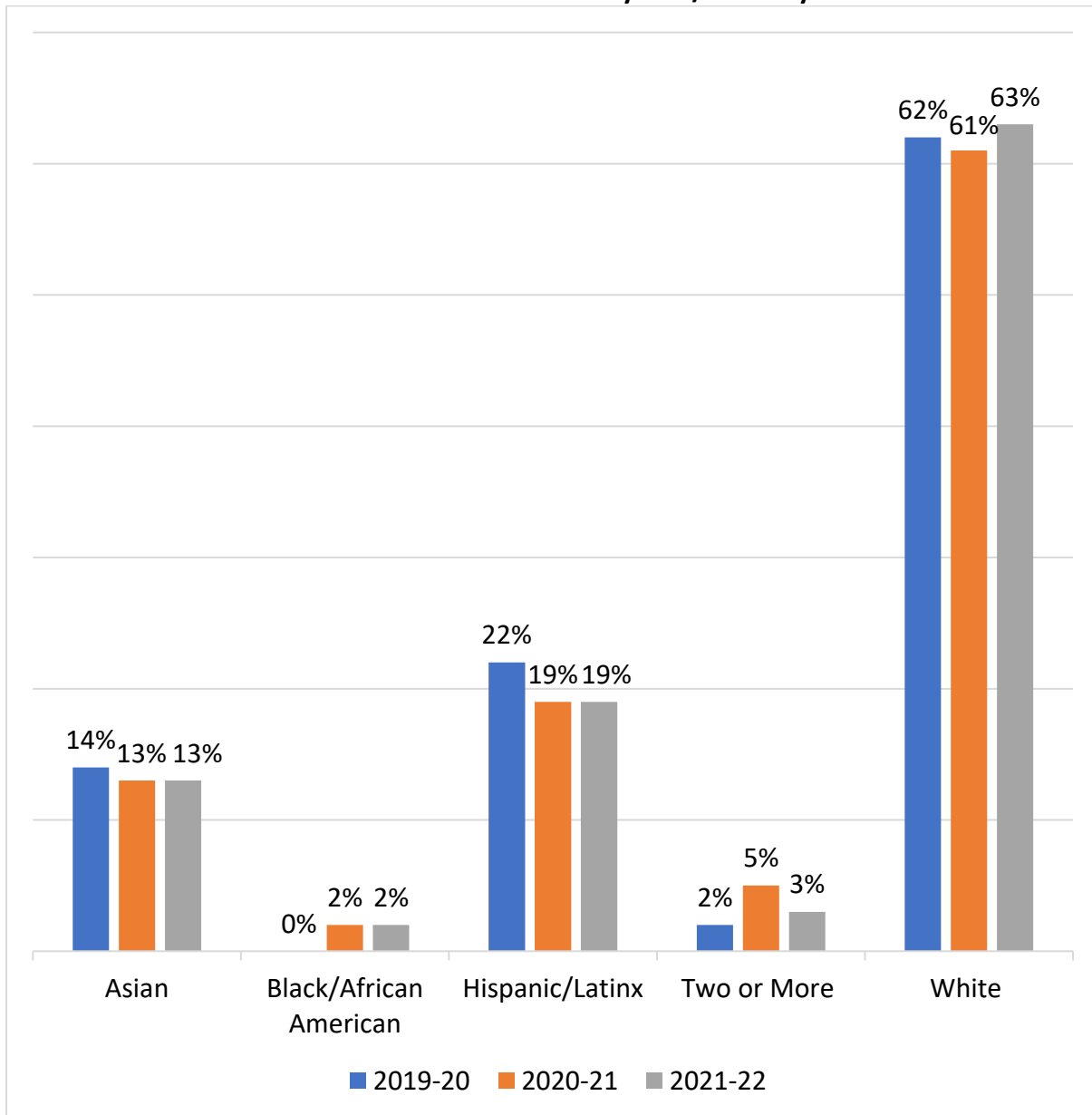


Table 2.42: Count of students in summer school by special populations

Year	ELL	FRL	IEP
2019-20	61	16	57
2020-21	76	26	106
2021-22	98	33	94

Chart 2.42: Percent of students in summer school by special populations

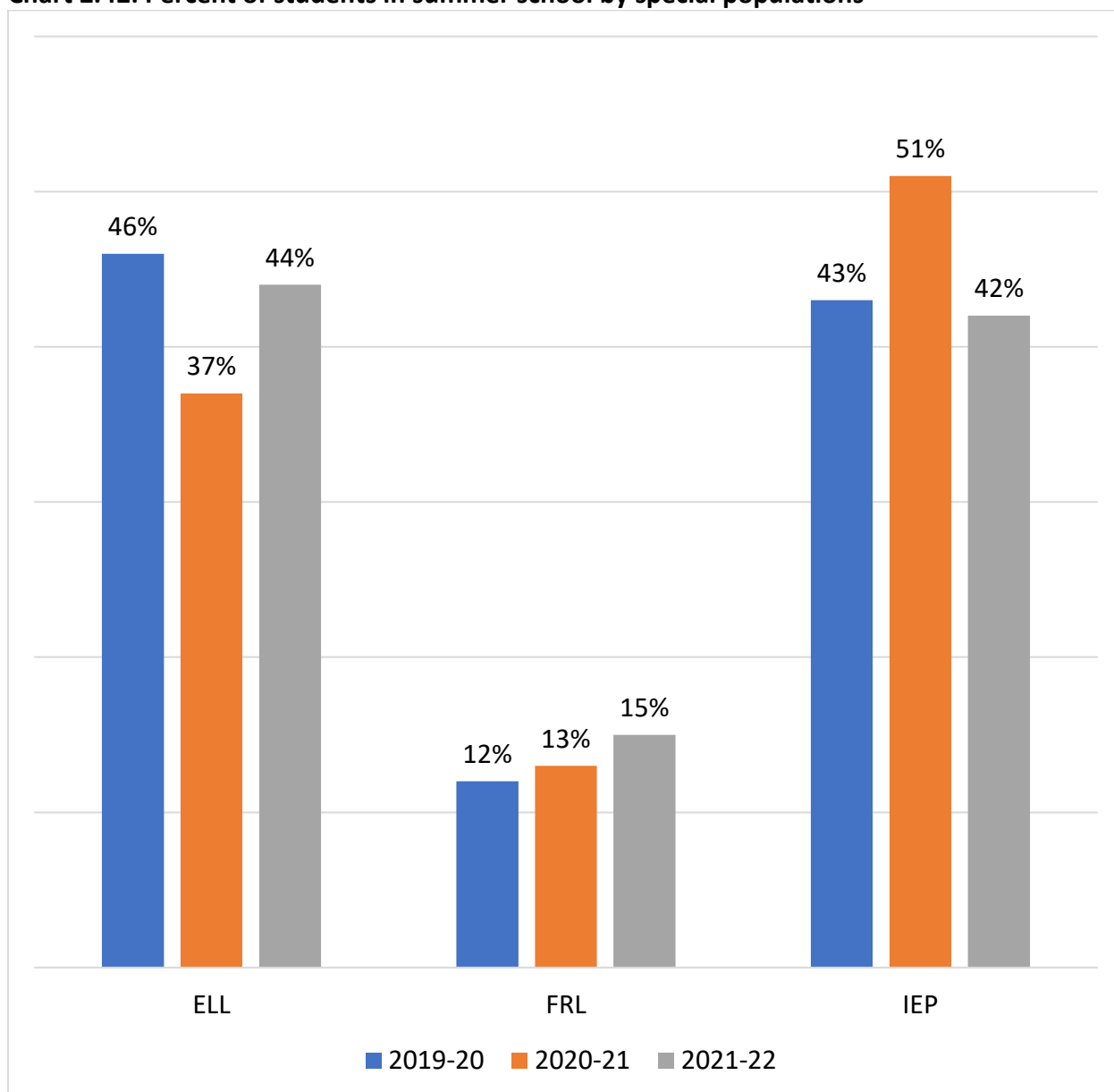


Table 2.43: Count of students in summer school by gender

Year	Female	Male	Total
2019-20	36	65	101
2020-21	127	174	301
2021-22	79	135	214

Chart 2.43: Percent of students in summer school by gender

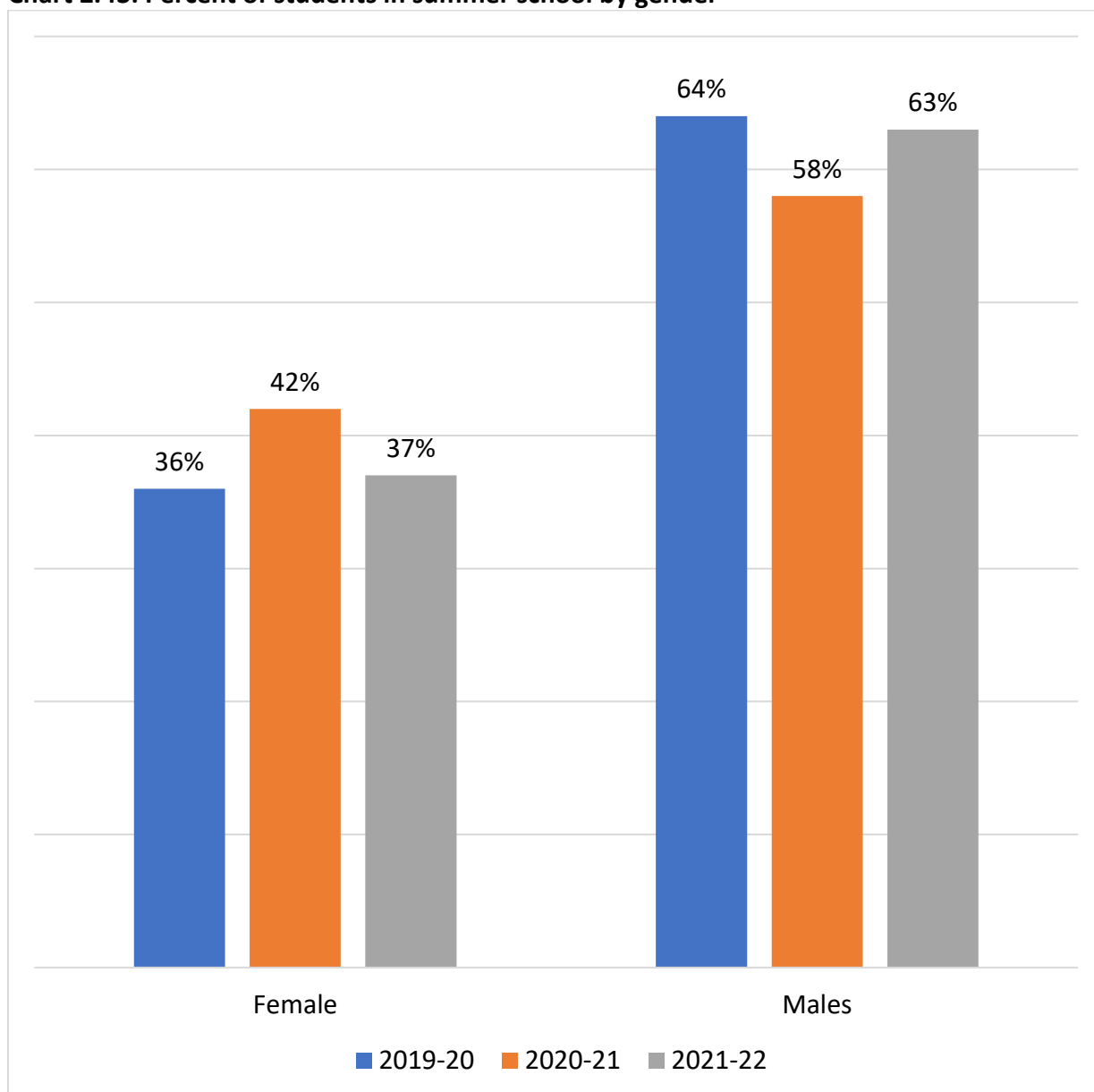


Table 2.44: Count of students in summer school by the intersectionality of race/ethnicity and special populations

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
2019-20	12	1	6	0	0	0	12	4	20	0	0	2	37	1	30
2020-21	15	6	10	1	1	1	10	13	15	0	0	7	15	5	49
2021-22	23	5	1	1	3	0	20	13	6	2	0	1	48	11	14

Chart 2.44: Percent of students in summer school by the intersectionality of race/ethnicity and special populations

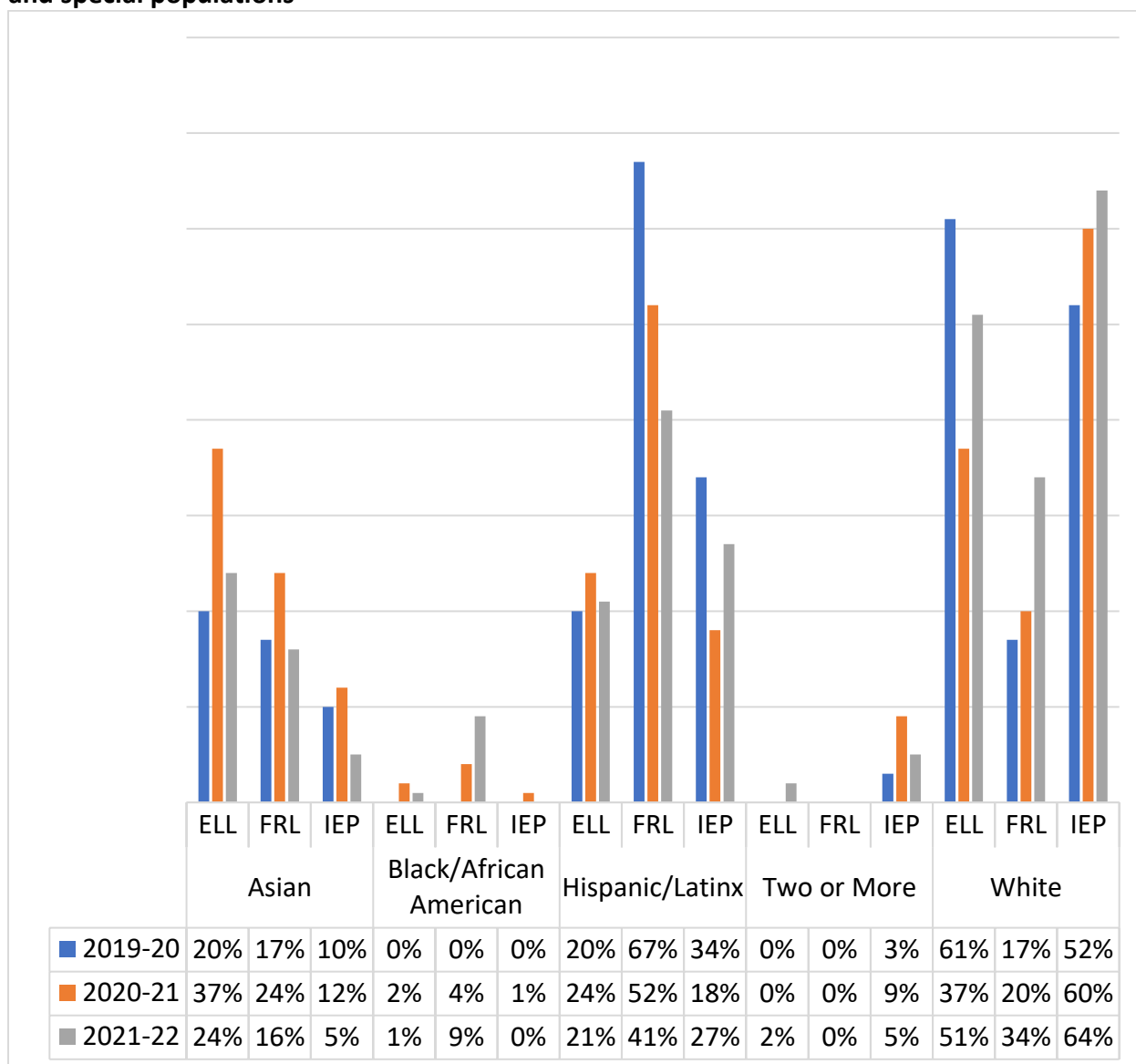


Table 2.45: Count of students in summer school by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2019-20	0	0	0	0	9	13	0	2	19	43
2020-21	0	0	3	3	25	29	3	12	74	107
2021-22	0	0	4	1	15	21	1	6	48	88

Chart 2.45: Percent of students in summer school by the intersectionality of race/ethnicity and gender

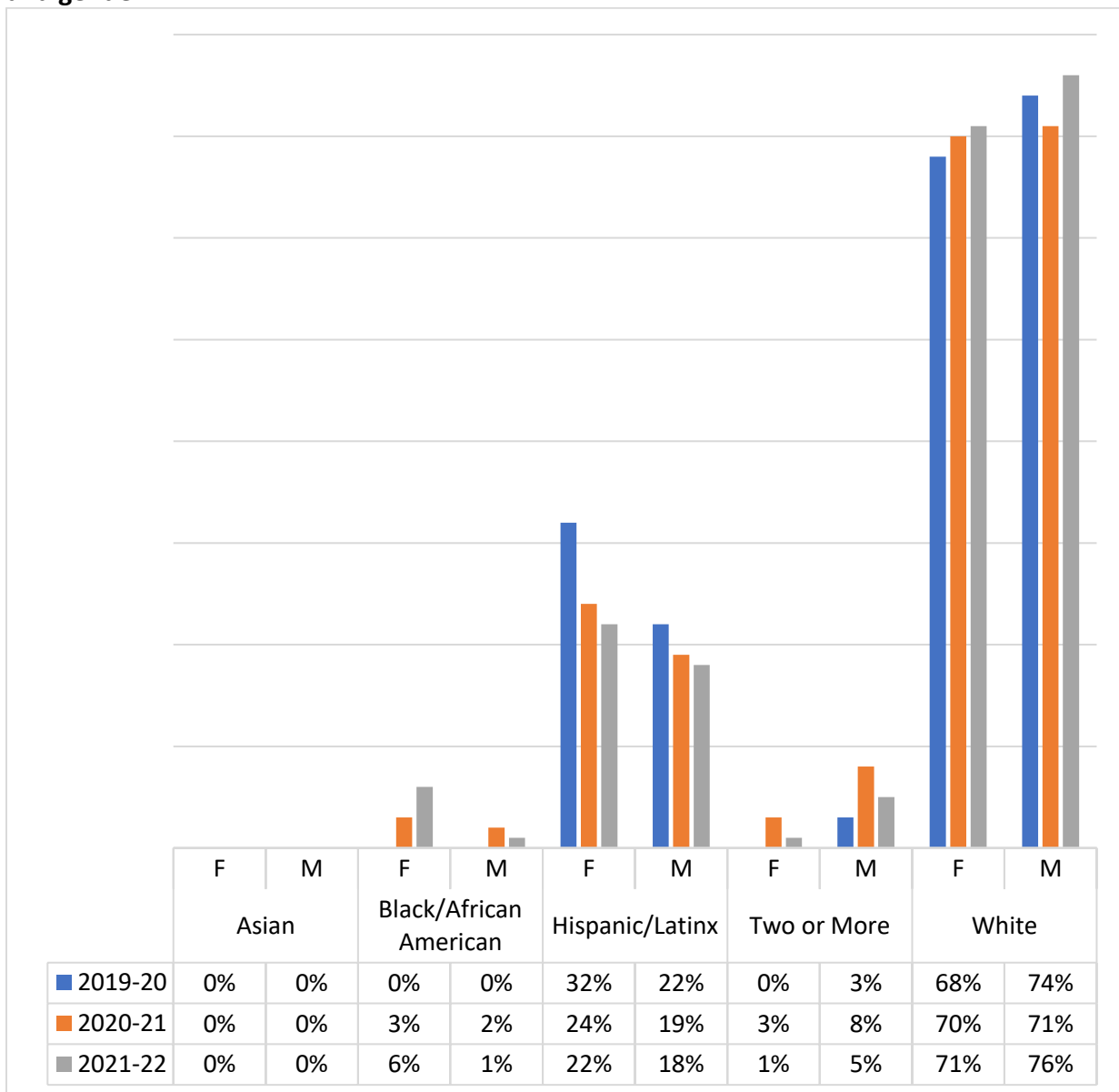


Table 2.46: In-school and out-of-school suspension incident count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	0	0	3	0	15	21
2020-21	0	0	1	0	7	8
2021-22	0	0	4	0	19	23

Chart 2.46 In-school and out-of-school suspension incident percent by race/ethnicity

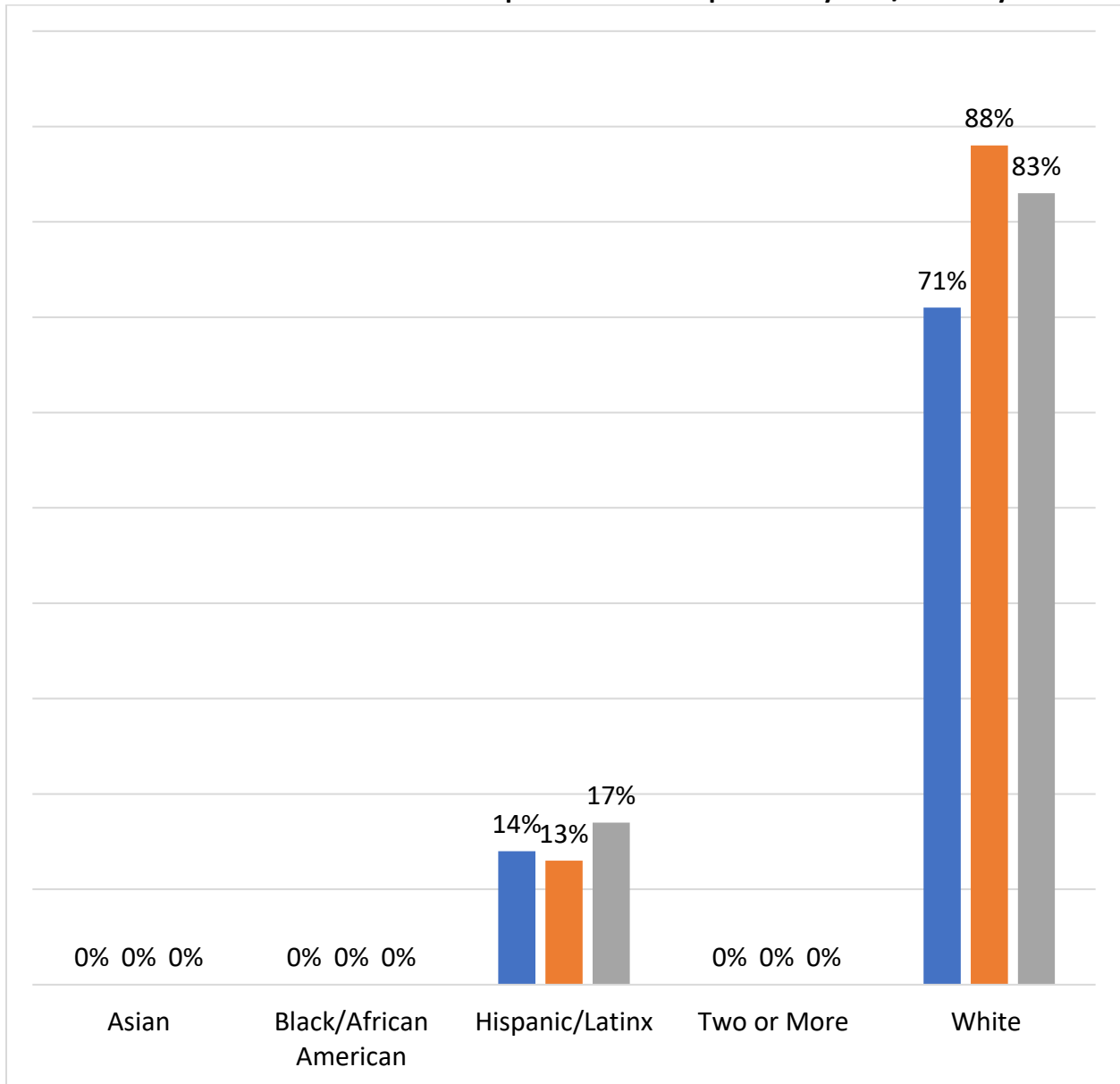


Table 2.47: In-school and out-of-school suspension count of students by gender

Year	Female	Male	Total
2019-20	3	18	21
2020-21	1	7	8
2021-22	0	24	24

Chart 2.47: In-school and out-of-school suspension percent of students by gender

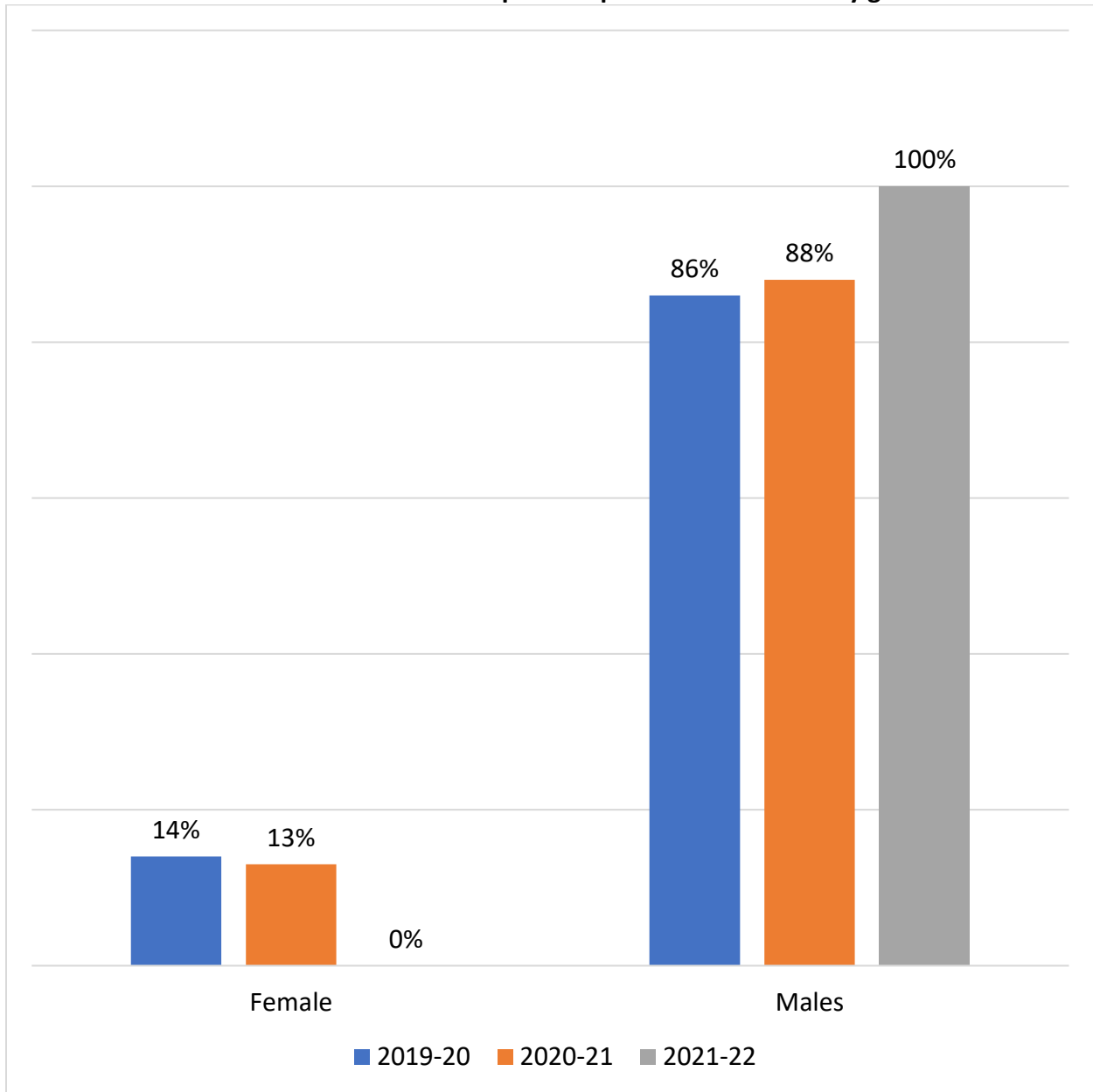


Table 2.48: Student behavioral incident (referral, write-up) count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	13	4	29	13	208	267
2020-21	2	0	7	2	32	43
2021-22	13	4	35	13	212	277

Chart 2.48: Student behavioral incident (referral, write-up) percent by race/ethnicity

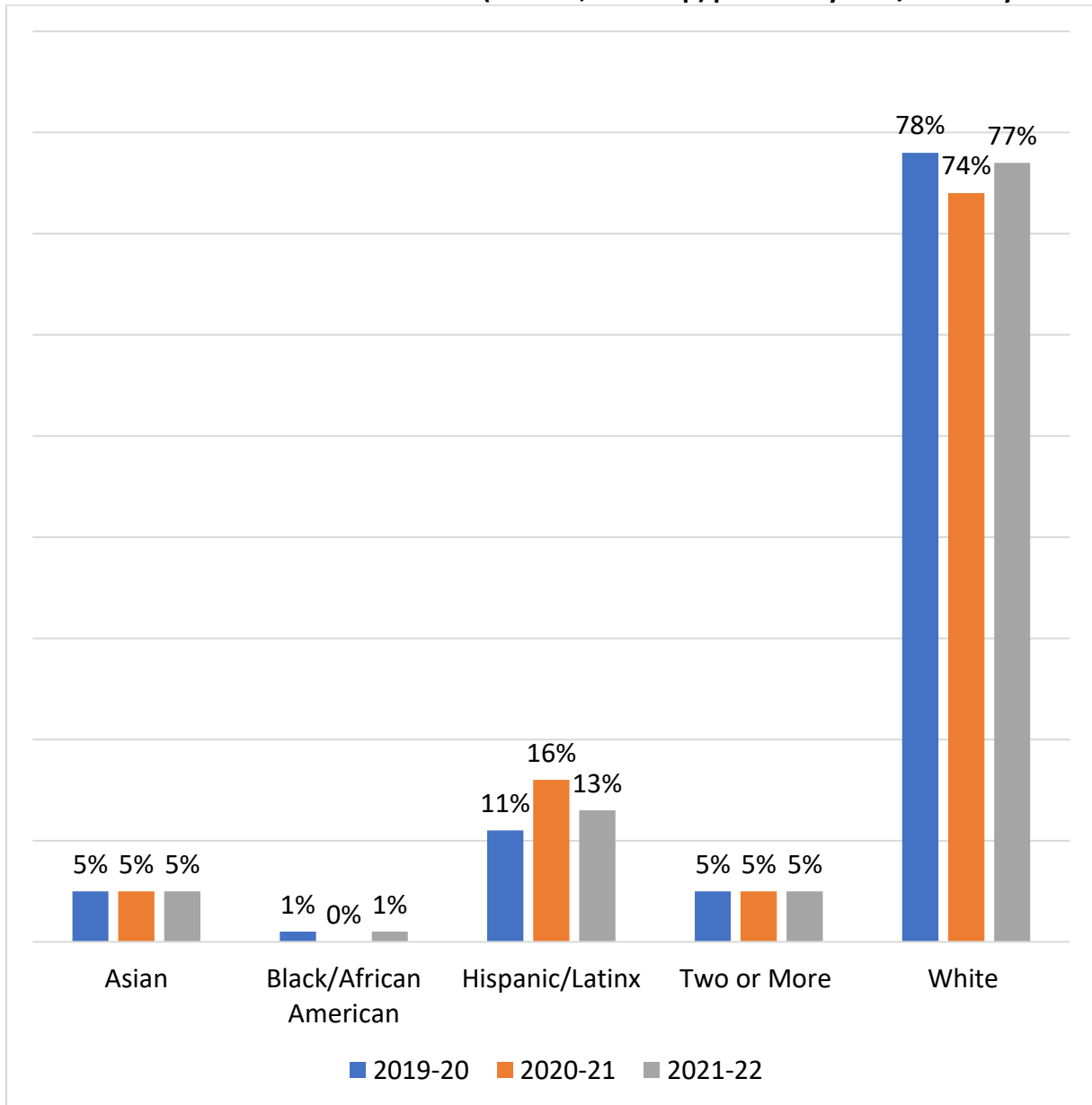


Table 2.49: Student behavioral incident (referral, write-up) count by special populations

Year	ELL	FRL	IEP
2019-20	2	2	7
2020-21	1	1	4
2021-22	12	28	32

Chart 2.49: Student behavioral incident (referral, write-up) percent by special populations

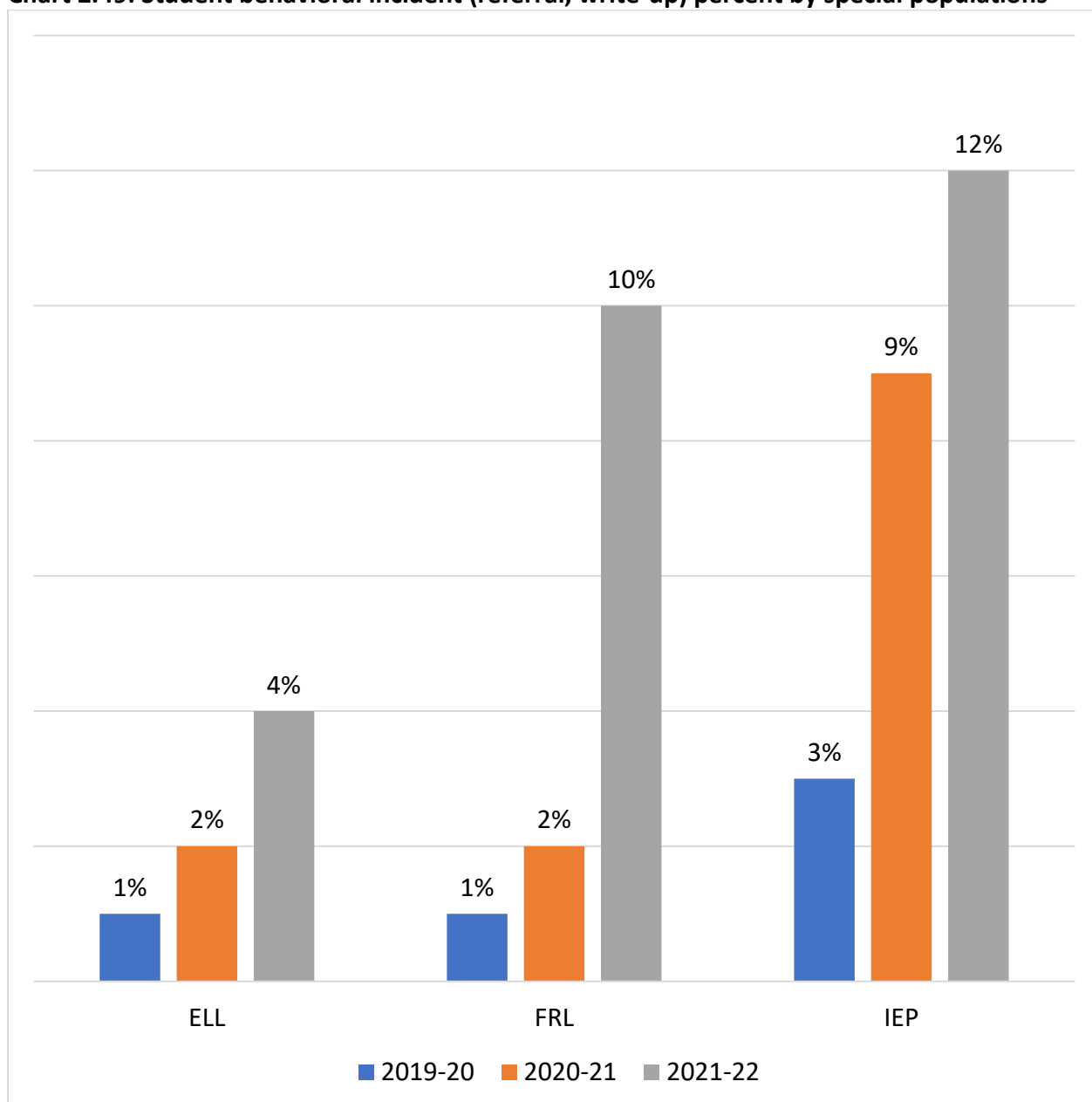


Table 2.50: Student behavioral incident (referral, write-up) count by gender

Year	Female	Male	Total
2019-20	62	205	267
2020-21	5	38	43
2021-22	84	193	277

Chart 2.50: Student behavioral incident (referral, write-up) percent by gender

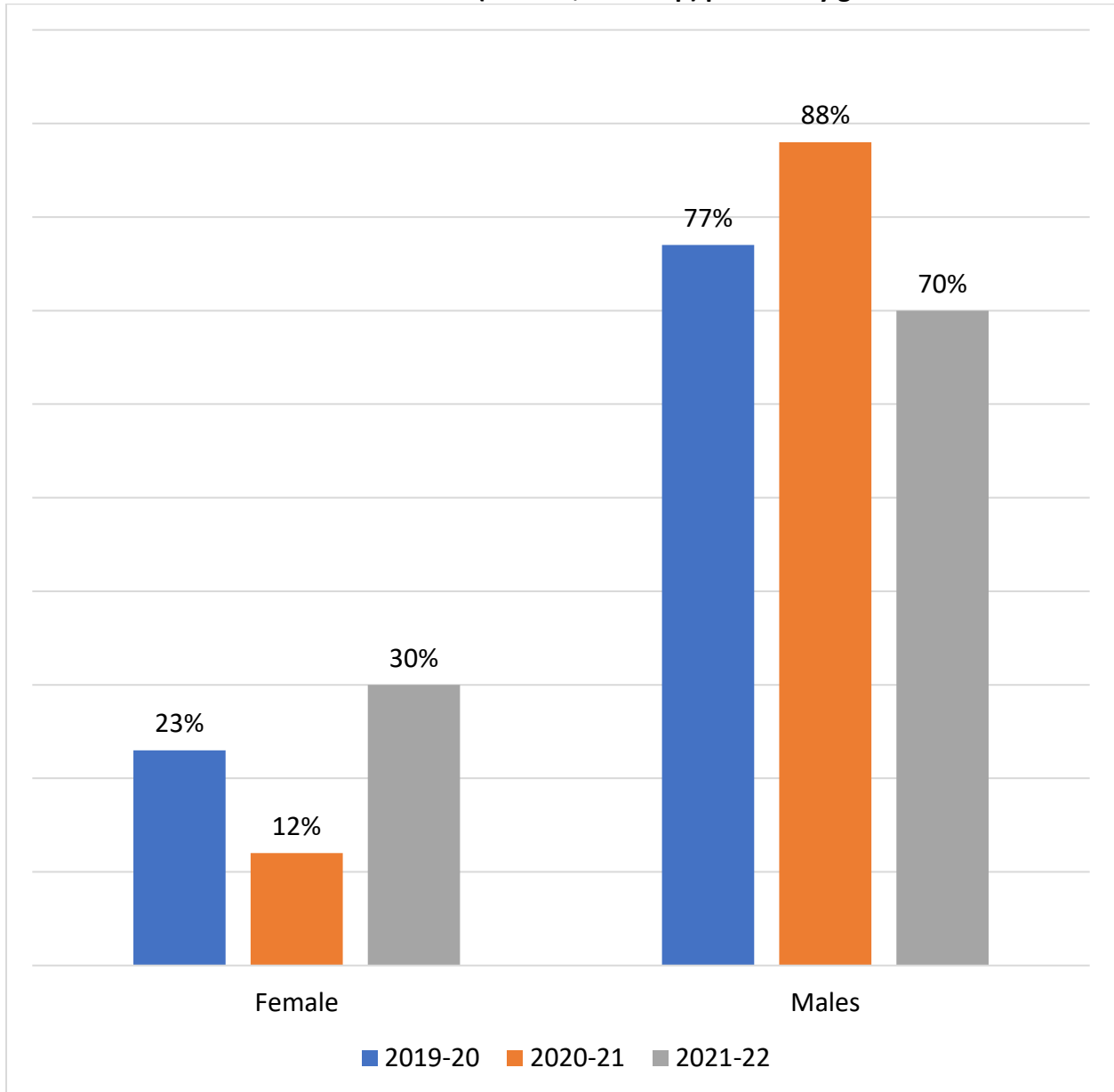


Table 2.51: Student behavioral incident (referral, write-up) count by the intersectionality of race/ethnicity and special populations

