

COMMUNITY UNIT SCHOOL DISTRICT 300

2550 HARNISH DRIVE
ALGONQUIN, IL 60102
PHONE: 847.551.8300 • Fax: 847.551.8314

FREEDOM OF INFORMATION

March 20, 2024

Rhyen Staley
Parents Defending Education
4532 Lee Highway
Arlington Heights VA 22207

Re: FOIA Request Received February 21, our Record #15-2024

Subject: Requesting copies of any district hiring documents, board documents, or committee agendas and documents related to teacher hiring found in the list below. If dates are needed, please search from January 1, 2020, to present. In connection with this request, please include any documents pertaining to: Application, including all questions, Antiracist or Antibias training, Diversity, Equity, and Inclusion (DEI) questions, Diversity, Equity, and Inclusion (DEI) hiring subcommittee, Diversity, Equity, and Inclusion (DEI) rubric, Diversity hiring goals, Diversity statement, Equity audit, Equity report card, Equity scorecard, hiring committee, Hiring/ Interview training, Hiring rubric, Interview questions. Please include the following terms in the search: Affinity/ Affinity groups, Class conscious, Culturally Responsive, Diverse backgrounds, Equity lens, Equity mindset, Inclusive interview, Race conscious.

Dear Ms. Staley:

I am responding to your February 21, 2024 request(s) under the Freedom of Information Act (5 ILCS 140/1 *et seq.*), in which you asked for the above referenced information. On February 26, the district extended the response time for five additional working days, until March 6, as allowed by law. On March 6, the district requested an additional ten working days, until March 20 to respond. Enclosed are the requested records. No additional records exist.

Records related to the equity report card, strategic plan and teachers union agreement are available on the district's website at the following links:

- [Illinois State Board of Education Report Card](#)
- [D300 Strategic Plan – Develop & Retain Great Staff – Goal #3](#)
- [Local Education Association District 300 \(LEAD\) Agreement](#)

Thank you.

Everlean Dodson

Everlean Dodson
Legal Coordinator/Paralegal

TEST TEST PERSON

2550 Harnish Drive

Algonquin, IL 60102

test@test.org - (847) 551-8330

Contents:

1. Online Application

Prepared for: Charlotte Ferris
Community Unit School District 300
Mar 18, 2024 1:37 PM

Community Unit School District 300 Online Application

TEST PERSON, TEST - AppNo: 46577

Date Submitted: 7/21/2020

Personal Data

Name: TEST TEST PERSON
(First) (Middle Initial) (Last)
Other name(s) under which transcripts, certificates, and former applications may be listed:

Other:
(First) (Middle Initial) (Last)

Email Address: test@test.org

Postal Address

Permanent Address	Present Address
Number & Street: 2550 Harnish Drive	Number & Street: 2550 Harnish Drive
Apt. Number:	Apt. Number:
City: Algonquin	City: Algonquin
State/Province: IL	State/Province: IL
Zip/Postal Code: 60102	Zip/Postal Code: 60102
Country: United States of America	Country: United States of America
Daytime Phone: (847) 551-8330	Phone Number: (847) 551-8490
Home/Cell Phone: ()	

Employment Desired

Position Desired:	Experience in Similar Positions
High School Teaching 1. Science - Earth Science	-
Student Teacher 1. Student Teacher	-
No References Entered	

Experience

Please list ALL relevant work experience beginning with the most recent.

No experience was entered

Student Teaching

No student teaching information was entered.

Education

Please tell us about your educational background beginning with the most recent.

High School Attended:
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Community Unit School District 300 Online Application

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Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
	08/9999 05/9999	Hrs:	Hrs:		05/9999

Overall GPA	Undergraduate	Graduate
Major GPA	/4	/4
	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
BA/BS/etc.		

List honors, awards or distinctions you have earned:

Licensure

Do you hold National Board for Professional Teaching Standards certification? **Yes**

Do you hold or anticipate an Illinois license? **License is held**
 Illinois Educator Identification Number (IEIN): **11111**

Type	License Number	Expiration Date	Status
Professional Educator License	11111	12/30/2050	Current

Please list any other endorsements and/or verifications documented on your License(s):

Do you hold a current out-of-state license? No

State	Type	License Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Community Unit School District 300 Online Application

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Extracurricular Activities

No activities entered.

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

Yes

If Yes, what type of school district considered you Highly Qualified?

K-12

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

No questions were answered.

Statement

No questions were answered.

Statement

No questions were answered.

Statement

No questions were answered.

Language Skills

Do you know any language other than English?

Community Unit School District 300 Online Application

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General Information

List any additional information which will help in determining your professional qualifications for a position.

* Date you would be available for a personal interview:

* Are you presently under contract?

No

If yes, where?

* When would you be available for employment? (mm/yy)

asap

* Have you ever failed to be rehired, asked to resign a position, or resigned to avoid termination?

No

If yes, explain:

Referral Source

* How did you hear about employment with CUSD 300?

If District Employee is selected, what is their name:

Other Referral Source:

Resume

Please upload your cover letter, resume, and any other pertinent documents (ie transcripts, teaching certificate, etc).

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Are you eligible to work in the United States?

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

Community Unit School District 300 Online Application

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Date Submitted: 7/21/2020

Equal Opportunity Employer

District 300 is an Equal Opportunity Employer. District 300 ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. District 300 has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, TEST TEST PERSON, agree to all of the terms above.

I agree

Electronic Portfolio

Many Universities have Electronic Portfolio's for Teachers (i.e. LiveText). If you have one, what is the address?

Equal Opportunity Employer

District 300 is an Equal Opportunity Employer. District 300 ensures equal employment opportunities regardless of race, creed, sex, color, national origin, religion, age, sexual orientation or disability. The District has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the district office.

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

Are you eligible to work in the United States?

Community Unit School District 300 Online Application

TEST PERSON, TEST - AppNo: 46577

Date Submitted: 7/21/2020

Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain,
giving dates:

Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

Does your name appear on any Sex Offender Database in any state or country?

Applicant's Acknowledgement and Agreement.

Section 10-21.19 of The School Code of the State of Illinois stipulates that an applicant for employment with a school district is required, as a condition of employment, to authorize a fingerprint investigation to ascertain if the applicant has been convicted of certain criminal offenses. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Should I be a candidate for employment with Community Unit School District 300 I agree to authorize both investigations and will allow myself to be fingerprinted as a part of this investigation. Candidate may not be employed unless such investigation has been initiated.


I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

TEST TEST PERSON
(agreed online)

Navigation:

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24. Confirmation

Fields preceded by a red asterisk (*) are required.

 [EEO Voluntary Data Sheet](#)

Government agencies require us to collect information and file periodic reports regarding the gender, race and /or ethnicity of applicants. The data collected enables us to analyze our hiring processes, and to ensure equal employment opportunity. The information requested below is voluntary and will not be available to individuals involved in the hiring process. This information is kept separate from your application so that it remains confidential.

Gender:

Male Female X I choose not to respond

Ethnic Group:

Hispanic or Latino Not Hispanic or Latino
 I choose not to respond

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

Racial Group:

White/Caucasian Black/African-American
 Asian American Indian or Alaska Native
 Native Hawaiian or Other Pacific Islander I choose not to respond

THE INFORMATION PROVIDED ON THIS FORM WILL BE KEPT SEPARATE FROM YOUR APPLICATION FILE AND WILL NOT BE USED FOR ANY DECISIONS REGARDING THE TERMS AND/OR CONDITIONS OF YOUR EMPLOYMENT. THANK YOU.

Key: B Board item 1 Strand 1 2 Strand 2 3 Strand 3 4 Strand 4 5 Strand 5

JULY 2020

AUGUST 2020

BOARD ITEM
Authorized hiring a district director of diversity, equity, and inclusion (DEI).

STRAND 1
Hired a director of DEI.

SEPTEMBER 2020

OCTOBER 2020

STRAND 1
Formed a parent DEI Committee to start Equity Audit.

NOVEMBER 2020

DECEMBER 2020

BOARD ITEM
Provided board with an overview of equity work.

JANUARY 2021

FEBRUARY 2021

MARCH 2021

APRIL 2021

BOARD ITEM
Approved equity audit; audit is intended to frame district equity work.

STRAND 1
Began equity audit.

MAY 2021

JUNE 2021

STRAND 1
Started making decisions to identify and support all students using disaggregated student data.

STRAND 1
Launched district Equity Leadership Team.

JULY 2021

AUGUST 2021

BOARD ITEM
Provided board with update on equity work.

STRAND 3
Made available Equity Reporting Tool became at high schools; tool allows students to report equity issues.

STRAND 3
Cultivated and supported high school student alliance clubs, providing space for students to be "authentic selves."

BOARD ITEM
Provided board with an update on equity work.

STRAND 1
Created Equity Planning Committee to ensure DEI work is supported at admin level.

STRAND 5
Launched African-American Parent Advisory Committee.

SEPTEMBER 2021

OCTOBER 2021

BOARD ITEM
Received request to hire inclusion coaches.

STRAND 5
Met with HHS parents of color regarding discrimination concerns involving their students.

NOVEMBER 2021

DECEMBER 2021

BOARD ITEM
Approved hiring three inclusion coaches.

JANUARY 2022

FEBRUARY 2022

STRAND 4
Provided foundational DEI training No. 1 to all staff.

STRAND 5
Addressed discrimination concerns brought forth by HHS parents.

MARCH 2022

APRIL 2022

STRAND 1
Concluded equity audit.

MAY 2022

JUNE 2022

STRAND 3
Prioritized district-wide restorative practices training.

JULY 2022

AUGUST 2022

STRAND 2
Provided Day of Silence presentation to board; presentation addressed parent concerns about day.

BOARD ITEM
Approved hiring fourth inclusion coach.

SEPTEMBER 2022

OCTOBER 2022

BOARD ITEM
Adopted board equity policy.

BOARD ITEM
Adopted equity action plan.

BOARD ITEM
Adopted DEI definitions.

BOARD ITEM
Provided presentation on rights of Gender and Sexuality Alliances to board.

NOVEMBER 2022

DECEMBER 2022

STRAND 5
Launched LGBTQ+ Parent Support group, providing space to discuss issues and build community.

JANUARY 2023

FEBRUARY 2023

STRAND 5
Launched LGBTQ+ Learning Space, creating an affinity space for parents.

MARCH 2023

APRIL 2023

BOARD ITEM
Provided Day of Silence presentation proactively to board.

STRAND 3
Administered student belonging survey No. 1.

STRAND 1
Developed system to address racial slurs at middle schools.

STRAND 3
Made available Equity Reporting Tool at middle schools.

MAY 2023

JUNE 2023

STRAND 1
Reviewed all buildings to ensure compliance with gender support plans.

JULY 2023

AUGUST 2023

STRAND 3
Began meetings with director of DEI and high school student equity committees.

STRAND 4
Provided foundational DEI training No. 2 to all staff.

BOARD ITEM
Provided board with overview of Goal 1 equity work (addressing student belonging/cultural competencies).

STRAND 3
Administered student belonging survey No. 2.

STRAND 5
Relaunched Bilingual Parent Advisory Committee.

SEPTEMBER 2023

OCTOBER 2023

BOARD ITEM
Provided board with overview of Goal 3 equity work (attracting/retaining diverse staff).

BOARD ITEM
Provided board with overview of Goal 3 equity work (providing staff with professional development).

STRAND 3
Continued cultivation and support of high school alliance clubs.

STRAND 5
Provided admin with professional development on how to better communicate with Spanish speakers.

NOVEMBER 2023

DECEMBER 2023

BOARD ITEM
Provided board with update on equity work.

STRAND 3
Developed a plan to respond to student belonging survey data.

STRAND 5
Relaunched work around Parent Equity Committee.

JANUARY 2024

FEBRUARY 2024

STRAND 3
Reenvisioned and readministered student equity committees.

STRAND 3
Began meetings with superintendent and student equity committees.

STRAND 4
Provided foundational DEI training No. 3 to all staff.

MARCH 2024

APRIL 2024

MAY 2024

JUNE 2024

STRAND 3
Will increase number of staff trained in restorative practices.

JULY 2024

AUGUST 2024

STRAND 1
Will create a commemorative heritage calendar.

STRAND 3
Throughout the year, support buildings with student equity issues.

STRAND 4
Throughout the year, offer staff optional DEI professional development training and literature.

ONGOING

Categories	Questions
Assessment	
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	How do you assess student learning? What do you do with the information from that assessment?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What type of assessment data are you familiar with and how did you use it to drive instruction?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What methods would you use to evaluate student learning?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What type of formative assessments do you use?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	Describe types of feedback you provide for your students?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What does a grade (letter, %, standard) represent?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	Would you allow a student to retake an assessment, and if so, under what circumstances?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	Which is more important, summative or formative assessment and why?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	How do you ensure that students receive the appropriate accommodations in the classroom?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	How can a 1:1 device allow you to more authentically assess student learning?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	How have you used student data to inform assessment?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	How do you measure student performance in your classroom?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What is formative assessment to you and how do you plan to implement it in your classroom?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What role does an assessment play in a PLC?
Assessment (Danielson 1f and 3d/Drive 300 Assessment)	What process do you use when developing an assessment to ensure it aligns to your instruction?
Classroom Environment	
Classroom Environment (Danielson 2a and 2b)	When working with students with emotional and/ or behavioral needs, describe the various supports that may be needed for this student to maximize his/her learning experience in regards to behavior management, accommodation, assistive technology and instruction.
Classroom Environment (Danielson 2a and 2b)	What is your definition of a lifelong learner? How can you promote lifelong learning amongst your students?
Classroom Environment (Danielson 2a and 2b)	How do you encourage a student who is discouraged?
Classroom Environment (Danielson 2a and 2b)	How do you establish community within your classroom?
Classroom Environment (Danielson 2a and 2b)	What is your process for building classroom community and how do you maintain it?
Classroom Environment (Danielson 2a and 2b)	What are your expectations for student behavior?

Categories	Questions
Classroom Environment (Danielson 2a and 2b)	Share your method of addressing a student who is continually disruptive in class?
Classroom Management Danielson (2c and 2d)	Students are in groups working on a lab plan for an upcoming lab. One student is not staying with his assigned group and keeps walking from group to group talking to other students in the class and showing students videos on his phone. You ask him to return to his group and put his phone away, and he yells, "You are always picking on me!" What do you do?
Classroom Management Danielson (2c and 2d)	How do you resolve conflict between students?
Classroom Management Danielson (2c and 2d)	If there was a student displaying anger and uncontrollable behavior in a classroom, how would you respond?
Classroom Management Danielson (2c and 2d)	Describe class management strategies and techniques you use to maintain a respectful classroom environment.
Classroom Management Danielson (2c and 2d)	You just caught your student cheating on a test. What do you do?
Classroom Management Danielson (2c and 2d)	How do you build and maintain rapport with students?
Classroom Management Danielson (2c and 2d)	What type of classroom management structure would you implement if you were hired?
Classroom Management Danielson (2c and 2d)	A student is asleep in the back row. This is not the first time it's happened. How do you react and and what do you do?
Classroom Management Danielson (2c and 2d)	You are walking your class in the hallway and notice a child from another classroom running down the hallway. How would you respond?
Classroom Management Danielson (2c and 2d)	As an elementary classroom teacher, it is reported to you that one of your students was not following directions during the lunch period. When you talk to the student about it, the student states that they did not do anything wrong. How would you handle this situation?
Culturally Relevant Teaching	Have you ever taken part in a conversation centered on race in an educational setting? If yes, describe that conversation and how did it make you feel? If no, how comfortable would you be talking about race and its impact on education?
Culturally Relevant Teaching	What does "Culturally Responsive Teaching" mean to you?
Culturally Relevant Teaching	How do you create equity in the classroom?
Culturally Relevant Teaching	Discuss how you feel about students' life and culture. Does it impact your instruction? How will you show an interest in their activities and successes?
Culturally Relevant Teaching	How have you or how will you allow for student voice to change what you teach and how you teach?
Culturally Relevant Teaching	Is there an example of how you have demonstrated a commitment to diversity, equity and inclusion in a prior situation?
Culturally Relevant Teaching	What kinds of experiences have you had in relating with people whose backgrounds are different than your own?