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
2019-20	0	0	0	0	0	0	0	1	0	0	0	1	2	1	6
2020-21	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
2021-22	2	3	1	0	0	0	2	8	5	0	0	1	8	17	25

Chart 2.51: Student behavioral incident (referral, write-up) percent by the intersectionality of race/ethnicity and special populations

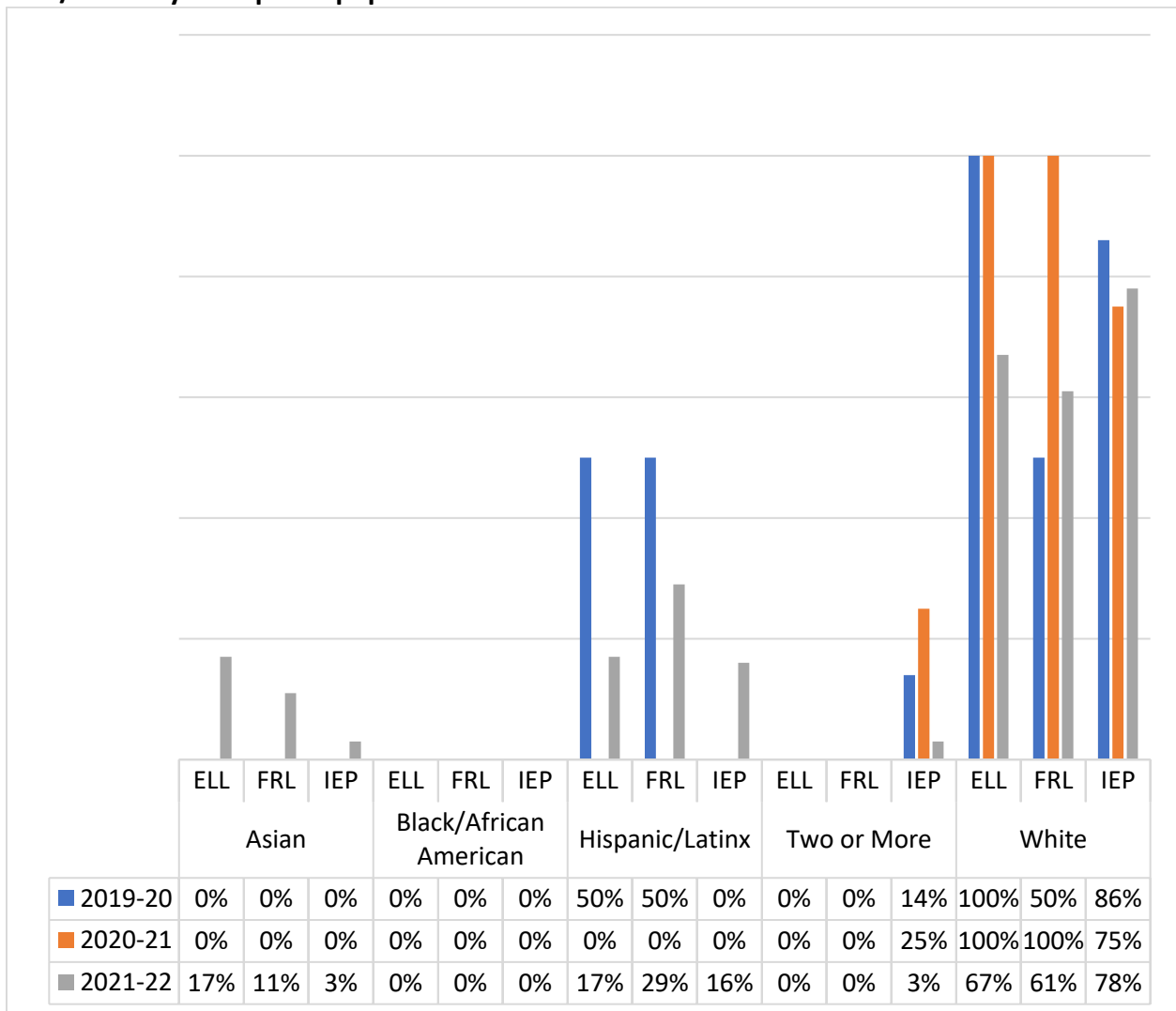


Table 2.52: Student behavioral incident (referral, write-up) count by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2019-20	1	12	3	1	12	17	2	11	44	164
2020-21	0	2	0	0	2	5	0	2	3	29
2021-22	3	10	0	4	15	20	3	10	63	149

Chart 2.52: Student behavioral incident (referral, write-up) percent by the intersectionality of race/ethnicity and gender

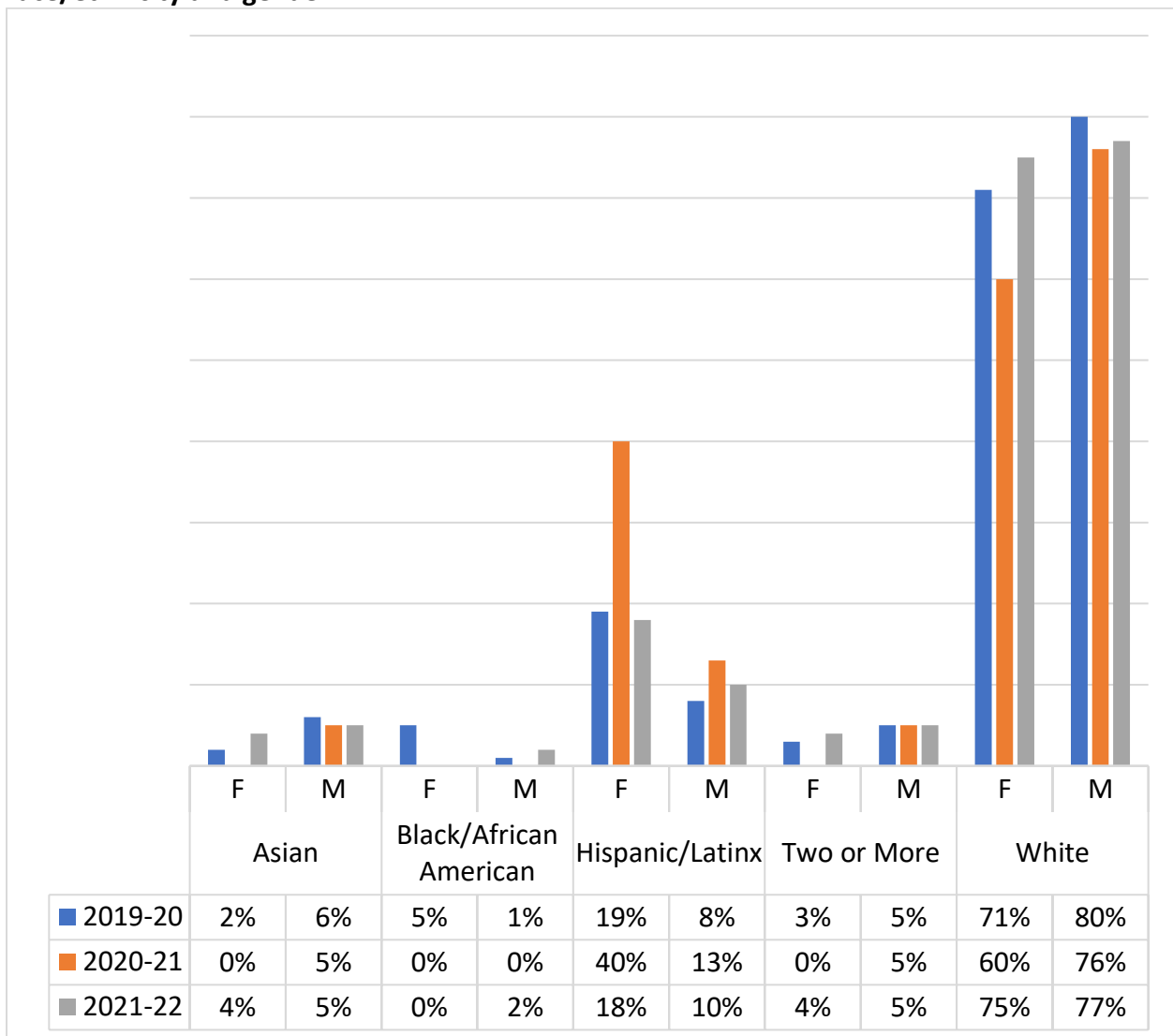


Table 2.53: Student outplacement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	1	0	0	0	5	6
2020-21	1	0	0	0	2	3
2021-22	1	1	0	1	4	7

Chart 2.53: Student outplacement percent by race/ethnicity

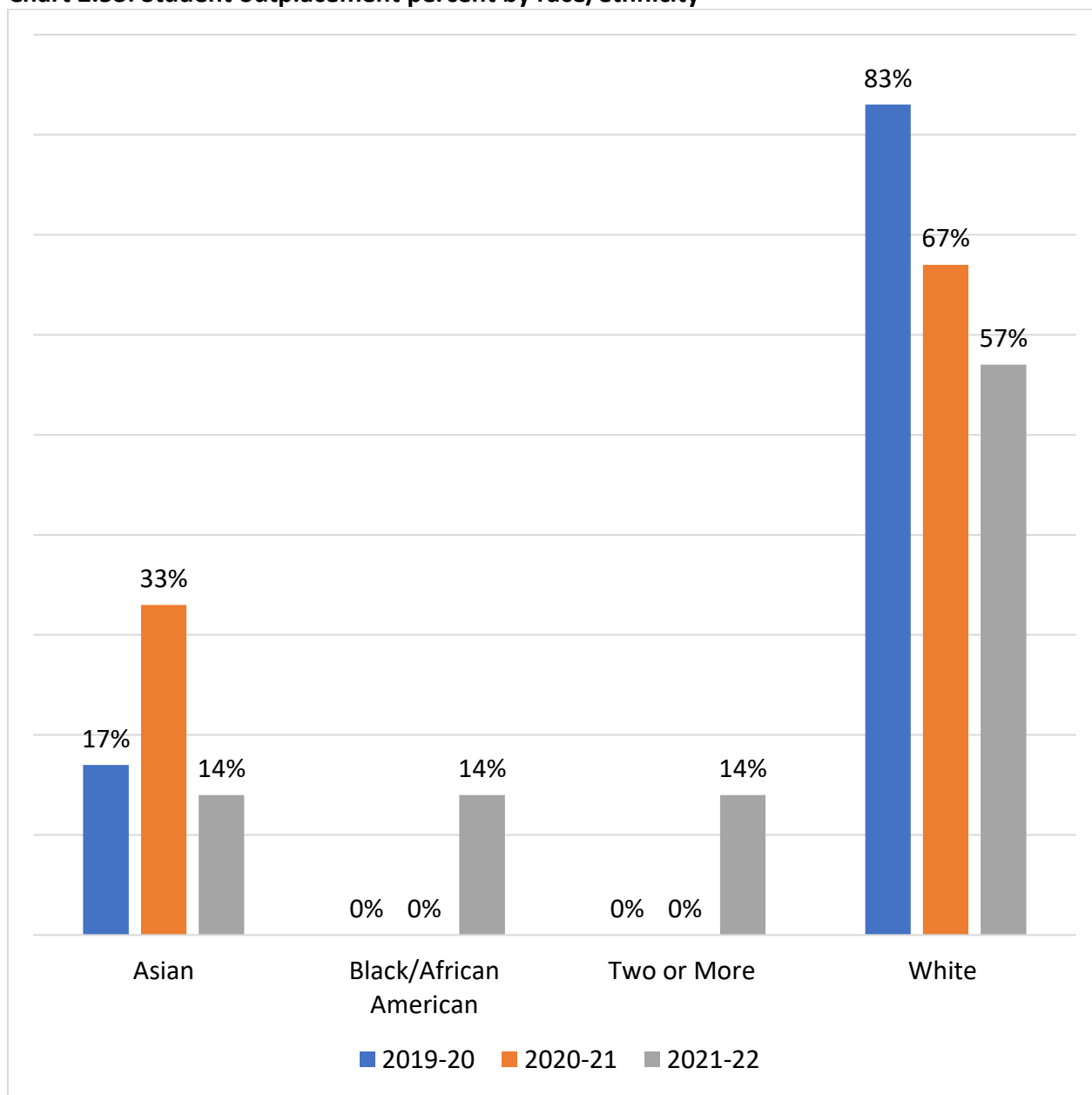


Table 2.54: Student outplacement count by special populations

Year	ELL	FRL	IEP
2019-20	1	1	6
2020-21	1	1	3
2021-22	1	1	7

Chart 2.54: Student outplacement percent by special populations

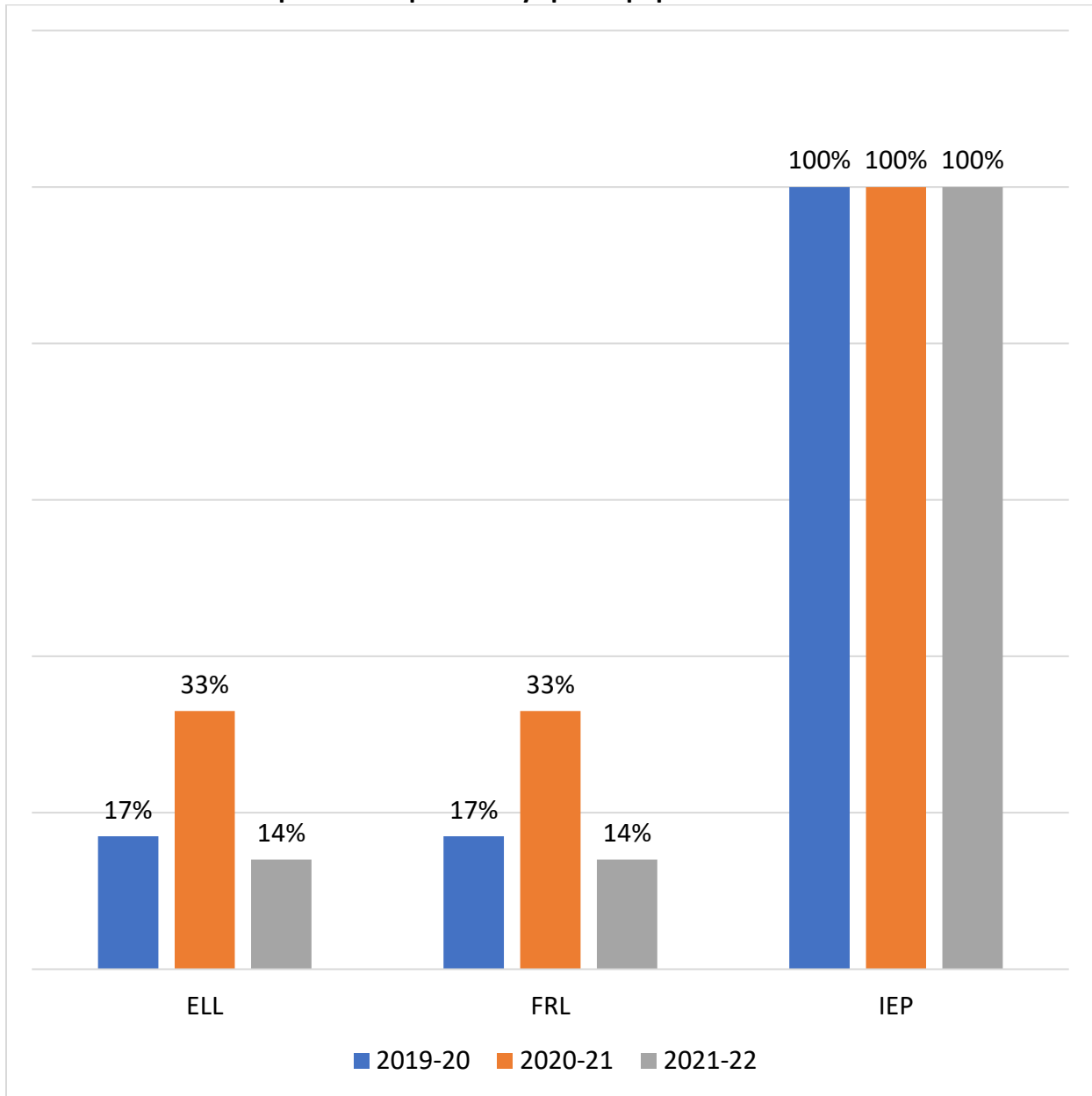


Table 2.55: Student outplacement count by gender

Year	Female	Male	Total
2019-20	2	4	6
2020-21	2	1	3
2021-22	3	4	7

Chart 2.55: Student outplacement percent by gender

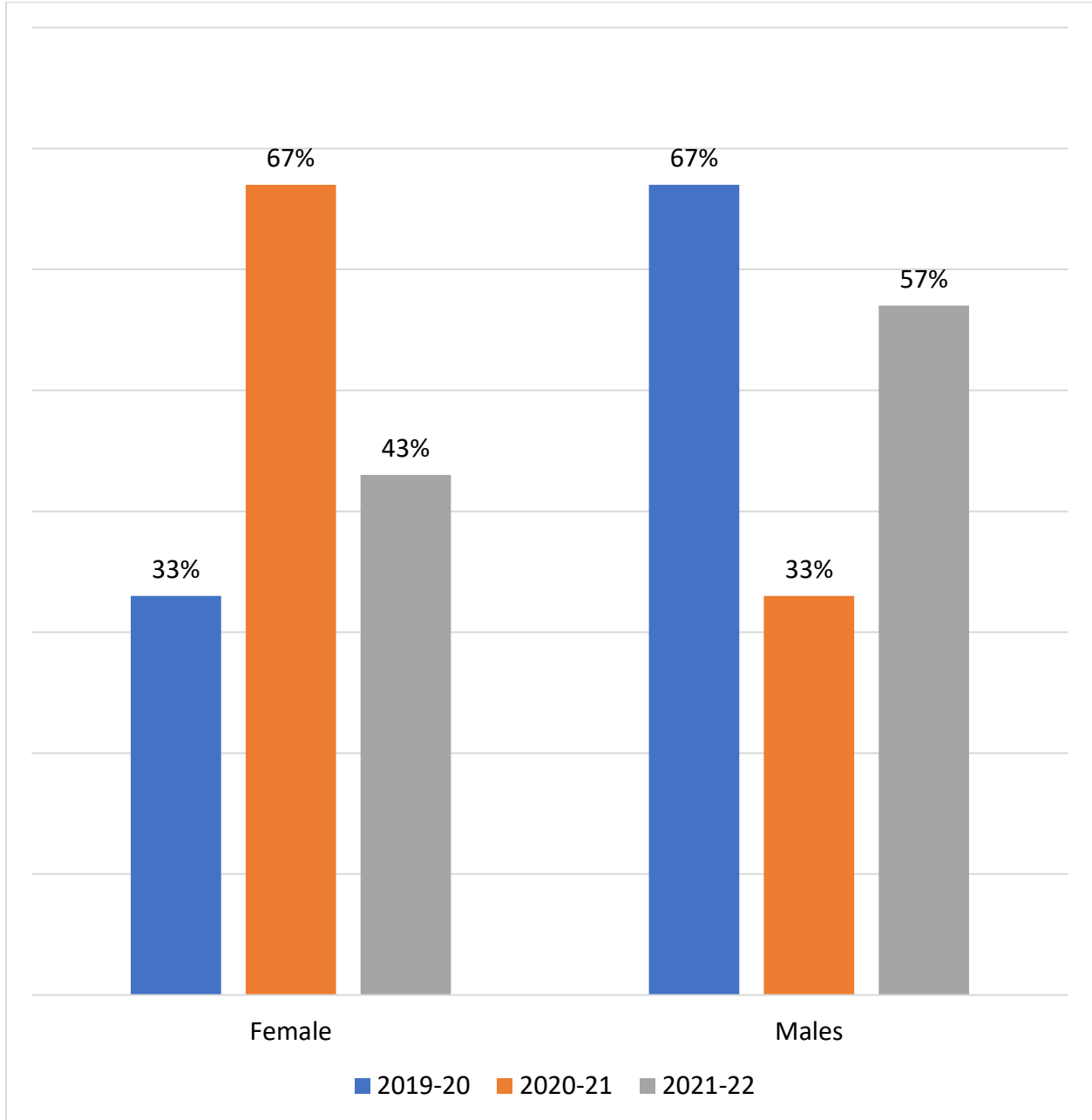


Table 2.56: Student outplacement count by the intersectionality by race/ethnicity and special populations

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
2019-20	1	1	1	0	0	0	0	0	0	0	0	0	0	0	5
2020-21	1	1	1	0	0	0	0	0	0	0	0	0	0	0	2
2021-22	1	1	1	0	0	1	0	0	0	0	0	1	0	0	7

Chart 2.56: Student outplacement count by the intersectionality by race/ethnicity and special populations

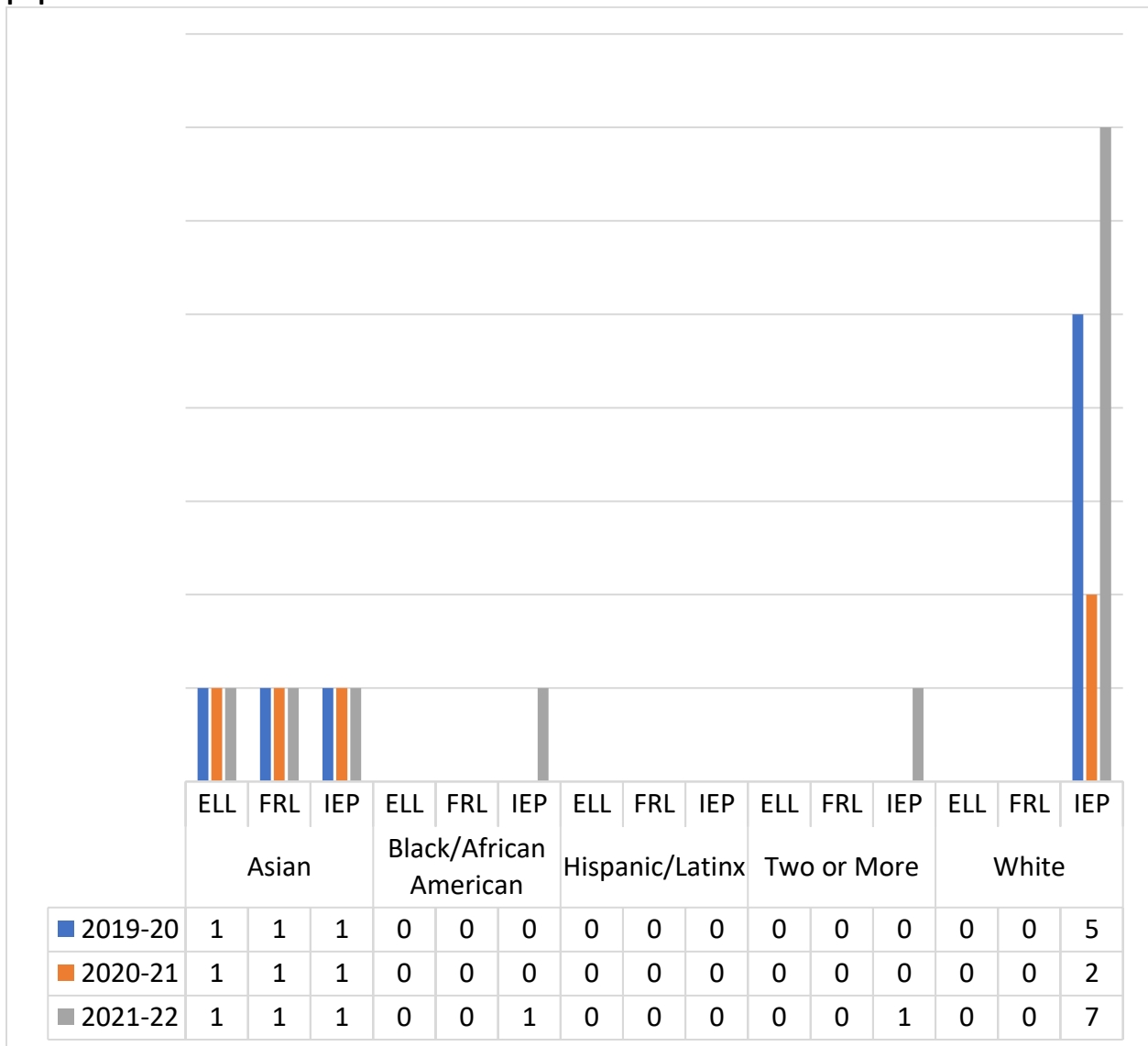


Table 2.57: Student outplacement count by the intersectionality by race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2019-20	1	0	0	0	0	0	0	0	1	4
2020-21	1	0	0	0	0	0	0	0	1	1
2021-22	1	0	0	1	0	0	1	0	3	4

Chart 2.57: Student outplacement percent by the intersectionality by race/ethnicity and gender

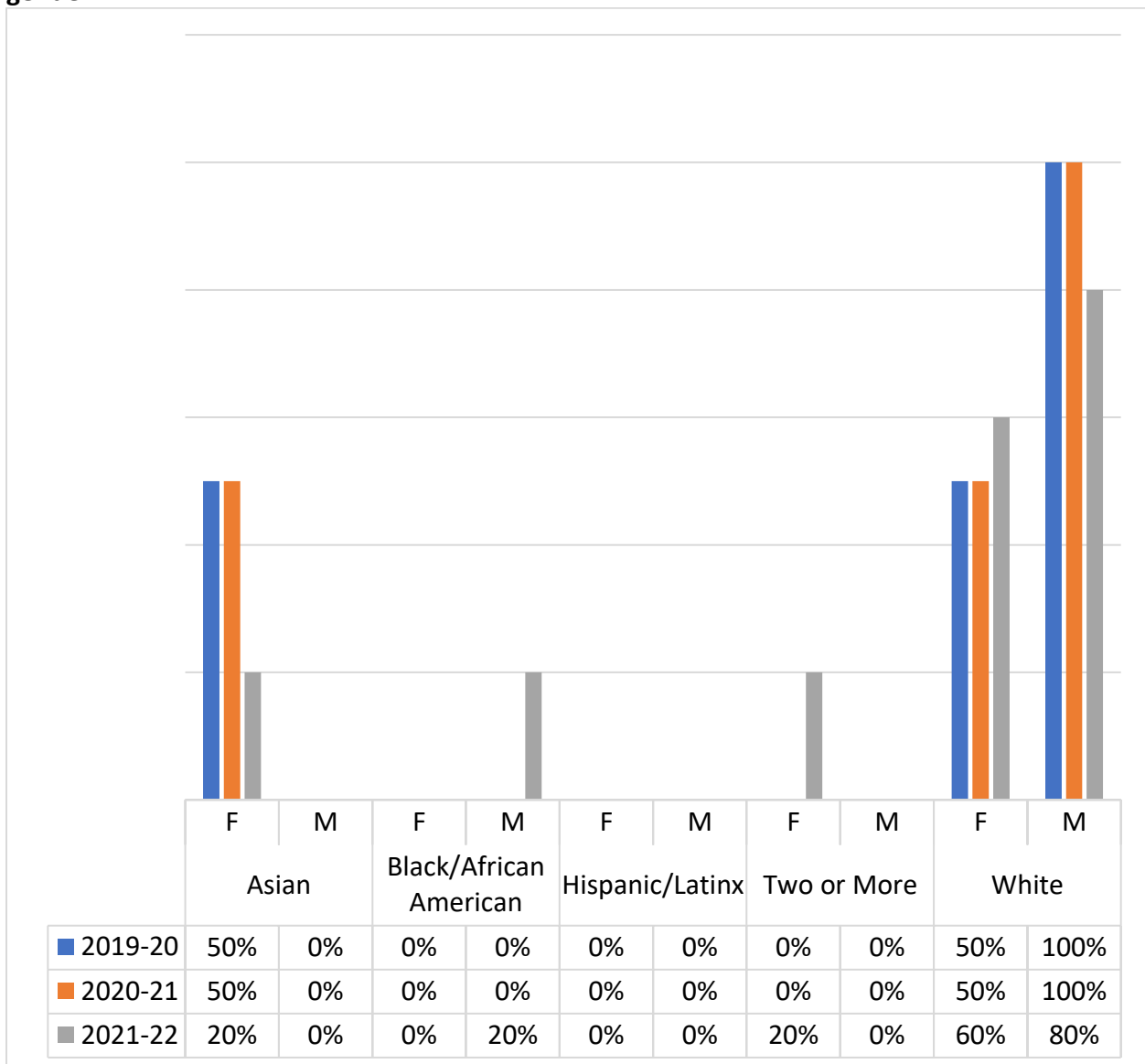


Table 2.58: Student risk and/or threat assessment count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	1	0	0	0	5	6
2020-21	0	0	0	0	2	2
2021-22	0	0	1	0	10	11

Chart 2.58: Student risk and/or threat assessment percent by race/ethnicity

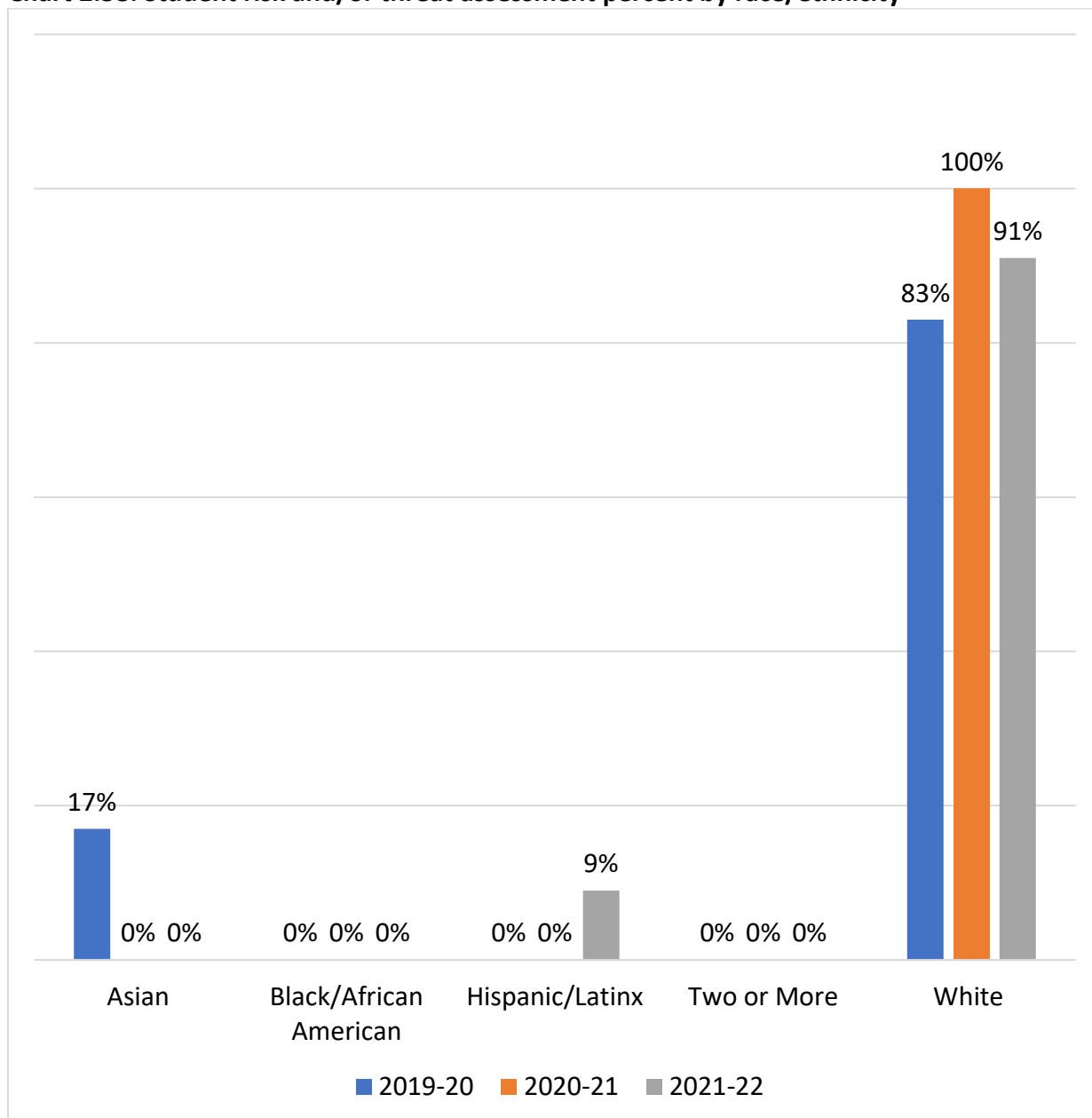


Table 2.59: Student risk and/or threat assessment count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2019-20	0	6	0	6	2	4
2020-21	0	2	0	2	1	1
2021-22	1	10	0	11	4	7

Chart 2.59: Student risk and/or threat assessment percent by special populations

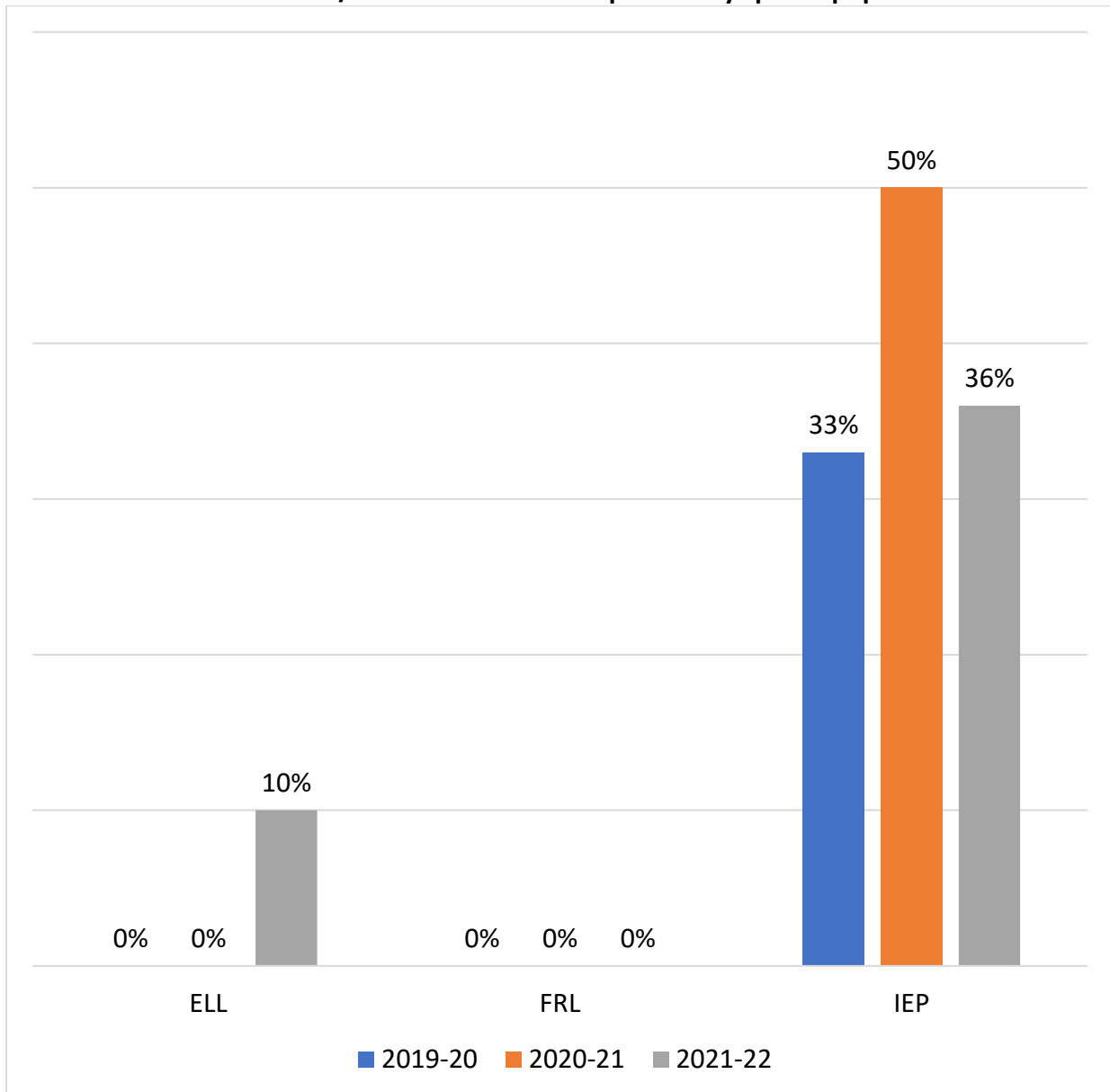


Table 2.60: Student risk and/or threat assessment count by gender

Year	Female	Male	Total
2019-20	2	4	6
2020-21	0	2	2
2021-22	2	9	11

Chart 2.60: Student risk and/or threat assessment percent by gender

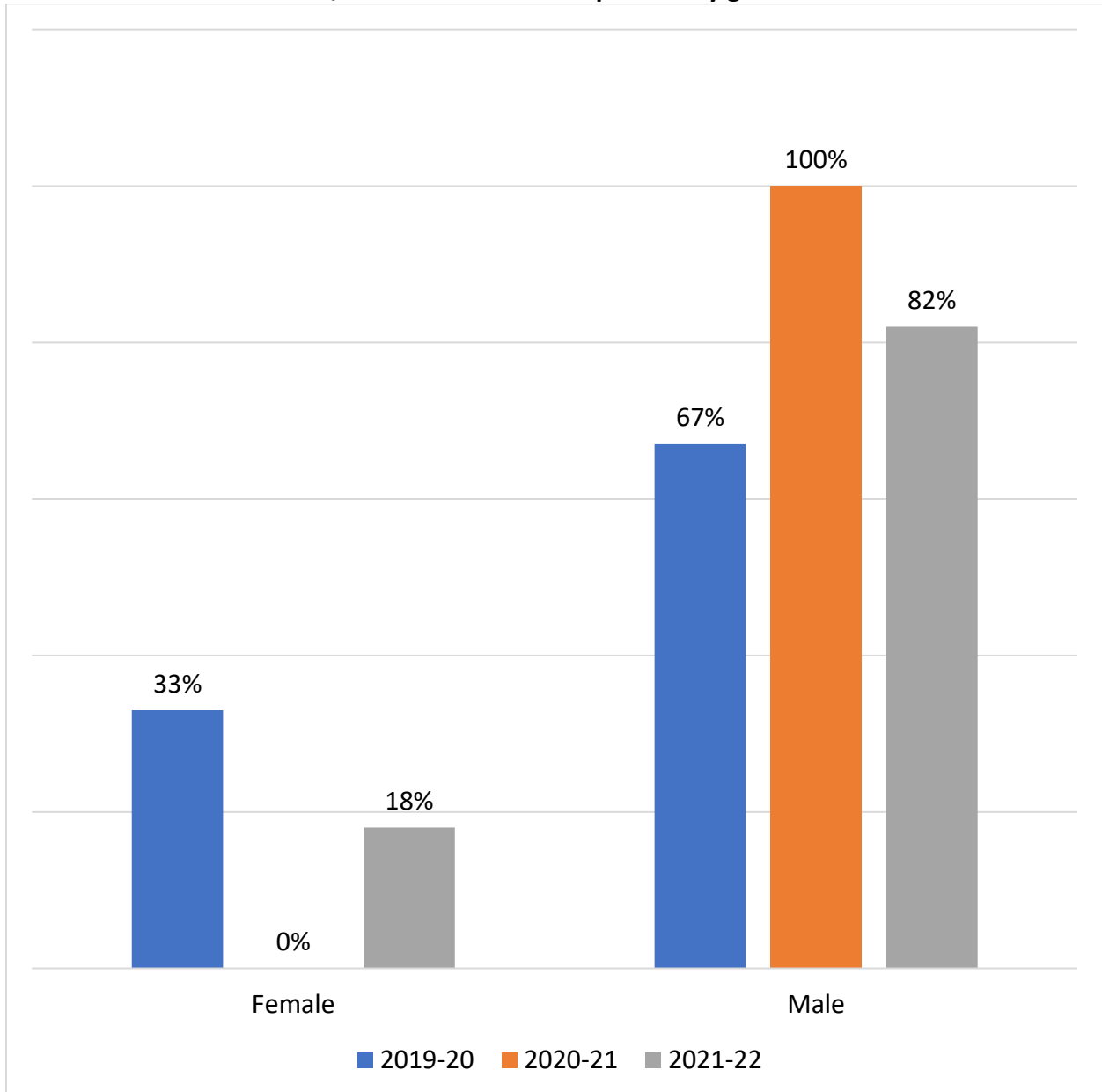


Table 2.61: Teacher demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2020-21	4	1	2	0	140	147
2021-22	4	1	2	0	144	151