Categories	Questions
Culturally Relevant Teaching	How would you define diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
Culturally Relevant Teaching	How would you address racial tension among students in your classroom?
Culturally Relevant Teaching	How do you adapt your teaching to meet the different culture and learning styles of your students?
Culturally Relevant Teaching	Do you find students from different cultural backgrounds have different learning needs? If yes, how do you address these needs?
Culturally Relevant Teaching	Describe your experience or explain how you have been educated to understand the history of African Americans, Latinos, Asians, Native Americans and other historically marginalized communities in the USA.
Culturally Relevant Teaching	Describe your experience in serving or teaching underrepresented communities.
Culturally Relevant Teaching	At (enter school), we are committed to racial and gender equity. How would you create and maintain an inclusive learning environment for all of your students? In your response, please speak directly about how you would support your transgender students.
Culturally Relevant Teaching	How do you create a classroom environment where students are comfortable having their work openly critiqued by peers, regardless of their varied identities? How do you develop a culture where students that have repeatedly struggled can share their work with fear?
Culturally Relevant Teaching	When was the last time you shared your pronouns? Why do you think it is essential to share your pronouns?
Culturally Relevant Teaching	At (insert school), our White students have exceeded the performance of our Students of Color in the area of Reading/Math. According to (----- data), our White students are performing at the --th percentile, and our students of color are performing at the ---th percentile on average. As a newly hired (insert subject) teacher, how do you plan to assist us in addressing this problem? How will you help us to rectify this discrepancy in student performance?
Culturally Relevant Teaching	How does race/culture impact your communication process with parents?
Personal and Professional Overview	
Personal and Professional Overview	In our district, we consider ongoing professional learning to be critically important. Tell us how you have kept learning and how you plan to continue your professional growth.

Categories	Questions
Personal and Professional Overview	Share with me three reasons why I would want to place a child close to me in your classroom.
Personal and Professional Overview	Tell us what you know about (OUR SCHOOL NAME). Why do you think you'd be a good fit here?
Personal and Professional Overview	During the interview process, we are meeting with many talented candidates such as yourself. What do you feel you could bring to our school?
Personal and Professional Overview	What is your greatest strength as a teacher, and what area do you need to grow in?
Personal and Professional Overview	What professionally are you the most proud of and what has been your biggest professional disappointment?
Personal and Professional Overview	What is the toughest situation you have faced as an educator and how have you handled it?
Personal and Professional Overview	What are you passionate about? How do you showcase your passions in your position?
Personal and Professional Overview	At the end of the school year, what five words would you hope your students would use to describe your classroom?
Personal and Professional Overview	Describe a time when your instruction was deeply influenced by a colleague.
Personal and Professional Overview	How do you believe children learn best?
Personal and Professional Overview	What are the three most important parts of your job as a teacher?
Personal and Professional Overview	Describe the difference between a good teacher and a great teacher.
Personal and Professional Overview	What is something you have read lately that has impacted you deeply as an educator?
Personal and Professional Overview	Why do you choose to teach?
Personal and Professional Overview	Which components of your resume are you most proud of and why?
Personal and Professional Overview	Tell us about a time that you received feedback and what you did in response to the feedback.
Personal and Professional Overview	What is your experience with co-teaching?
Personal and Professional Overview	What are three words that describe great educators. (pause for a response) Of the three, which one describes you best?
Planning and Preparation	
Planning and preparation (Danielson 1c, 1d, 1e)	What are essential components of each lesson in your classroom? Walk us through a "typical" day.
Planning and preparation (Danielson 1c, 1d, 1e)	What would you do between now and the beginning of the year to prepare for your new position?
Planning and preparation (Danielson 1c, 1d, 1e)	How do you prepare for a unit of instruction?
Planning and preparation (Danielson 1c, 1d, 1e)	What are the most important characteristics of an effective classroom?

Categories	Questions
Planning and preparation (Danielson 1c, 1d, 1e)	You identify that a child is struggling in multiple subjects in your class. What steps do you take to help the student?
Planning and preparation (Danielson 1c, 1d, 1e)	What steps would you take to address students who are not making anticipated progress?
Planning and preparation (Danielson 1c, 1d, 1e)	How do you network with educators outside your system?
Planning and preparation (Danielson 1c, 1d, 1e)/Instructional Technology	All D300 students grades 1-12 have a Chromebook. How would you implement them to support and transform instruction?
Planning and preparation (Danielson 1c, 1d, 1e)/Instructional Technology	How have you used student data to inform planning?
Planning and preparation (Danielson 1c, 1d, 1e)	Talk about your experiences collaborating with colleagues.
Planning and preparation (Danielson 1c, 1d, 1e)	Discuss what a good Professional Learning Community looks like when planning lessons and units.
Planning and preparation (Danielson 1c, 1d, 1e)	How would you split classroom responsibilities with a co-teacher?
Planning and preparation (Danielson 1c, 1d, 1e)	How would you utilize a paraeducator in your classroom?
Planning and preparation (Danielson 1c, 1d, 1e)	District 300 does not have a required lesson template. What are the main components that you include when developing your lesson plans?
Planning and preparation (Danielson 1c, 1d, 1e)	Explain the connectedness between daily, weekly, and unit lesson plans and how you utilize all three.
Reflection	
Reflection (Danielson 4a)	Tell us about a lesson you've taught recently that did not go well or did not go as planned. How would you change that lesson in the future?
Reflection (Danielson 4a)	Tell me about a lesson that failed and what you did in response.
Reflection (Danielson 4a)	Discuss a time you tried to help a student succeed but failed. Why do you think you were unsuccessful and how did you reflect on this situation?
Reflection (Danielson 4a)	A student consistently turns in work late, however, the work is consistently of caliber. How do you assess this student's work?
Reflection (Danielson 4a)	What do you believe will be your greatest challenge as a first year teacher in D300? How will you address these challenges?
Reflection (Danielson 4a)	Greatness is a moving target. How do you keep moving toward greatness?
Reflection (Danielson 4a)	Describe a situation that you feel that you mishandled. What would you do differently in the same situation today.

Categories	Questions
Reflection (Danielson 4a)	Describe a time when you helped someone achieve success.
Reflection (Danielson 4a)	If you teach a lesson and your students don't seem to be "getting it", what do you do?
Reflection (Danielson 4a)	Describe what a mentor is to you.
Reflection (Danielson 4a)	Give an example of a time where you had to deal with conflict. What happened?
Reflection (Danielson 4a)	As a general education teacher, what do you see as your role on an IEP team?
Reflection (Danielson 4a)	Describe for us a lesson/unit/part of a lesson you have taught that you're most proud of and what made this so successful for your students?
Reflection (Danielson 4a)	You receive a phone call from a parent that is concerned because they feel that their child is not getting enough homework each night. How would you respond to this parent? How would you respond to a parent who feels that their child is getting too much homework each night?
Reflection (Danielson 4a)	If offered a position, what do you anticipate will be the most challenging aspect as you transition?
Relationships	
Relationships (Danielson 2a and 4d)	How would you deal with a situation in which your personal opinion contradicts with what your colleagues have established as a team goal?
Relationships (Danielson 2a and 4d)	What is your experience working in collaborative teams? How would you contribute to a collaborative environment?
Relationships (Danielson 2a and 4d)	Describe how you would ensure a successful home/school relationship.
Relationships (Danielson 2a and 4d)	Tell us about a time in which you collaborated with a community partner.
Relationships (Danielson 2a and 4d)	Tell us about your experience in working in professional teams?
Relationships (Danielson 2a and 4d)	A parent is concerned that his/her child isn't being challenged in your classroom. How do you respond?
Relationships (Danielson 2a and 4d)	Describe how you would work with a difficult parent who is concerned about their child's progress?
Relationships (Danielson 2a and 4d)	How do you plan on becoming part of the community at D300 beyond the classroom?
Relationships (Danielson 2a and 4d)	In what ways, and how often, do you communicate with families?
Relationships (Danielson 2a and 4d)	How would you work to build relationships with local businesses and business leaders in our community?
Relationships (Danielson 2a and 4d)	How would you develop relationships with your colleagues?
Relationships (Danielson 2a and 4d)/Instructional Technology	How could you use social media to tell the story of your classroom?
Relationships (Danielson 2a and 4d)	How will you motivate parents to become involved in the classroom and in their child's education?

Categories	Questions
Relationships (Danielson 2a and 4d)	Do you believe you have the ability to change a student's state? Please explain.
Relationships (Danielson 2a and 4d)	You have a difference of opinion with a colleague. How do you handle this situation?
Relationships (Danielson 2a and 4d)	Your team makes a decision and you are against it. How do you handle this situation?
Relationships (Danielson 2a and 4d)	As a classroom teacher, how would you describe effective communication with parents?
Relationships (Danielson 2a and 4d)	What unique qualities will you bring as a member of the instructional team at our school?
Student Engagement and Questioning	
Student Engagement and Questioning (Danielson 3b and 3c)	How do you differentiate instruction for students with varying needs?
Student Engagement and Questioning (Danielson 3b and 3c)	How will you inspire student innovation/creativity in the classroom?
Student Engagement and Questioning (Danielson 3b and 3c)	Provide an example of how you differentiated instruction to meet the varied needs of students in your classroom?
Student Engagement and Questioning (Danielson 3b and 3c)	What is your approach to promoting higher order thinking skills in the classroom?
Student Engagement and Questioning (Danielson 3b and 3c)	Describe for us a lesson you could sell tickets for someone to see.
Student Engagement and Questioning (Danielson 3b and 3c)	You have just walked out of a classroom and said "Wow! That was an amazing learning experience for students." What did you see?
Student Engagement and Questioning (Danielson 3b and 3c)	Please share an example of how you have differentiated a lesson in the past.
Student Engagement and Questioning (Danielson 3b and 3c)	Describe a lesson you differentiated to meet the needs of all learners.
Student Engagement and Questioning (Danielson 3b and 3c)	In what ways do you incorporate current events into your instruction?
Student Engagement and Questioning (Danielson 3b and 3c)	How do you differentiate instruction to meet a wide variety of learning styles?
Student Engagement and Questioning (Danielson 3b and 3c)	You have a student in your class who does "nothing" during class or outside of class. She does not ask for help or actively participate in class. What's your first step?
Student Engagement and Questioning (Danielson 3b and 3c)/Instructional Technology	Describe ways that you utilize technology to engage students in learning.
Student Engagement and Questioning (Danielson 3b and 3c)	How will you meet the needs of the students in your class who may be advanced or say they're "bored"?
Student Engagement and Questioning (Danielson 3b and 3c)	What is your approach to encourage students to engage in higher level conversations with their classmates?
Student Engagement and Questioning (Danielson 3b and 3c)	What are some methods you use to motivate students to maximize their learning potential?
Content Area Questions	

Categories	Questions
Content - Literacy	If I walked into your classroom during your literacy block, please describe what I might see.
Content - Literacy	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - Literacy	Describe where you start in your planning of lessons?
Content - Literacy	Our students struggle with on mastering language. What instructional practices would you incorporate to help your students?
Content - Literacy	When selecting text for your students to read, what do you consider?
Content - Literacy	Describe a balanced literacy lesson
Content - Literacy	How do you ensure students are reading, writing and speaking daily?
Content - Literacy	How to you support all your students reading levels during core instruction?
Content - Literacy	What are the key literacy developmental goals for this grade level?
Content - Literacy	How do you embed the writing process throughout a unit of instruction?
Content - Literacy	How do you design literacy instruction to be culturally and linguistically responsive to your students?
Content - Literacy	What data points do you use in your teaching and how do you use them?
Content - Literacy	How and what do the students at this grade read and write?
Content - Literacy	What are the literacy challenges of this grade level and how would you overcome them?
Content - Literacy	In a digital learning environment, please provide how you would utilize online discussions to support reading and writing?
Content - Literacy	How would you utilize digital tools in the ELA classroom to support research?
Content - Math	If I walked into your classroom during a math lesson, please describe what I might see.
Content - Math	How would you define math fluency, and what instructional strategies are critical for teaching math fluency.
Content - Math	What are the key components of an elementary math block?
Content - Math	What does mathematical modeling look like in a math class?
Content - Math	How would you differentiate math instruction in the classroom?
Content - Math	How do you build a culture of growth mindset in math in your classroom?
Content - Math	Math discourse is key to student success. How do you get students to talk about math?
Content - Math	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - Math	Reflection is a key component of discourse. How would you utilize digital tools to allow students to reflect on their Math discourse?

Categories	Questions
Content - Math	What instructional strategies have you found to be effective when teaching students who struggle in math?
	How do you develop number sense in young mathematicians?
Content - Social Studies	What do you believe is the purpose of social studies instruction?
Content - Social Studies	Please provide your vision of the ideal social studies classroom.
Content - Social Studies	What is your knowledge of the C3 Framework for social studies? How would you use this framework to deepen student learning?
Content - Social Studies	How will you initiate and facilitate in-depth classroom discussions?
Content - Social Studies	Provide examples of how you support differentiated instruction within the social studies classroom.
Content - Social Studies	How do you integrate 21st century learning skills within the social studies classroom?
Content - Social Studies	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - Social Studies	How would you utilize digital tools in the ELA classroom to support research?
Content - Social Studies	How would you utilize digital tools to allow students to see diverse culture and ideas while still honoring privacy concerns?
Content - Science	District 300 uses the 5E instructional model. What is your experience with the 5E model? Which area would you consider a strength? Which area would you like to strengthen?
Content - Science	Provide an overview of your understanding of the Next Generation Science Standards. Give an example of how you have used the Science and Engineering Practices in your instruction to strengthen the student experience?
Content - Science	Share an example of an inquiry-based lesson that you implemented in your classroom. What was the best part of the lesson and what would you do differently if you could re-teach it to the same students?
Content - Science	How do you support differentiated instruction in the science classroom? Share specific examples from that you implemented in your classroom.
Content - Science	When students engage in scientific inquiry, feedback is a key component to support their exploration and keep them on track. What strategies do you use to provide feedback to students? What types of feedback do you typically provide? Share specific examples from your practice.
Content - Science	Science can be a challenging subject for some students. How do you make the topic understandable, engaging, and valued by the students?

Categories	Questions
Content - Science	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - Science	How would you incorporate digital simulations into your instruction?
Content - PE/Health	(All 9-12) What coaching experiences do you have at the high school level and what extracurricular activities are you interested in getting involved with?
Content - PE/Health	(PE K-12) If you had no equipment and only a 10X10 space what exercise would you teach your students and why?
Content - PE/Health	(PE/Health K-12)How do you motivate your students to understand and care for their own individual health and wellness?
Content - PE/Health	(PE K-12) What experience do you have with fitnessgram testing protocol?
Content - PE/Health	(PE K-12) How does physical education contribute to educating the whole child?
Content - PE/Health	(Health) How do you create an environment where students feel comfortable discussing about sensitive topics?
Content - PE/Health	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - PE/Health	How would you utilize digital tools to allow students to process sensitive topics within Health?
Content - PE/Health	How would you utilize digital tools in the PE environment?
Content - Fine Arts All	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - Fine Arts Itinerant	As an itinerant teacher with limited time in each building, how do you plan to connect with staff in each of your buildings?
Content - Visual Arts	What are the key components of an art lesson and how do you structure your class to include each component?
Content - Visual Arts	How do you evaluate student artwork to determine if a student understands the learning target?
Content - Visual Arts	How do you introduce a new concept or skill?
Content - Visual Arts	Since each student creates art at a different pace, how do you ensure students who finish early are still engaged in meaningful tasks in the art class, and what do you do when a student is unable to finish their project before the end of the unit?
Content - Visual Arts	Besides art projects, what are other ways to assess learning in an art class?

Categories	Questions
Content - General Music	How does learning music support student learning in other content areas and why is music an essential part of the elementary curricula?
Content - General Music	Describe a typical music class: what would students learn about, what activities might they participate in and what does the structure of a normal class look like?
Content - General Music	How do you assess student learning progress in the music class?
Content - General Music	What strategies do you use to incorporate movement in music class?
Content - General Music	What vocal techniques do you use to develop young singers' tone, technique, and understanding of pitch?
Content - Performance Music	How do you motivate a student who is reluctant to practice his/her instrument/vocal part?
Content - Performance Music	What skills would a student need to have mastered on their instrument/voice by the end of 5th/8th/12th (as appropriate) grade, and how do you know if students have mastered those skills?
Content - Performance Music	How do you differentiate your instruction to teach multiple different parts/instruments to students of varying levels of skill?
Content - Performance Music	Band/orchestra/chorus classes are very large. What strategies do you use to manage your classroom and ensure all students are engaged in learning?
Content - Performance Music	What are some strategies you have used/would use to recruit and retain students to the music program?
Content - Social Emotional Learning	What is your familiarity with PBIS and/or Second Step?
Content - Social Emotional Learning	Our district places a high priority on inclusiveness and social justice issues. How comfortable are you having these conversations in a diverse environment?
Content - Social Emotional Learning	How do you go about building positive relationships with students?
Content - Social Emotional Learning	What is your experience in working with students in poverty? ACES?
Content - Social Emotional Learning	How do you support the SEL needs of your students?
Content - Social Emotional Learning	What are some warning signs that a student is struggling socially and emotionally or with their mental health?
Content - Social Emotional Learning	What have you done or will do to engage parents about students SEL needs?
Content - Social Emotional Learning	What experience do you have with crisis prevention programs?
Content - Social Emotional Learning	How do you incorporate the SEL learning standards into your lesson plans?
Content - Social Emotional Learning	Education can at times be stressful, what do you do to help take care of your social/emotional needs?