Chart 2.61: Teacher demographic percent by race/ethnicity

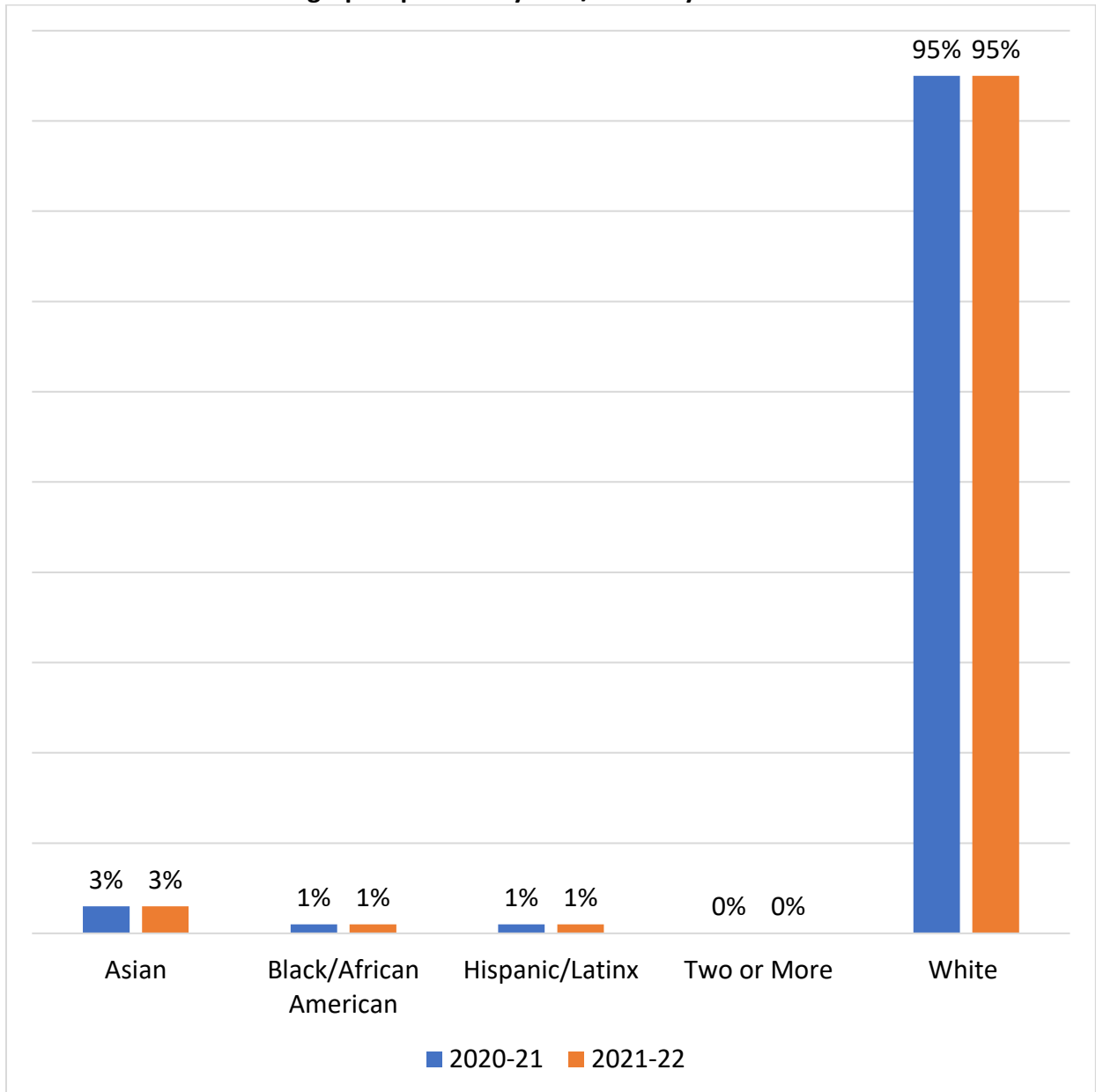


Table 2.62: Administrator demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2020-21	0	0	0	0	14	14
2021-22	0	0	0	0	14	14

Chart 2.62: Administrator demographic percent by race/ethnicity

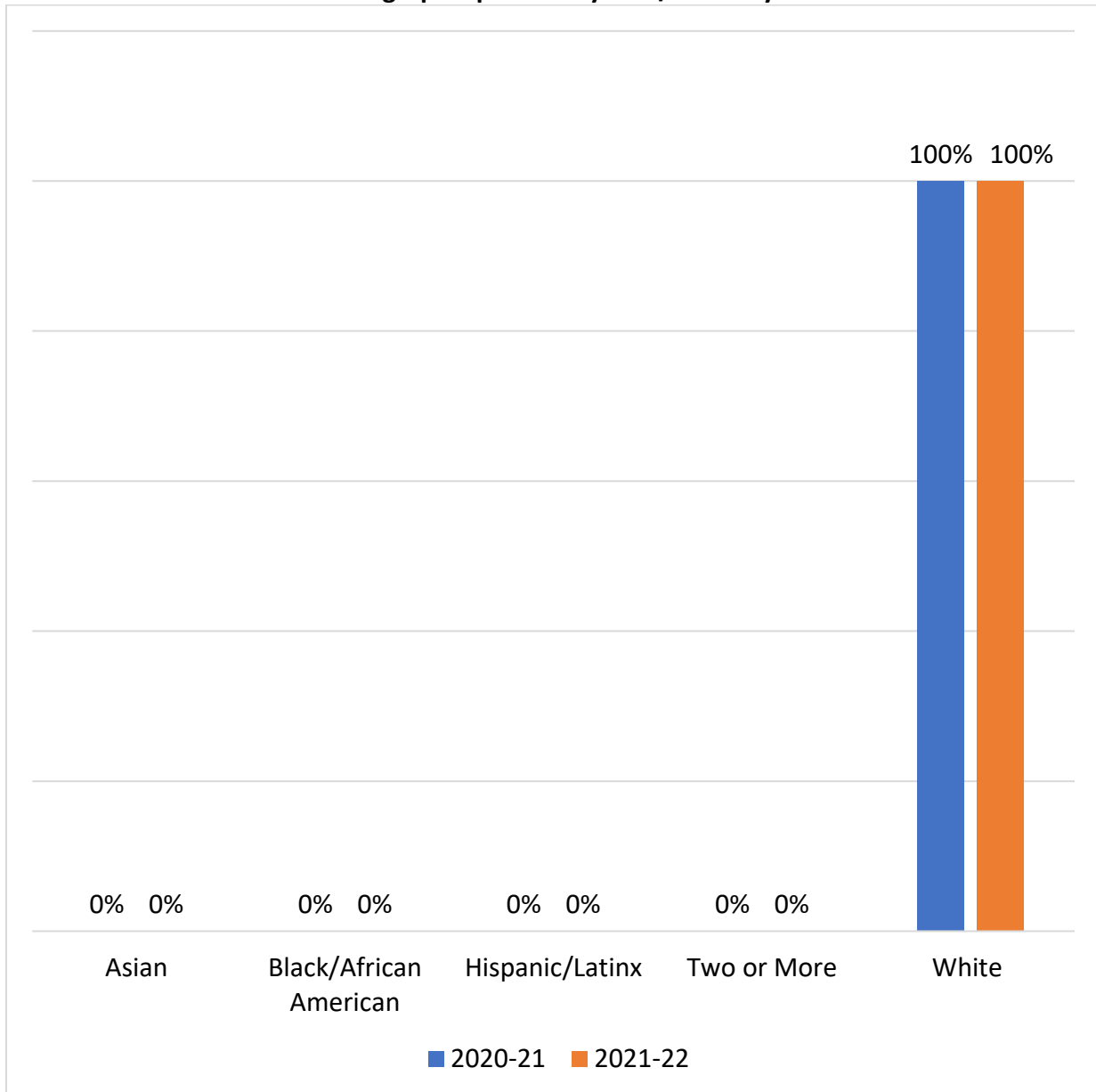


Table 2.63: BOE demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2020-21	1	0	0	0	6	7
2021-22	1	0	0	0	6	7

Chart 2.63: BOE demographic percent by race/ethnicity

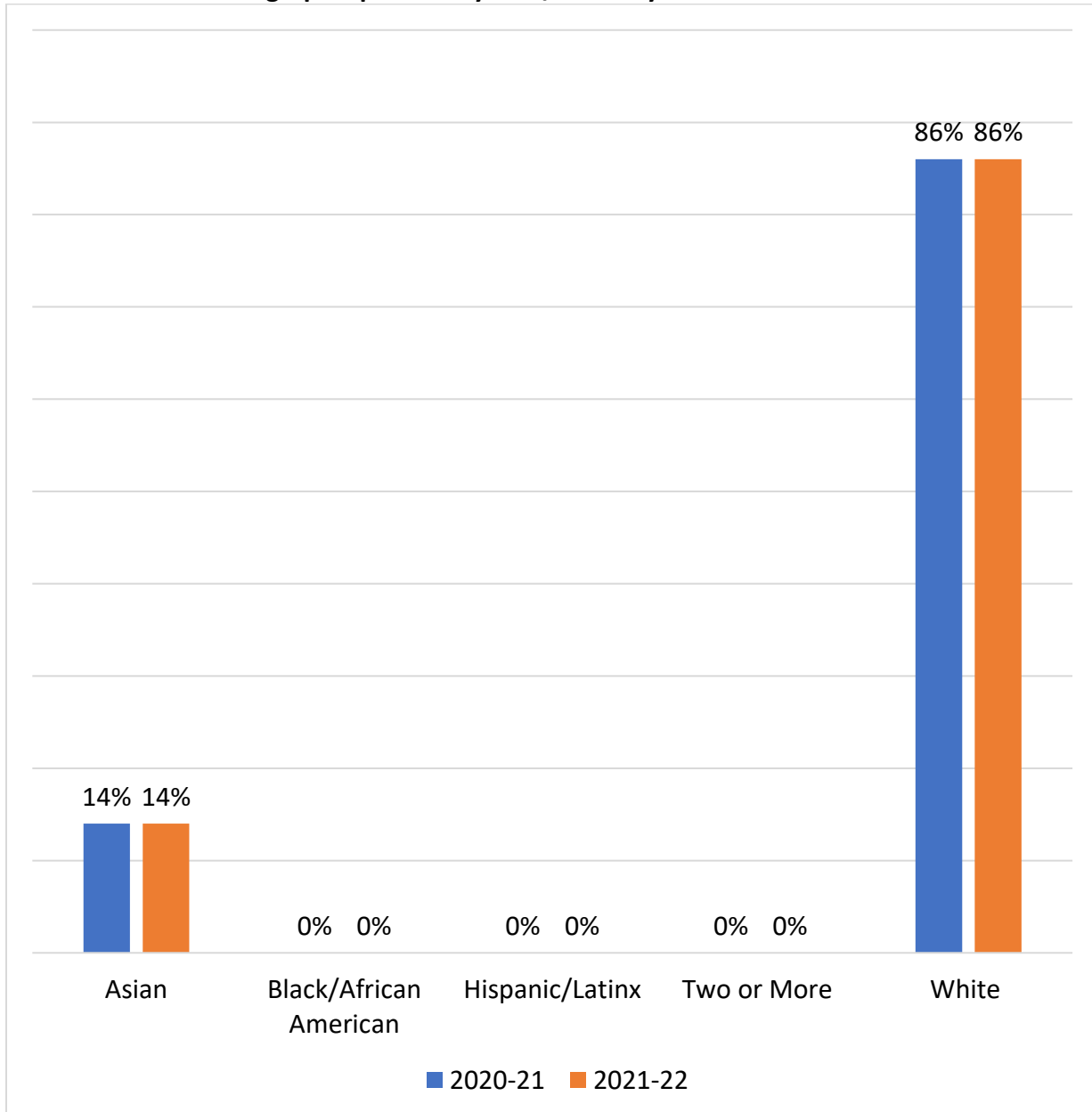


Table 2.64: SY 2022-23, Student access to 1:1 device³¹ by grade level

Grade Level	SY 2022-23	Devices Purchased
Early Childhood	92	100
K	145	250
1	238	250
2	210	250
3	251	250
4	248	250
5	241	250
6	286	300
7	235	250
8	261	270

³¹ All students have been 1:1 since 2020. iPads were purchased for Early Childhood and Kindergarten in 2021 to replace Chromebooks. New Chromebooks are purchased at 1st and 5th grade with each device on a four-year replacement cycle.

Table 2.65: Percent of Emergent Bilinguals (EB) or EL Students (not including English)

Year	0-20% Home Languages	21-49% Home Languages
2018-19	Albanian/Tosk (Albania) Arabic Armenian Assyrian (Syriac/Aramaic) Bosnian Bulgarian Cebuano (Visayan) French German Greek Gujarati Hungarian Japanese Korean Malayalam Mandarin (Chinese) Mongolian Nepali Panjabi (Punjabi) Pilipino (Tagalog) Romanian Russian Serbian Spanish Swedish Tamil Telugu (Telegu) Turkish Ukrainian Urdu Vietnamese Yoruba	Polish
2019-20	Albanian/Tosk (Albania) Arabic Armenian Assyrian (Syriac/Aramaic) Bosnian Bulgarian Cebuano (Visayan) French German Greek Gujarati Hungarian Japanese Korean Malayalam Mandarin (Chinese) Mongolian Nepali	Polish

	<p>Panjabi (Punjabi)</p> <p>Pilipino (Tagalog)</p> <p>Romanian</p> <p>Russian</p> <p>Serbian</p> <p>Spanish</p> <p>Swedish</p> <p>Tamil</p> <p>Telugu (Telegu)</p> <p>Turkish</p> <p>Ukrainian</p> <p>Urdu</p> <p>Vietnamese</p> <p>Yoruba</p>	
2020-21	<p>Albanian/Tosk (Albania)</p> <p>Arabic</p> <p>Armenian</p> <p>Assyrian (Syriac/Aramaic)</p> <p>Bosnian</p> <p>Bulgarian</p> <p>Cebuano (Visayan)</p> <p>French</p> <p>German</p> <p>Greek</p> <p>Gujarati</p> <p>Hungarian</p> <p>Japanese</p> <p>Korean</p> <p>Malayalam</p> <p>Mandarin (Chinese)</p> <p>Mongolian</p> <p>Nepali</p> <p>Panjabi (Punjabi)</p> <p>Pilipino (Tagalog)</p> <p>Romanian</p> <p>Russian</p> <p>Serbian</p> <p>Spanish</p> <p>Swedish</p> <p>Tamil</p> <p>Telugu (Telegu)</p> <p>Turkish</p> <p>Ukrainian</p> <p>Urdu</p> <p>Vietnamese</p> <p>Yoruba</p>	Polish

Section 3

A reminder from earlier in the report, 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.

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**. Various quotes from the focus groups were extracted and identified for areas of strength and needed improvement. Any identifying information was removed.

FOCUS GROUPS

Quotes from the focus groups themed under **Systems** was extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From staff

- “DEI is about making sure that everybody feels valued depending on their differences.”
- “DEI is meeting a range of learners that we have and making sure we are meeting all their needs.”
- “Diversity sometimes people think skin color or race but expanding to religions, identities, genders, recognizing all the differences.”
- “Students understand fairness and that some things are more complicated. I think the students get that well.”
- “DEI is creating a sense of belonging.”
- “Talking about DEI is very touchy subject especially among White, middle-class people.”
- “Our students are bringing most likely their parents’ point of view into the building, what they hear at home and that news can be very segregating to what they are being exposed to.”
- “There are so many areas that DEI pertains to that in my role. I think of the area I teach but it does pertain to the LGBTQ+, different races, religions and therefore, this is not a very diverse community and I personally thought about that because I don't think our students here are exposed to a lot of that because it's very White dominant community.”
- “One area to improve is on the free and reduced lunch process because it's in a brown bag, and separate line to get those lunches.”
- “I don't understand why we can't buy a lunch box for students to hide their brown bag lunch.”
- “The quality of the lunches is bad.”
- “When everyone got free lunch last year, it did create a sense of normalcy because everyone got it.”
- “I feel we should have quality outsource opportunities for lunch choices.”
- “They are no warm lunches for students particularly first graders.”
- “Can we provide lunches that are allergy aware like dairy free or nut free? I see some students not participate in lunch.”
- “When comes to low SES, I noticed a special lunch for them, and I reached out to school, it took three people to find out how can accommodate students that could afford this privilege. We're a couple of steps behind where love to be.”
- “One thing that has been done well in our school district is that they hired a staff that is open-minded. They've also allowed the staff flexibility with how they present things and do things so within. Flexible with allowing things into the room and flexibility to adjust curriculum for that purpose. Something to improve in is to bring in diversity within staff. I do see changes and becoming more diverse in staff, but community is not very diverse.

We're limited by things outside of our ability and so we do hire staff that is open-minded."

- "We have a very welcoming and open staff willing to take in ideas of others and also support of everybody. I do like that we have flexibility in the classroom to present information as we see fit but do agree our staff as a whole is not diverse."
- "The staff is reflective of the community, but there are growing changes in the demographics. Changes in staff to reflect that diversity would be a great asset to the students."
- "If there were more opportunities for students at the school to interact with other diverse communities would be great for our school district."
- "Our school staffing is not diverse. To reflect on the culture of the population, Mt. Prospect is a homogenous community, but the world is not. We do have minority students who do not see themselves in the faces of people that work here. As staff members that can make it difficult because there isn't someone with first-hand experience growing up to hold us accountable to what we do systemically."
- "Financially, we do a good job for caring for families with backpacks, school supplies, food. Staff goes above and beyond to include students if parents can't afford field trips or events, we cover for them so students can participate."
- "We have some parents that want more diversity and inclusion, and other parents very much against it because they are conservative. It makes it hard to address all the needs."
- "Some parents know how to advocate more for their students and sometimes more knowledgeable of parents to advocate."
- "We draw from older demographic base so we're not yet changed over to 21st realities and progressive ideas, thoughts. Might get push back because of older base. It's also expensive to live in a home here and that might reflect difficult in itself for everyone to get what they need."
- "We have to place the responsibility of equity on community not just school. Community willing and wanting to learn a different language, teaching the families the basics and people in our community don't realize how diverse we are in this school district. Some people don't understand class size and new construction would affect us in a school with very limited space to have even bigger classrooms."
- "Space is an issue. Every special education teacher is sharing a classroom. There is not enough space to meet students' needs. We currently have a teacher whose office is in the old copy room. We used to have a sensory room to meet the needs of students and it was the size of a closet. That space does not function anymore, so no space to take students in quiet space to work in small settings. We also don't have enough staff members. I know it's a national issue but it's affecting the students. We have teachers that don't have classroom to call home."
- "The population is increasing, and physical structure of the building has not changed."
- "Use of building rooms have changed. Evolved over time."
- "We don't have a diversity of staff. It's probably our top issue."

- “Thinking about staff, diversity of staff and how we can recruit more staff that speak multiple languages to be more reflective of our student population. We need to recruit more diverse staff, and I’m curious how that would work and don't know how we tried in the past.”
- “People fearing systemic shift of not all male White in the workplace.”
- “Upper administration is predominately White and that can be a challenge. Not much diversity there and possible challenge when predominately White views.”
- “I struggle with who gets to define what equity is and how do we as a school district look to define it, look like and how do we determine if hitting the goals that we set. There are many views of what equity is and what is not and how do we determine, who gets to decide what true equity is.”
- “From the students’ perspective, a lot of equity is a buzz word for them. Knowing our definition and what that means for them in the school. Some students have a good idea of what it looks like, and others don’t. Educating our students once we decide what true equity is, helping them understanding it too is important.”
- “I am hopeful through this process that able to have a better idea. I am concerned that there are lots of areas we can grow in, and it seems daunting. The time to do it well and having people engaged and involved so know that is done with everyone and not to them.”

From families

- “I would like to call out that I love the way the school district handled Covid.”
- “I do wish from an equity point of view, since we recently left the city that there is more diversity and equity components. Look at Mt. Prospect in general, mostly White population and wish my students were exposed to more Hispanic Heritage Month, and the like that we had more exposure to when we were in the city.”
- “We came from school district that was Title 1 where White population about 40% and a lot more ethnicity groups in that school. I would appreciate a bit more diversity within the boundaries of our school. I would help students to see people not like them. Previous school district was 40% low SES and as a result they couldn't offer field trips because significant number could not afford it. I like that the SES is a bit different here and parents want to be engaged. I don't mind spending money on education, and they are being exposed.”
- “We were in a diverse Prekindergarten before coming to this school district and feel like we lost a lot of exposure to diversity. I am married to White, male, cis and with Eurocentric features and get limited exposure to diversity. Same with different languages, wherein previously had more exposure to L1 outside of English and that is something we missed. I wished we had dual language or an emergent program. As far as SES, we do have families with a big range of SES and sometimes the comments and practices from those families toward disadvantaged families, like for fundraising, is off putting.”
- “A lot of fundraising issues are not a school district thing but partnership with PTO [Parent Teacher Organization]. Important for administration to go back to PTO and

communicate as part of the PTO budget. Awareness that other school districts may do things differently, but it's important for school district administration that PTO are respectful with SES differences and include as part of their programming. If PTOs don't have funds for fundraising, can't host, and important to provide support when economic need and at the same time knowing that schools can differences in their donation to schools."

- "Seems like class sizes allow for somewhat focused attention on the students' needs. I would probably want to see more after school activities at elementary as not much at all and there are ways to get students interested in STEM, and athletics."
- "Academics for me are phenomenal. Negative side are the class sizes. They are bordering on being too big."
- "My son is in middle school and class sizes are too big. There are 30 students in his class."
- "It is fair to summarize that school district is making efforts to meet students they are but is not perfect or attainable as class sizes grow."
- "PowerSchool registration only offers option of male and female. It is auto populated and continues to hold data yearly when there could be fluidity with gender identity."
- "When fill out student enrollment form during first and last name, there could be optional section to include pronoun so teacher does not correct, and students can have that inclusivity."
- "My students are White, and the environment matches them. I don't see a lot of diversity in teacher staff. One of our biggest concerns in moving to Mt. Prospect was it too White of a place. We would miss the learning, environment and exposure to all different types of diversity had we went to city or different suburb. I worry about from curriculum standpoint, just White teachers teaching material that might be better represented from diverse staff. My daughter had a unit on Social Studies and contributions of immigrant group and when looking at material to me, it read that these groups were being assimilated or diminished and that wasn't appropriate. I wonder how these students who are Latino or AAPI to see their contributions boiled down to sushi and Chinese New Year. Is that the takeaway? It's surface level and contributes to stereotyping as opposed to how these groups came to U.S. and the experiences."
- "There is not a lot of diversity in the staff. Diverse people aren't trying to get into our school district. Maybe if school district thinks about what putting out to the world to be sure it's more welcoming and is more diverse than perhaps people will want to come."
- "The school fees for sports are inequitable. Club fees are a bit more manageable. Orchestra and band seem very reasonable."
- "I would like transparency on how students can move up academically. It is not so open. Middle school students get trapped in one level and so have to advocate to get in right section to benefit from rigor."
- "There has been a lot politicized and instead of being a good human, kind to other humans, it becomes about certain words and acts. Categorized for one political party or spectrum of beliefs. Less acceptance from some community member. Students for most part are accepting, and they have to be taught to hate, but it's become polarized when

comes to parents. Assumption that all families starting from the same space like all parents at home, or have access to books, resources to go places, museum memberships and other experiences.”

- “There are someone in the community that think equity is CRT [Critical Race Theory] and that it will wipe out the White students in the curriculum. That radical progressives coming in. A lot of misplaced fear.”
- “There is a subset of a community who is actively against equity and DEI. Election demonstrates that got on CRT and fear propaganda. It left people who elected them raw, and they still live here. We have very good BOE members that are working really hard to make positive changes.”
- “Equity is very nebulous. Seems like an abstract idea. Varying definitions of it. Word that evokes emotions both positive and negative.”
- “I worry that people in the community allow equity to become politicized and not everybody is valued. Efforts to ensure that school is inclusive and that every student belongs or viewed as DEI being politically correct.”
- “One assumption that could be made is that there is a finite pot of access and opportunity. Assumption that giving more to one group and someone else is losing out. It’s about expanding access to those that have not had access. It will not be at the detriment of those that have had access.”
- “Most people think of equity in terms of race but it’s more than that. Equity for special needs is needed.”
- School district needs to be clear through their data how they will address equity needs. Explain why inequities are occurring. Be transparent. I like public education but sometimes feel that school is expected to do it all. Have finite resources to systemically advance educational equity.”
- “I hope the district does something with the equity audit results.”
- “Appreciate the opportunity to give feedback this way. The district is trying their best to get everyone’s voice in this process.”
- [Extracted] school is the weakest link. We have a great school district, but we have this one school that does the minimum and they do not share information.”

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	staff	<ul style="list-style-type: none"> -understanding DEI -committed to sense of belonging -open-minded personnel -welcoming staff -growing student diversity -providing various resources to families 	<ul style="list-style-type: none"> -lunch procedures for FRL students -lack of quality lunches -lack of diverse staff -need to establish understanding and transparency around DEI -decreasing spaces to meet growing student population -need for additional personnel and specialists
	families	<ul style="list-style-type: none"> -handling of Covid -continuous effort to address growing class size 	<ul style="list-style-type: none"> -lack of diverse staff -fundraising disproportionality among schools -need to increase after school activities -growing class sizes at middle school -outdated registration system -inequitable school fees depending on activity -transparency needed around rigor and acceleration -need to establish understanding and transparency around DEI

Quotes from the focus groups themed under **Teaching and Learning** was extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “Sometimes an assistant teacher will work with small group of students if they need extra help.”
- “Our teachers will let us come in during lunch or before school if we need to retake a test or if we need help with the subject.”
- “If you're absent a day or two and a test coming up, the teacher will put it off a few days to give you a chance to study.”
- “They automatically assume if someone is in a gifted program that you should be way higher even if just accelerated. They expect more.”

From staff

- “One way our school is meeting the needs of students is providing staff to support emergent bilingual students.”
- “We use curriculum that shows diverse population.”
- “Our library represents diverse populations and book choices for all students.”
- “The teachers do a wonderful job of integrating SEL curriculum and creating a space for morning meetings where all students have opportunities for voice to be heard, and further chance to develop identity.”
- “When planning for instruction, I can consider how to best meet the needs of students or look for ways to enrich instruction to further challenge students.”
- “We have had books that are not all White people. Every student has a book that they can identify with and stories.”
- “We have bulletin board of different languages to acknowledge the diversity of our students.”
- “With our special education students, ensure that students access curriculum in a meaningful way and being able to show what they know. Give them credit as there are so many students and not one type of learner so adjust slightly for them.”
- “We’re supporting our non-binary students in school and how to use respectful pronouns of students, answering those frequently asked questions as learning experiences. It contributes to their belonging and then academic achievement.”
- “Teachers and staff have to respond with equitable practices when ELLs or students with special needs in our classroom or in the area we work in. We try to gain resources and materials to support students regardless of their level, family income. It's important for staff members to communicate to each other and families in order to figure out how better meet student needs in classroom can support at home.”
- “We do a good job of using student data to analyze where students are struggling. We put good supports in place for them not only academically, but students are surveyed to get their perspective based on experiences, and it’s optional to include name. We ask students if they want to talk to adults as follow-up. We realized they would like to talk if

struggle in these areas, so we include it at recess, we provide support from adults, and put in that option this year to let their voices heard. We can support them with concern specific to them, both academic and as their experience in school. Asking questions about a lot of different ways maybe struggling, verifies that most students are not struggling but some do and want to talk about it. It gave us an opportunity to really help.”

- “One of the newer things this year not sure if required, is more emphasis on different cultural months like Hispanic Heritage Month. That’s an awesome thing to put an emphasis a bit on. I find it so enjoyable to learn about different cultures and awesome that they added that in, giving us resources for it and giving us time to prepare resources for that.”
- “We’ve had very few of instances between students making comments about another students’ ethnicity or racial comments and when try to solve it, parents push back about it. When trying to teach lesson on acceptance or how to solve problems, it’s how the students react is how the parents told them to react rather than peaceful, accepting way. We’re trying to teach them how to do it.”
- “We worry about combative situations because it is the last thing we want. We are here for the good. We care about equity but sometimes things get twisted and that is something in the back our minds as we don’t want to be confronted and using words that can be misunderstood.”
- “Because of our world today and people’s political stance, we have to be very careful about what we say because people think our own personal agenda instead of what is naturally right in our society.”
- “One way to improve is making sure that all students and families with languages and cultural backgrounds are represented. I don’t know if reflected in all curriculum materials. We do nice job of highlighting months but integrating into the curriculum so cultural background highlighted not only that month but in addition to, we need to do.”
- “The curriculum is outdated and makes it hard to get equity across all the curriculum. There does not look like a plan to update curriculum to be successful for everyone.”
- “I’m always trying to be inclusive with my curriculum and resources for students.”
- “I try to include readings from authors of different backgrounds and not make a major point of it because of their background. It’s a great piece of writing so make it more natural to their lives to read from people of different backgrounds so not only reading of White, males. As far as relationships, trying to be aware of it and build the relationships by asking questions about their lives like asking about Diwali. I just started asking questions about it and make connections about their heritages and want to know more about it.”
- “We data monitor a lot. Behavior data too. Attendance and office referrals. We do a good job of involving families in the process when have concern. A celebration, I’ve personally felt is that families are grateful when we call them to let them know about good, bad and things that happen at school to let them know they are part of the team as much as students and staff.”
- “We have no curriculum committee in place.”

- “By the time, we get update, it will be three to four years old, and the curriculum is outdated.”
- “Our curriculum doesn’t match students developmentally.”
- “I have seen what we used to have in ESP program, and seen it go away over the years. That’s been something teachers and students struggling with as teachers are used to having a program for those students so can easily identify their needs. Same with behavioral.”
- “If I think of equity in terms of equity of cultures, the curriculum adopted is very specific to American point of view. As a teacher trying to find curriculum when studying history from another culture, I have to rely on personal experiences to give exposure because not vetted in the curriculum.”
- “One area that surprises me is economic equity. The struggle for textbooks, in class resources for every student that should be greatly available by a robust suburb and healthy tax base. I don’t know why struggle as teacher to be able to provide basic resources for students.”
- “We don’t have a curriculum guide or resources that tell each teacher at every grade, what they are using. There is no continuum from one grade to the next to make sure not covering same materials, book or concept. It would be wonderful to put that together. That way, we have a continuum that builds.”
- “With sharing resources of grade level, it’s really beneficial for teachers to share with other grade level teachers to better understand what the students are working on. To have a clear understanding of supports, strategies already working with them so don’t have to start at clean slate. If reach out to teachers, they are happy to provide information but have to reach out to ask.”
- “Right now, every teacher is on their own to obtain materials so depends on how much money willing to find, how resourceful teachers are to use for instruction so not equitable across school district.”
- “The way emergent bilingual and special education teachers collaborate is rough right now.”
- “Collaboration between teachers vary between building impacting instruction.”
- “Systems level of work that we’ve been doing throughout school district is very equitable no matter where attending but also think area of need is that systems work around MTSS, emergent bilingual students but more work around special education.”
- “We are given a lot of autonomy to pull in student’s backgrounds, cultures and celebrate students, so they give us time in our classrooms and to be aware of students.”
- “We have a pretty good special education team and when have a student with challenges, we have an RtI (Response to Intervention) process. I feel like the school district is quick and effective in getting students identified and help they need, some Ss get put into groups before gone through the process because really need help and some SD are a bit more slower or sticking to the process, but we are able to lead w/our hearts
- “We used to have problem-solving meetings and administration has changed over time. We’re told no longer happening and that was crucial to the success of students getting what they need.”

- “We did have a student in second grade, tried an intervention for six weeks when two later, we knew it wasn't working but we had to wait six weeks to prove what we knew in week two. We need to speed up or trust teachers. We know we have to give time but it's not on students' side, because have to wait so long at elementary level.”
- “We need to do a better job at this school to teach our students about differences, diversity, acceptance and beauty. That there is power in it. I hear and see a lot of referrals, more than expected because misgendering someone intentionally or racial epithets. Maybe ignorance is bliss. We can educate, even if from home and harder to combat but don't know what education we've provided our students around diversity. I think about what we've done to meet the needs of students.”
- “Minority and emergent bilingual students are more likely evaluated for special education services than their White peers.”
- “Looking at school district norms which are the same whether emergent bilingual or minority, you're held to those norms, and if don't fit that mold, it takes a long time to get those services.”
- “There is a lack of understanding and tolerance for people who aren't good at code switching. Growing up in the community do not do well in understanding or don't know about code switching.”

From families

- “My students are getting a really good education.”
- “The teachers are phenomenal.”
- “My son was EL and within one year became proficient in English. I give that credit to all the assistance provided to support academics that have been phenomenal. I wish we had full day Kindergarten. That would be awesome.”
- “This is a highly rated school district. They are very focused on education, and pushing students to learn, grow and they are not afraid to challenge students. My students are only second graders and what I've seen is fine. When I've expressed concern, they have been willing to listen to that and help me out as a parents so overall positive experience.”
- “Circle of friends is great. Teachers and therapists there are wonderful. I see teachers working nights and weekends to communicate with parents which is exceptional. Overall, sensing teachers are all in their best effort to ensure students get most of the classroom. Nothing put positive in my experience with our school.”
- “My son has an IEP and I feel like the team is strong. They do their best to give support needed without going overboard allowing him to be independent while still give him the supports he needs.”
- “I love our school. It feels like a magical place. They do great job in taking care of students. I feel welcomed and my kids are excited to learn. I can't say enough nice things. I will say as holidays, it's all White people holidays. They talk about Christmas, St Patty, but no mention of Black History Month or Hispanic Heritage Month. My student's friend is Asian and none of those were mentioned.”
- “I feel curriculum is diverse in culture, religion and more.”

- “I have two students in two buildings and one thing I like that they are the overall cohesive flow from the curriculum materials that have been chosen. Also, I love the use of the SEL program. The school looks well-run, organized, people overall seem to be enthusiastic to be working there. My students overall are having a positive experience and when times of confrontation like something happening with another student, there seems to be very clear protocols.”
- “I wish we had foreign language opportunities for elementary students.”
- “I wish Kindergarten had more play activities, more play. Important especially for young grades and seems more rigorous. Wish more emphasis on the play aspect. I remember play kitchen in the back of the room and never using it and play is so important in kindergarten. Feel like more rigor expected from grade to grade and less hands on, and play is needed.”
- “Not enough variable seating arrangements for students with special needs like students with ADHD [Attention Deficit Hyperactivity Disorder] being able to take a break.”
- “I do appreciate that school has developmental delay, and circle of friends program. I have felt isolated in my quest for equality education until arrived at this school district. It has been completely different. They meet her where she's at, expose to her neurotypical students and other delays. It gives me sense of hope. Appreciated teachers that are more trained than I am, and it has positively impacted our home life.”
- “We reward families and work companies that can donate funds to the schools. Some students have no control and are negatively impacted. In the classroom, for example, when teachers ask students to retrieve their cell phone and there were students that did not have that device. They need to be cognizant that not everyone has such a device and being aware of those comments made. That being said, I love the activities, and emphasis on SEL. Students sort through their feelings before sent to principal, positive method to talk through. It's not the greatest support when comes to gifted opportunities so having to advocate for it so students is a challenge.”
- “What I wish were different is that they had the education that I had growing up in U.S. Even in 3-5th grade reading about American literature, and the classics. Outside a narrative which is overwhelmingly in the face of our students. I feel as like every book assigned when I look up the author, they have a Twitter page and people aligned with them. They're either left wing, BLM, open borders and fellow travelers of our school system that support them. There isn't another alternative to be exposed to. The school district is a 9 out of 10 great school and could dig a little deeper. There is something else at play.”
- “I would love to see Kindergarten. Very frustrating and no homework given this year and so disappointed because it's beneficial to teach students how to balance life. We have a responsible student in first grader that is also a basketball player and it's not too much to give him a worksheet.”
- “I am disappointed in the curriculum. The curriculum review cycle seems too long. The math resources used in elementary are not aligned with standards. They are from 2012. That's a long time to not see change. I'm also concerned with students being bored and

White centric curriculum that should be exciting but because we're studying people, it's boring. I also think 30-40 minutes of homework is too much for third grade. It is worksheet heavy and not often unable to complete on their own. That doesn't seem like homework, but class work put on a family."

- "I wish there was summer enrichment. I know family and friends that have access to summer school like basketball, cooking, and not just remedial. Same with neighboring school district that remedial intervention type programs but nothing fun and enriching to keep doing over the summer."
- "I wish we had a dual language program."
- "I feel about 50% of the curriculum represents our family because there is a lot of stuff around the holidays that don't apply to us."
- "I feel my family is represented in the curriculum because we are White, heterosexual so our students haven't felt singled out, but my daughter is aware when inequities happen and sees it all around. There are statements like 'Girls, when you marry...'. Representation should be different even if the school population is White. It doesn't mean we have to use White stories or characters."
- "I don't remember what year it was, maybe second grade. The literature represented diversity in the A-to-Z books and not one single book was there a White boy. My student could not connect with those books. When we talk about equity, feel like there aren't a lot of people not represented and making sure there is representation but when completely removal, I feel like take out too much. Need to be careful of that and not to purge."
- "Some of the materials for little readers that come from first grade is quite dated."
- "Intent is right to have more representation for everyone to see themselves but if impact is misrepresented in other ways can be exclusionary for other identities. Shouldn't have to be either-or."
- "There are no non-binary people in the curriculum."
- "On the very surface level, some of the books from library reflect who they are but I don't feel it's really well integrated into the curriculum."
- "I do not feel my student and family are represented in the curriculum. I've never seen anything come home from Latinx representation. I've neither have seen my sparkly boy seen himself in the book. He feels confident taught to be who he is but becomes a challenge as gets older. No intentionally beyond this exposure or what they go towards because of their interest. I don't like their monthly approach to HHM, and this is the first year even acknowledged in the newsletters, and I've been a parent in the school district for years."
- "Indigenous people, they don't even talk or recognize it. In teaching a Navajo song, students didn't even know what the Indigenous people were. It is horrifying to me."
- "A friend sends me a picture about Native Americans that was offensive. Not just exclusion when they are mentioned, it's done through stereotypes and that was really disappointing."
- "When they are learning about Mt. Prospect and dressing up, there was a list of girl and boy clothes and for students navigating gender identity, where do they go? Instead,

they can just give a list of clothes. There is a thoughtfulness and intentionality that is missing.”

- “The curriculum to me should be strictly about facts, history, math, science and other things. Should be more on secondary level other than socializing with them, for example, with compassion. Most of that begins at home and school cannot take that role on. If anything, compassion level, I think teachers would need to redirect negative instances that's just outside of the curriculum.”
- “Sending students to school for eight hours a day, they should learn morals from the teachers. A majority of students’ waking hours is at school so expect morals to be passed down.”
- “In ELA curriculum, it's about piggy and elephant type books. From what I saw open house night of third grade book, I did see diverse representation. It does not have to be big thing or political, it's a story of someone that might be in our school district or community. For Social Studies, that might play part at earlier grade. They do touch on variety of topics and still is simple for elementary concepts in allowing students to know the world.”
- “There aren't non-binary characters or representation in the curriculum. Every year, we start off with gender plan for our student with administration. That’s always been a good experience. They've been open and flexible. We asked them what books would like to see in the library and can put in the classrooms, we gave them a list and they bought them. They have that openness in representing my student to help their classmates to understand.”
- “We need to teach about community service. Giving back to your community. It speaks to applying academic language.”
- “Students need independent decision-making opportunities. Teach financial responsibility and appropriate financial literacy. Critical thinking and learning skills are number one.”
- “Civics classes could be brought back into the classrooms because students are lacking basic understanding of our legal systems.”
- “Preparing students to be well-rounded in academics, relationships, working with others, cultures, differences, independence, all of it needs to be integrated.”
- “My student had 504 for ADD and ADHD and feels like yearly struggle with teachers to get 504 accommodations. I have to speak to the school administration and told to talk to teachers, but I do, there is reluctance to provide the accommodations. I have to manage it. Sometimes see the accommodations improve and then slip. I have to be engaged in the 504 plan to be sure met. It is administration responsibility to ensure fulfillment on 504 and feels like I have do it myself.”
- “I wonder about access to challenging instruction. Test heavy with MAP assessments.”
- “There seems to be lack of communication between each school and grades don’t meet as grade level teams.”
- “Early intervention and childhood shouldn’t be a lottery.”

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 and culturally responsive pedagogy	students	<ul style="list-style-type: none"> -small group learning opportunities -one-to-one academic support -understanding to student needs 	<ul style="list-style-type: none"> -perception of high expectations
	staff	<ul style="list-style-type: none"> -bilingual and EL supports and resources -diverse curriculum and representation -diverse books and authors -enrichment opportunities -supporting student needs -using data to make informed decisions -growing recognition of diversity -teacher autonomy to support student learning needs -strong special education team 	<ul style="list-style-type: none"> -student perception on inclusivity and/or home guardian influences on inclusivity -lack of current curriculum committees -antiquated curriculum, and absence of curriculum guide or scope and sequence -absence of ESP program -lack of resources for each student -need for special programming – EL and special education – to collaborate, as well as general education teachers -absence of problem-solving teams -frustration with intervention process -increased need to integrate culturally responsive pedagogy -overidentification of EL students for an IEP
	families	<ul style="list-style-type: none"> -pleased with quality of education and teachers -effective EL programming and special education teams -strong non-teaching staff -diverse curriculum and resources -positive SEL programming and expectations around human relationships 	<ul style="list-style-type: none"> -desire for foreign language programming and/or dual language programming -more play in early childhood grades -need for flexible seating especially among students with disabilities -inequitable resource expectations about students

		-Circle of Friends program	<ul style="list-style-type: none"> -inconsistent understanding around culturally responsive pedagogy -absence of summer enrichment programs -need for diverse representation in the curriculum and resources -desire for community service opportunities, financial literacy, critical thinking skills, conflict resolution and other well-rounded attributes -expand early intervention and childhood
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Quotes from the focus groups themed under **Student Voice, Climate and Culture** was extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “I like when they provide us with field trips because they're fun.”
- “I like when teachers let us out for extra recess and then let us get into learning mode again.”
- “There are a lot of clubs to join that make you feel included in the school.”
- “When we do team building in class, I feel welcomed.”
- “We have disability week at the school district.”
- “Sometimes people get upset, angry, frustrated or crying and the teachers will let them walk around the school to calm down, and refocus.”
- “The teachers are nice. They don't yell a lot.”
- “I think the teachers are nice and the subs are nice as well. They try to keep us on track and help us. Let us have more time and if something happened at recess, they would help us.”
- “Since teachers are nice to us and that's why we bond a bit.”
- “Some teachers ask students their pronouns to acknowledge them, and it helps.”
- “In some classes, they'll ask us what we're looking forward to or more excited about and they'll try to make it happen.”
- “Teachers are nice and say positive things.”
- “Sometimes we can decide what we do for a day, like study guide for the day, tomorrow or do something else for the day, so they'll change it around.”
- “The teachers are really nice to us and whenever like PE or something, can show a talent we're good at. They will say or compliment us.”
- “I felt welcomed in 4th grade. It was really nice but started to realize, people doing not the kindest things, not being nice, not respecting.”
- “Some of the teachers are nice and other teachers are not nice. They blame you for stuff and they don't look out for you, but it's mostly recess monitors.”
- “On the bus, sometimes see people not being able to sit with others on the bus. Some people have friends that are sitting next to someone else and when don't really have a friend to sit with, then they have to sit alone.”
- “Not just me, other people felt unwelcome when people get teased or bullying or rumors about them spread around the school. My friends have had rumors about them spread. Rumors about how she looks and how she dresses.”
- “Almost all teachers just give us two bathroom passes per quarter. It's uncomfortable to ask teachers to go to bathroom if already used bathroom. We can't use during passing period because only four minutes and may need to get to other end of the school. During passing period, may have something in locker so not enough time to use the bathroom during that time either.”

- “It's not fair when people are messing around in the bathroom, and you need to go but have to wait until they get back.”
- “Depending on where you sit in the classroom, the teachers assume you might be a troublemaker if you choose to sit in the back.”
- “Sometimes people assume genders of other students.”
- “Some students say things about other students to get attention for themselves.”
- “Students might make fun of the way someone looks to make themselves better.”
- “Sometimes they are mean and laughing at other people and sometimes silently judging them with their friends.”
- “People will make up lies about each other.”
- “With people getting bullied, it makes them insecure, and they want to change themselves for other people to like them. Most of the time, it's about how they look or how they're dressed.”
- “Sometimes groups of friends don't include people on certain day because depending on who they want to hang out with they don't explicitly invite the other people.”
- “The rumors around the school, I can only explain like a game of telephone and as it goes to each person, it gets more inaccurate each time.”

From staff

- “I understand when students have responsibility outside of school and when their homework is not done. Teachers being parents, we bring personal experience into the classroom because we're at both ends.”
- “Fine line to try to prepare students for middle school and also want them to have some understanding.”
- “Our school district is very accommodating about student identities and orientation. No questions or making people feel uncomfortable. They do a good job with that.”
- “I didn't know anything about my teachers when I was a student. We're an open book with our students with social, personal, sporting events, making constant connections with students.”
- “Covid changed who I was as a person. I told parents to contact me when needed and they was very appreciative. I was reachable and Covid changed that perspective of seeing into people's home and they into mine. It changed my point of view of schooling.”
- “The needs of students are very broad. We do a good job with SEL needs, have a great SEL curriculum.”
- “Excellent social workers for students.”
- “Being a White, female teacher and part of the majority is being aware of that, and making sure it doesn't cloud my view. Being cognizant of it.”
- “There are some things I can relate to and others I need to learn, and feel like more I teach, the more I have to learn. Making assumptions is not ok and get to know students and see why things are happening.”
- “My own background helps me be a bit more in understanding students.”

- “A lot of us are from northwest suburbs, sheltered and not exposed compared to the city or other states. I don't think I had diversity until I went to college and explored people's lives different from your own.”
- “If don't have outward disability, feel like some don't understand it. Even among students with outward disability didn't see themselves with disability.”
- “We need to talk more about gender identity rather than boys' and girls' line because its traditional. We need to be proactive. We're always follower instead of leader.”
- “With recent events, I have thought more with how someone might feel in coming into a room. I took a bias test through the school district, and we had to acknowledge that we all have biases to make aware of what those are and change that in our mind first.”
- “As a minority, I grew up in my neighborhood, with a lot of Black students. I was one of five people of my race, and three other people were my family. I could count on one hand how many people that looked like me in one hand in a room. I got promoted at my former job, and a male person told me that I got the job because I'm a female and minority.”
- “We build relationships with students every day. Through morning meetings and open communication with students.”
- “Recently more work around trauma and informed practices brings more empathy to staff. Similar to how we're doing with students. Helps staff be more accepting of students when they come through our doors, not know the whole details but that we don't know the whole story.”
- “Belonging to a group that in most environments, I tends to be the minority because I have a queer identity. I can't help but think about my identity in most situations because I'm aware that a majority of the group that I'm in may have identities different from my own. That makes me hyper aware of what I say, how I act and how people speak of different communities whether they identify with it or not. I'm aware of how different groups have spoken up, whether sexual orientation or other diverse groups based on students that I have in class, family and friends that identify as different groups as well. I use my identity as their family, friends, etc. to be an ally in my job and in my life.”
- “My identity as a White woman is probably most predominant one that has an impact on DEI. I can't see gay but that's not what people see. They see a White woman and I know that I have privilege and use that privilege to balance things, to make things more equitable. When it comes to others not afforded that privilege because of skin color and also to speak on behalf of LGBTQ+ people, as a gay person, I have my own experiences and bring that to the table. I can help advocate for students who are in middle school and questioning everything.”
- “I am not diverse. I was very White bred, and I've been raised pretty privileged. I keep that in mind in order to ensure to include others. I am very thoughtful about how I try to equalize things because I don't have a diverse background.”
- “In my role, in U.S. culture as a White, male with privilege and not always aware of my role as a teacher, I'm very conscious of DEI. I make sure that everyone in a space and their backgrounds and where they are coming from is respected and celebrated in the classroom. In my experience outside of my school, I have a lot of relationships that go

across every diverse facet, background and try to bring that experience in the classroom so that I can make my students feel more comfortable.”

- “As a public school teacher, I am usually conscious of my religious beliefs and keeping those in check, respecting the fact that all my students don't share my same beliefs.”
- “Being a male, middle-class, I am trying to recognize the environment that I grew up in and the biases I grew up with. I am trying to keep myself up to date. Grateful of my children where students keep me thinking about it, and more up to date in ways that some of my peers are not.”
- “The major systemic shifts that make me reflect for example are women's rights, when Trump was running, and BLM (Black Lives Matter) when George Floyd was assassinated. People protesting in the streets in Chicago allows me to see firsthand, reflect on my own practices.”
- “With things changing and having my own kids, I reflect on what are they growing up in, not only my children, but my students. The philosophy out there is so different among people, and I have to be careful on how to teach certain things, certain situations because everything is touchy. I have no idea which side the students, parents or person feel and almost feel like they can be offended because of what is said.”
- “How do you teach students and each other to be tolerant of those steeped in intolerance when growing up in households that tolerance is not acceptable?”
- “We have a student this year that identifies as non-binary. We got the ball rolling on it and staff received short in-service on it. Important to make student feel safe but don't know how much done to educate students. Know touchy subjects because parents get upset at times depending on what is discussed and whether or not they feel school is a place to discuss certain topics. I know that things can be done proactively as well.”
- “The mental health group does a great job of supporting students whether in crisis or they are supporting transition. Everyone cares and is advocating for students.”
- “School district needs to incorporate or allow ESP (Education Support Staff) with the SEL instruction.”
- “We get push back from some parents and BOE to control the environment because the students are too young, but we have middle school students who are wrestling with their identities.”
- “All of our holidays and time off is centered around Christian holidays and even predominately Christian population. We're beginning to see more and more students miss school for their holidays as they should but it's not equity. Calling it a winter break instead of Christmas break does not make it equity. Language is there but practice is not.”
- “One thing I know is that the school district has had conversations about books in libraries. Some families are upset if students have access in choosing to read a book about racial discrimination or sexual orientation, or different families. Concepts that they deem inappropriate. Unfortunately, we often hear the most from individuals who have really strong opinions in one direction rather than other community members from others that may be happy and it makes it seem that community may also feel the same way about diverse materials when in reality people are happy about those

resources but don't hear as much about it. There is a lack of education even about what sexual orientation and identities mean with family and community members. There is so much more than what is perceived and also more resources available needed for how people can belong to many identities even if they may conflict. There are people who work against stereotypes that exist about different communities. Just because one person identifies communities does not mean they identify with stereotypical traits often associated with that identity."

- "I have a different religion and race and have been exposed to prejudices. I relate to students, and they relate to me."
- "I don't know how many people in school district identify as LGBTQ+ so that makes me as different. It then becomes more important for me to represent and show someone from that group and help others feel comfortable and gain more knowledge about LGBTQ+."
- "Majority of my background is similar to majority population of school district at least on surface. My LGBTQ+ background is different but it's not visible and therefore I would assume those people don't consider me a minority because it doesn't come up. I would like to use my role to be an advocate for students. With conversation not coming up often, I don't feel I get to utilize that role and it's a shame because only times found myself being an advocate when certain situations arise when students make fun of another student like using term 'gay' and typical behavior we see like such which is unfortunate."
- "Always very supported when ask students if speak another language at home and they are happy to be asked. I'm proud of them because I wish I could speak another language. It's pretty cool that they can have these great things to affirm their background. I have White privilege so try to be very sensitive to students even when do morning meetings like Halloween not assuming everyone celebrates it. Asking the students if they do celebrate and just because one student does, does not mean everyone else does too. In terms of my role, I have a very different background compared to everyone else so try to educate the students all the time."
- "When I think about affirming identities, I think about celebrating identities and helping people to feel they are great just the way they are and should feel confident in their identities. Staff and family members are always very caring to individuals that come forward as different like in sexual orientations or SES that may not be visible to us. We can be more celebratory about these different identities. This relates to ELLs as well because could be more celebration of diverse languages, cultures and I want families and community members to feel their identities are celebrated. It's important they feel they are a really great part of our community and adds to who we are as a school district even though we have a lack of resources in certain cases such as lack of translation services. It can make it seem like we don't care about those diverse identities because we're not providing resources within families' native languages. We can do a better job of affirming identities by anticipating and proactively providing supports so that everyone feels included and affirmed in their identities from the start or without school district making them feel like it's a burden."

- “School district has changed a lot over the years. I dislike the disconnect that I feel from building administration and between our elementary, middle schools and early childhood buildings. I am only a person with a name. I have no personal relationships and that has to do with turnover. I recall when top administration would walk down the hallways, and everyone would know them. They were regulars in our buildings and classrooms. They were always there. Not only do I miss it, but I also think the school district is missing out on a huge opportunity to teach these students that they come from gigantic support systems. Many people work really hard sometimes behind the scenes to help them be successful, give them life lessons. But things are compartmentalizing here because not enough time, even within grade level to collaborate and share ideas.”
- “There is wisdom in experiences. Many teachers that have been here for many years and we're begging to be heard.”
- “Most administration would be hesitant to find not doing something right and there is room for improvement. They want to talk about it, find the hole and address it. All levels of administration want equity, SEL and prioritizing of students.”
- “The community as a whole - staff and otherwise – all want our school district to be a positive, welcoming community. I hope through audit and other steps taking can open selves more to needs of all communities because worry that diverse communities may end up feel they don't belong or seek out resources elsewhere if they feel we aren't affirming their identities. These unique identities help us to grow in whatever role we are in.”

From families

- “Everybody seems very happy at our school.”
- “Extracurricular opportunities are strong but could also be a bit more equitable across the school district.”
- “I like that there seems to be a lot of opportunities to participate in things. Seems to be open to things and everybody. They don't come across as close off.”
- “If there is an opportunity where they offer something at one school, could the students at the school be transported to have access.”
- “The presence of staff is great. So many crossing guards and front office staff very responsive. They know all the names of people.”
- “My students feel welcomed. Everyone is nice and accommodating.”
- “I also feel there's a good amount of punitive systems not necessarily always seeking the root cause or reasons for behavior from the very few instances. For example, the iPause program where they go to kind of think about what they have done, and students sent over and over again without change and are heavily reliant on reward systems.”
- “I wish there was transportation for clubs.”
- “There are teachers up to modern in terms in their perspective on diversity whereas there is one school that uses more outdated language. One of my students doesn't identify as boy or girl so they are gender non-conforming and non-binary. They are young and we're on this journey and they recognize when teachers don't and can't

adapt to a new language. At [extracted] school, it's still gendered calling boys and girls every day. Those little things add up. I know that we have let the school district know about gender training for staff and faculty, offered resources, we're connected with Lurie's gender program and have someone on their staff that does PD for free and when asked. The district said they have had it and we have someone in-house to take care of it but really no movement to validate language and practice."

- "At middle school, it's a bigger thing as having more students that are non-binary or identify as different gender. It took a long time to get training in my experience and it wasn't adequate. Some teachers will ask, and that's great. Hopefully administration will make those decisions for training and expectation for all so it will trickle down."
- "At the high school, we're all in. Validating students, using pronouns, and adults working to find that space. It takes a bit of work and learned to keep asking. I do hear when students get into high school, they initiate and advocate better for themselves in their pronouns. It breaks my heart when I hear they have waited so long to do it. In my profession, we are here to help and move in this world."
- "Every adult should be a safe adult. It makes me angry to hear that as an educator, teachers who should all be trusted aren't validating someone's needs. Every teacher should be a safe adult and that's a big thing that should change."
- "We adopted our son and everything that comes home has been mom and dad for heterosexual couples. It opens up a lot of questions. It creates intense conversation with our six-year-old, and it doesn't make us feel like we're part of the community. I realize we're not going to throw rainbows on everything, but we should make sure every student is included and all family structures are celebrated."
- "Good friends of ours left the school district because they were feeling their family was not accepted. It started as early as registration because when parents choose, can only choose mom and dad. Right away, it left them feeling not welcomed in the registration process before their students even stepped foot in the building. They said something about it and were told the way the system was set up that way, and they don't have control. I don't know if changed since then but those things could be more thoughtful. Even with curriculum can make that change. Same goes for many different types of families like single parents, and grandparents."
- "There is a big gap between what school says they value and then do. It comes from lack of training and awareness. For example, my spouse and I are White, and my students are Black. School refused to release my student to his dad. I know that there are a lot of different types of families. I think easy mistake to make but if you say you are welcoming to all, be it. I had a concern for my daughter because she has an IEP, and I know things could be used for behavior that are hurtful. I asked about policies and brought up fact that expulsion on the basis of race and was told there is no policy because staff has no biases. They cannot admit that we are all subject to biases. I never want to use my children as an excuse but feel like there is a complete lack of awareness, and I worry for my students."
- "As someone who fairly recently moved here makes me concerned that unwelcoming is community wide. It was already hard to move here and wonder if made horrible

mistake. My son had a hard time fitting in. He's White and short, and received bullying for being short. School have said things and stepped in but he's aware. There was a Russian student last year that was really excluded. From my son who tells me what is going on, knew this student was not feeling truly welcomed and it speaks to how school handles multilingual students and immigrants. We should be fostering bilingualism in elementary schools and would love to start with Spanish class."

- "I think there are always opportunities to educate students on different family structures present across the school district. The different biases that we have around being welcoming to people, for example, my daughter is queer, and son is at the elementary level. Sometimes there is terminology about appropriate terms, and we have to figure out how to have conversations about it while respecting the religious and political beliefs of the community."
- "There are a lot of Asian American and Pacific Islander people, and I'm not sure always accommodating to that demographic as we do for Christians and Jewish people."
- "We have to remember that students are students, and fifth graders will need to play and have recess."
- "I've heard at [extracted] school, lots of racially inappropriate things said there. I hope more things are done there to curb behavior."
- "I'm new to the school district and last November, my two daughters started [extracted] school. They didn't feel welcomed by one of the administrators and both of my daughters experienced racism from other students. They were referred to as Mexicans crossing the border, wetbacks, beaners, and other racist terms. We brought it to the attention of school staff and even asked them to have an assembly to let the students know that it didn't matter where come from, what color you are, we're the same and treat each other with respect. My daughters told me they noticed not a big diversity. Mostly White teachers and they felt discriminated with all those insults. The school has to hold an assembly. Talk to the children about where those comments come from. They are very disrespectful. It's been a bad problem from starting and my daughters not feeling welcomed."
- "The SEL is fantastic. Even when thinking about emotional intelligence as that factor can surpass intellect and that is amazing."
- "There seems to be strong LGBTQ+ supports for students in some schools but not all schools."
- "We need students to make connections with each other in affinity groups. It can be powerful for students and adults."

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	<ul style="list-style-type: none"> -field trips -extra recess -extracurricular clubs, sports and activities -team building opportunities -disability recognition -supportive staff to address students' emotional needs -kind, positive and supportive teachers 	<ul style="list-style-type: none"> -isolated unwelcoming experiences on school bus -student-to-student bullying, teasing, lying and microaggressions -insufficient restroom opportunities -unfair mass discipline practices -teacher assumptions about students
	staff	<ul style="list-style-type: none"> -understanding and connections to students' lives, backgrounds, identities and situations -SEL curriculum and resources -positive, meaningful relationships between students and staff -trauma informed practices -mental health supports 	<ul style="list-style-type: none"> -need for ESP support with SEL instruction -need for increased awareness and support for historically marginalized identities from students, staff and community -strengthen staff trust and collaboration
	families	<ul style="list-style-type: none"> -positive, welcoming and inclusive schools and staff -extracurricular opportunities -reasonable punitive system -understanding and connections to students lives and identities by staff -strong SEL curriculum and resources 	<ul style="list-style-type: none"> -expansion of after school opportunities -inconsistent treatment and support from staff and community members toward historically marginalized identities

Quotes from the focus groups themed under **Professional Learning** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From staff

- “School district has come full circle in educating us as times are changing and how to navigate that. It’s a learning process.”
- “We had a staff member teaching about DEI, and it was great but that was just two hours. We shouldn’t have to rely on a staff member to do it. We’ve never really had PD and needs to be ongoing not just one hour and maybe apply to the classroom.”
- “We’ve done PD on sexuality and gender. Our policies and practices are pretty solid for those two identities. We struggle with predominantly White staff and all White administration with things related to religion and race and language. We have language supports available but there is room for growth for all staff in those areas.”
- “A few years ago, we had PD about gender identity, and it was school district level.”
- “Staff can use more education about backgrounds and different areas, culture, heritage, religion to have greater understanding of students. We’re growing more diverse but not more inclusive.”
- “Our school and school district would respond with care and empathy to families and students who have identities as part of queer, POC, EL or different identities. We are good at being reactive and responding with care. I would also say that our school district can improve by having resources and education to all staff members from being employed at school district and providing education about different communities, and how to best provide equitable practices to those communities with different groups. I have received different levels of support and education when hired so lack consistency because of turnover. Some have had more access than others and we need to provide that information and strategies to everyone from the start of employment and education within the community and families about identities. When we think of sexual orientation specifically there is a difference between talking about sex and sexuality in detail and talking about how families and how families could look different, even having more neutral language around pronouns from the beginning. If known non-binary or trans identity can be more neutral from the beginning and be proactive by also providing other things that we would be providing like neutral bathrooms. That could be provided from the beginning and at this age in our school district, and many students may not know going to identify with sex orientation in the future so trying to spread that is age appropriate so when in the future if and when they don't feel completely lost or unsure what to do.”
- “One challenge is misunderstanding about identity and easy for the school district to feel that we may not need to provide education or resources because our school district has similar identities. Whether family, staff, students, there is misunderstanding that it may seem less important to provide information about DEI when in reality we need to provide that because our students will interact with diverse people now and in the

future. Students who identify or are part of diverse communities may need more support in our school district because from historically marginalized communities.”

- “There are issues with aging administration who are not necessarily current in their thinking and equity issues with gender and race, they struggle to address appropriately at times. They are blind to it. They have blind spots and have to recognize their blind spots. I am trying to be aware of my blind spots as a person part of the majority and we’re not trained to look for them, to address them.”
- “Women are not quite seen as equal in the work environment as males in the building. I know female dominant professional, but standards are different expectations, with dress, with everything.”
- “How is grace distributed in our school district? Our males are given more grace than female employees?”
- “As support staff, it’s a challenge to constantly keep up because by the time trickle down to assistants, they may not know common language.”
- “There is an issue of equity in communication about paraprofessionals.”
- “There is a lack of awareness of how our biases impact us while a lot of individuals on staff may understand what bias is and it is easy to dismiss biases impacting us as professionals. When don't have time to reflect on how privileges can impact certain families and students, the way biases exist for many different reasons or biases related to so many different identities to be aware of language we use. When we refer to different communities and make a statement about a group without knowing that group and if we don't belong to that community, or even if we do, there is variation at play. We need to understand and listen before we respond.”
- “Went to summer PD and less than dozen staff there. It was on things like implicit bias. Great tools shared and would be great for all staff but don't think internally we've confronted in acknowledging our biases. What are people afraid of? Probably that they turn into shouting matches like BOE meeting, but also having conversations of even being supportive of BLM (Black Lives Matter) when also seen honk for Trump sign.”
- “With our restorative justice, we did some work to become more self-aware. The way that we're educating staff around it is not consistently done.”
- “Some students thrived with Zoom during the pandemic with breakout rooms and supporting one-to-one. Feel like Zoom changed school district and don't think we've had time to reflect how it impacted education.”
- “Last year encouraged to talk about trauma because of pandemic but not enough time now, hard year.”
- “Happy to be back in school with students but still this year is hard. Student have had anxiety and start seeing some different behaviors.”

From families

- “I asked administration about gender and pronoun training, and they said it happened about three years ago. I asked when they were doing it again. They said will bring up to the staff about PD but that’s not the same as PD. Why not make it part of their onboarding and make it mandatory PD for all staff.”

- “Having certain trainings mandatory among staff like pronouns, races, respecting differences, cultures and religions. Making sure there is a common language discussion in SEL. It needs to be consistent every year and reviewed every year. Staff to include updated terms about identities and constant awareness of intersectionality.”
- “Staff shouldn’t have just a one and done PD on equity.”
- “For DEI to be truly implemented, faculty and staff needs to be supported. They need PD. They also need the backing of the administration because there are people that would have issues with it. Can people voice their concerns fairly? Teachers need to be supported through this process so continue to do this good work and not political targets.”

Table 3.4: Focus group themes aligned with PROFESSIONAL LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Professional development continuum	staff	-equity-focused PD	-need for additional DEI PD -lack of understanding or growth regarding identities -inequitable perception and/or treatment among male and female staff -need for restorative practices training as well as ACEs (Adverse Childhood Experience)
	families		-need for additional, mandatory DEI PD

Quotes from the focus groups themed under **Family and Community as Agency** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From staff

- “We need better tools to provide translation for families and community members, right now relying on Google translate and it's not ideal.”
- “In recent years, the schools and school district communicate to families in multiple languages and able to get more of our parents connected. This year, the parents that did come to conferences had success with bilingual families with interpreters. Language piece is a barrier that we've moved in a lot of ways.”
- “I feel we need to do a better job in finding interpreters and reaching out to diverse families with different languages. Getting people willing to foster a new family when they don't speak the language and may not have family here or don't know how to fill out paperwork the school gives them. We have many different cultures and languages. Like a liaison person, so we as faculty are not scrambling to interpret for them like special education paper itself, which is difficult in English, let alone another language. We need to support, recognize and celebrate the diversity by providing support.”
- “We have some community members that don't have students in the school district. They're older and have students in the school district and not quite understanding changing dynamic.”
- “Some parents are working long hours and don't have time, so we need to make things accessible if there is a need.”

From families

- “Huge community involvement.”
- “The communication is pretty good between home and school.”
- “From what I heard, the support for bilingual and cultural inclusivity is great inside the school with students. The school district can do more with whole families. Often time, students are more acclimated than their parents so the communication with some parents isn't there.”
- “I like the accommodations they try to make for parents with two families working. I would say that the communication and weekly newsletters are appreciated, but sometimes over communication. Wish it could be streamlined.”
- at I love having access to Kid's Corner.”
- “We had considered moving again when first went to the district. We didn't see representation in the staff in terms of diversity. My students are bilingual but don't have academic instruction in Spanish and there is assumption about reading levels without actual data. A lot of assumptions about me too. They had a translator present for a meeting without talking to me.”
- “I would love home resources to teach students about diversity and equality. With changing times and accepting people on individual levels that could learn and talk about at home with a resource provided by the school.”

- “More support for bilingual parents and families is needed.”
- “School district needs to continue to keep the lines of communication open.”
- “There are certain things you have to register to be on contact list. Things I didn't know about. It wasn't clear what the purpose of sharing information was, but you have to learn to navigate these unwritten rules. I wonder about people that don't have access based on language, for example. The disadvantage to the students is not fair and I worry about my students being in the system without me.”

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		-need for translation and bilingual resources -identify opportunities to mentor and support new families -support for community members that do not have students in the district -ability to be flexible based on family structures
	families	-supportive families and community involvement -constant communication -access to Kid’s Corner	-lack of transparency to access opportunities and resources -need for translation and bilingual resources -overwhelming amount of communication and keep communication open -assumption that interpreter needed for families -at-home resources to support students

SURVEYS

Table 3.6: Student Survey, Section Title: <i>Participant Background – Question 1</i>	
Q1: What school do you attend?	N
Fairview School	233
Lions Park School	207
Westbrook School	0
Lincoln Middle School	548
Total	988

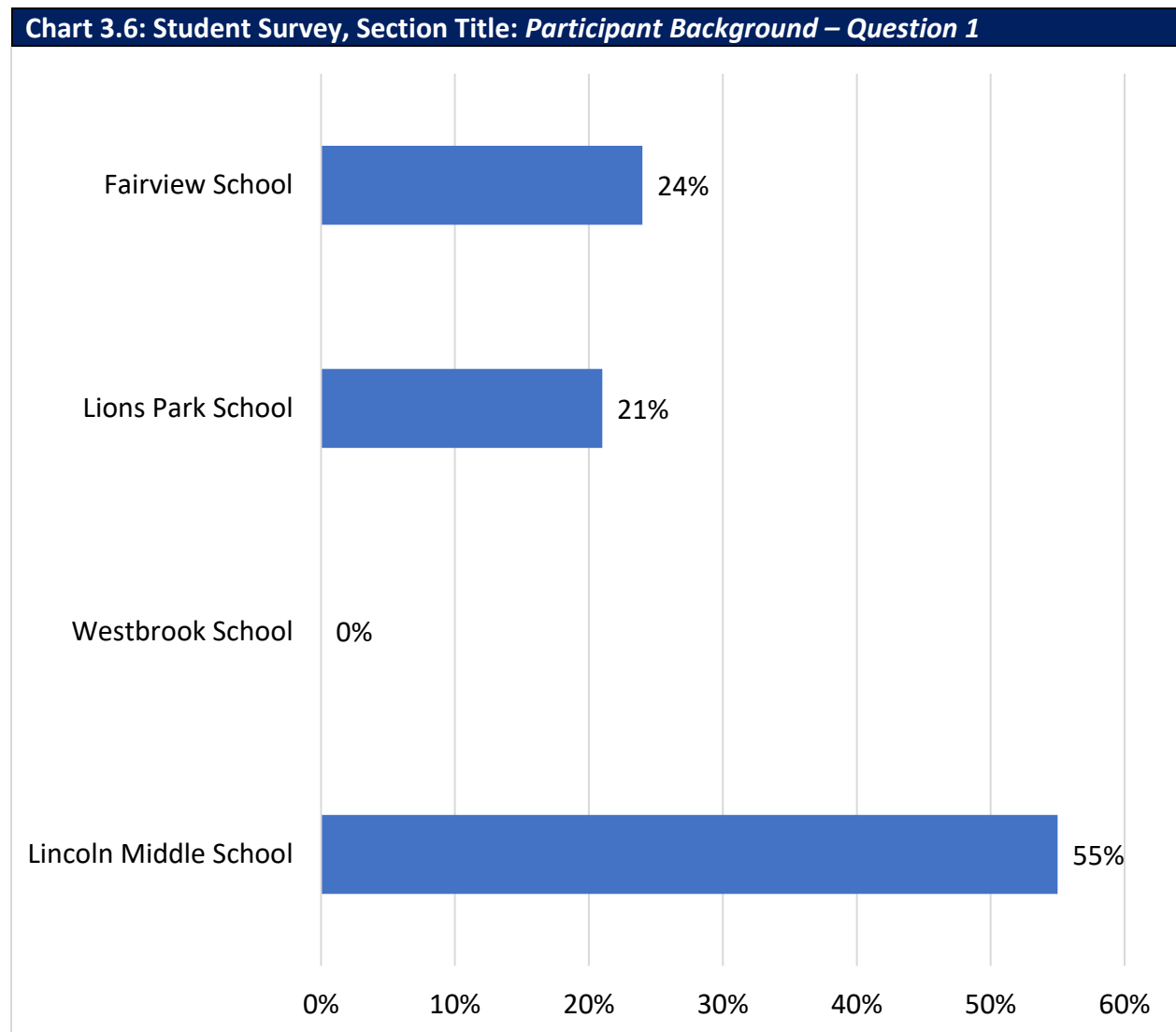


Table 3.7: Student Survey, Section Title: <i>Participant Background – Question 2</i>	
Q2: What grade are you in?	N
4 th	217
5 th	221
6 th	192
7 th	177
8 th	181
Total	988

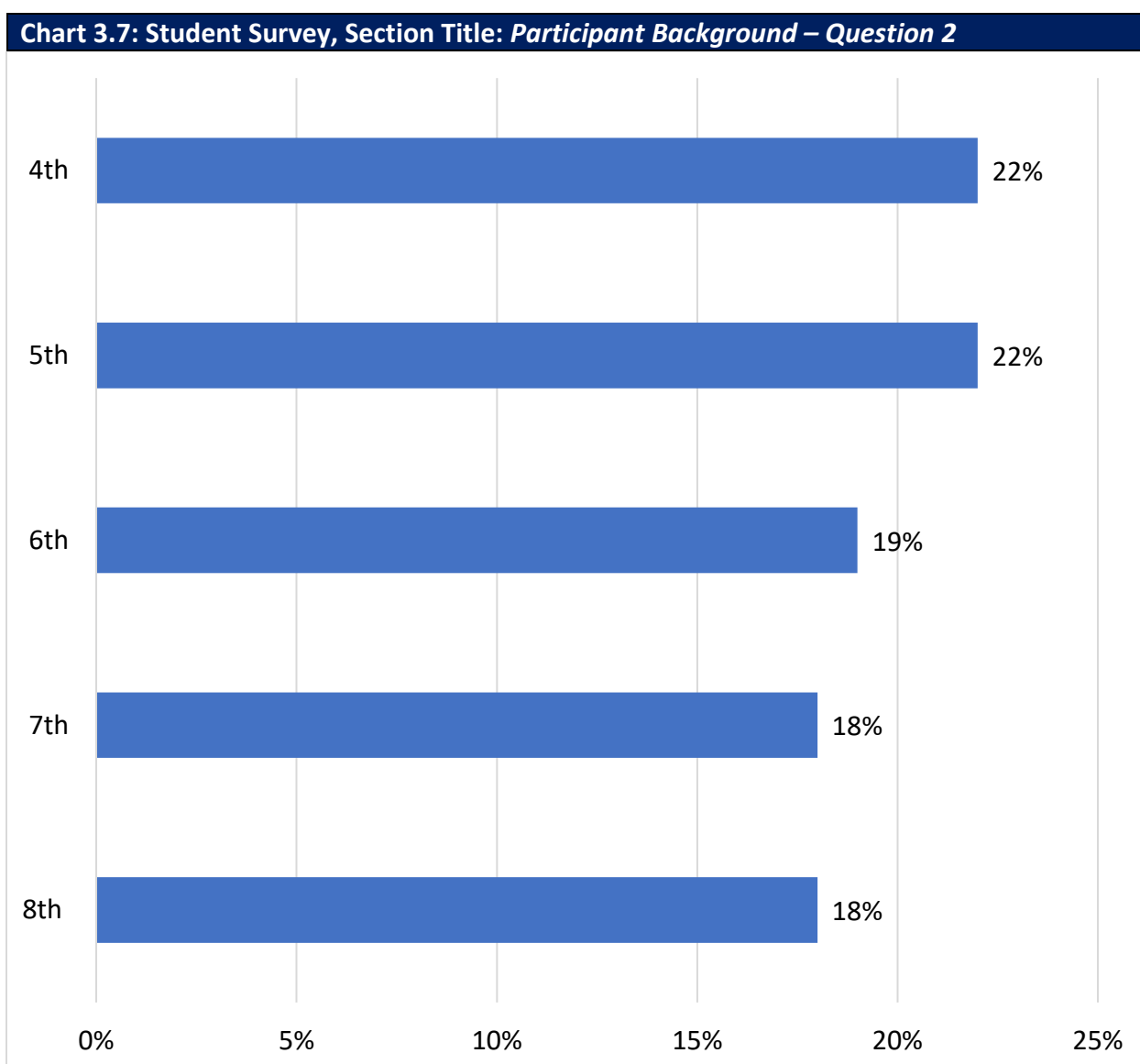


Table 3.8: Student Survey, Section Title: <i>Participant Background – Question 3</i>	
Q3: What is your race/ethnicity?	N
American Indian or Alaskan Native	13
Asian, Asian American or Pacific Islander	80
Black or African American	16
Hispanic or Latina/o/e/x	44
Two or More Races	80
White or Caucasian	402
I prefer not to answer	164
I do not understand this question	189
Total	988