Categories	Questions
Content - Social Emotional Learning	What is your experience with restorative practices/restorative justice?
Content - Social Emotional Learning	Share an effective method you have used to teach socially acceptable behavior.
	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content-English Learners	What is your experience in working with English Learners?
Content-English Learners	What does language acquisition mean to you?
Content-English Learners	How do you differentiate your lesson to support language acquisition?
Content-English Learners	What is a strategy you use to support language acquisition and why?
Content-English Learners	What is your knowledge on the WIDA standards?
Content-English Learners	How would you incorporate google translate into your instruction if you would incorporate it?
Content - CTE	Please share your experience with industry and/or community connections in the field?
Content - CTE	Please share an example of how your instruction links to real world and/or industry standards and extends beyond the classroom.
Content - CTE	Share a field trip and how it links to your content area. What were student outcomes? What were your pre/post trip lessons?
Content - CTE	How do you ensure that IEP and/or 504 accommodations are met within your classroom?
Content - CTE	Please share your experience of co-teaching in a CTE classroom.
Content - CTE	Tell me how you go about building relationships with your students. What specific steps do you take when you are working with a student that you feel you just can't reach?
Content - CTE	Tell us about the experience you have working in a Professional Learning Team. What do you find to be the most important?
Content - CTE	Please share about hobbies that you enjoy doing and can integrate with your professional curriculum.
Content - CTE	What would you say is your biggest strength in the classroom? Why?
Content - CTE	If you had to choose one area of Business/Industrial/FACS, what area would you say is your strongest? Please give an example of when you were successful teaching this subject?
Content - CTE	Given a specific Business/Industrial/FACS subject, how do you incorporate literacy and math into your lessons?
Content - CTE	A large part of CTE instruction is preparing for the non-educational workforce. How would you leverage digital tools to give students explore to the non-educational workforce?

Categories	Questions
REVISED 4.3.19	

Annual Trainings

2020-2021	2021-2022	2022-2023	2023-2024
Training Modules	Training Modules	Training Modules	Training Modules
Bloodborne Pathogens for 2020-2021 School Year	Bloodborne Pathogens for 2020-2021 School Year	Bloodborne Pathogens for 2020-2021 School Year	Bloodborne Pathogens for 2020-2021 School Year
Child Abuse Reporting and Identification 2020-2021 School Year	Child Abuse Reporting and Identification 2020-2021 School Year	Child Abuse Reporting and Identification 2020-2021 School Year	Child Abuse Reporting and Identification 2020-2021 School Year
Ethics for Educators 2020-2021 School Year	Ethics for Educators 2020-2021 School Year	Ethics for Educators 2020-2021 School Year	Ethics for Educators 2020-2021 School Year
Student Physical Restraint? CPI takes care of this	Title IX Sexual Harassment & Discrimination	Title IX	Title IX
Title IX Sexual Harassment & Discrimination, but let's look at GCN	Diabetes (All school employees)	Sexual Harassment	Sexual Harassment
Diabetes (All school employees)	Expecting/Parenting Youth, Domestic and Sexual Violence (MUST BE IN PERSON)	Faith's Law Grooming and Sexual Misconduct	Faith's Law Grooming and Sexual Misconduct
Mental Health Issues/Suicide	Americans with Disabilities Act- 2019-2020 School Year	Diabetes (All school employees)	ADD/ADHD
Expecting/Parenting Youth, Domestic and Sexual Violence (MUST BE IN PERSON)	Understanding and Instructing the ADD/ADHS Students 2019-2020 School Year	Seizure Smart School Act	AIDS
Seizure Smart School Act	Teen Dating- ONLY SECONDARY	Bullying Prevention	Asthma
Food Allergy/Anaphylactic Shock	D300 Asthma Training 2019-2020 School Year	Suicide Prevention	ADA
Bullying Prevention		Food Allergy/Anaphylactic Shock	Diabetes (All school employees)
SS# (FERPA) Kriha Video March 2021		FERPA	Seizure Smart School Act
		Identity Protection Act	Bullying Prevention
		Teen Dating- ONLY SECONDARY	Suicide Prevention
			FERPA
			Identity Protection Act
			Teen Dating- ONLY SECONDARY

GENERAL PERSONNEL

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Colleen O'Keefe, Chief Legal Counsel

2550 Harnish Dr., Algonquin, IL 60102

TitleIX@D300.org

847-551-8321

Complaint Managers:

Eberto Mora, Assistant Superintendent of Human Resources

2550 Harnish Dr., Algonquin, IL 60102

Eberto.Mora@D300.org

847-551-8300

Everlean Dodson, Legal Coordinator
2550 Harnish Dr., Algonquin, IL 60102
TitleX@D300.org
847-551-8321

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104\(D\)](#) and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED: February 10, 2003

REVISED: November 28, 2005, January 14, 2008, October 16, 2008, May 24, 2010, August 8, 2011; March 12, 2012; May 12, 2014; August 11, 2015; February 28, 2017; July 7, 2020; August 25, 2020; October 26, 2021; February 22, 2022

Community Unit School District 300

GENERAL PERSONNEL

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board of Education's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application form in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

Please refer to the current agreements with recognized representatives of employees who may be affected by policy in this area.

For employees not covered by any bargaining agreement or by an agreement that does not address this area:

The Superintendent shall develop and maintain a current, comprehensive job description for each position; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department

of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law, including without limitation, investigation into or inquiry concerning: (1) credit history or report unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; (2) The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria; (3) The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation; (4) The District does not request or require an applicant to disclose wage or salary history as a condition of employment; (5) The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation; (6) claim(s) made or benefit(s) received under Workers' Compensation Act; and (7) access to an employee's or applicant's personal online account, such as social networking website, including a request for passwords to such accounts.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Please refer to the current agreements with recognized representatives of employees who may be affected by policy in this area.

For employees not covered by any bargaining agreement or by an agreement that does not address this area:

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

The cost of the examination shall rest with the employee. Termination of employment may result for failure to supply medical proof that the employee is free from tuberculosis or for failure to present evidence of physical examination.

The Board may, from time to time, require an examination of any employee by a physician who is licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, as a basis for sick leave pay or for other job related reasons as determined by the Board. The Board of Education shall assume the expenses for such examinations.

Orientation Program

The District's staff may provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

Employee Responsibility for Observance of Rules and Regulations

All employees are expected to know and shall be responsible for observing all provisions of the law, all rules and regulations of the Board pertinent to their activities as employees of the District, observance of instructions and directions from the Board or administration, and all administrative regulations of the District. The rules and regulations of the Board are written to be consistent with the provision of state statutes.

LEGAL REF.:

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[15 U.S.C. § 1681](#) *et seq.*, Fair Credit Reporting Act.

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Teacher Aides, Coaches, and Bus Drivers)

ADOPTED: February 10, 2003

REVISED: November 28, 2005; February 26, 2007; November 23, 2009; August 8, 2011; March 12, 2012; November 12, 2012; May 12, 2014; August 11, 2015; May 28, 2019; January 28, 2020; February 22, 2022; May 23, 2023

Equity Audit Report

Prepared for:

**Community
Unit School
District 300**

Spring 2022

A special thank you to the District Equity Leadership Team (DELT)

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EXECUTIVE SUMMARY

This executive summary is a brief synopsis of the Equity Audit findings. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity*[®] - which serves as a roadmap to organizational transformation. The full Equity Audit report that follows this executive summary provides comprehensive information about the purpose of an equity audit, as well as its features, process, and quantitative and qualitative analysis¹. The full equity audit report includes findings, and considerations for next steps informed with current research.

SYSTEMS

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

- 1.1 Develop common language around equity, and effectively communicate it with all stakeholders.
- 1.2 Produce a Board policy, a Board statement and/or district statement on equity.
- 1.3 Implement intentional, measurable, accountable and transparent equity goals.
- 1.4 Increase strategic practices to attract and retain highly qualified diverse teachers and administrators.

TEACHING AND LEARNING

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

- 2.1 Embed culturally responsive curriculum and resources in each content and grade.
- 2.2 Analyze the racial disparities in academic benchmarks and standardized assessments.
- 2.3 Ensure disaggregated data opportunities occur during collaborative professional learning communities.

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 Interrogate the root causes of disproportionate discipline outcomes among students based on race/ethnicity and students that qualify for free/reduced lunch.
- 3.2 Leverage socio-emotional practices embedded in daily experiences for all students and Universalize restorative practices to confront issues of discipline.
- 3.3 Expand access to extracurricular opportunities and interests.
- 3.4 Establish a student equity advisory committee.

PROFESSIONAL LEARNING

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

- 4.1 Train all staff on educational equity.

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school and district.

- 5.1 Actively collaborate with a community equity advisory committee.