Chart 3.8: Student Survey, Section Title: *Participant Background – Question 3*

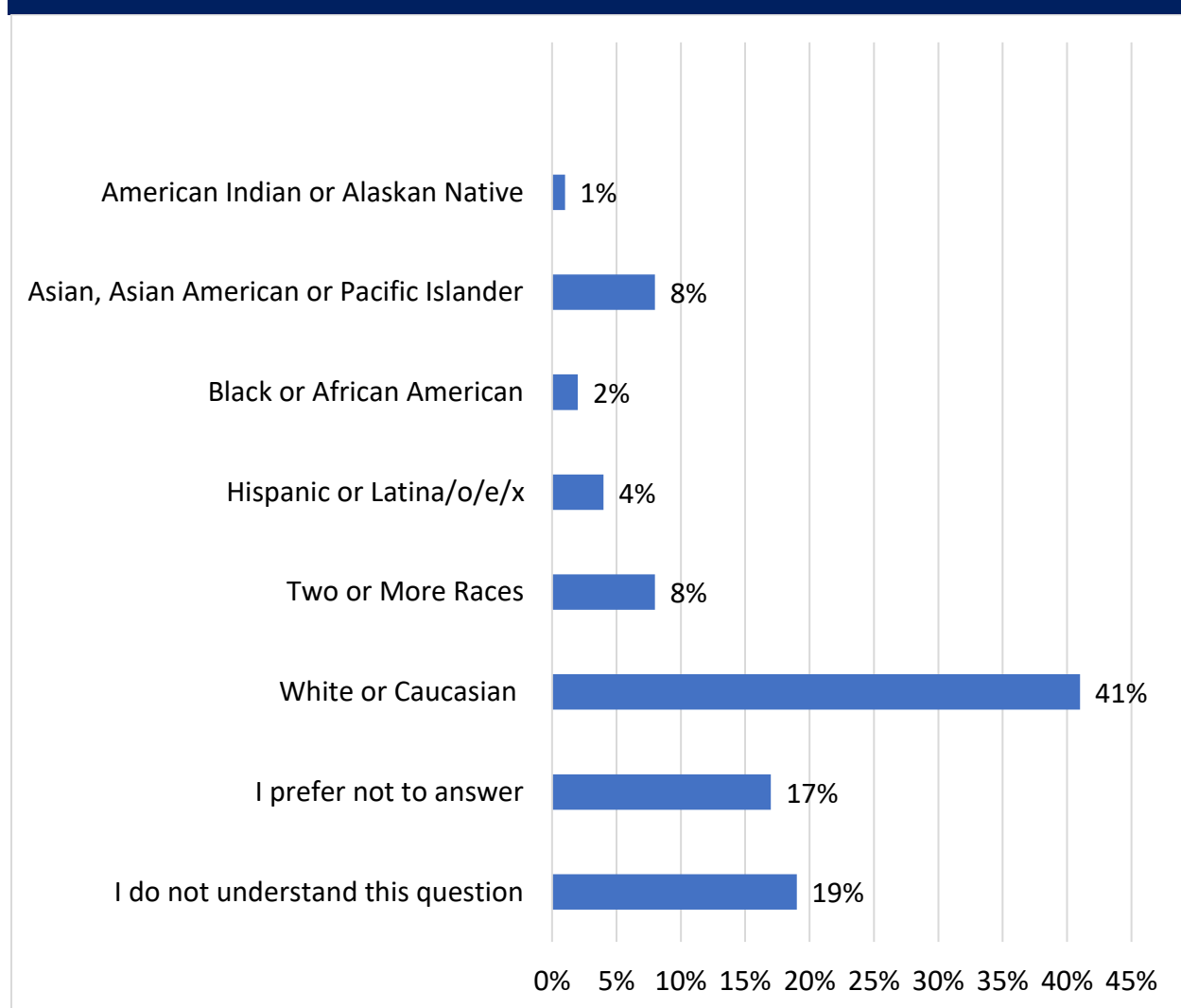


Table 3.9: Student Survey, Section Title: <i>Participant Background – Question 4</i>	
Q4: What is your gender (or gender identity)?	N
Boy	466
Girl	481
Gender Variant/Non-binary	16
Not listed	4
I prefer not to answer	17
I do not understand this question	4
Total	988

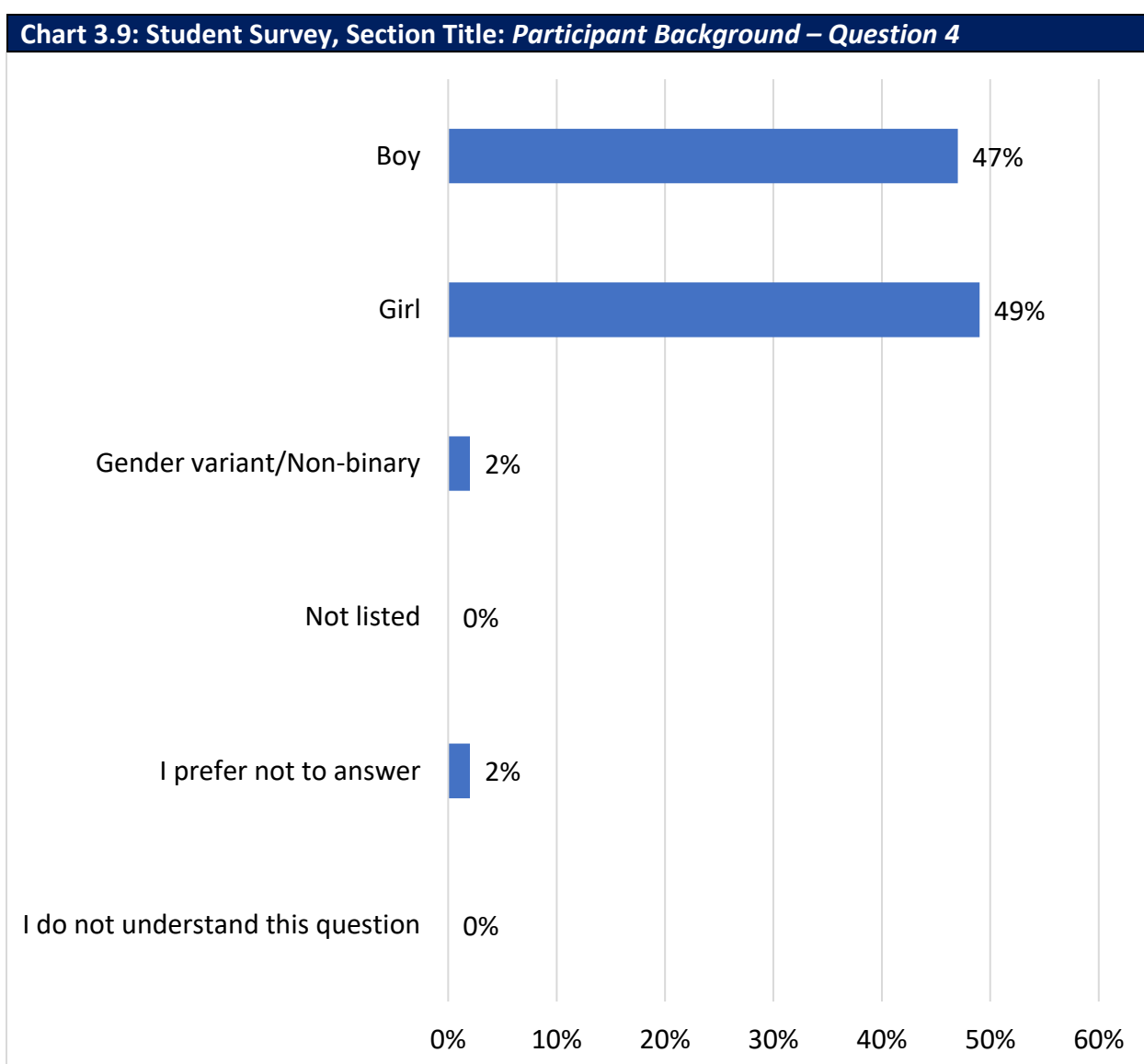


Table 3.10: Student Survey Section Title: *Safety and Identity Scale Statements*

Statement	No		I do not know		Sometimes		Yes	
	N	%	N	%	N	%	N	%
1. I feel safe at my school.	23	2%	30	3%	234	24%	701	71%
2. I feel welcomed at my school.	29	3%	38	4%	302	31%	619	63%
3. The adults at my school make me feel comfortable every day.	23	2%	54	5%	269	27%	642	65%
4. The adults at my school respect me.	22	22%	51	52%	204	21%	711	72%
5. I respect all the adults at my school.	12	1%	13	1%	108	11%	855	87%
6. I respect all the students at my school.	25	3%	29	3%	201	20%	733	74%
7. I like my school.	66	7%	67	7%	278	28%	577	58%
8. Students have said hurtful things about me or my background.	369	37%	169	17%	253	26%	197	20%
9. I feel comfortable and accepted by other students.	43	4%	58	6%	387	39%	500	51%
10. I have said hurtful things about a student and their background.	764	77%	115	12%	59	6%	50	5%
11. Adults at the school have said hurtful things about me or my background.	782	79%	122	12%	27	3%	57	6%

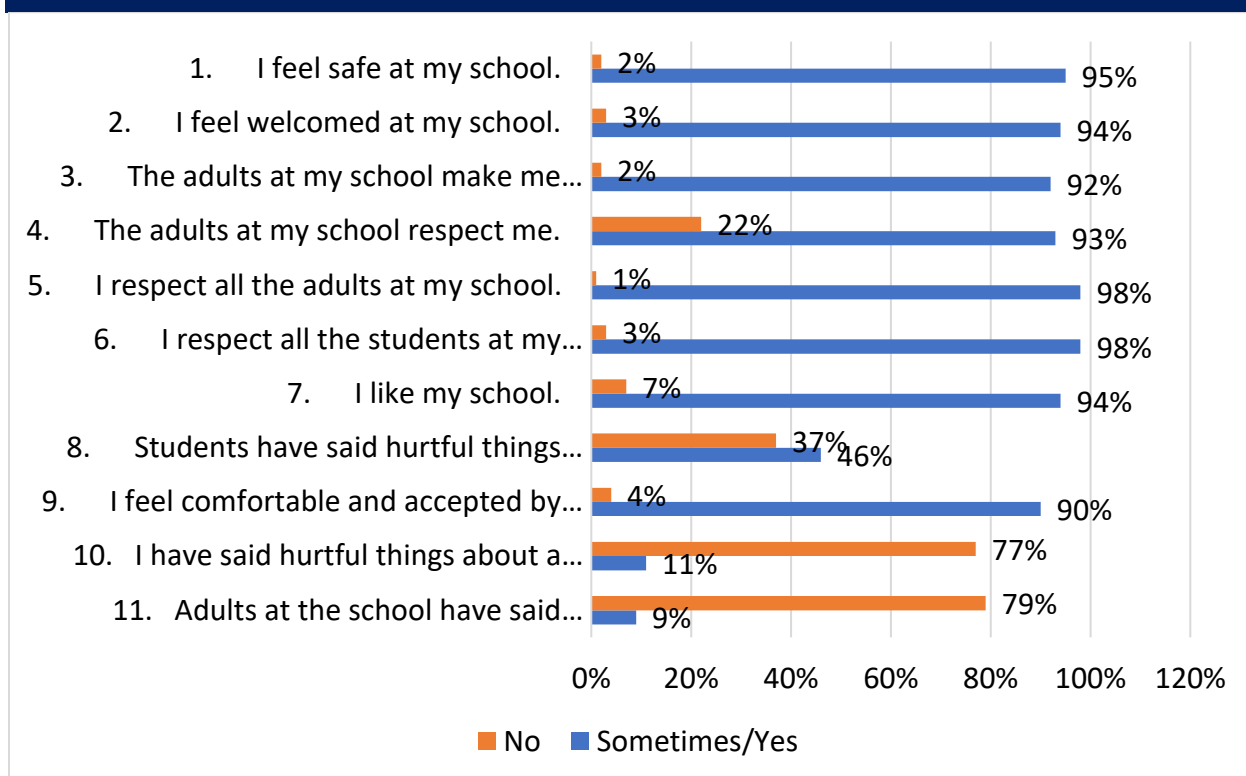
Chart 3.10: Student Survey Section Title: *Safety and Identity Scale Statements*


Table 3.11: Student Survey Section Title: <i>Learning Environment Statements</i>								
Statement	No		I do not know		Sometimes		Yes	
	N	%	N	%	N	%	N	%
12. In school, I learn about all kinds of people that look and sound different than me.	42	4%	95	10%	230	23%	621	63%
13. I like learning about different people.	49	5%	64	6%	238	24%	637	64%
14. I think it is important to learn about similarities and differences between people at school.	36	4%	86	9%	149	15%	717	73%
15. I feel comfortable learning about similarities and differences between people.	10	1%	60	6%	171	17%	747	76%
16. I am treated fairly at school.	28	3%	41	4%	172	17%	747	76%
17. I treat other students fairly at school.	7	1%	23	2%	98	10%	860	87%
18. The school rules are fair.	75	8%	74	7%	314	32%	525	53%
19. I think all students are treated fairly.	103	10%	87	9%	308	31%	490	50%
20. The adults at the school have high expectations of me.	35	4%	164	17%	246	25%	543	55%
21. I am positively challenged in the learning at my school.	44	4%	82	8%	328	33%	534	54%
22. I like when learning challenges me.	152	2%	152	15%	389	39%	399	40%
23. Bullying is a problem at my school.	373	38%	222	22%	234	24%	159	16%
24. I feel comfortable telling an adult at school if I am bullied.	150	15%	141	14%	236	24%	461	47%
25. I am comfortable talking to an adult at school about a personal matter.	248	25%	145	15%	286	29%	309	31%
26. I am comfortable talking to an adult at school about a learning matter.	63	6%	68	7%	206	21%	651	66%

Chart 3.11: Student Survey Section Title: *Learning Environment Statements*

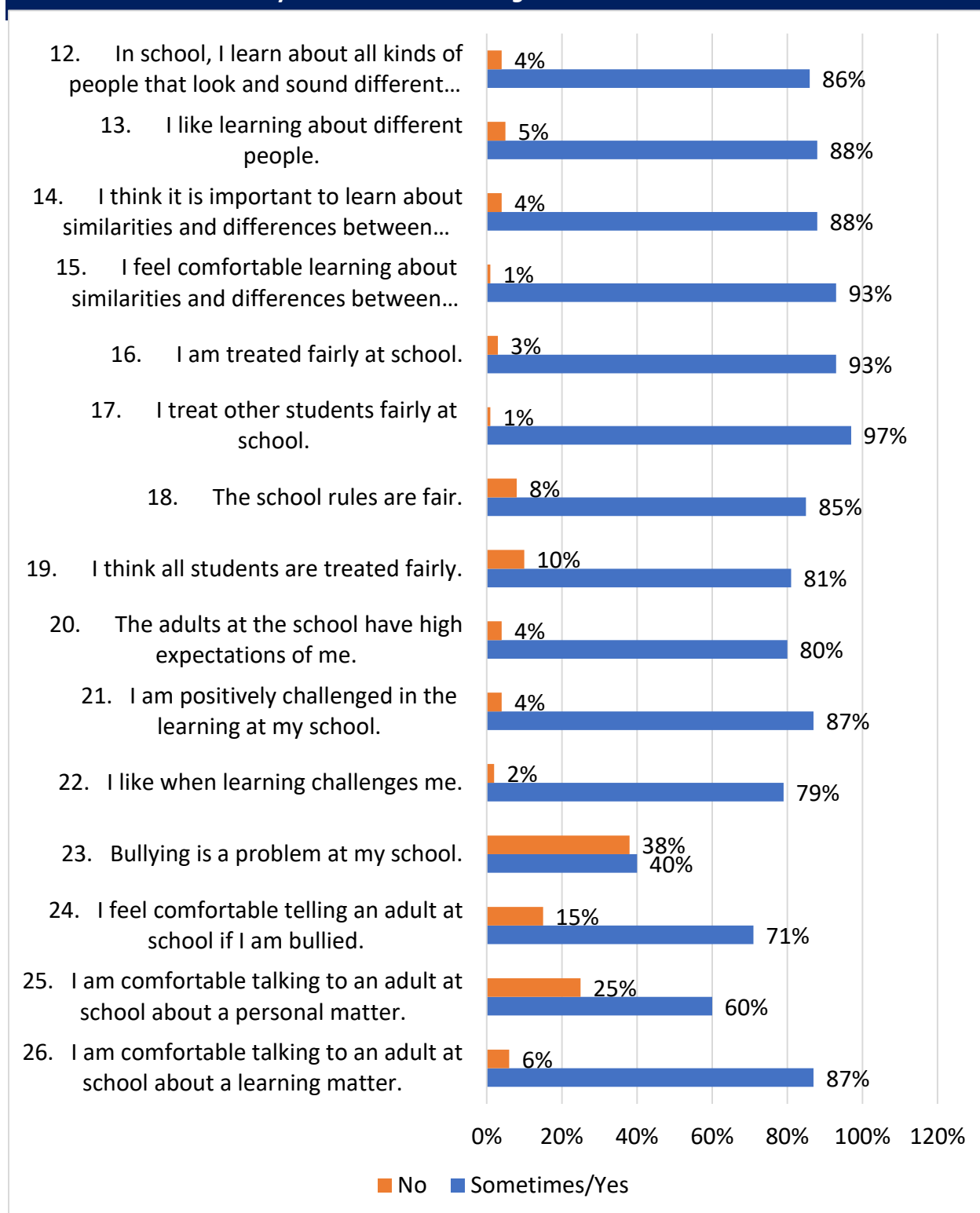


Table 3.12: Staff Survey, Section Title: <i>Participant Background – Question 1</i>	
Q1: What is your role in the district?	N
Administrator (e.g., district office, building leader, department chair)	13
Educator (e.g., classroom teacher, instructional coach, intervention specialist)	94
Certified Staff (e.g., Social Worker, Psychologist, Occupational Therapist, Speech Pathologist)	17
Classified Staff (e.g., paraprofessionals, nurse)	25
Support Staff (e.g., administrative assistant, bus driver, custodian)	23
None of the above	1
I prefer not to answer	6
Total	179

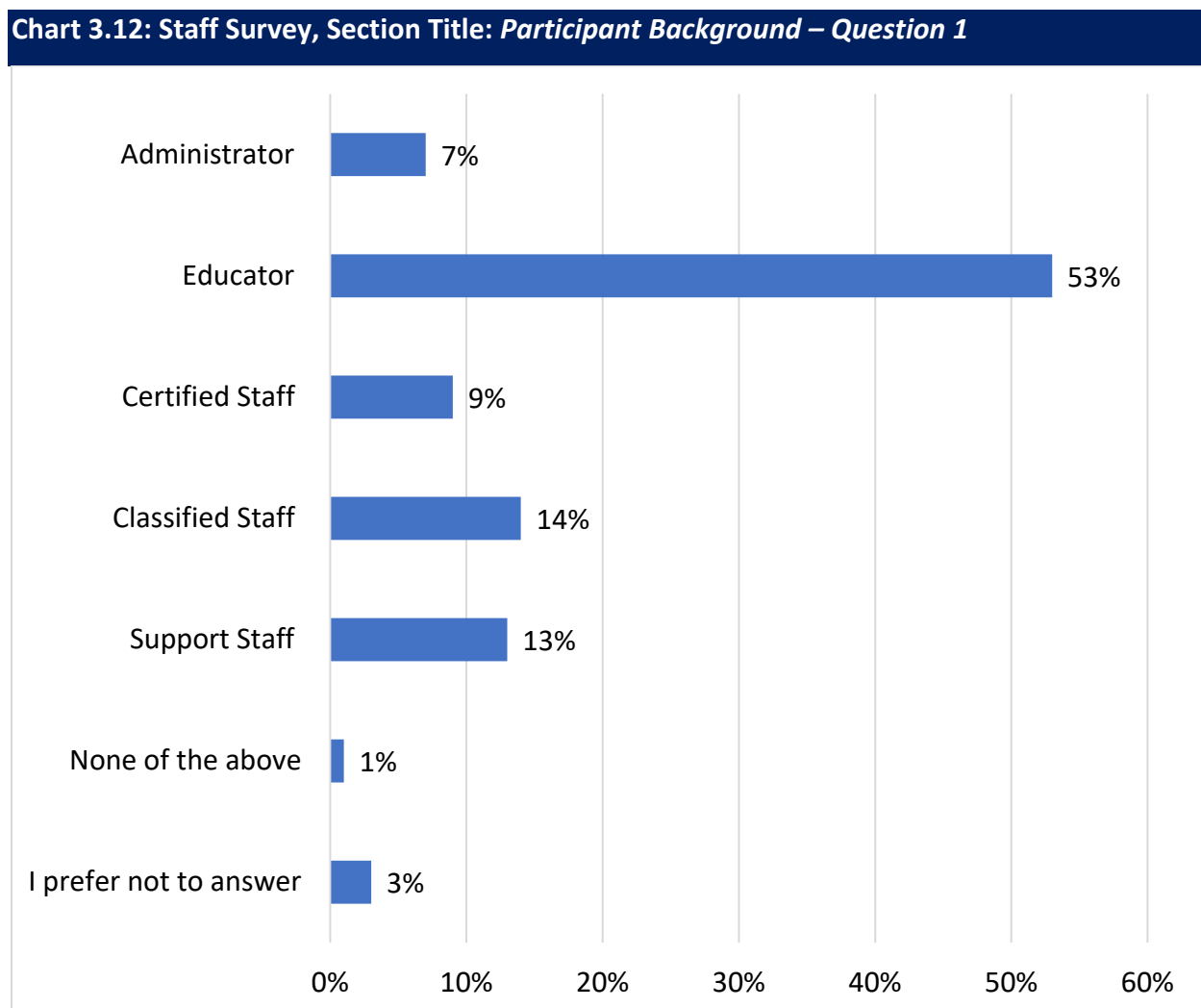


Table 3.13: Staff Survey, Section Title: <i>Participant Background – Question 2</i>	
Q2: How long have you worked in the district?	N
0 – 2 years	41
3 – 5 years	26
6 – 10 years	40
11 – 15 years	23
Over 16 years	43
I prefer not to answer	6
Total	179

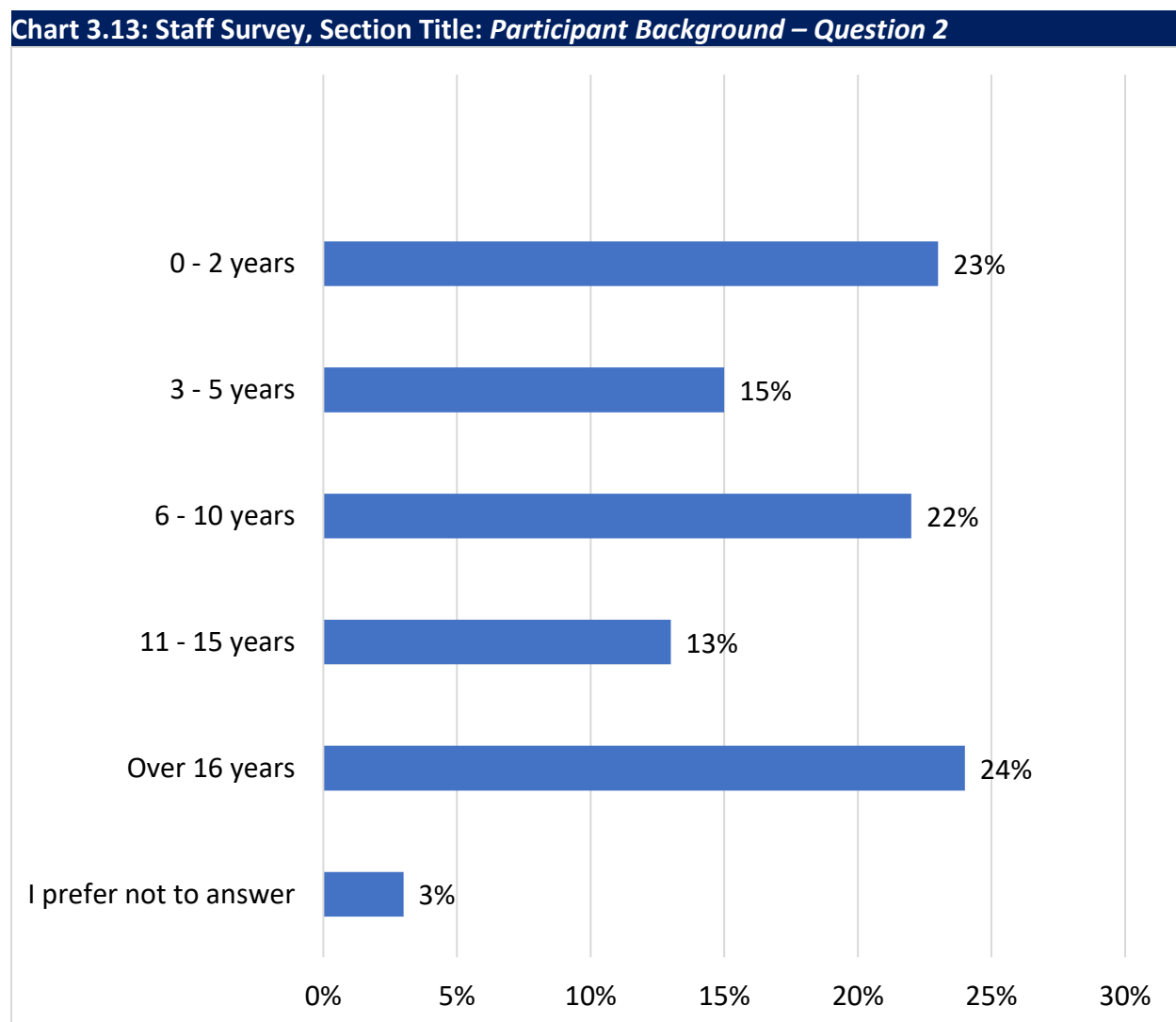


Table 3.14: Staff Survey, Section Title: <i>Participant Background – Question 3</i>	
Q3: What is your race/ethnicity?	N
American Indian or Alaskan Native	0
Asian, Asian American or Pacific Islander	4
Black or African American	0
Hispanic or Latina/o/e/x	5
Two or More Races	4
White or Caucasian	158
I prefer not to answer	8
Total	179

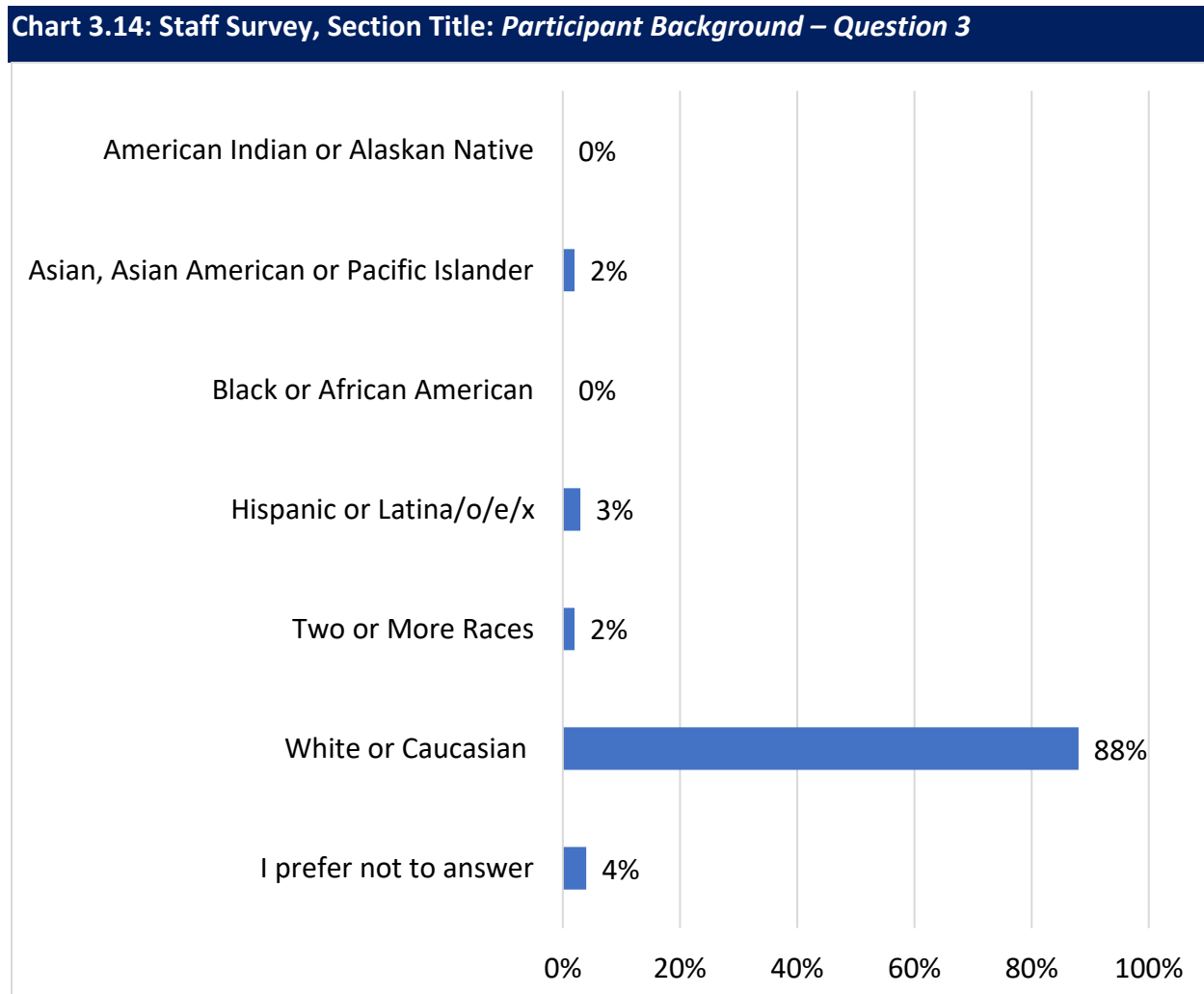


Table 3.15: Staff Survey, Section Title: <i>Participant Background – Question 4</i>	
Q4: What is your gender/gender identity?	N
Female	147
Male	24
Gender variant/Non-binary	0
Not Listed	0
I prefer not to answer	8
Total	179

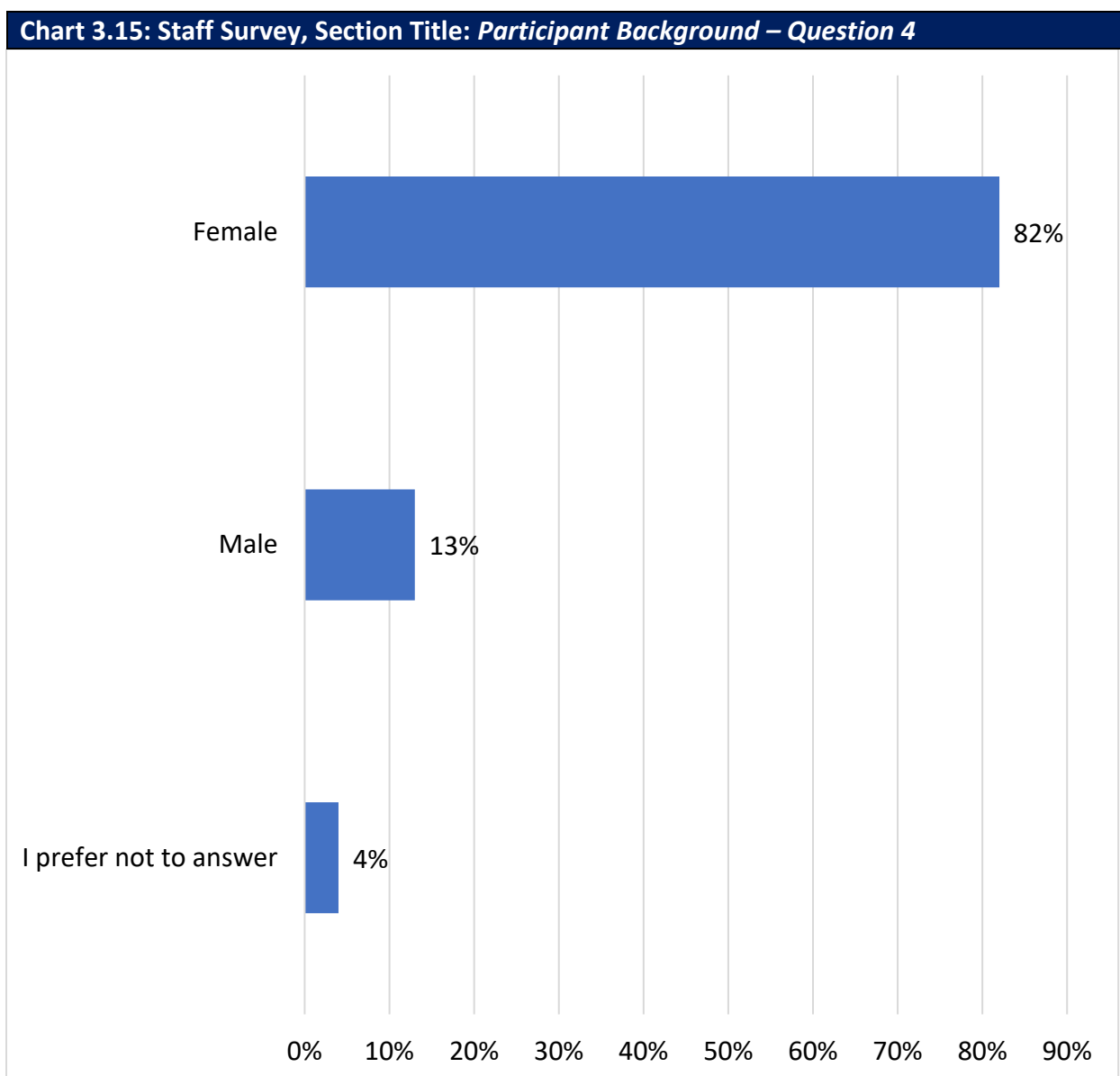


Table 3.16: Staff Survey, Section Title: *Personal Awareness Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	0	0%	5	3%	10	6%	102	57%	62	35%
2. I understand the need for educational equity.	0	0%	1	1%	9	5%	58	32%	111	62%
3. I am knowledgeable on issues of equity at my school.	0	0%	24	13%	33	18%	90	50%	32	18%
4. I am knowledgeable on issues of equity in greater society (e.g., housing, health care).	0	0%	10	6%	20	11%	90	50%	59	33%
5. I am comfortable discussing issues of equity in schools.	1	1%	16	9%	28	16%	81	45%	53	30%
6. I am interested in learning about equity.	2	1%	5	3%	20	11%	78	44%	74	41%
7. I have personally invested in learning about equity outside of my work.	5	3%	28	16%	52	29%	63	35%	31	17%
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	0	0%	12	7%	23	13%	86	48%	58	32%
9. Professional development opportunities on equity and related topics are needed at my district.	3	2%	17	9%	40	22%	61	34%	58	32%

Chart 3.16: Staff Survey, Section Title: *Personal Awareness Statements*

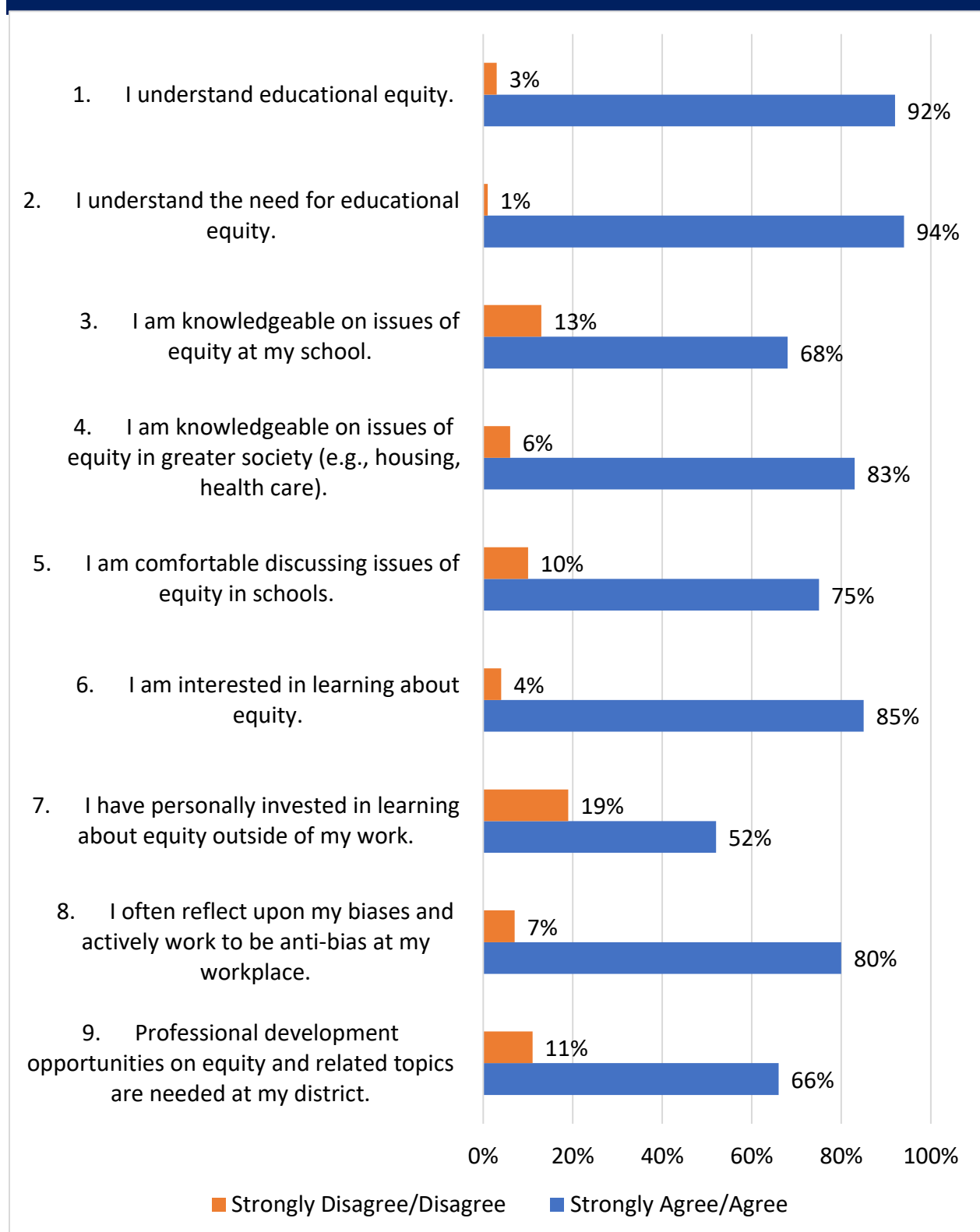


Table 3.17: Staff Survey, Section Title: <i>Organizational Awareness Statements</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
10. I am aware of the district's commitment to equity.	1	1%	23	13%	32	18%	88	49%	35	20%
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	3	2%	14	8%	56	31%	76	42%	30	17%
12. District and/or school leadership actively recruits teachers from diverse backgrounds.	14	8%	48	27%	70	39%	31	17%	16	9%
13. District and/or school leadership has communicated the importance of equity to staff.	2	1%	37	21%	50	28%	65	36%	25	14%
14. There is a lack of educational equity in our school district.	15	8%	36	20%	79	44%	40	22%	9	5%
15. Our school proactively engages in anti-bias and anti-bullying learning with students.	4	2%	21	12%	26	15%	88	49%	40	22%
16. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	11	6%	48	27%	78	44%	29	16%	13	7%
17. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	6	3%	37	21%	56	31%	63	35%	17	9%
18. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	1	1%	20	11%	67	37%	64	36%	27	15%

Chart 3.17: Staff Survey, Section Title: *Organizational Awareness Statements*

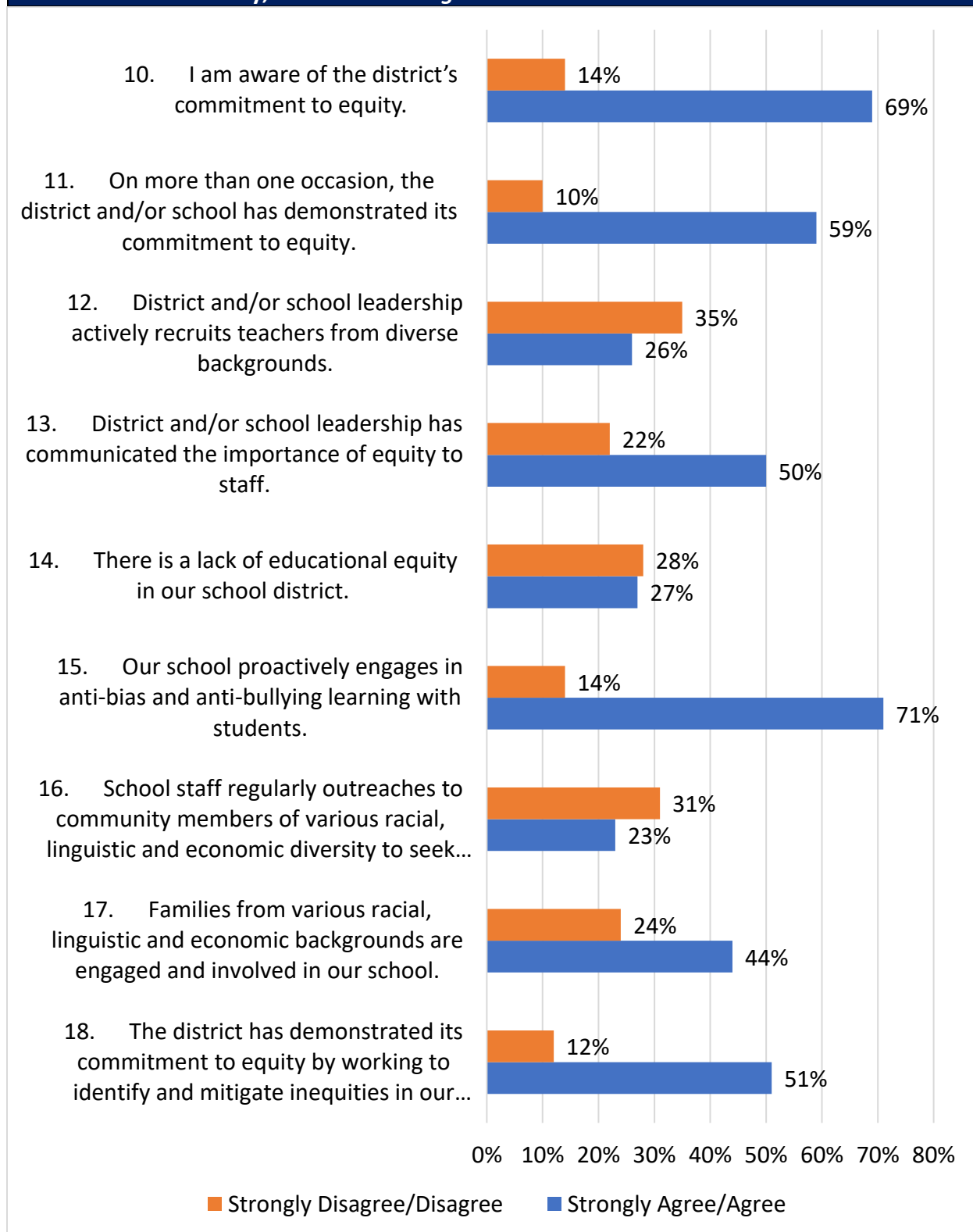


Table 3.18: Staff Survey, Section Title: <i>Climate and Culture Statements</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
19. I feel comfortable being myself at school.	0	0%	2	1%	9	5%	85	47%	83	46%
20. I am comfortable being myself at my workplace.	0	0%	22	12%	10	6%	85	47%	82	46%
21. I often encourage students to be themselves at school.	0	0%	0	0%	11	6%	57	32%	111	62%
22. All adults at my school communicate care, warmth and personal regard for all students.	1	1%	24	13%	20	11%	81	45%	53	30%
23. Every adult holds high expectations for each student at my school.	1	1%	21	12%	25	14%	83	46%	49	27%
24. Curriculum and resources provide students the opportunity to see themselves.	1	1%	19	11%	63	35%	69	39%	27	15%
25. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	3	2%	27	15%	54	30%	70	39%	25	14%
26. I have heard inappropriate comments at my school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or any other student identity.	49	27%	35	20%	28	16%	50	28%	17	9%

Chart 3.18: Staff Survey, Section Title: *Climate and Culture Statements*

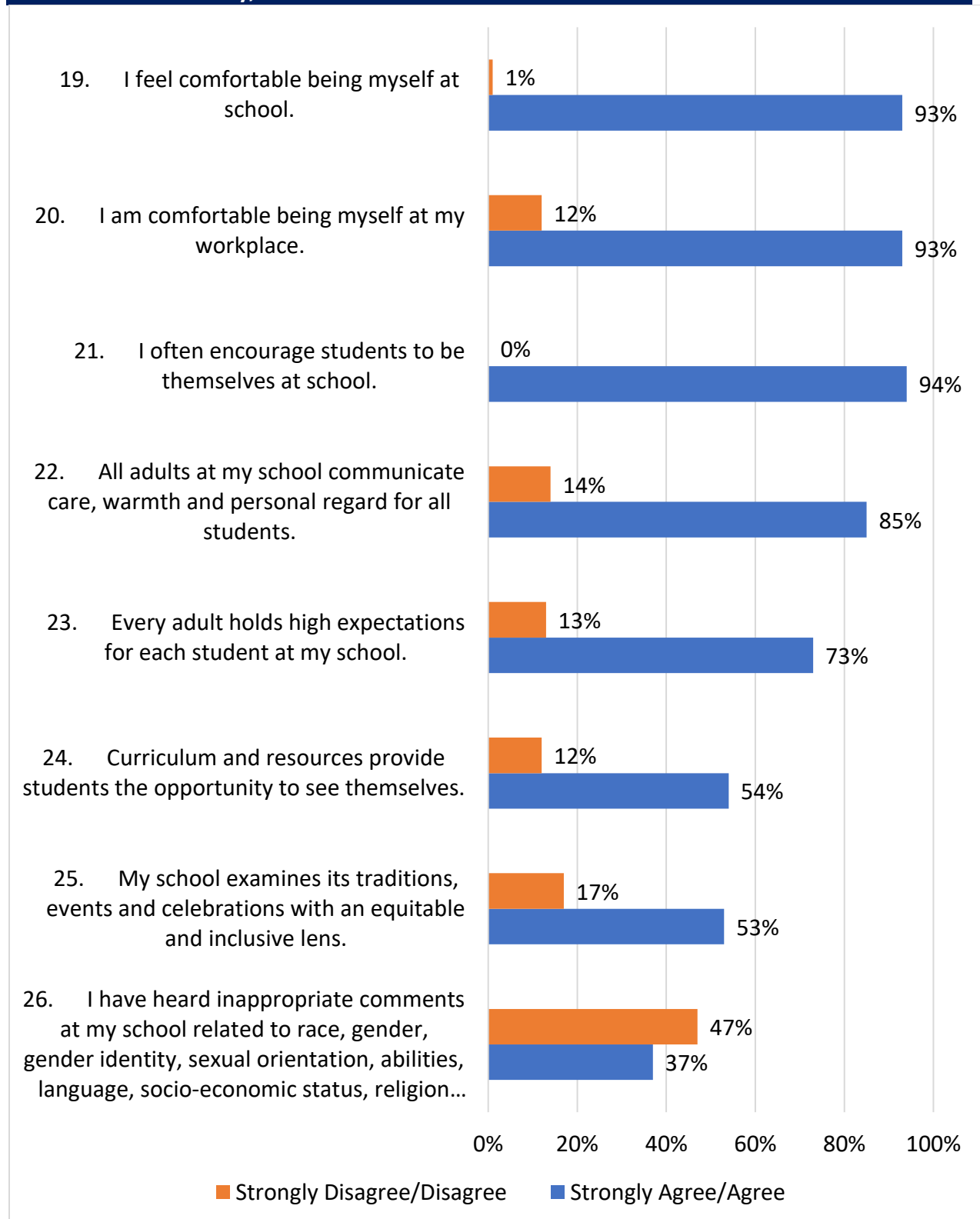


Table 3.19: Family Survey, Section Title: <i>Participant Background – Question 1</i>	
Q1: What school do you attend? (Choose all that apply)	N
Fairview School	95
Lions Park School	98
Westbrook School	105
Lincoln Middle School	157
Total Responses	455
Total Respondents	336

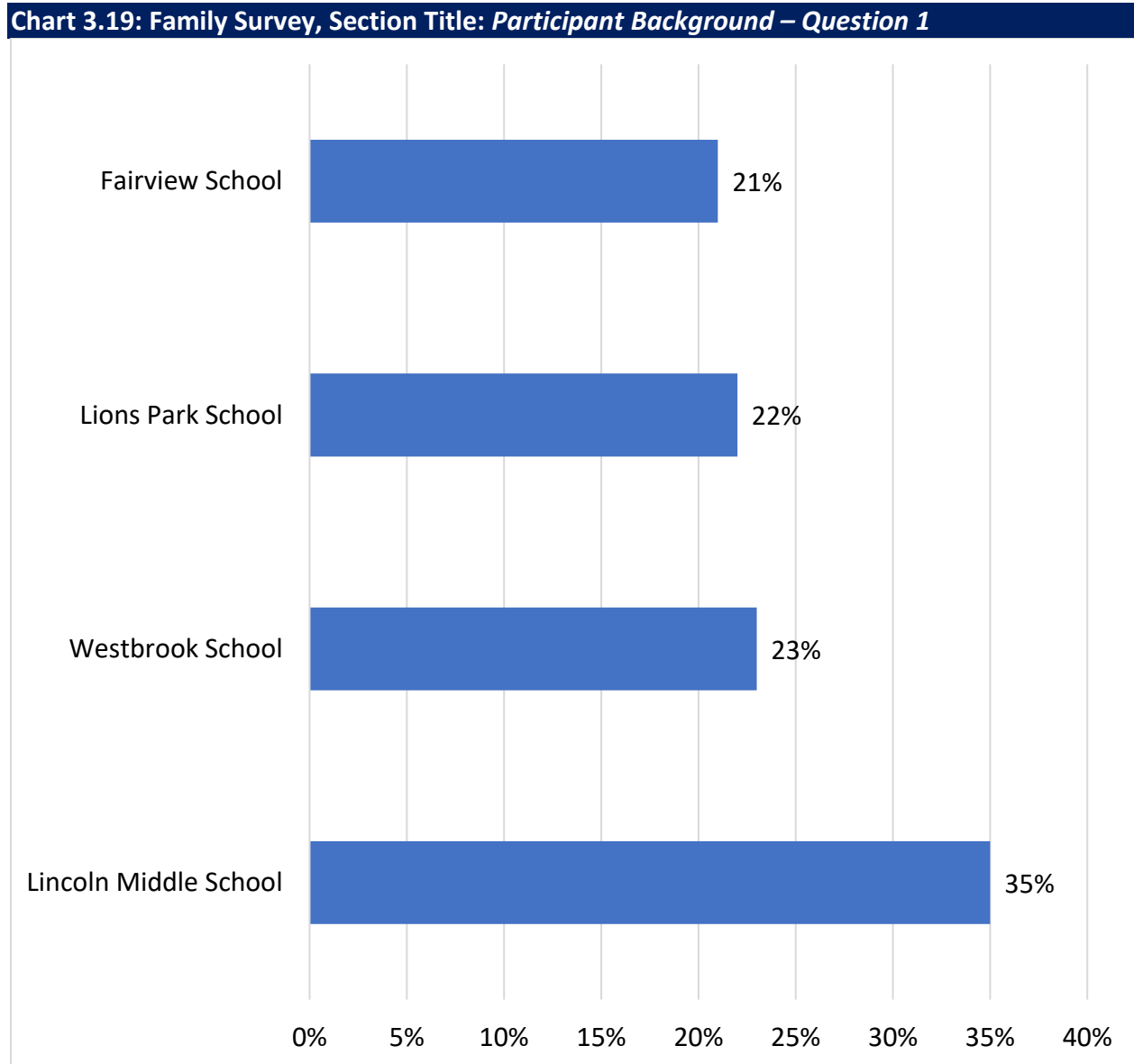


Table 3.20: Family Survey, Section Title: <i>Participant Background – Question 2</i>	
Q2: What is your race/ethnicity?	N
American Indian or Alaskan Native	1
Asian, Asian American or Pacific Islander	20
Black or African American	4
Hispanic or Latina/o/e/x	21
Two or More Races	16
White or Caucasian	237
I prefer not to answer	37
Total	336

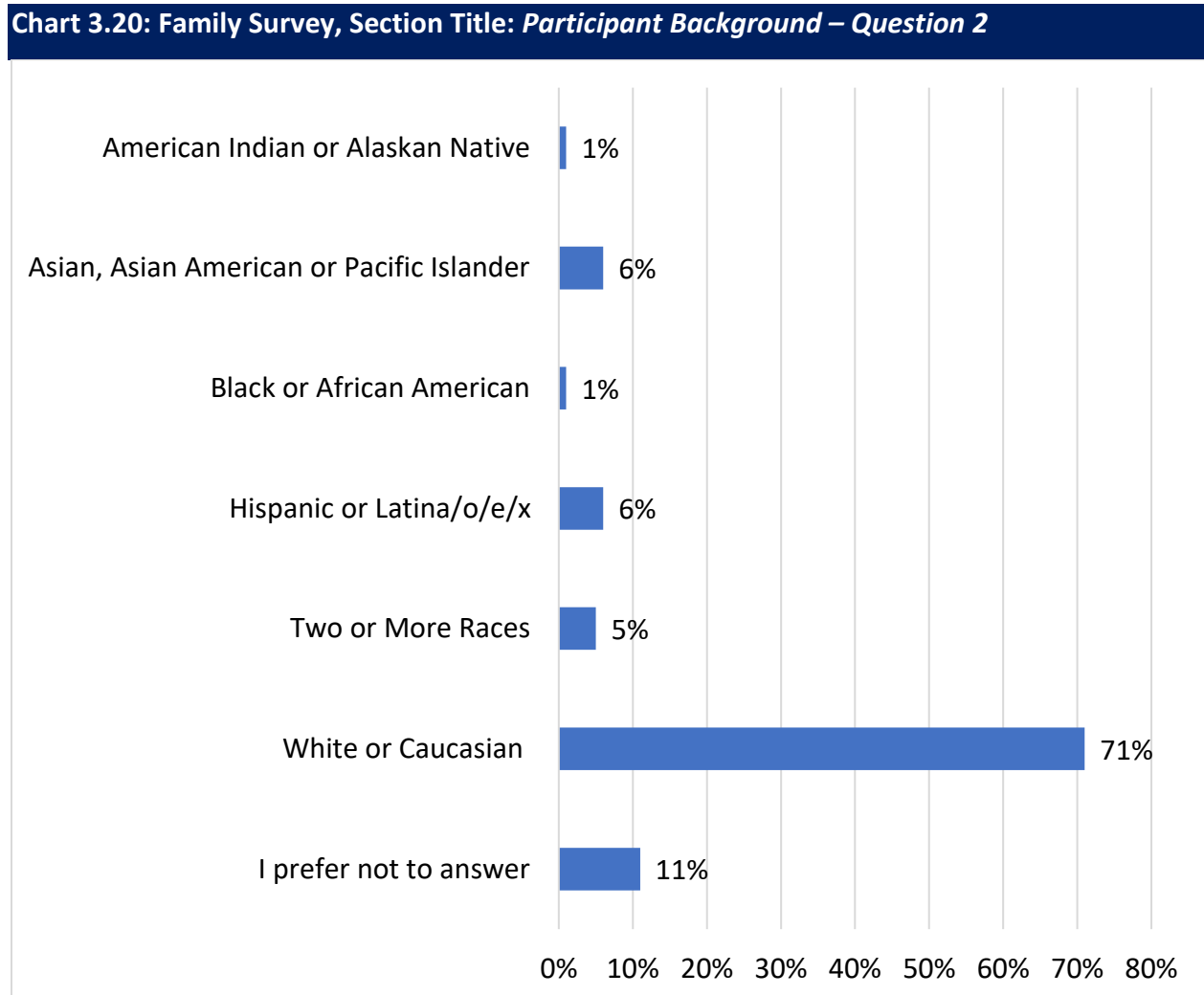


Table 3.21: Family Survey, Section Title: <i>Participant Background – Question 3</i>	
Q3: What is your gender/gender identity?	N
Female	235
Male	80
Gender Variant/Non-Binary	0
Not Listed	1
I prefer not to answer	20
Total	336

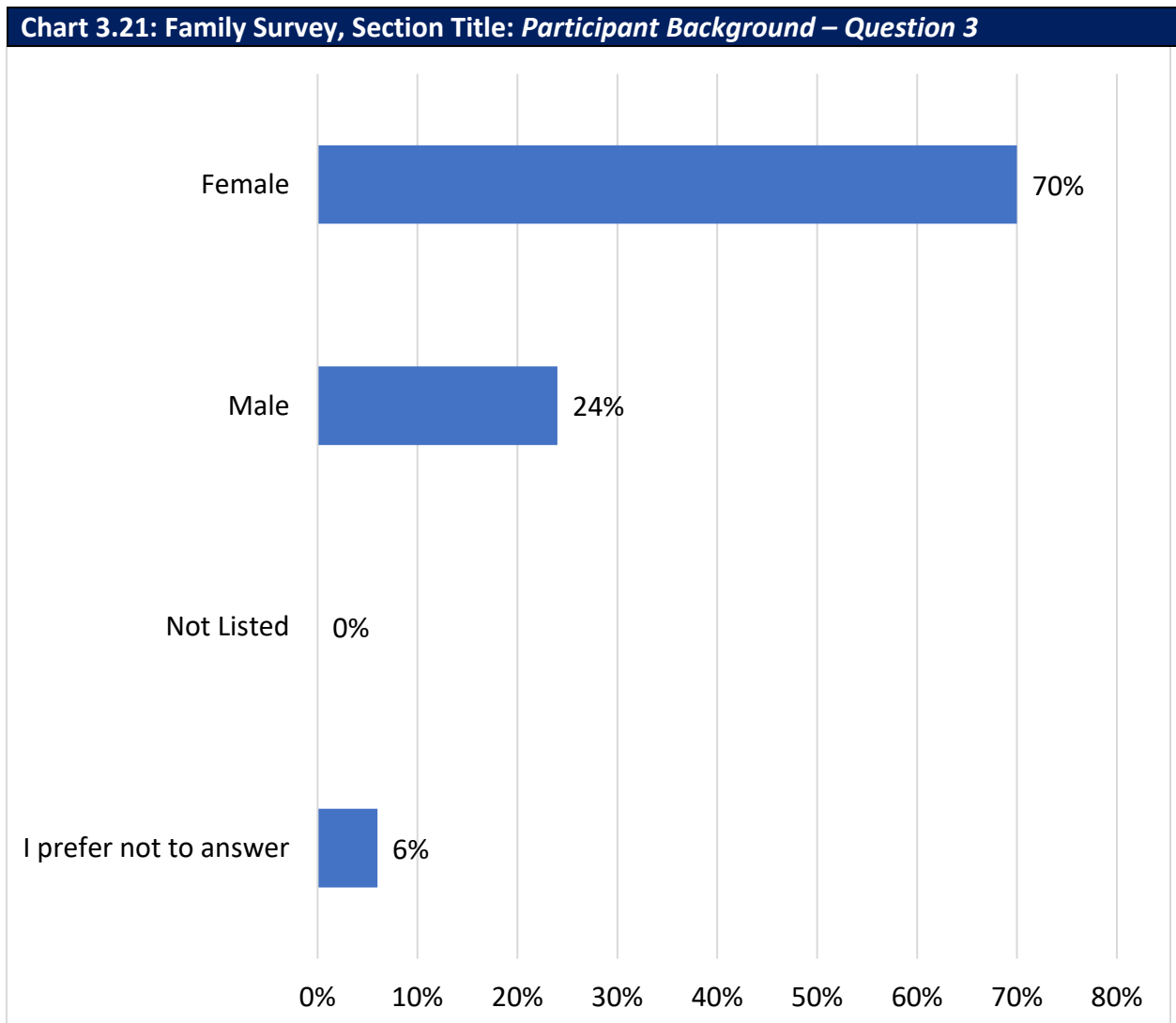


Table 3.22: Family Survey, Section Title: *Participant Background – Question 4*

Q4: What is your household's annual gross (before taxes) income?	N
No income	1
Less than \$10,000	0
\$10,000 - \$24,999	2
\$ 25,000 - \$49,999	7
\$50,000 - \$74,999	17
\$75,000 - \$99,999	32
\$100,000 - \$149,999	69
\$150,000 and up	143
I prefer to answer	65
Total	336

Chart 3.22: Family Survey, Section Title: *Participant Background – Question 4*

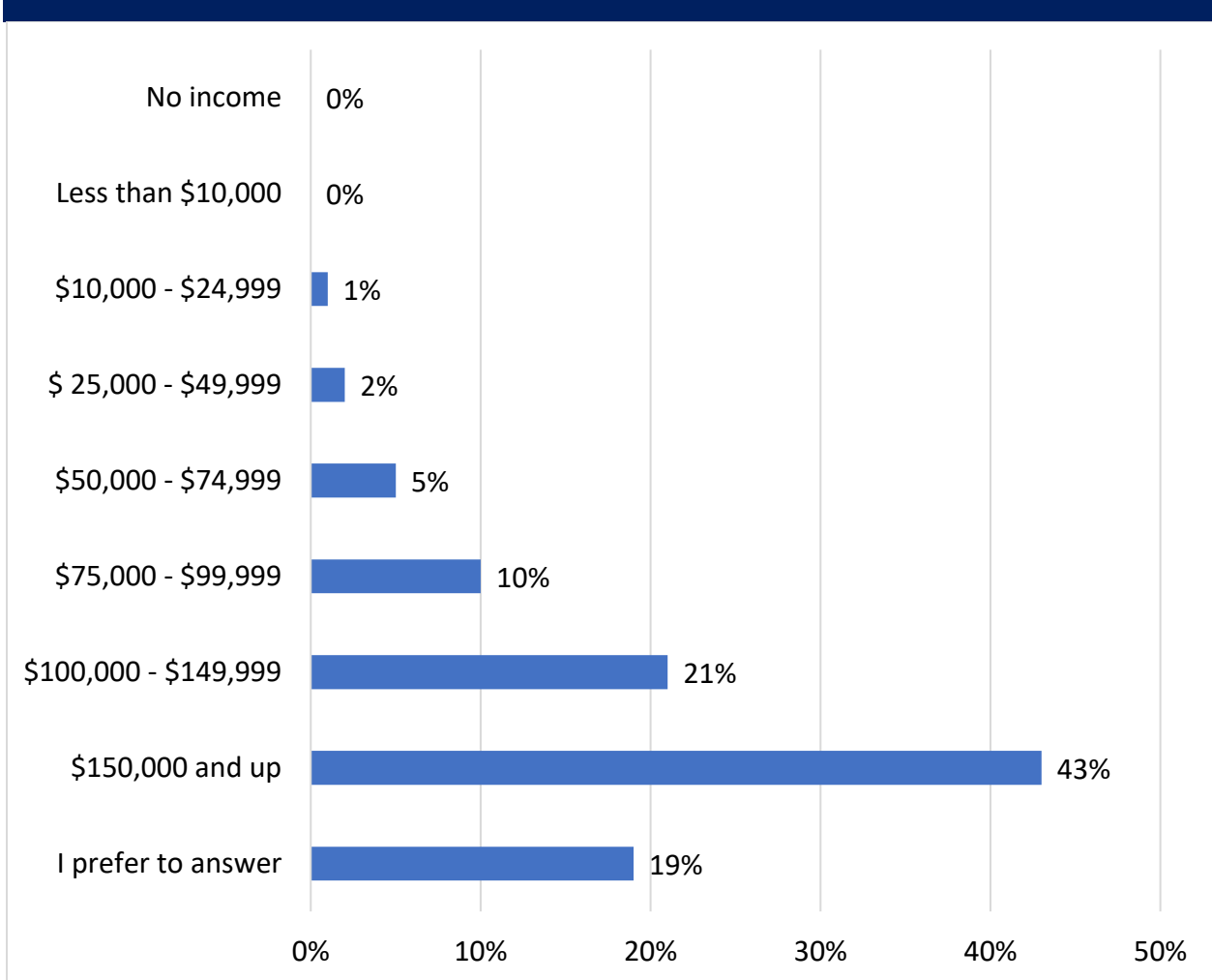


Table 3.23: Family Survey, Section Title: *Participant Background – Question 5*

Q5: Does your child or children qualify in any of these services? (Choose all that apply)	N
Accelerated Math	127
Accelerated or Enrichment Reading	92
Multilingual Services/Emergent Bilingual	15
Free/Reduced Lunch	10
Individualized Education (IEP)/Special Education	37
504 Plan	14
None of the above	113
I prefer not to answer	20
Total Responses	428
Total Respondents	336

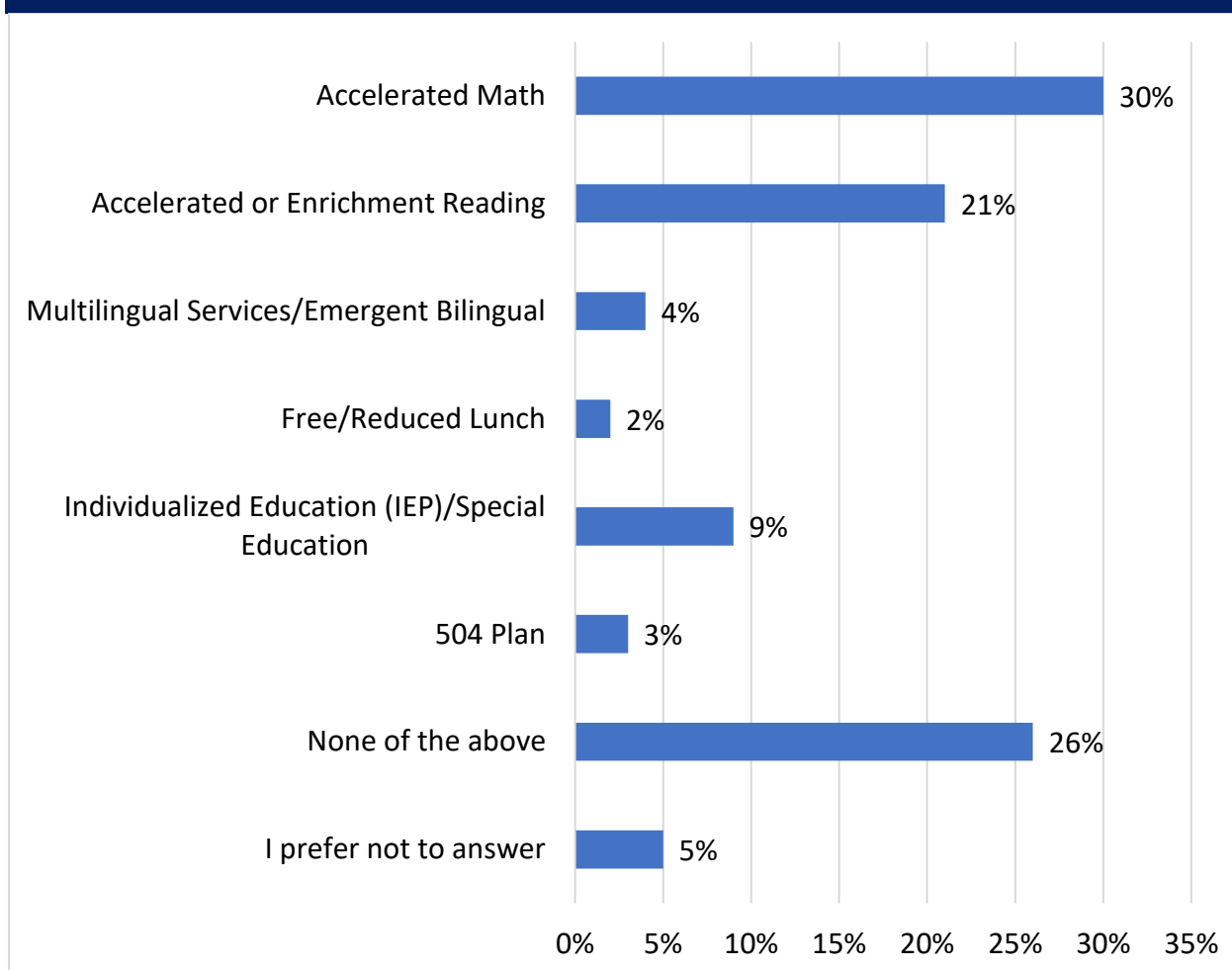
Chart 3.23: Family Survey, Section Title: *Participant Background – Question 5*


Table 3.24: Family Survey, Section Title: *Personal Awareness Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	15	4%	6	2%	23	7%	105	31%	187	56%
2. I am knowledgeable on issues of equity.	2	1%	17	5%	53	16%	144	43%	120	36%
3. I am personally comfortable discussing issues of equity.	3	1%	11	3%	39	12%	156	46%	127	38%
4. I have personally invested in learning about equity.	9	3%	29	9%	93	27%	110	33%	95	28%

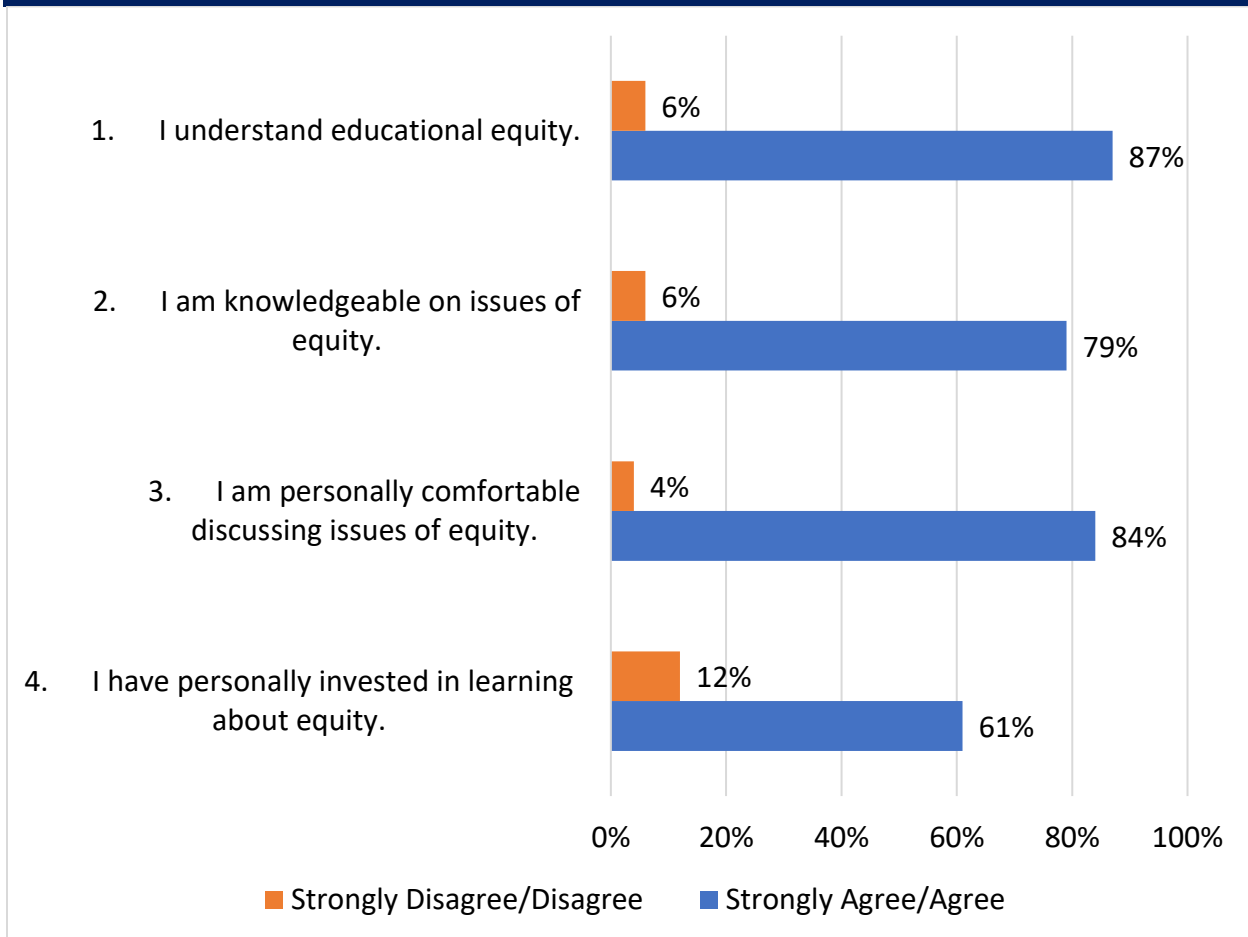
Chart 3.24: Family Survey, Section Title: *Personal Awareness Statements*


Table 3.25: Family Survey, Section Title: <i>Communication Statements</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	9	3%	5	1%	9	3%	107	32%	206	61%
6. It is important for schools to identify root causes of inequities at school.	12	4%	17	5%	22	7%	98	29%	187	56%
7. It is important for the district to be committed to equity.	19	6%	10	3%	30	9%	90	27%	187	56%
8. It is important for the district to be an inclusive and welcoming environment for all students and families.	5	1%	3	1%	14	4%	74	22%	240	71%
9. My family feels welcomed and included at my student(s) school.	2	1%	6	2%	18	5%	99	29%	211	63%
10. It is important for school leadership to communicate the importance of equity.	21	6%	7	2%	34	10%	94	28%	180	54%
11. Equity is a problem at my school.	64	19%	84	25%	132	29%	39	12%	17	5%
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	11	3%	7	2%	19	6%	81	24%	218	65%
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	17	5%	29	9%	176	52%	70	21%	44	13%
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	7	2%	34	10%	148	44%	99	29%	48	14%
15. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	7	2%	16	5%	147	44%	119	35%	47	14%