Section 1

INTRODUCTION

During school year 2021-22, **Community Unit School District 300** engaged in an equity audit. An equity audit is an initiative-taking opportunity to critically examine areas of strength and needed improvement with particular attention to historically marginalized groups or identities² (Skrla et al, 2009; Smith et al, 2017).

What is equity?

There are numerous definitions of equity, and each district decidedly adopt or create one that adheres to their values. The consistent language in educational equity definitions include fairness in access and opportunity for all students. This becomes especially salient among historically marginalized groups due to historical stratifications. Educational equity embraces a transformative approach to directly address issues of oppression and biases experienced by stated identities in pursuit of a fair and just society (Scheurich & Skrla, 2003; Shields, 2018; Creswell & Creswell, 2018; Gorski, 2018; Blankstein et al, 2016; Aguilar, 2020; Chardin & Novak, 2021). According to the Midwest and Plains Equity Assistance Center, which is 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 advocate for the disruption of biases, exclusion and oppression in schools. Professional entities such as the Association of Supervision and Curriculum Development (ASCD), Learning for Justice, Learning Forward, Rethinking Schools, Teaching for Change,

² Identities include but are not limited to, Black, Indigenous, and People of Color (BIPOC), gender, gender identity, sexuality, socio-economic level, differently abled individuals, citizenship status, English Language Learners (ELL)/Emergent Bilinguals (EB), and minoritized religions.

TeachPlus, The Education Trust and Zinn Project advocate that equity aids to mitigate underpinnings of systemic racism, classism, sexism, ableism, homophobia, transphobia, xenophobia, and other forms of identity hate. In 2021, the National School Board Association (NSBA) declared the following:

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 the Dismantling Institutional Racism in Education Initiative (DIRE)³ which urges school systems to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of identity disparities is expressed by national professional associations as well: 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 associations also recognize the importance of equity among students such as:

- 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 School Boards (IASB)
- Illinois Association of Teachers of English (IATE)
- Illinois Athletic Directions 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 Retrievable at [nsba.org](https://www.nsba.org)

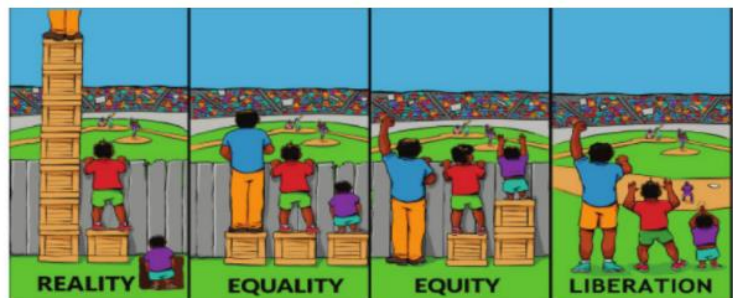
RESEARCH

To understand equity, one must understand inequalities and how public goods and structured sectors – criminal justice, education, employment, finance, health care, housing, security, etc., - have been unfairly designed (Healey et al, 2019; McGhee, 2022). These systems were not created to benefit all members of society. Current efforts to improve the deep and historical inequalities are insufficient. To aim solely for equality functions under the premise of same access and opportunity for all, which would be ideal if all people experienced the same resources and treatment (Darling-Hammond, 2010; Tatum, 1997; Valenzuela, 1999; Lewis & Diamond, 2015). Equality is deficient of facts. It assumes sameness despite differences. It may be ideal, but equality falls short of reality. Equity, on the other hand, accelerates access and opportunity based on positionality or differences. It addresses unique circumstances with innovative solutions (Chardin & Novak, 2021; Kim, 2020; Muhammad & Cruz, 2019; Peters, 2019). Educational equity mandates committed, systemic transformations at all levels to mitigate the inequalities while leveraging equitable access and opportunity for each student (Kincheloe, 2008; Gorski, 2018; Aguilar, 2020). For example, 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 ABC's. 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 personalize learning for students. Whether it is opportunity to rigorous curriculum or providing supports for academic growth, neither would exist because equality disallows personalization. This outcome would be harmful to all students and demeans the purpose of schooling. Equity in schools, however, protects the integrity of educating the whole child.

For decades, school districts across the country have increased their knowledge, skills, and commitment to educational equity. The growing attention is welcomed, and yet increasingly requires understanding. First, educational equity cannot be perceived as an initiative or trend. It is not new. The pursuit of equity has existed for a long time as evidence through in legal landmark decisions of the Civil Rights Act of 1964 to rulings of inclusion and

support for in students with an Individualized Education Plan (IEP) and English Language Learners (ELL) (Kim, 2020). Acknowledging that educational equity does not end with legal rulings is the next consideration to fully comprehend it. Equity in education is a transformative shift that encapsulates the ways schools should operate. It places the human aspect to care for the whole child and their learning (Noddings, 2013). It reminds us that the premise of schools is to cultivate future generations as contributing members of a greater society. Principles of human development emerge, and incapsulate such knowledge frameworks as socioeconomics and democracy (Freire, 1970; Howard, 2010; Diem & Welton, 2021). Finally, equity demands reckoning with the uncomfortable history of oppression experienced by marginalized groups. Unfortunately, the consequences of history is not exclusive to the past. Biased attitudes, beliefs, behavior and mindsets about people continue to permeate today (Rothstein, 2017; McGhee, 2022; Gorski, 2018; Bocala & Holman, 2021). Although we have made national progress to dismantle systemic oppression, the unequal distribution of access and opportunity remains flanked by the distribution of power (McGhee, 2022; Rothstein, 2017). People in positions of power must be deliberate in their decision-making to seek out knowledge and awareness that is unorthodox to their norm (Roegman et al, 2020). Since we all have biases and tend to make decisions based on our narrow views and experiences, it is critically important for those in power to check their biases and how it may impact systems and perpetuate -isms (Terry, 1996; Desmond & Emirbayer, 2020). As schools are formalized institutions designated to cultivate core knowledge, skills and critical thinking on new and old content, it is imperative for schools to be responsive to the country's growing diversity and global connectiveness.

The increasing popularity around equity has led to several visualizations of it. A quick internet search yields many images including this⁴ popular one (Lynch et al, 2020). The image in



the far-left column represents the *reality* that not all people are afforded the same advantages,

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

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 advantages and disadvantages. The third column image or the one with the word *equity* underneath indicates that we advance toward fairness and justice when individuals are given what they need to be successful. The fourth and final image in the last column exclaims that *liberation* is when the fence is removed. Metaphorically, the fence represents the systems that perpetuate inequitable outcomes, because it serves as a barrier to equity (Lynch et al, 2020).

For districts to determine their positionality in advancing systemic equity, those in power must practice self-reflection, vulnerability and growth mindsets (Dweck, 2007). They must consider the context of how dominant identities have been centered. This is the most important and challenging shift in the educational equity journey because it is personal, and calls into question one's principles (Tatum, 1997; Valenzuela, 1999; Aguilar, 2020; Smith et al, 2017; Singleton & Linton, 2006; Simmons, 2021). The self-awareness and collaborative discussions among colleagues should lead to a continual examination and improvement in schools (Freire, 1970; Kincheloe, 2008; Gorski, 2018). Although, equity does focus on historically marginalized identities, it does not leave out dominant groups. Educational equity is beneficial to all students for its humane and just goals (Boykin & Noguera, 2011; Shields, 2018; Smith et al, 2017; Gorski, 2018). This is important to point out as equity can be misconstrued as taking from one to give to another. Authentic equity does not and never has been about removing advantages from one person or group to give to another or disadvantaged group, but to disrupt the notion of automatic or assumed fairness of all.

Although an equity audit is not exhaustive, it is a prime opportunity to examine positionality in systemic equity. By analyzing various forms of disaggregated data such as race/ethnicity, gender and special populations (e.g., EL, IEP and Free/Reduced Lunch [FRL]) as required by each state's education agency, it can identify objective evidence of gaps and trends (Hammond, 2015; Chenoweth & Theokas, 2012; Edley et al, 2019; Mickelson, 2020). Qualitative data in the form of focus groups and/or surveys are also critical as they often contribute profound insights, views and experiences. Although an equity audit can provide a

comprehensive analysis, it cannot fully capture an organization's strengths and weaknesses. For example, in one school, there could be educators that cultivate a sense of belonging and ensure each student thrives academically while there are other classrooms that fail in supporting the whole child and are solely interested in subjective demonstration of content learning.