Chart 3.25: Family Survey, Section Title: *Communication Statements*

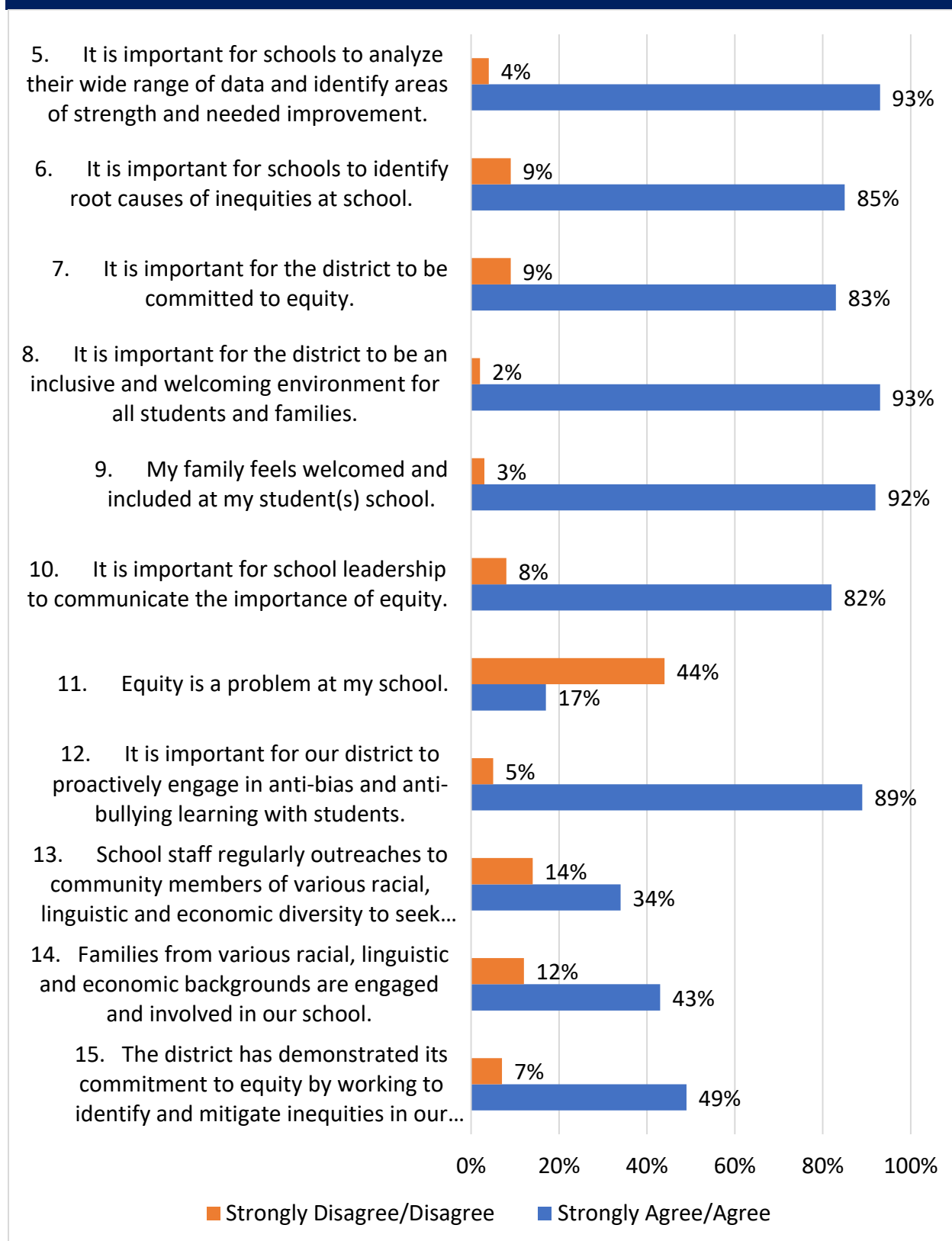
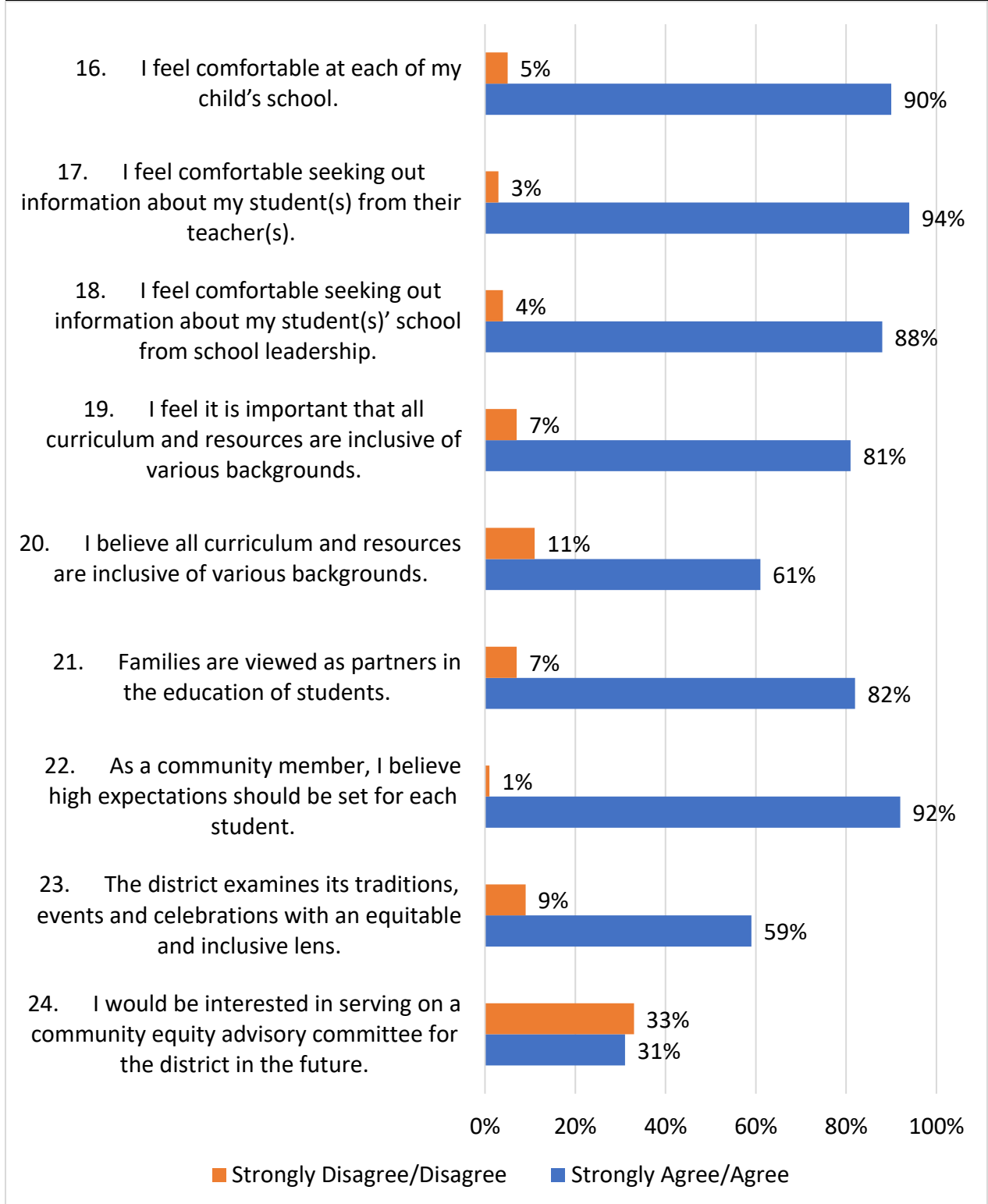


Table 3.26: Family Survey, Section Title: School Environment Statements										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
16. I feel comfortable at each of my child's school.	2	1%	12	4%	20	6%	113	34%	188	56%
17. I feel comfortable seeking out information about my student(s) from their teacher(s).	1	1%	7	2%	12	4%	123	37%	193	57%
18. I feel comfortable seeking out information about my student(s)' school from school leadership.	4	1%	9	3%	25	7%	129	38%	169	50%
19. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	10	3%	13	4%	42	13%	96	29%	175	52%
20. I believe all curriculum and resources are inclusive of various backgrounds.	10	3%	28	8%	96	29%	106	32%	96	29%
21. Families are viewed as partners in the education of students.	9	3%	15	4%	36	11%	141	42%	135	40%
22. As a community member, I believe high expectations should be set for each student.	0	0%	4	1%	22	7%	102	30%	208	62%
23. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	7	2%	24	7%	106	32%	121	36%	78	23%
24. I would be interested in serving on a community equity advisory committee for the district in the future.	40	12%	72	21%	120	36%	63	19%	41	12%

Chart 3.26: Family Survey, Section Title: School Environment Statements



Section 4

FINDINGS AND RECOMMENDATIONS

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

- District leadership distributes full report to BOE members.
- District leadership distributes the Executive Summary (or full report) to DELT members.
- District leadership prioritizes and adopts equity audit findings utilizing an accountability framework.
- District leadership creates, implements, and progress monitor equity goals each year with accountable, measurable, and transparent features.
- District leadership maintains 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 the next steps, and continuously progress monitor and improve toward systemic equity. Districts committed to equity understand that it involves time and resources to consistently advance systemic equity. As a practice of the Equity Audit, all findings are categorized using the *Five Strands of Systemic Equity*®. The district does not have to utilize the aforementioned accountability framework; however, it is encouraged that the district pursues a research-based structure that can support the multiple, systemic ways it decides to advance educational equity. A plan of action that allows for engagement and systemic decision-making is ideal, but it is not recommended that the district pursue all of the equity findings at once. The district could engage in a prioritization of each of the findings and determine a reasonable timeline that best meets their needs.

Systems

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

1.1 Develop a concise definition on educational equity and communicate it to all stakeholders.

There was consistent feedback from DELT that the district needed to develop a definition of educational equity. It was reported that there was a lack of information, and an absence of consistent language. It would be a logical first step for the district to clearly interpret what educational equity means to them. Doing so, without compromising credible scholarship and integrity that equity aids to address distribution of unequal access and opportunity is recommended (Stembridge, 2020; Aguilar, 2020; Roegman, et al., 2020; Bocala & Holman, 2021). It will be important and may require collaboration from stakeholders dedicated to diversity and inclusion, to participate in the development, understanding and communication of educational equity (Diem & Welton, 2021). This can take place in becoming familiar with related literature (Aguilar, 2020), inquiring how other local districts have defined it, and reviewing the interpretation by ISBE.

1.2 Amplify current BOE policy related to educational equity and BOE approve the DEI definition developed.

DELT members indicated on the needs assessment that there was a BOE policy on educational equity, while other DELT members claimed the district's strategic plan amplified equity. According to BOE policy 6:10, the BOE policy in the Educational Philosophy and Objectives section, it states,

- "Develop students' awareness of and appreciation for cultural diversity."
- "Help students develop sensitivity to the needs and values of others and a respect for individual group differences."
- "Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*"

Part of BOE policy 7:10, it states,

- "Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy."

The need to be clear on the existing policies that support educational equity may need to be repeated to stakeholders. Considering the rampant misinformation and fear that polarizes unknowing or willfully unknowing individuals about educational equity, it will be critical for the BOE to support the district and all of its students by approving the district's collaborate interpretation of educational equity. By doing so, the BOE can send a clear message of support

for the district to its community (Flannery, 2022; Smith et al., 2017; Savage-Williams, 2018; Scheurich & Skrla, 2003).

1.3 Implement measurable, accountable and transparent equity-driven goals.

Clear indicators of equity-driven goals are lacking according to consistent feedback from DELT. An Equity Action Plan (EAP), or similar, that allows the district to develop and implement SMART (smart, measurable, achievable relevant and time-bound) goals would be beneficial (Edley et al., 2019). Areas of needed attention and improvement that can be included as equity goals, per focus group feedback, can be extensive such as,

- lunch procedures that inadvertently cause unequal experiences of dignity and quality foods for FRL students;
- recruitment of qualified, diverse staff;
- hiring of specialists to meet the ever-evolving learning needs of students;
- growing class size at the middle school level;
- inequitable schools fees impacting access;
- antiquated registration processes;
- fundraising disproportionately among schools;
- foreign language and/or dual language programming consideration;
- inequitable resources for students;
- lack of summer enrichment programs;
- need for systemic, instructional approaches to executive functioning skills; and,
- expansion of after-school opportunities

1.4 Develop recruitment plans to hire and retain qualified, diverse teachers and administrators.

In the needs assessment, DELT indicated the following,

- “There is a huge lack of diversity amongst staff.”
- “...we have no systemic attempt or systems in place for teacher/staff retention or recruitment of diverse populations.”
- “We need more procedures around making sure we are recruiting and retaining more diverse staff.”
- “Our district staff makeup is pretty homogenous. We have not seen any extra effort to recruit diverse candidates. We do not talk about staff diversity or support staff that is not part of the majority.”

The teacher racial demographic during SY 2020-21 and SY 2021-22 is 95% White, and the administrator racial demographic during those same years has been 100% White. An overwhelming theme among staff and family focus group participants was the need for diverse staff. Finally, 35% of staff survey respondents indicated that the district and/or school leadership actively recruits teachers from diverse backgrounds.

There is a decline of people pursuing a career in education nationwide and there are even less pursuing teaching among BIPOC individuals (Schaeffer, 2021). BIPOC teachers are becoming more acutely aware of school district commitments to educational equity as it can indicate a sense of belonging for them and districts are likely to retain (Kim-Seda, 2022). National data indicates that 80% of teachers are White while the student population is becoming increasingly racially diverse (NCES, year). The U.S. Census projects that the country will mirror the current global majority of being BIPOC by roughly 2045. Unfortunately, often low teacher pay, job demands, lack of professional autonomy, distrust among various stakeholders, micromanagement, student discipline, outdated curriculum and technology and lack of resources are well-known challenges in the education industry so young people are less inclined to pursue in comparison to other attractive careers (Allegretto & Mishel, 2022; Ingersoll et al., 2019; TeachPlus, 2019).

This is not an issue the district will likely remedy in the short-term; thus, consistent, intentional and measurable plans will serve the district well in accountability and more likely of successful outcomes. Whether it is active higher education recruitment or Grow Your Own programs for non-teaching staff, alumni and or community members, the district could develop strategies and structure to hone in on the personnel recruitment efforts. Guaranteed job interviews, not employment, of alumni may entice people to return to their early schooling. Interviewing of teacher and administrator candidates that embed equity-focused questions can contribute to a staff climate and culture committed to educational equity, which may eventually entice BIPOC individuals to pursue employment at the school district.

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.

2.1 Integrate culturally responsive pedagogy and practices, review access to diverse curriculum resources and consider curriculum review.

There are three major actionable steps in this audit recommendation, and when done well, can incorporate each with a robust curriculum map, and scope and sequence. According to every stakeholder role – students, staff and families – as well as feedback from the needs assessment, there are pockets of educators that integrate students’ interests, perspectives and experiences within the instruction. It may be a matter of understanding culturally responsive pedagogy as not an add on but an instructional approach to help students learn the content, which likely many educators are organically doing (Hammond, 2015; Ladson-Billings, 2007). For example, a lesson on fractions wherein students are asked to connect how measurements are used at home like in cooking. Asking what kind of foods, they eat and how the measurements of ingredients add flavor. When students can make relevant connections to content, their engagement increases (Howard, 2010; Stenbridge, 2020; Tomlinson, 2016). It can be overwhelming to consider all the ways teachers can incorporate culturally responsive pedagogy, especially if they do not know how to do so. A concise curriculum that offers culturally responsive suggestions within the scope and sequence while allowing for teacher autonomy will be an ideal start. This could naturally lead to culturally relevant instructional approaches and discussion of diverse resources. Further, multiple stakeholders commented during the focus group the need to have consistent access and inclusion of diverse identities within the curriculum.

A majority of students were in favor of learning about differences between and among people as the student survey offered the following,

- 88% like learning about different people;
- 88% indicated that it was important to learn about similarities and differences between people; and,
- 93% stated they were comfortable learning about similarities and differences.

According to the staff survey, 54% indicated that the curriculum and resources provide students with an opportunity to see themselves. The school will likely find some challenges in educating its community about diversity in curriculum and curricular resources as there were family members that were opposed to the inclusion of diversity in school and/or did not understand that culturally responsive pedagogy and practices does not diminish academic rigor, and when done well, actually enhances academics. From the family surveys, 61% believe all the curriculum and resources are inclusive of various backgrounds, but 81% felt it was important that all curriculum and resources are inclusive of various backgrounds.

2.2 Examine the root causes of lower academic performance among Hispanic/Latinx students, and Black/African American students.

During SY 2019-20, SY 2020-21 and SY 2021-22, all 2nd thru 8th grade students that identified as Hispanic/Latinx have scored lower than their other racial peer groups in Math and Reading. The Hispanic/Latinx population also had one of the largest percentile of students who did not meet grade level expectations in the standardized assessment of Math and Reading. NWEA does not calculate a mean RIT for racial categories less than 10 students; hence, it is an unknown performance rate on this benchmark assessment for students who identify as Black/African American and Two or More Races. However, the Black/African American student group was the largest percentile of students that did not meet grade level expectations according to the standardized assessment in Math and Reading. As school districts across the country become increasingly diverse in race and national data projections suggest it will continue to do so, it would behoove the district to aggressively address racial predictability of academic performance (Howard, 2010; Cart & Miller, 2020). In other words, attention must be paid to the knowledge, skills, and cultural codes that may be impacting mutual connections of learning for students to school, and school to students.

2.3 Consider increasing collaborative efforts among teachers especially those in specialized programs that work closely with EL students and students with an IEP.

Research overwhelmingly states that teachers who can collaborate, strategize for student learning, compare instructional strategies that increase engagement and offer a range of formative assessment to gauge content learning can effectively improve and sustain high student performance (Blankstein, et al., 2016; Johnson, 2002; Muhammad & Cruz, 2019; Pollock & Tolone, 2020). Some staff that participated in focus groups shared frustration at the absence of problem-solving opportunities as well as with the intervention process. Problem-solving teams that can consistently examine its academic data through aggregated and disaggregated means can offer targeted support, like MTSS and other forms of interventions to meet student needs (Cart & Miller, 2020). Since it tends to be a well-known 'best practice' to consistently review student data through PLCs or otherwise, the problem-solving and/or regular data review of student performance may need to increase, be better communicated and/or include teachers for team collaboration.

2.4 Evaluate opportunities to increase qualifying participation in ELA and Math accelerated placement among Black/African American and Hispanic/Latinx students.

Although students placed in accelerated programming in ELA and Math is proportionate to the overall racial demographic of students, the actual count is low with no more than 5 students enrolled at a time that identify as Black/African American or Hispanic/Latinx. The exact data reveals the following,

- During SY 2019-20, 1 Black/African American student and 5 Hispanic/Latinx students in ELA Accelerated Placement; for the same school year in Accelerated Math, it was 1 Black/African American student;
- During SY 2020-21, 1 Black/African American student and 3 Hispanic/Latinx students in ELA Accelerated Placement; for the same school year in Accelerated Math, there were no Black/African American students; and,
- During SY 2021-22, no Black/African American student and 2 Hispanic/Latinx students in ELA Accelerated Placement; for the same school year in Accelerated Math, there were no Black/African American students.

Offering regular and transparent screenings for all students into the accelerated programming may increase interest and self-efficacy among students. It may also increase teacher perceptions of all students; as students indicated some adults have low expectations of them. Staff survey respondents stated that 73% of every adult at the school holds high expectations for each student. The Office of Civil Rights has consistently reported underrepresentation of Black/African American and Hispanic/Latinx students in gifted or rigorous programming even when SES status and classroom environments are the same, which can be indicative of a flawed and biased identification process (Mickelson, 2020; Aguilar, 2020).

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 Establish a student equity advisory committee or integrate equity and belonging discussion in current student council.

Students reported experiences of microaggressions, hate speech directed at them based on identity, a feeling of isolation, unfair discipline reaction toward entire groups of students as opposed to the initiator and teacher assumptions about students. These instances can occur daily and one of the ways to become aware of its manifestation is through committee opportunities dedicated to listening to student voice (Smith et al., 2017; Gomez et al., 2020). Staff also commented on the need for students from historically marginalized groups to be supported, as the ability to actively recruit targeted students can cultivate a sense of belonging. This committee can also aid in learning about students' interests that can be offered as an after-school activity or replicated with such an opportunity that can arise during the school day. A student equity advisory or committee or regular opportunities to solicit feedback from students especially those from underrepresented groups could provide further context to why the majority of students indicated feeling safe, welcomed, and respected at the school according to the survey while 46% stated students have said hurtful things to them, and 40% indicated that bullying was a problem at the school.

3.2 Leverage an inclusive climate and culture among all staff through increased opportunities of relationship-building.

Staff reported the need for including paraprofessionals to positively impact inclusivity among its personnel. Such collaboration has been shown to greatly impact student learning and addressing a variety of SEL needs (Safir & Dugan, 2021). Regardless of the staff role, climate and culture can be negatively impacted when statements that can cause hurtful sentiment or disparaging toward one's identity is stated, and 37% of staff indicated that they have heard inappropriate comments at their school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or other student identity; while 47% indicated that they have not heard such comments.

3.3 Investigate the root circumstances of behavioral incidents among Hispanic/Latinx Students.

During SY 2019-20, students that identified as Hispanic/Latinx made up 11% of behavioral incidents and accounted for 6% of overall demographic. During SY 2020-21, students that identified as Hispanic/Latinx made up 13% of behavioral incidents and accounted for 8% of overall demographic. Even during SY 2020-21, when many schools throughout the country participated in remote and hybrid learning, and were particularly sensitive to student behaviors, the Hispanic/Latinx students represented 16% of behavior incidents and accounted for 7% of overall demographic. This is not to suggest that any student of any racial category did

not rightfully deserve the punitive consequence received based on their behavior, but considering the proportionality for this racial category, it may be worth unpacking the details to identify the root causes such as time of day, staff that rendered the punishment, description and frequency of infraction, and remediation, if any, that followed (Gomez et al., 2020; Tatum 1997; Kincheloe, 2008; Howard, 2010). Awareness of these details can curtail future prospects of behavior and lead to proactive measures to build and maintain high expectations of behavior and learning for all students (Smith et al., 2017).

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 Provide all staff learning opportunities on educational equity, and effectively communicate organizational equity-driven goals.

According to staff focus groups and the needs assessment completed by DELT, there is a desire and interest to have mandatory, systemic, and consistent professional learning on DEI and related topics. Related topics may include diversity, inclusion, cultural awareness, language acquisition, accommodations and modifications best on special needs, SEL, and trauma-informed practices. Educational and social equity topics can be extensive as it acknowledges historical realities and unpacking current context of fairness, distribution of access and opportunity, power imbalances and introspection experienced by various identity groups (Dugan, 2021; Tatum, 1997; Gorski, 2018). High-quality training can aid in understanding human relations, connections, and brain psychology and aspects of sociology (Dweck, 2007; Shields, 2018; Howard, 2010). In other words, clear understanding and development of common language surrounding the tenants of equity while also transparency around what the district has done and intends to do in equity-driven ways is strongly recommended. Further, according to the staff survey, the following was indicated,

- 68% were knowledgeable on issues of equity at their school;
- 66% stated professional development opportunities on equity and related topics are needed;
- 69% were aware of the district's commitment to equity;
- 59% stated that on more than one occasion, the district and/or school demonstrated its commitment to equity;
- 50% stated district and/or school leadership communicated the importance of equity to staff;
- 27% indicated there was a lack of educational equity at the school district, while 28% indicated there was not a lack of educational equity at the school district;
- 51% stated the district has demonstrated its commitment to equity by working to identify and mitigate inequities in the school district; and,
- 53% indicated the school examines its traditions, events and celebrations with an equitable and inclusive lens.

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 high-quality and consistent translation, upon request, and communicate relevant, specific resources to all families.

There appears to be inconsistent bilingual communication to families whose first language may not be English and/or may have limited English literacy skills. DELT reported that more translations were needed, and engagement of non-English speaking families could be better. Focus group respondents agreed with the need to identify mentoring and support for families. Deliberate acts that value a family's native language are likelier to foster home-school connections, and contribute to language dignity (Ishimaru, 2020).

5.2 Establish a community equity advisory committee or integrate equity and belonging awareness as discussion in current parent/caregiver/family councils.

Common themes of being flexible to family structures for volunteering and involvement opportunities in the school, lack of transparency to resources, and keeping communication lines open could be at the forefront of improvement and action through a community-model development of community voice and agency (Stefanski et al., 2016; Ishimaru, 2020). Engagement with underrepresented families in these conversations can further catapult awareness among organizational stakeholders (Costanza-Chock, 2020). Further through such an equity committee or similar, the district can empower community members especially those from underrepresented groups to share their perspectives, experiences and/or to offer suggestions for needed improvement (Khalifa, 2021). An equity advisory committee, or opportunities of discussion surrounding equity, could aid community understanding of it, and demonstrate transparency on behalf of the district.

According to the staff survey, the following was indicated,

- 23% indicated that the school regularly outreaches to community members of various racial, linguistic and economic diversity; and,
- 44% indicated that families from various racial, linguistic and economic backgrounds are engaged or involved in the school.

According to the family survey, the following was indicated,

- 34% indicated that school staff regularly out reaches to community members of various racial, linguistic and economic diversity to seek input on school decisions;
- 43% stated that families various racial, linguistic and economic backgrounds are engaged and involved in the school; and,
- 49% indicated the district has demonstrated its commitment to equity by working to identify and mitigate inequities in the school.

LIST OF FREQUENT ACRONYMS

ABAR = anti-bias/anti-racist
BIPOC = Black, Indigenous and People of Color
BOE = Board of Education
DEI = Diversity, Equity and Inclusion
ELA = English Language Arts
ELL = English Language Learners, used interchangeably with EL or LEP
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
PBIS = Positive Behavioral Interventions and Supports
PLC = Professional Learning Communities
PD = Professional Development
POC = People of Color
RtI = Response to Intervention
SEL = Social, Emotional Learning
SES = Socio-Economic Status
SPED = Special Education
SY = School Year

GLOSSARY

(The terms and definitions included in this glossary are not exhaustive. They have been adapted from the various references cited in this report and based on recurring themes.)

Agency: The efficacy and ability to navigate systems, structures and institutions.

Ally: A person that is committed to support and promote a common interest.

Anti-bias/Anti-racist (ABAR): To actively identify and disrupt explicit and implicit forms of biases on the basis of race and other identities.

Belonging: A person's perception to be holistically accepted.

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

Cisgender: A person that identifies their gender to their sex assigned at birth.

Culture: A social system of meaning and custom that is developed by a group of people that may shape their values, beliefs, habits, patterns of behavior and communication.

Deficit thinking: An automatic negative perspective that attributes failure and deficiency against a person(s) rather than awareness of the limitations of a system.

Disproportionality: A group's representation in a particular dataset that exceeds overall demographic or differs substantially from the representation of others in that dataset.

Diversity: The variety of backgrounds, identities, and experiences.

Dominant Identities (dominant culture): Non-dominant identities (based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.) determined by historical stratification of sociopolitical power and context in various institutions (e.g., education, employment, health care, housing, etc.).

Educational equity: The ability to identify, address, rectify, remedy, and resolve unequal access and opportunity in education. In short, every student fairly gets what they need in schools regardless of what they look like, come from, their home/environmental factors and circumstances beyond their control.

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

Historically marginalized identities (also known as minority or minoritized): Excluded and/or disadvantaged socially constructed identities (based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.) determined by historical stratification of sociopolitical power and context in various institutions (e.g., education, employment, health care, housing, etc.).

Identities (also known as social constructs/socially constructed identities): Include but not limited to race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.

Inclusion: The act of being involved or active participation of individuals.

Institutions: The wide range of public goods and private entities developed to serve society such as criminal justice systems and formal education.

Intersectionality: The intersection of two or more identities.

Ism's (e.g., classism, racism, sexism): Systemic elimination, discrimination, exclusion and/or disenfranchisement that impacts the fair distribution of access and opportunity based on power dynamics.

Microaggressions: The everyday verbal, nonverbal, and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to persons based solely upon their marginalized group membership.

Minoritized (originally minority): The racial, ethnic, religious or social stratification of a society that suggests lower end of a hierarchy to dominant groups in political, financial, or social power.

Oppression: The exercise of power to unjustly manipulate resources and treatment against others.

Power: The capacity and ability to exercise influence among individuals, in social, structural and other systemic ways.

Socialization: The process of consciously and unconsciously learning norms, beliefs and practices from various agents in human socialization such as family, peers, media, colleagues, religion, and cultural backgrounds.

Social Justice: The view that all people deserve equitable opportunities.

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APPENDICES

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Appendix A: Student respondents by school and grade

(actual student responses may not represent factual information and likely a selection error)

School	N of respondents	Grade	N respondents per grade
Fairview School	233	4 th	103
		5 th	128
		6 th	2
Lions School	207	4 th	113
		5 th	93
		7 th	1
Lincoln Middle School	548	4 th	1
		6 th	190
		7 th	176
		8 th	181

Appendix B: Student respondents by school and race/ethnicity

	American Indian or Alaskan Native	Asian, Asian American or Pacific	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	I do not understand this question	Total
Fairview School	4	18	5	6	17	61	49	73	233
Lions Park School	3	10	4	8	11	57	43	71	207
Lincoln Middle School	6	52	7	30	52	284	72	45	548
Total	13	80	16	44	80	402	164	189	988

Appendix C: Student respondents by school and gender

	Boy	Girl	Gender Variant/ Non-binary	Not listed	I prefer not to answer	I do not understand this question	Total
Fairview School	110	119	1	0	3	0	233
Lions Park School	97	96	4	0	6	4	207
Lincoln Middle School	259	266	11	4	8	0	548
Total	466	481	16	4	17	4	988

Appendix D: Student responses by school

1. I feel safe at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	1	44	4	184	233
Lions Park School	4	45	2	156	207
Lincoln Middle School	18	145	24	361	548
Total	23	234	30	701	988

2. I feel welcomed at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	3	65	3	162	233
Lions Park School	6	55	8	138	207
Lincoln Middle School	20	182	27	319	548
Total	29	302	38	619	988

3. The adults at my school make me feel comfortable every day.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	1	55	8	169	233
Lions Park School	8	49	16	134	207
Lincoln Middle School	14	165	30	339	548
Total	23	269	54	642	988

4. The adults at my school respect me.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	2	37	7	187	233
Lions Park School	5	42	10	150	207
Lincoln Middle School	15	125	34	374	548
Total	22	204	51	711	988

5. I respect all the adults at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	0	17	1	215	233
Lions Park School	2	14	1	190	207
Lincoln Middle School	10	77	11	450	548
Total	12	108	13	855	988

6. I respect all the students at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	2	32	3	196	233
Lions Park School	2	26	7	172	207
Lincoln Middle School	21	143	19	365	548
Total	25	201	29	733	988

7. I like my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	3	49	5	176	233
Lions Park School	14	42	8	143	207
Lincoln Middle School	49	187	54	258	548
Total	66	278	67	577	988

8. Students have said hurtful things about me or my background.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	82	76	41	34	233
Lions Park School	69	56	36	46	207
Lincoln Middle School	218	121	92	117	548
Total	369	253	169	197	988

9. I feel comfortable and accepted by other students.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	5	103	5	120	233
Lions Park School	6	77	10	114	207
Lincoln Middle School	32	207	43	266	548
Total	43	387	58	500	988

10. I have said hurtful things about a student and their background.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	183	13	26	11	233
Lions Park School	167	9	20	11	207
Lincoln Middle School	414	37	69	28	548
Total	764	59	115	50	988

11. Adults at the school have said hurtful things about me or my background.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	191	7	23	12	233
Lions Park School	156	11	23	17	207
Lincoln Middle School	435	9	76	28	548
Total	782	27	122	57	988

12. In school, I learn about all kinds of people that look and sound different than me.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	4	43	13	173	233
Lions Park School	10	40	19	138	207
Lincoln Middle School	28	147	63	310	548
Total	42	230	95	621	988

13. I like learning about different people.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	9	56	8	160	233
Lions Park School	8	44	15	140	207
Lincoln Middle School	32	138	41	337	548
Total	49	238	64	637	988

14. I think it's important to learn about similarities and differences between people at school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	5	33	17	178	233
Lions Park School	10	26	19	152	207
Lincoln Middle School	21	90	50	387	548
Total	36	149	86	717	988

15. I feel comfortable learning about similarities and differences between people.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	2	42	12	177	233
Lions Park School	2	39	16	150	207
Lincoln Middle School	6	90	32	420	548
Total	10	171	60	747	988

16. I am treated fairly by the adults at the school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	8	32	5	188	233
Lions Park School	5	43	10	149	207
Lincoln Middle School	15	97	26	410	548
Total	28	172	41	747	988

17. I treat other students fairly at school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	0	21	1	211	233
Lions Park School	0	9	7	191	207
Lincoln Middle School	7	68	15	458	548
Total	7	98	23	860	988

18. The school rules are fair.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	5	73	9	146	233
Lions Park School	6	58	12	131	207
Lincoln Middle School	64	183	53	248	548
Total	75	314	74	525	988

19. I think all students are treated fairly.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	10	68	22	133	233
Lions Park School	18	73	15	101	207
Lincoln Middle School	75	167	50	256	548
Total	103	308	87	490	988

20. The adults at the school have high expectations of me.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	10	53	51	119	233
Lions Park School	9	35	31	132	207
Lincoln Middle School	16	158	82	292	548
Total	35	246	164	543	988

21. I am positively challenged in the learning at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	8	68	19	138	233
Lions Park School	10	71	19	107	207
Lincoln Middle School	26	189	44	289	548
Total	44	328	82	534	988

22. I like when learning challenges me.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	24	98	8	103	233
Lions Park School	32	80	8	87	207
Lincoln Middle School	96	211	32	209	548
Total	152	389	48	399	988

23. Bullying is a problem at my school.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	110	55	38	30	233
Lions Park School	79	66	29	33	207
Lincoln Middle School	184	113	155	96	548
Total	373	234	222	159	988

24. I feel comfortable telling an adult at school if I am bullied.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	19	59	27	128	233
Lions Park School	20	55	16	116	207
Lincoln Middle School	111	122	98	217	548
Total	150	236	141	461	988

25. I am comfortable talking to an adult at school about a personal matter.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	41	77	24	91	233
Lions Park School	41	70	26	70	207
Lincoln Middle School	166	139	95	148	548
Total	248	286	145	309	988

26. I am comfortable talking to an adult at school about a learning matter.					
	No	Sometimes	I do not know	Yes	Total
Fairview School	12	42	15	164	233
Lions Park School	9	48	15	135	207
Lincoln Middle School	42	116	38	352	548
Total	63	206	68	651	988

Appendix E: Student responses by race/ethnicity

		American Indian or Alaskan Native	Asian, Asian American or Pacific	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	I do not understand this question
1. I feel safe at my school.	No	1	0	1	1	2	8	7	3
	Sometimes	5	13	3	13	21	93	43	43
	I do not know	0	2	0	4	4	9	6	5
	Yes	7	65	12	26	53	292	108	138
2. I feel welcomed at my school.	No	1	1	0	2	4	8	4	9
	Sometimes	3	28	5	19	17	122	58	50
	I do not know	2	3	1	3	8	13	4	4
	Yes	7	48	10	20	51	259	98	126
3. The adults at my school make me feel comfortable every day.	No	0	1	0	3	3	8	3	5
	Sometimes	5	15	7	10	23	117	42	50
	I do not know	1	3	1	3	11	20	9	6
	Yes	7	61	8	28	43	257	110	128
4. The adults at my school respect me.	No	0	1	0	0	1	12	1	4
	Sometimes	3	13	8	12	15	93	31	29
	I do not know	1	4	2	4	6	23	4	7
	Yes	9	62	6	28	58	274	125	149
5. I respect all the adults at my school.	No	0	0	0	0	1	8	2	1
	Sometimes	1	3	4	8	9	51	17	15
	I do not know	0	2	0	1	3	5	0	2
	Yes	12	75	12	35	67	338	145	171
6. I respect all the students at my school.	No	1	2	0	2	3	12	3	2
	Sometimes	1	21	5	7	21	84	32	30
	I do not know	0	3	0	3	3	8	3	9
	Yes	11	54	11	32	53	298	126	148
7. I like my school.	No	0	1	1	4	5	30	16	9
	Sometimes	3	22	5	13	26	127	42	40
	I do not know	4	6	1	6	6	27	10	7
	Yes	6	51	9	21	43	218	96	133
8. Students have said hurtful things about me or my background.	No	3	33	8	12	36	154	58	65
	Sometimes	4	14	5	9	16	102	47	56
	I do not know	4	21	2	12	12	55	2	36
	Yes	2	12	1	11	16	91	32	32

		American Indian or Alaskan Native	Asian, Asian American or Pacific	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	I do not understand this question
9. I feel comfortable and accepted by other students.	No	1	3	0	3	5	17	7	7
	Sometimes	8	30	4	20	31	143	79	72
	I do not know	0	3	1	2	7	27	7	11
	Yes	4	44	11	19	37	215	71	99
10. I have said hurtful things about a student and their background.	No	12	60	11	31	65	303	131	151
	Sometimes	0	5	1	3	4	22	14	10
	I do not know	1	13	2	6	10	50	15	18
	Yes	0	2	2	4	1	27	4	10
11. Adults at the school have said hurtful things about me or my background.	No	10	63	12	33	63	315	134	152
	Sometimes	1	1	2	1	2	8	6	6
	I do not know	2	13	2	8	14	45	17	21
	Yes	0	3	0	2	1	34	7	10
12. In school, I learn about all kinds of people that look and sound different than me.	No	0	1	0	0	3	15	16	7
	Sometimes	2	19	5	16	20	98	32	38
	I do not know	2	5	1	6	8	37	15	21
	Yes	9	55	10	22	49	252	101	123
13. I like learning about different people.	No	0	0	1	3	6	14	15	10
	Sometimes	3	19	5	10	17	94	38	52
	I do not know	2	4	1	1	5	21	13	17
	Yes	8	57	9	30	52	273	98	110
14. I think it's important to learn about similarities and differences between people at school.	No	1	0	1	1	4	15	8	6
	Sometimes	2	10	1	5	9	63	23	36
	I do not know	1	7	2	5	9	25	19	18
	Yes	9	63	12	33	129	299	114	129

		American Indian or Alaskan Native	Asian, Asian American or Pacific	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	I do not understand this question
15. I feel comfortable learning about similarities and differences between people.	No	0	0	1	1	0	2	3	3
	Sometimes	2	14	2	6	14	65	32	36
	I do not know	2	5	1	3	4	13	15	17
	Yes	9	61	12	34	62	322	114	133
16. I am treated fairly by the adults at the school.	No	0	0	2	2	4	10	5	5
	Sometimes	5	10	4	7	11	78	28	29
	I do not know	2	3	0	7	5	11	3	10
	Yes	6	67	10	28	60	303	128	145
17. I treat other students fairly at school.	No	0	0	1	1	1	3	1	1
	Sometimes	1	10	1	6	10	38	17	15
	I do not know	0	3	0	3	4	6	1	6
	Yes	12	67	14	34	65	355	145	168
18. The school rules are fair.	No	0	2	2	3	9	34	17	8
	Sometimes	3	20	4	12	27	144	50	54
	I do not know	1	6	1	8	6	32	10	10
	Yes	9	52	9	21	38	192	87	117
19. I think all students are treated fairly.	No	1	6	2	6	11	53	13	11
	Sometimes	3	27	4	14	25	127	52	56
	I do not know	2	3	0	6	6	32	17	21
	Yes	7	44	10	18	38	190	82	101
20. The adults at the school have high expectations of me.	No	0	5	2	1	6	9	4	8
	Sometimes	2	26	5	15	21	99	37	41
	I do not know	3	13	2	9	13	54	28	42
	Yes	8	36	7	19	40	240	95	98
21. I am positively challenged in the learning at my school.	No	1	4	1	4	6	14	5	9
	Sometimes	6	25	6	14	24	125	58	70
	I do not know	1	6	1	5	9	23	16	21
	Yes	5	45	8	21	41	240	85	89
22. I like when learning challenges me.	No	3	5	3	9	13	57	35	27
	Sometimes	6	30	8	18	30	153	62	82
	I do not know	1	2	1	1	6	15	8	14
	Yes	3	43	4	16	31	177	59	66

		American Indian or Alaskan Native	Asian, Asian American or Pacific	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	I do not understand this question
23. Bullying is a problem at my school.	No	3	35	8	13	34	149	56	75
	Sometimes	3	16	3	11	22	90	41	48
	I do not know	5	22	5	16	10	98	36	30
	Yes	2	7	0	4	14	65	31	36
24. I feel comfortable telling an adult at school if I am bullied.	No	1	10	1	7	7	75	27	22
	Sometimes	6	19	2	13	13	84	53	46
	I do not know	1	17	3	7	20	60	19	14
	Yes	5	34	10	17	40	183	65	107
25. I am comfortable talking to an adult at school about a personal matter.	No	2	14	3	14	20	110	49	36
	Sometimes	3	26	6	18	18	102	52	61
	I do not know	2	15	3	5	15	55	24	26
	Yes	6	25	4	7	27	1635	39	66
26. I am comfortable talking to an adult at school about a learning matter.	No	1	3	1	3	5	23	14	13
	Sometimes	2	18	14	9	17	78	35	43
	I do not know	1	7	0	3	9	17	14	17
	Yes	9	58	11	29	49	284	101	116

Appendix F: Student responses by gender

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer	I do not understand this question
1. I feel safe at my school.	No	10	9	2	0	1	1
	Sometimes	99	118	6	3	8	0
	I do not know	14	13	1	0	2	0
	Yes	343	341	7	1	6	3
2. I feel welcomed at my school.	No	13	11	2	0	2	1
	Sometimes	134	152	8	3	5	0
	I do not know	16	18	1	0	3	0
	Yes	303	300	5	1	7	3
3. The adults at my school make me feel comfortable every day.	No	16	4	1	0	2	0
	Sometimes	141	118	4	1	5	0
	I do not know	22	26	3	0	2	1
	Yes	287	333	8	3	8	3
4. The adults at my school respect me.	No	13	7	1	0	0	1
	Sometimes	105	90	4	2	3	0
	I do not know	21	24	4	0	2	0
	Yes	327	360	7	2	12	3
5. I respect all the adults at my school.	No	9	2	0	0	0	1
	Sometimes	64	37	5	1	1	0
	I do not know	6	6	1	0	0	0
	Yes	387	136	10	3	16	3
6. I respect all the students at my school.	No	9	11	3	0	1	1
	Sometimes	123	70	3	1	4	0
	I do not know	17	10	1	1	0	0
	Yes	317	390	9	2	12	3
7. I like my school.	No	37	20	3	0	5	1
	Sometimes	138	131	2	4	3	0
	I do not know	29	35	1	0	2	0
	Yes	262	295	10	0	7	3
8. Students have said hurtful things about me or my background.	No	186	170	5	1	6	1
	Sometimes	113	127	4	2	6	1
	I do not know	81	83	2	0	1	2
	Yes	86	101	5	1	4	0