Equity goals are best reached when plans are made, and school districts that develop an equity-driven plan and position themselves for long-term success (Scheurich & Skrla, 2003; Skrla et al, 2009). Research has shown that equity goals or action plans must be customized for the organization as it varies widely. Thus, there is no one size fits all or pre-packaged program to guarantee equity for all students in all school districts. Strategies that suggest "best" practices to meet the needs of all students should be approached with caution. Such suggestions perpetuate singular attitudes that all students will be successful by utilizing one or a few approaches. Kim Anderson, Executive Director for the National Education Association (NEA), stated that the most important challenge facing public education today is equity (Peters, 2019). As the school district considers its next steps, it may be beneficial to point out that whole system transformations include the following:

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

(Fullan, 2015).

All the recommendations in this equity audit report are firmly grounded in current and relevant research as well as the unique positionality of **Community Unit School District 300**.

National Student Demographics

The increasing demand by federal and local governments call for state boards of education and school districts to address the academic and opportunity gaps among minoritized demographics, which is the fastest-growing population in the United States. These demographic shifts mirror the global, racial, ethnic, and cultural diversity. Schools must become the epicenter of modeling a deep understanding of the sociopolitical context and affirm the welcoming benefits of racial and ethnic diverse communities (Wells et al, 2016). According to the U.S. Department of Education, National Center for Education Statistics (NCES), there are approximately 56.4 million students enrolled in PreK-12 education. With a majority attending public schools – approximately 50.7 million students. NCES reports the following:

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

NA = not available

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.

Illinois Student Demographics

In Illinois, there are approximately 1.9 million students enrolled in PreK-12 schools. According to the 2020-21 Illinois Report Card, the chart below represents the student demographics of 2016 and 2021.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled in Illinois PreK-12 public schools		
Race/Ethnicity	2016	2021
Asian	4.7%	5.4%
Black/African American	17.3%	16.6%
Hispanic/Latinx	25.5%	27%
Two or More Races	3.2%	3.9%
White	48.8%	46.7%

Attention and resources are also necessary for special populations – ELL, FRL and IEP. According to the 2019-20 Illinois Report Card, the following is reported:

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12 public schools		
Special populations	2016	2021
English Language Learner (ELL)	11%	13%
Low Income/Free-Reduced Lunch (FRL)	50%	48%
Individualized Education Plan (IEP)	14%	15%

HISTORICAL EFFORTS TO ADDRESS EQUITY AT COMMUNITY UNIT SCHOOL DISTRICT 300

As part of the equity audit, the district was advised to submit a brief synopsis of its equity efforts in the last three to five years. The list below, while non-exhaustive, provides highlights of their work and when it was initiated. Most of the work is ongoing from its inception.

From SY 2000-01 to SY 2015-16

- Advocate for gender equality in CTE programming.
- Book study on poverty and impacts on low SES students.
- Parent University to provide information about parents' legal rights to various topics such as IEP and 504 Plans.
- Shared information about neurodiversity to all staff.
- Various PD to staff such as ACES training, restorative practices, trauma and disabilities.
- Disproportionality study and training for special education staff.

SY 2016-17

- Accelerated Placement: Accelerated opportunities targeted toward EL students.
- Staff trained in providing supports and services for students in foster care system.
- Back to school events that provides resources for low income families.
- Alternative Learning Opportunities Program for students academically deficient, non traditional and/or behaviorally challenged.

SY 2017-18

- Cultural Diversity Panel: Students sharing their cultures.
- Gay Straight Alliance: LGBTQ+ students and ally club.
- Regular Gender Group meetings for nonbinary and genderqueer students.
- Eagle's Wings: Provide low SES families with resources (e.g., food, clothing, household products).
- Dual Credit Placement: Dual credit opportunities targeted toward FRL students.
- Increase representation of special populations in honors and AP courses.
- STEM Curriculum Materials: Expose students to STEM concepts
- Special Olympics: High school students compete in athletics.
- AVID Excel: AVID college readiness program and supports targeted toward EL students at Carpentersville Middle School.
- D300 Adapted PE Track and Field Meet: Expose students to track meet experiences.
- Pyramid Model: Training and implementation of sustainable SEL community supports
- Ongoing restorative practice and de-escalation techniques

- Sensory rooms and pathways purchased for all schools.
- In-person registration nights for families.
- Mobile vaccination clinics.
- Grant for diverse texts.
- Waive summer sports camp fees.
- Implementation of activity busses.
- Black History Month, Hispanic Heritage Month and Asian American Pacific Islander recognitions and celebrations.
- Spanish-speaking parents engagement groups and meetings.
- Translation services for families, primarily in Spanish.
- Black Girls Rock to provide a safe and brave space for students to be supported and affirmed.
- Outreach to families to provide resources and connect such as Summer Home Visits, Fox Valley Days, Carpentersville Night Out.
- After-school tutoring offered to students.
- In-person parent/teacher conferences translated in multiple languages with sign-up.
- Leadership conference for students of color.
- Adelante, school club targeted toward Latinx students
- Early Childhood Center partnerships to provide adult language classes and additional resources of talent search for first generation college goers.
- ESL Newcomer Community Coffee Cart to visit staff offices and classrooms to distribute beverages to build relationships.

SY 2018-19

- Black Youth Alliance: Students of color and ally club.
- Hispanic Youth Alliance: Hispanic students and ally club.
- Aguilas Unidas: Spanish-speaking parent club.
- Focus on Minority Hiring: Recruitment and hiring efforts of qualified, staff of color.
- Development of initiatives to support students: Black Youth Alliance, Hispanic Youth Alliance and Aguilas Unidas.
- A focus on minority hiring to through interviewing event and outreach to identify minoritized candidates.
- Expanding enrollment for dual credit students.
- Zones of Regulation Training to assist with alertness to support students.
- Expansion of high school personnel development course to support needs in SEL, executive functioning and transitioning to high school.
- Introduction of an integrated curriculum for EL students called Intervenciones Tempranas de le Lectura.

SY 2019-20

- Expanding opportunities in preschool: Target student most at risk with preschool opportunities
- Staff EDI (Equity, Diversity, Inclusion) Committee: Staff group designed to support underrepresented students.
- Dress code enforcement change: Remove cultural biases in dress code.
- Discipline training for administration.
- Administration Academy on equity.
- Dual credit parent outreach.
- Specialized staff hired to work with students with disabilities to support behavior impacts.
- Post-secondary surveys that target special education students for college readiness.
- Voluntary monthly meetings for conversations about racism.
- ESL Newcomer and GSA partnership to practice a Day of Silence.
- AP and Honors committee to consider areas of enrollment that does not reflect overall demographic.
- Showcase student diversity through such partnership programs with Black students, and LGBTQ+ students.
- Implicit Bias Training to all PreK staff.

SY 2020-21

- Muslim Student Association: Muslim students and ally club.
- Asian American Pacific Islander(AAPI) Association: AAPI students and ally club.
- Inclusion, Culture and Equity (ICU) Pillar: Teacher and administrator teams develop equity-focused actions in their building via School Improvement Plan.
- Eagle Best Buddies: Partnership between EL students and Native English speakers during event (e.g., crafts) to build relationships.
- Implementation of various student groups such as Muslim Student Association and Eagle Best Buddies.
- Include Inclusion, Culture and Equity (ICU) Pillar as driver to school improvement plans.
- Conduct parents of students of color forum.
- Delivered instructional materials to low income families during remote learning.

SY 2021-22

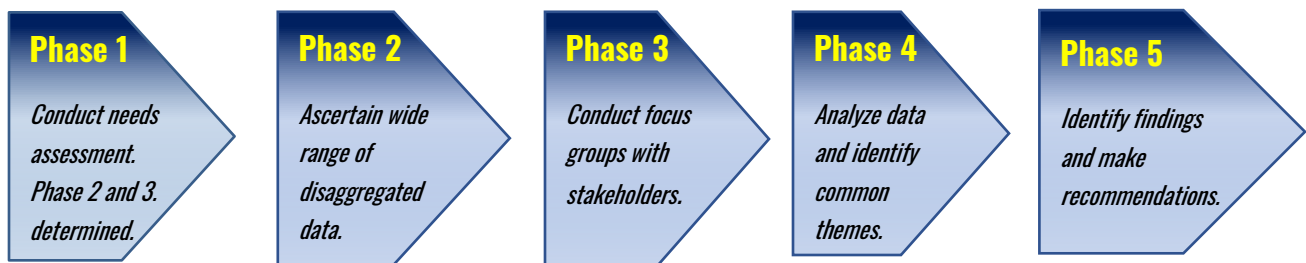
- Autism Acceptance Month: April recognized as Autism Acceptance Month
- JHS Black Youth Alliance Club Read Aloud: JHS students celebrate Black History Month
- Monthly videos on various cultures distributed during heritage months
- Parents of Students of Color Forum: Listening session from parents of students of color
- Implicit Bias Training: All PreK staff participate in Implicit Bias training
- Passed out 150 rainbow lanyards to staff in support of LGBTQ+ population.
- Monitor discipline data in school district dashboard.
- Provide guide to all administrators on code of conduct against discrimination.