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer	I do not understand this question
9. I feel comfortable and accepted by other students.	No	17	19	3	1	3	0
	Sometimes	159	210	8	2	7	1
	I do not know	20	33	1	0	3	1
	Yes	270	219	4	1	4	2
10. I have said hurtful things about a student and their background.	No	349	384	13	2	13	3
	Sometimes	31	24	0	1	3	0
	I do not know	60	51	1	1	1	1
	Yes	26	22	2	0	0	0
11. Adults at the school have said hurtful things about me or my background.	No	366	387	11	3	13	2
	Sometimes	17	8	0	1	0	1
	I do not know	49	64	5	0	3	1
	Yes	34	22	0	0	1	0
12. In school, I learn about all kinds of people that look and sound different than me.	No	24	12	1	2	1	2
	Sometimes	101	119	5	1	4	0
	I do not know	45	46	2	0	2	0
	Yes	296	304	8	1	10	2
13. I like learning about different people.	No	32	12	2	0	2	1
	Sometimes	125	106	2	0	4	1
	I do not know	31	32	1	0	0	0
	Yes	278	331	11	4	11	2
14. I think it's important to learn about similarities and differences between people at school.	No	26	5	2	0	2	1
	Sometimes	79	68	1	0	0	1
	I do not know	49	33	1	0	2	1
	Yes	312	375	12	4	13	1
15. I feel comfortable learning about similarities and differences between people.	No	8	0	2	0	0	0
	Sometimes	86	78	3	0	2	2
	I do not know	37	20	1	0	1	1
	Yes	335	381	12	4	14	1
16. I am treated fairly by the adults at the school.	No	20	4	1	1	2	0
	Sometimes	81	82	3	0	5	1
	I do not know	21	16	2	0	2	0
	Yes	344	379	10	3	8	3

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer	I do not understand this question
17. I treat other students fairly at school.	No	4	1	1	0	1	0
	Sometimes	56	39	1	2	0	0
	I do not know	14	9	0	0	0	0
	Yes	392	432	14	2	16	4
18. The school rules are fair.	No	38	30	2	1	4	0
	Sometimes	161	138	8	1	6	0
	I do not know	37	32	2	0	2	1
	Yes	230	281	4	2	5	3
19. I think all students are treated fairly.	No	55	41	2	1	4	0
	Sometimes	141	149	8	2	8	0
	I do not know	38	46	3	0	0	0
	Yes	232	245	3	1	5	4
20. The adults at the school have high expectations of me.	No	22	12	0	0	1	0
	Sometimes	115	119	6	2	4	0
	I do not know	57	101	2	0	4	0
	Yes	272	249	8	2	8	4
21. I am positively challenged in the learning at my school.	No	21	16	3	1	3	0
	Sometimes	157	153	6	2	8	2
	I do not know	36	44	1	0	0	1
	Yes	252	268	6	1	6	1
22. I like when learning challenges me.	No	72	70	2	2	5	1
	Sometimes	172	206	7	1	3	0
	I do not know	18	25	2	1	2	0
	Yes	24	180	5	0	7	3
23. Bullying is a problem at my school.	No	204	162	4	2	1	0
	Sometimes	87	134	4	1	7	1
	I do not know	96	117	3	1	4	1
	Yes	79	68	5	0	5	2
24. I feel comfortable telling an adult at school if I am bullied.	No	70	72	2	2	4	0
	Sometimes	105	118	9	1	2	1
	I do not know	63	70	2	0	6	0
	Yes	228	221	3	1	5	3

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer	I do not understand this question
25. I am comfortable talking to an adult at school about a personal matter.	No	124	108	6	2	8	0
	Sometimes	122	150	7	2	4	1
	I do not know	66	74	1	0	3	1
	Yes	154	149	2	0	2	2
26. I am comfortable talking to an adult at school about a learning matter.	No	30	26	2	2	3	0
	Sometimes	88	108	3	0	6	1
	I do not know	29	37	1	0	0	1
	Yes	319	310	10	2	8	2

Appendix G: Staff respondents by role

		What is your race?							Total
		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	
What is your role?	Administrator				1		12		13
	Educator		3		1	1	84	5	
	Certified Staff		1			1	14	1	17
	Classified Staff				1	2	22		25
	Support Staff				1		22		23
	None of the above						1		1
	I prefer not to answer				1		3	2	6
	Total	0	4	0	5	4	269	9	179

Appendix H: Staff respondents by gender identity

		What is your gender identity?			Total
		Female	Male	I prefer not to answer	
What is your role?	Administrator	10	3		13
	Educator	74	14	6	94
	Certified Staff	17	0	0	17
	Classified Staff	23	2	0	25
	Support Staff	19	4	0	23
	None of the above	1	0	0	1
	I prefer not to answer	3	1	2	6
	Total	147	24	8	179

Appendix I: Staff responses by role

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
1. I understand educational equity.	Administrator				9	4
	Educator		3	3	55	33
	Certified Staff		1		9	7
	Classified Staff			3	13	9
	Support Staff			3	14	6
	None of the above		1			
	I prefer not to answer			1	2	3
2. I understand the need for educational equity.	Administrator				1	12
	Educator			3	31	60
	Certified Staff				5	12
	Classified Staff			3	11	11
	Support Staff		1	2	7	13
	None of the above				1	
	I prefer not to answer			1	2	3
3. I am knowledgeable on issues of equity at my school.	Administrator			1	7	5
	Educator		12	12	53	17
	Certified Staff		1	4	11	1
	Classified Staff		3	10	9	3
	Support Staff		6	4	9	4
	None of the above		1			
	I prefer not to answer		1	2	1	2
4. I am knowledgeable on issues of equity in greater society.	Administrator				7	6
	Educator		6	8	47	33
	Certified Staff		1	1	11	4
	Classified Staff		1	5	11	8
	Support Staff		2	4	11	6
	None of the above				1	
	I prefer not to answer			2	2	2
5. I am comfortable discussing issues of equity in schools.	Administrator		1	1	5	6
	Educator		8	10	45	31
	Certified Staff		4	2	9	2
	Classified Staff		1	6	11	7
	Support Staff		2	7	9	5
	None of the above			1		
	I prefer not to answer	1		1	2	2

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
6. I am interested in learning about equity.	Administrator				5	8
	Educator	1	2	10	41	40
	Certified Staff		1		9	7
	Classified Staff		1	4	12	8
	Support Staff		1	3	9	10
	None of the above					1
	I prefer not to answer	1		3	2	
7. I have personally invested in learning about equity outside of my work.	Administrator		1	3	6	3
	Educator	3	13	24	38	16
	Certified Staff		5	4	5	3
	Classified Staff	1	4	9	8	3
	Support Staff	1	4	9	5	4
	None of the above					1
	I prefer not to answer		1	3	1	1
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	Administrator			1	10	2
	Educator		7	10	43	34
	Certified Staff			2	9	6
	Classified Staff		3	6	7	9
	Support Staff		2	2	14	5
	None of the above				1	
	I prefer not to answer			2	2	2
9. Professional development opportunities on equity and related topics are needed at my district.	Administrator		1	2	5	5
	Educator	1	8	19	34	32
	Certified Staff		1	4	4	8
	Classified Staff		4	8	7	6
	Support Staff		2	6	9	6
	None of the above				1	
	I prefer not to answer	2	1	1	1	1

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
10. I am aware of the district's commitment to equity.	Administrator		1		8	4
	Educator	1	16	14	43	20
	Certified Staff		1	4	8	4
	Classified Staff		1	7	15	2
	Support Staff		3	5	11	4
	None of the above			1		
	I prefer not to answer		1	1	3	1
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	Administrator			1	9	3
	Educator	1	11	27	39	16
	Certified Staff			6	8	3
	Classified Staff		1	11	10	3
	Support Staff	1	2	9	8	3
	None of the above				1	
	I prefer not to answer	1		2	1	2
12. District and/or school leadership actively recruits teachers from diverse backgrounds.	Administrator		5	3	4	1
	Educator	11	25	31	18	9
	Certified Staff		5	10	1	1
	Classified Staff	2	8	10	5	
	Support Staff	1	3	13	3	3
	None of the above			1		
	I prefer not to answer		2	2		2
13. District and/or school leadership has communicated the importance of equity to staff.	Administrator		2	2	6	3
	Educator	1	24	25	31	13
	Certified Staff		4	4	8	1
	Classified Staff	1	3	8	10	3
	Support Staff		3	8	9	3
	None of the above			1		
	I prefer not to answer		1	2	1	2
14. There is a lack of educational equity in our school district.	Administrator	1	4	5	3	
	Educator	8	16	40	27	3
	Certified Staff		4	8	5	
	Classified Staff	2	7	13	1	2
	Support Staff	2	5	10	3	3
	None of the above			1		
	I prefer not to answer	2		2	1	1

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
15. Our school proactively engages in anti-bias and anti-bullying learning with students.	Administrator		1	2	7	3
	Educator	2	15	11	45	21
	Certified Staff		2	2	11	2
	Classified Staff		2	4	13	6
	Support Staff	1	1	5	10	6
	None of the above				1	
	I prefer not to answer				1	
16. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Administrator	1	4	3	3	2
	Educator	8	29	35	14	8
	Certified Staff	1	6	9	1	
	Classified Staff	1	4	16	4	
	Support Staff		3	12	6	2
	None of the above			1		
	I prefer not to answer		2	2	1	1
17. Families from various racial, linguistic and economic backgrounds are engaged involved in our school.	Administrator		2	3	6	2
	Educator	5	19	27	33	10
	Certified Staff		6	7	4	
	Classified Staff	1	6	10	7	1
	Support Staff		2	6	12	3
	None of the above			1		
	I prefer not to answer		2	2	1	1
18. The district has demonstrated its commitment to equity by working to identity and mitigate inequities.	Administrator		1	5	4	3
	Educator	1	16	32	30	15
	Certified Staff		1	7	7	2
	Classified Staff		2	10	11	2
	Support Staff			10	9	4
	None of the above			1		
	I prefer not to answer		2	3	1	

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
19. I feel comfortable being myself at school.	Administrator				4	9
	Educator		2	2	46	44
	Certified Staff			3	10	4
	Classified Staff			3	11	11
	Support Staff				10	13
	None of the above				1	
	I prefer not to answer			1	3	2
20. I am comfortable being myself at my workplace.	Administrator				4	9
	Educator		2	2	47	43
	Certified Staff			3	10	4
	Classified Staff			4	10	11
	Support Staff				10	13
	None of the above				1	
	I prefer not to answer			1	3	2
21. I often encourage students to be themselves at school.	Administrator			2	2	9
	Educator			1	27	66
	Certified Staff				7	10
	Classified Staff			4	9	12
	Support Staff			2	10	11
	None of the above				1	
	I prefer not to answer			1	2	3
22. All adults at my school communicate care, warmth and personal regard for all students.	Administrator		1	2	6	41
	Educator	1	14	7	42	30
	Certified Staff		3	1	9	4
	Classified Staff		3	6	11	5
	Support Staff		2	2	11	8
	None of the above			1		
	I prefer not to answer		1	1	2	2

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
23. Every adult holds high expectations for each student at my school.	Administrator		1	3	6	3
	Educator	1	13	8	43	29
	Certified Staff		2	3	8	4
	Classified Staff		4	3	12	6
	Support Staff		1	5	11	6
	None of the above			1		
	I prefer not to answer			2	3	1
24. Curriculum and resources provide students the opportunity to see themselves.	Administrator			6	4	3
	Educator	1	16	25	38	14
	Certified Staff		1	7	7	3
	Classified Staff		1	12	9	3
	Support Staff		1	11	7	4
	None of the above			1		
	I prefer not to answer			1	4	1
25. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	Administrator		1	7	4	1
	Educator	2	19	27	33	13
	Certified Staff		2	4	8	3
	Classified Staff	1	3	4	14	3
	Support Staff		1	9	9	4
	None of the above			1		
	I prefer not to answer		1	2	2	1
26. I have heard inappropriate comments at my school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or any other student identity.	Administrator	2	3	3	3	2
	Educator	25	17	14	30	8
	Certified Staff	3	5	1	7	1
	Classified Staff	7	4	4	6	4
	Support Staff	9	6	4	3	1
	None of the above			1		
	I prefer not to answer	3		1	1	1

Appendix J: Staff responses by years of services in the district

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
1. I understand educational equity.	0 - 2 years		2	2	25	12
	3 – 5 years		2	1	14	9
	6 – 10 years		1	1	25	13
	11 – 15 years			3	11	9
	Over 16 years			2	25	16
	I prefer not to answer			1	2	3
2. I understand the need for educational equity.	0 - 2 years			1	14	26
	3 – 5 years			1	7	18
	6 – 10 years			2	13	25
	11 – 15 years			2	8	13
	Over 16 years		1	2	14	26
	I prefer not to answer			1	2	3
3. I am knowledgeable on issues of equity at my school.	0 - 2 years		10	8	15	8
	3 – 5 years		3	6	12	5
	6 – 10 years		3	6	23	8
	11 – 15 years		5	5	11	2
	Over 16 years		3	7	25	8
	I prefer not to answer			1	4	1
4. I am knowledgeable on issues of equity in greater society.	0 - 2 years		3	5	14	19
	3 – 5 years		1	2	14	9
	6 – 10 years		4	1	24	11
	11 – 15 years		1	5	10	7
	Over 16 years		1	6	24	12
	I prefer not to answer			1	4	1
5. I am comfortable discussing issues of equity in schools.	0 - 2 years		4	4	18	15
	3 – 5 years		4	4	13	5
	6 – 10 years		7	5	13	15
	11 – 15 years			7	11	5
	Over 16 years		1	6	23	13
	I prefer not to answer	1		2	3	

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
6. I am interested in learning about equity.	0 - 2 years			1	16	24
	3 – 5 years		1	1	11	13
	6 – 10 years	1		5	17	17
	11 – 15 years		3	3	12	5
	Over 16 years	1	1	8	19	14
	I prefer not to answer			2	3	1
7. I have personally invested in learning about equity outside of my work.	0 - 2 years	1	7	12	12	9
	3 – 5 years		2	5	13	6
	6 – 10 years	1	7	15	13	4
	11 – 15 years	2	5	3	10	3
	Over 16 years	1	7	16	12	7
	I prefer not to answer			1	3	2
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	0 - 2 years		3	5	19	14
	3 – 5 years		1	3	11	11
	6 – 10 years		1	7	22	10
	11 – 15 years		4	2	11	6
	Over 16 years		3	5	22	13
	I prefer not to answer			1	1	4
9. Professional development opportunities on equity and related topics are needed at my district.	0 - 2 years		3	10	16	12
	3 – 5 years		1	5	10	10
	6 – 10 years	1	3	8	13	15
	11 – 15 years		8	4	3	8
	Over 16 years	1	2	11	17	12
	I prefer not to answer	1		2	2	1

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
10. I am aware of the district's commitment to equity.	0 - 2 years		4	11	18	
	3 – 5 years		4	4	14	
	6 – 10 years	1	5	4	24	1
	11 – 15 years		2	5	12	
	Over 16 years		7	7	18	
	I prefer not to answer		1	1	2	
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	0 - 2 years		3	18	11	
	3 – 5 years		1	11	12	
	6 – 10 years	2	2	8	22	2
	11 – 15 years	1	3	5	12	1
	Over 16 years		5	12	17	
	I prefer not to answer			2	2	
12. District and/or school leadership actively recruits teachers from diverse backgrounds.	0 - 2 years	2	6	21	7	5
	3 – 5 years	5	8	7	5	1
	6 – 10 years	3	13	13	9	2
	11 – 15 years	2	8	11	2	
	Over 16 years	2	11	16	8	6
	I prefer not to answer		2	2		2
13. District and/or school leadership has communicated the importance of equity to staff.	0 - 2 years		4	12	16	9
	3 – 5 years	1	5	6	12	2
	6 – 10 years	1	10	9	16	4
	11 – 15 years		4	12	5	2
	Over 16 years		13	10	14	6
	I prefer not to answer		1	1	2	2
14. There is a lack of educational equity in our school district.	0 - 2 years	5	10	17	6	3
	3 – 5 years	1	4	12	7	2
	6 – 10 years	3	6	20	9	2
	11 – 15 years		6	11	5	1
	Over 16 years	5	9	17	11	1
	I prefer not to answer	1	1	2	2	
15. Our school proactively engages in anti-bias and anti-bullying learning with students.	0 - 2 years		4	5	22	10
	3 – 5 years		6	3	13	4
	6 – 10 years	3	3	8	19	7
	11 – 15 years		3	4	13	3
	Over 16 years	1	4	5	19	14
	I prefer not to answer		1	1	2	2

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
16. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	0 - 2 years	1	7	22	9	2
	3 – 5 years	2	10	8	5	1
	6 – 10 years	3	10	15	9	3
	11 – 15 years	3	4	14	2	
	Over 16 years	2	14	18	4	5
	I prefer not to answer		3	1		2
17. Families from various racial, linguistic and economic backgrounds are engaged involved in our school.	0 - 2 years	1	4	19	13	4
	3 – 5 years		7	6	13	
	6 – 10 years	3	9	10	14	4
	11 – 15 years	1	7	8	7	
	Over 16 years	1	8	12	15	7
	I prefer not to answer		2	1	1	2
18. The district has demonstrated its commitment to equity by working to identity and mitigate inequities.	0 - 2 years			17	18	6
	3 – 5 years		4	8	12	2
	6 – 10 years	1	6	12	17	4
	11 – 15 years		2	11	8	2
	Over 16 years		6	17	9	11
	I prefer not to answer		2	2		2

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
19. I feel comfortable being myself at school.	0 - 2 years		1	1	19	20
	3 – 5 years		1	2	15	8
	6 – 10 years				18	22
	11 – 15 years			3	10	10
	Over 16 years			2	22	19
	I prefer not to answer			1	1	4
20. I am comfortable being myself at my workplace.	0 - 2 years		1	2	19	19
	3 – 5 years		1	3	14	8
	6 – 10 years				18	22
	11 – 15 years			2	11	10
	Over 16 years			2	22	19
	I prefer not to answer			1	1	4
21. I often encourage students to be themselves at school.	0 - 2 years			2	11	28
	3 – 5 years			1	10	15
	6 – 10 years			2	9	29
	11 – 15 years			3	12	8
	Over 16 years			2	14	27
	I prefer not to answer			1	1	4
22. All adults at my school communicate care, warmth and personal regard for all students.	0 - 2 years		6	6	17	12
	3 – 5 years		5	2	9	10
	6 – 10 years	1	5	3	20	11
	11 – 15 years		4	3	12	4
	Over 16 years		4	5	21	13
	I prefer not to answer			1	2	3

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
23. Every adult holds high expectations for each student at my school.	0 - 2 years		4	9	18	10
	3 – 5 years		5	1	11	9
	6 – 10 years	1	4	4	21	10
	11 – 15 years		5	4	11	3
	Over 16 years		3	5	20	15
	I prefer not to answer			2	2	2
24. Curriculum and resources provide students the opportunity to see themselves.	0 - 2 years		4	14	18	5
	3 – 5 years		4	8	11	3
	6 – 10 years	1	3	14	16	6
	11 – 15 years		3	11	6	3
	Over 16 years		3	15	17	8
	I prefer not to answer		2	1	1	2
25. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	0 - 2 years	1	3	15	15	7
	3 – 5 years	1	5	6	10	4
	6 – 10 years	1	7	11	18	3
	11 – 15 years		4	7	11	1
	Over 16 years		6	13	16	8
	I prefer not to answer		2	2		2
26. I have heard inappropriate comments at my school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or any other student identity.	0 - 2 years	11	8	4	13	5
	3 – 5 years	8	4	3	8	3
	6 – 10 years	9	6	7	11	7
	11 – 15 years	6	7	3	7	
	Over 16 years	13	10	10	9	1
	I prefer not to answer	2		1	2	1

Appendix K: Family respondents by race/ethnicity and gender

		What is your race?							
		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
What is your gender/ gender identity?	Female	1	16	1	15	12	182	8	235
	Male		4	3	5	4	54	10	80
	Not listed				1				1
	I prefer not to answer						1	19	20
	Total	1	20	4	21	16	237	37	336

Appendix L: Family respondents by race/ethnicity and annual income

		What is your race?							
		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
What is your household annual income?	No income					1			1
	Less than \$10,000								0
	\$10,000-\$24,999				1		1		2
	\$25,000-\$49,999		3		2		2		7
	\$50,000-\$74,999		1		2	3	10	1	17
	\$75,000-\$99,999		1	1	5	1	23	1	32
	\$100,000-\$149,000		3	1	1	1	58	5	69
	\$150,000 and up		10	2	6	8	114	3	143
	I prefer not to answer	1	2		4	2	29	27	65
	Total	1	20	4	21	16	237	37	336

Appendix M: Family responses by race/ethnicity

Personal Awareness		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
1. I understand educational equity.	Strongly Disagree					1	7	7
	Disagree						5	1
	Neutral/DNA		1	1	1		13	7
	Agree	1	11		5	3	70	15
	Strongly Agree		8	3	15	12	142	7
2. I am knowledgeable on issue of equity.	Strongly Disagree						1	1
	Disagree		1		3		13	
	Neutral/DNA		4		2	1	37	9
	Agree	1	8	1	8	8	103	15
	Strongly Agree		7	3	8	7	83	12
3. I am personally comfortable discussing issues of equity.	Strongly Disagree						2	1
	Disagree				2		9	
	Neutral/DNA		2	1	2		28	6
	Agree	1	12	2	6	11	104	20
	Strongly Agree		6	1	11	5	94	10
4. I have personally invested in learning about equity.	Strongly Disagree		4	1	9	7	66	8
	Disagree				2	1	25	1
	Neutral/DNA		3		4	1	74	11
	Agree	1	12	3	6	6	69	13
	Strongly Agree		1			1	3	4

Communication		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
5. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree						3	6
	Disagree				1			4
	Neutral/DNA						5	4
	Agree	1	5		6	4	76	15
	Strongly Agree		15	4	14	12	153	8
6. It is important for schools to identify root causes of inequities at school.	Strongly Disagree						4	8
	Disagree					1	9	7
	Neutral/DNA				4		18	3
	Agree	1	5		4	4	70	14
	Strongly Agree		15	4	16	11	136	5
7. It is important for the school district to be committed to equity.	Strongly Disagree					1	8	10
	Disagree						7	3
	Neutral/DNA				2		19	9
	Agree	1	6		4	4	66	9
	Strongly Agree		14	4	15	11	137	6
8. It is important for the district to be inclusive and welcoming environment for all students and families.	Strongly Disagree						1	4
	Disagree						3	
	Neutral/DNA						10	4
	Agree	1	3		4	4	46	16
	Strongly Agree		17	4	17	12	177	13
9. My family feels welcomed and included at my student(s)' school.	Strongly Disagree						2	
	Disagree				3	1	2	
	Neutral/DNA		2	1	2	1	9	3
	Agree	1	9	1	6	4	61	17
	Strongly Agree		9	2	10	10	163	17
10. It is important for school leadership to communicate the importance of equity.	Strongly Disagree					1	10	10
	Disagree						4	3
	Neutral/DNA				1	1	25	7
	Agree	1	7		4	4	66	12
	Strongly Agree		13	4	16	10	132	5
11. Equity is a problem at my school.	Strongly Disagree				1	1	44	18
	Disagree		3	1	6	3	63	8
	Neutral/DNA		11	2	7	7	97	8
	Agree	1	3	1	4	2	25	3
	Strongly Agree		3		3	3	8	

Communication		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree					1	3	7
	Disagree				1		2	4
	Neutral/DNA				1	1	12	5
	Agree	1	5		4	4	57	10
	Strongly Agree		15	4	15	10	163	11
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree				3		8	6
	Disagree		3		4	3	20	
	Neutral/DNA		7	2	7	8	133	20
	Agree	1	4	1	4	3	49	7
	Strongly Agree		6	1	3	2	27	4
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree				3		3	1
	Disagree		4		3	3	20	4
	Neutral/DNA		6	1	8	10	113	13
	Agree	1	6	3	4	2	75	8
	Strongly Agree		4		3	1	29	11
15. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree				2	1	3	1
	Disagree				3		10	3
	Neutral/DNA		10	2	8	12	97	18
	Agree	1	5	2	6	1	97	7
	Strongly Agree		5		2	2	30	8

School Environment		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
16. I feel comfortable at each of my child's school.	Strongly Disagree				1		1	
	Disagree				4	1	5	2
	Neutral/DNA		3		1	1	10	5
	Agree	1	6	2	6	7	78	14
	Strongly Agree		11	2	9	7	143	16
17. I feel comfortable seeking out information about my child to school leadership.	Strongly Disagree						1	
	Disagree		1		1		4	1
	Neutral/DNA		1				9	2
	Agree	1	9	1	9	10	80	13
	Strongly Agree		9	3	11	6	143	21
18. I feel comfortable seeking out information about the school from school leadership.	Strongly Disagree					1	2	1
	Disagree				2		4	3
	Neutral/DNA		3		1	1	14	6
	Agree	1	8	1	8	8	91	12
	Strongly Agree		9	3	10	6	126	15
19. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree						4	6
	Disagree		1		1	1	4	6
	Neutral/DNA				1	1	29	11
	Agree	1	6	1	8	3	68	9
	Strongly Agree		13	3	11	11	132	5
20. I believe all the curriculum and resources are inclusive of various backgrounds.	Strongly Disagree				3	1	5	1
	Disagree		2		1	2	19	4
	Neutral/DNA		5	1	2	3	72	13
	Agree	1	4	2	8	7	75	9
	Strongly Agree		9	1	74	3	66	10
21. Families are viewed as partners in the education of students.	Strongly Disagree						4	5
	Disagree		1		2	2	9	1
	Neutral/DNA	1	1		4	1	22	7
	Agree		10	3	8	7	98	15
	Strongly Agree		8	1	7	6	104	9
22. As a community member, I believe high expectations should be set for each student.	Strongly Disagree							
	Disagree				1		1	3
	Neutral/DNA		2		1	1	17	
	Agree	1	8	1	6	5	67	14
	Strongly Agree		10	3	13	9	150	23

School Environment		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
23. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	Strongly Disagree				3	1		3
	Disagree		2		4	2	12	3
	Neutral/DNA		8	1	3	5	74	15
	Agree	1	5	3	5	6	92	10
	Strongly Agree		5		6	2	59	6
24. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree				1		32	7
	Disagree		1		6	2	58	5
	Neutral/DNA		8	2	6	8	81	15
	Agree	1	5	1	1	5	41	9
	Strongly Agree		6	1	7	1	25	1

Appendix N: Family responses by gender

Personal Awareness		Female	Male	Not listed	I prefer not to answer
1. I understand educational equity.	Strongly Disagree	1	6		5
	Disagree	2	4		
	Neutral/DNA	1	5		3
	Agree	73	25	1	6
	Strongly Agree	141	40		6
2. I am knowledgeable on issue of equity.	Strongly Disagree		1		1
	Disagree	13	4		
	Neutral/DNA	34	16		3
	Agree	102	34	1	7
	Strongly Agree	86	25		9
3. I am personally comfortable discussing issues of equity.	Strongly Disagree	1	1		1
	Disagree	9	2		
	Neutral/DNA	26	9		4
	Agree	111	36	1	8
	Strongly Agree	88	32		7
4. I have personally invested in learning about equity.	Strongly Disagree	3	3		3
	Disagree	21	8		
	Neutral/DNA	68	19		6
	Agree	71	32	1	6
	Strongly Agree	72	18		5

Communication		Female	Male	Not listed	I prefer not to answer
5. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree	2	4		3
	Disagree		3		2
	Neutral/DNA				
	Agree	71	28	1	7
	Strongly Agree	159	42		5
6. It is important for schools to identify root causes of inequities at school.	Strongly Disagree	2	6		4
	Disagree	6	7		4
	Neutral/DNA	12	8		2
	Agree	74	17	1	6
	Strongly Agree	141	42		4
7. It is important for the school district to be committed to equity.	Strongly Disagree	5	9		5
	Disagree	6	2		2
	Neutral/DNA	15	10		5
	Agree	66	19	1	4
	Strongly Agree	143	40		4
8. It is important for the district to be inclusive and welcoming environment for all students and families.	Strongly Disagree	1	3		1
	Disagree	2	1		
	Neutral/DNA	5	7		2
	Agree	49	15	1	9
	Strongly Agree	178	54		8
9. My family feels welcomed and included at my student(s)' school.	Strongly Disagree	2			
	Disagree	6			
	Neutral/DNA	13	2		3
	Agree	64	27	1	7
	Strongly Agree	150	51		10
10. It is important for school leadership to communicate the importance of equity.	Strongly Disagree	6	8		7
	Disagree	3	2		2
	Neutral/DNA	20	11		3
	Agree	67	22	1	4
	Strongly Agree	139	37		4
11. Equity is a problem at my school.	Strongly Disagree	31	23		10
	Disagree	58	22	1	3
	Neutral/DNA	98	30		4
	Agree	33	3		3
	Strongly Agree	15	2		

Communication		Female	Male	Not listed	I prefer not to answer
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree	2	4		5
	Disagree	2	3		2
	Neutral/DNA	8	9		2
	Agree	51	24	1	5
	Strongly Agree	172	40		6
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree	8	3		6
	Disagree	28	2		
	Neutral/DNA	123	47	1	6
	Agree	47	18		4
	Strongly Agree	29	10		4
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree	6			1
	Disagree	26	6		2
	Neutral/DNA	111	30	1	6
	Agree	66	28		5
	Strongly Agree	26	16		6
15. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree	5			2
	Disagree	13	1		2
	Neutral/DNA	100	39	1	7
	Agree	88	28		3
	Strongly Agree	29	12		6

School Environment		Female	Male	Not listed	I prefer not to answer
16. I feel comfortable at each of my child's school.	Strongly Disagree	2			
	Disagree	9	1		2
	Neutral/DNA	14	4		2
	Agree	81	25	1	7
	Strongly Agree	129	50		9
17. I feel comfortable seeking out information about my child to school leadership.	Strongly Disagree	1			
	Disagree	1			
	Neutral/DNA	6	5		1
	Agree	88	28	1	6
	Strongly Agree	133	47		13
18. I feel comfortable seeking out information about the school from school leadership.	Strongly Disagree	3			1
	Disagree	8			1
	Neutral/DNA	15	7		3
	Agree	90	31	1	7
	Strongly Agree	119	42		8
19. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree	5	3		2
	Disagree	6	4		3
	Neutral/DNA	24	13		5
	Agree	70	20	1	5
	Strongly Agree	130	40		5
20. I believe all the curriculum and resources are inclusive of various backgrounds.	Strongly Disagree	7	2		1
	Disagree	23	4		1
	Neutral/DNA	65	24	1	6
	Agree	73	27		6
	Strongly Agree	67	23		6
21. Families are viewed as partners in the education of students.	Strongly Disagree	5	3		1
	Disagree	14			1
	Neutral/DNA	22	9		5
	Agree	94	37	1	7
	Strongly Agree	100	29		65
22. As a community member, I believe high expectations should be set for each student.	Strongly Disagree				
	Disagree	5			
	Neutral/DNA	16	5		
	Agree	73	21	1	7
	Strongly Agree	141	54		13

School Environment		Female	Male	Not listed	I prefer not to answer
23. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	Strongly Disagree	3	2		2
	Disagree	19	4		
	Neutral/DNA	73	25	1	7
	Agree	84	33		5
	Strongly Agree	56	16		6
24. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree	23	11		6
	Disagree	53	17	1	1
	Neutral/DNA	82	31		7
	Agree	45	12		6
	Strongly Agree	32	9		

Appendix O: Family responses by income

Personal Awareness		No income	Less than \$10,000	\$10,000 - \$24,999	\$25,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000 - \$149,999	\$150,000 and up	I prefer not to answer
1. I understand educational equity.	Strongly Disagree					1		4	3	7
	Disagree					2		2	1	1
	Neutral/DNA				1		1	1	5	15
	Agree			1	3	4	7	19	49	22
	Strongly Agree	1		1	3	10	24	43	85	20
2. I am knowledgeable on issue of equity.	Strongly Disagree							1	1	
	Disagree				1	2	4	3	7	
	Neutral/DNA			1		2	3	10	22	15
	Agree	1		1	3	6	12	34	58	29
	Strongly Agree				3	7	13	21	55	21
3. I am personally comfortable discussing issues of equity.	Strongly Disagree							1	1	1
	Disagree						1	3	6	1
	Neutral/DNA			1		4	4	7	14	9
	Agree	1		1	4	6	13	34	63	34
	Strongly Agree				3	7	14	24	59	20
4. I have personally invested in learning about equity.	Strongly Disagree						1	3	1	1
	Disagree				1	1	2	6	16	3
	Neutral/DNA			2	1	3	11	23	31	22
	Agree	1			4	6	9	18	50	22
	Strongly Agree				1	7	9	19	45	14

Communication		No income	Less than \$10,000	\$10,000 - \$24,999	\$25,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000 - \$149,999	\$150,000 and up	I prefer not to answer
5. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree							2	2	5
	Disagree				1					4
	Neutral/DNA						1		1	7
	Agree		1		2	3	12	17	42	30
	Strongly Agree	1	1		4	14	19	50	98	19
6. It is important for schools to identify root causes of inequities at school.	Strongly Disagree							2	3	7
	Disagree					3	1	4	2	7
	Neutral/DNA				1		2	1	8	10
	Agree	1			2	2	8	19	43	23
	Strongly Agree			2	4	12	21	43	87	18
7. It is important for the school district to be committed to equity.	Strongly Disagree					1		4	5	9
	Disagree				2			2	1	5
	Neutral/DNA				1	1	4	1	10	13
	Agree	1			2	3	7	15	41	21
	Strongly Agree			2	4	10	21	47	86	17
8. It is important for the district to be inclusive and welcoming environment for all students & families.	Strongly Disagree							1	2	2
	Disagree							1	2	
	Neutral/DNA					2	1	2	2	7
	Agree	1			2	3	5	9	26	28
	Strongly Agree			2	5	12	26	56	111	28
9. My family feels welcomed and included at my student(s) school.	Strongly Disagree								2	
	Disagree				1	1	1		1	2
	Neutral/DNA						3	4	7	4
	Agree				3	6	7	15	42	26
	Strongly Agree	1		2	3	10	21	50	91	33
10. It is important for school leadership to communicate the importance of equity.	Strongly Disagree					2	1	4	4	10
	Disagree					1	1		1	4
	Neutral/DNA	1			1		1	2	14	15
	Agree				2	2	9	19	42	20
	Strongly Agree			2	4	12	20	44	82	16
11. Equity is a problem at my school.	Strongly Disagree				1		6	10	22	25
	Disagree			1	2	4	7	14	38	18
	Neutral/DNA	1		1	2	8	13	34	59	14
	Agree				1	3	4	7	18	6
	Strongly Agree				1	2	2	4	6	2

Communication		No income	Less than \$10,000	\$10,000 - \$24,999	\$25,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$1000,000 - \$149,999	\$150,000 and up	I prefer not to answer
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree					1	1	1	2	6
	Disagree				1			2	1	3
	Neutral/DNA					1	2	2	6	8
	Agree			1	2	2	8	12	36	20
	Strongly Agree	1		1	4	13	21	52	98	28
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree					2	2	2	5	6
	Disagree				1	1	2	4	19	3
	Neutral/DNA	1		1	2	7	13	41	79	33
	Agree				2	3	10	15	23	16
	Strongly Agree			1	2	4	5	7	17	7
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree					2	2		1	2
	Disagree				1	3	1	7	18	4
	Neutral/DNA	1		2	3	4	10	31	74	23
	Agree					5	11	23	39	21
	Strongly Agree				3	3	8	8	11	15
15. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree					2	1		2	2
	Disagree				1		2	3	6	4
	Neutral/DNA	1			2	7	13	29	71	24
	Agree			2	2	3	9	28	49	26
	Strongly Agree				2	5	7	9	15	9

School Environment		No income	Less than \$10,000	\$10,000 - \$24,999	\$25,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000 - \$149,999	\$150,000 and up	I prefer not to answer
16. I feel comfortable at each of my child's school.	Strongly Disagree						1			
	Disagree				1	2	2	2	1	4
	Neutral/DNA						2	5	6	7
	Agree			1	4	5	10	23	53	18
	Strongly Agree	1		1	2	10	17	39	82	36
17. I feel comfortable seeking out information about my child to school leadership.	Strongly Disagree								1	
	Disagree				1		1		4	1
	Neutral/DNA						3	6	1	2
	Agree			1	4	8	10	23	56	21
	Strongly Agree	1		1	2	9	18	40	81	41
18. I feel comfortable seeking out information about the school from school leadership.	Strongly Disagree					1			2	1
	Disagree				1		1	1	2	4
	Neutral/DNA					1	5	4	11	4
	Agree			1	4	5	11	31	56	21
	Strongly Agree	1		1	2	10	15	33	72	35
19. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree						1	3	2	4
	Disagree				1	2			5	5
	Neutral/DNA					2	4	6	14	16
	Agree				2	4	7	19	43	21
	Strongly Agree	1		2	4	9	20	41	79	19
20. I believe all the curriculum and resources are inclusive of various backgrounds.	Strongly Disagree						2		5	3
	Disagree					1	3	7	14	3
	Neutral/DNA			1	1	3	6	20	46	19
	Agree	1		1	3	5	9	24	42	21
	Strongly Agree				3	8	12	18	36	19
21. Families are viewed as partners in the education of students.	Strongly Disagree							1	3	5
	Disagree					2	2	2	6	3
	Neutral/DNA			1		2	5	4	17	7
	Agree				4	4	12	31	63	27
	Strongly Agree	1		1	3	9	13	31	54	23
22. As a community member, I believe high expectations should be set for each student.	Strongly Disagree									
	Disagree			1		2			1	1
	Neutral/DNA			1			4	3	9	4
	Agree				2	5	9	15	50	21
	Strongly Agree	1			5	10	19	51	83	39

School Environment		No income	Less than \$10,000	\$10,000 - \$24,999	\$25,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000 - \$149,999	\$150,000 and up	I prefer not to answer
23. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	Strongly Disagree					1	1			5
	Disagree			1	2	1	1	4	13	1
	Neutral/DNA					7	9	23	44	23
	Agree	1			2	4	8	26	59	22
	Strongly Agree			1	3	4	13	16	27	14
24. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree					2	3	6	17	12
	Disagree			2	1	3	1	17	34	14
	Neutral/DNA	1			1	5	13	29	48	23
	Agree				1	3	8	11	27	13
	Strongly Agree				4	4	7	6	17	3