- Update discipline flowchart for incidents involving discrimination.
- Develop guideless for bilingual students in need for speech supports.
- Leadership book study on *Culturally Responsive School Leadership*
- Define and establish importance as it relates to special education and rights of students.
- Train staff on gender support plan as aligned with ISBE guidance.
- Bi-monthly meetings to plan for celebrations and learning lessons for students through Cultural Committee, Bilingual Parent Advisory Council and Willow Creek Food Truck.
- ESL Newcomer and Teaching Pathways Partnerships for connection and supports between aspiring teachers and newcomer students.
- Host monthly meetings on gender identity and sexual orientation to develop capacity.
- ESL Newcomer and SEL meetings to support EL student and their social, emotional needs.
- Develop a DEI digital library for use by teachers to aid in their instruction and students could access for reading.
- Two DEI staff trainings to gain a better understanding of self-awareness, safe spaces and valuing diversity.

EQUITY AUDIT PROCESS

The *Five Phases of an Equity Audit*® is a fact-finding quantitative and qualitative process that aids in identifying areas of growth, and specifically recommended areas of needed improvement to advance educational equity. This process, often referred to as mixed methods, is an evidence-based approach to collect and analyze data to eliminate biases and weaknesses (Creswell & Creswell, 2018). The added process of a needs assessment to an equity audit lends towards the triangulation of data aimed to synthesize an understanding of the organization. The Equity Audit timeline is nine months to one year.

Illustration 1.1: Visual Representation of Five-Phases of an Equity Audit®



Pre-Phase 1

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

Phase 1

DELT meets with the auditor and conducts a *District/School Assessment on Systemic Equity*® to discuss and rate areas of strengths and needed improvement in its organization. The results of that assessment are a data point in this report (see pages 20-29). During Phase I, DELT is provided with the *Data with an Equity Lens*® document to identify the quantitative data the district will collect and submit to the auditor to analyze. DELT is also provided a bank of sample questions for stakeholder focus groups - staff, students, and parents/guardians/caretakers. For ease of reference, the stakeholder group, parents/guardians/caretakers will be notated as families.

Phase 2

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

Phase 3

In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Focus group occur by stakeholder role, and there is no intermingling of stakeholders in focus groups (Stewart & Shamdasani, 2014). In other words, students participate with students, staff participate with staff members and so on. Names and identifying information of focus group participants are not used in this report and kept confidential. It should be noted that audits must have finite number of focus groups, and there is no standard number of focus group participants (Stewart & Shamdasani, 2014). When possible, affinity-specific focus groups have shown to foster culturally responsive approaches to qualitative inquiry (Hall, 2020). A transformative worldview is considered the best for equity audits, as it lends in narrative design, and open-ended inquiries (Creswell & Creswell, 2018). Most importantly, the transformative approach in qualitative research is designed to examine issues related to oppression for underrepresented populations in pursuit of better, and just, society (Mertens, 2012; Creswell, & Creswell, 2018). It is important, however, for the district to regularly obtain feedback from its stakeholders and surveys (Johnson & Morgan, 2016).

Quotes from all focus groups were coded and themes identified. Extracted quotes were based on frequency, indicated areas of strength, and needed improvement across the organization while maintaining the authenticity of educational equity through transformative approach (Mertens, 2009; Mertens 2012). The district is responsible for coordinating all focus groups. The number of focus groups is determined within the consultant service package selected by the organization. The structure of dividing the number of focus groups by stakeholders is determined by DELT as they know their community best. Due to time limits, it is critical that all individuals that agree to participate in a focus group show up, as there are no make-ups. This is communicated to potential participants. The table below indicates the actual number of focus groups and participants. All focus groups are confidential and any assertion to identify focus group participants is based on assumption. Any indication of identity during focus groups is withheld in the extracted quotes from Section 3 of this report.

Table 1.4: Focus Groups and Participants		
Focus Groups	Total Number of Focus Groups	Total Number of Participants
students	12	79
staff	11	56
families	3	7
TOTAL	26	142

Students

1. *When you hear equity, what comes to your mind?*
2. *What do you like most about your school? What do you wish were different about your school?*
3. *In what ways have you connected positively with adults in the school?*
4. *How have you felt welcomed and included in your school? How have you not felt welcomed and included in your school?*
5. *In what ways has your unique identity and experiences been acknowledged, affirmed and valued by your school?*
6. *In what ways, if any, have you not experienced a meaningful connection with the adults in your school?*
7. *In what ways, if any, have the adults in the school asked for your input, voice and experience in your education experience?*
8. *In what ways, do you see yourself in the curriculum? How does representation in the curriculum shape your learning?*
9. *Is there anything else you'd like to add or share?*

Staff

1. *When you hear equity, what comes to your mind?*
2. *What are the greatest challenges your school or district face when it comes to equity?*
3. *In what ways has your district or the community engage 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 has been some of the positive and not-so-positive outcomes of it?*
4. *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?*

5. *How has equity impacted your instruction and relationship with students?*
6. *Is there anything else you'd like to add or share?*

Families

1. *When you hear equity, what comes to your mind?*
2. *What do you like most about your child(ren) school? What do you wish were different about their school?*
3. *Does your child(ren) 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 or your child experienced situations that were inequitable or unfair? Please describe.*
7. *What do you think the school or district needs to do to advance systemic equity?*
8. *Do you feel there is an opportunity for your child to can connect at school (e.g., sports, clubs)?*
9. *Is there anything else you'd like to add or share?*

In addition to the focus groups, anonymous stakeholder surveys were distributed. The results of those surveys are also captured in Section 3 of this report. The following table indicates the number of surveys completed. Survey inquiries are captured in Section 3.

Table 1.5: Number of Completed Stakeholder Surveys	
Stakeholder	Total Number of Completed Surveys
students	6,821
staff	1,594
families	366
TOTAL	8,781

Phase 4 & Phase 5

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

NEEDS ASSESSMENT

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

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

Component	Developing	In Progress	Strong, but structure needed	Robust
<p>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.</p>	XXXXX			
Rationale for Rating				
Developing	<ul style="list-style-type: none"> • This is our initial meeting. We are beginning the process. There may be pockets in some buildings but is not districtwide. • There is not yet a clear definition of each of the words among staff. There is also no PD for this at this time. • At the building level, we see in progress as staff are implementing second step, PBIS and more inclusivity within the classroom. On the other hand, it is very difficult to find Spanish interpreted Second Step information. This school year, there has been diversity and inclusion information in our weekly updates for staff. At the district level, there has been no development of equity language in our policies and procedures. • Hard to begin action due to Covid. Bringing on a new DEI staff member. • There is a lack of consistent messaging. There also has not been the creation of a consistent message and definition throughout the district. The framework has been created over the past few months. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> • Utilize the information from the equity audit. Emphasis on “clearly defined”. • The next steps are developing formal definitions for each term and developing PD. Communicate the language to the staff and the community as a whole. • A system to find materials that are readily available to staff. This could potentially start at induction academy and then is re-visited throughout the year. Develop progressive lessons for grades K-12 including appropriate language. Consistent language and approach for determining class placements for High School students. • Consistent definition and understanding of restorative practice. D300 needs to define what the three words mean to the community and district level. Process to allow schools to define what it looks like at the school level. Communicate it out to the stakeholders in a meaningful manner. How to accurately, reflectively, and meaningfully share so that it is heard and understood. Professional Development Forefront of what we are doing. Must stay a focus. PD, discussion, out in the open, opportunities for the various stakeholders to engage in the process and conversation. Try to prevent siloing of issues and focuses – show the interconnectedness of the work (restoratives, SEL, PLC, etc.) Honor and use restorative practices for their intended purpose (who we are, not what we do. Do not connect with a consequence). Be clear on mindset – purpose, goal, why, consistent, steadfast (dates, outcome, etc.).Work on adult mindsets. 			

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.	X	XXXX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> Going into new strategic plan. Is not fully present in the current strategic plan. 			
In Progress	<ul style="list-style-type: none"> Equity will be woven into each goal, incoming (at the strategic plan level). At the top end of the organization, the district has hired a director of diversity, equity, and inclusion, we have placed an emphasis on diversity, equity, and inclusion in our strategic plan, and our Board is supportive of this initiative as evidenced by the equity audit. However, this information is mainly at the top end of the organization at this time and has not trickled down vertically. It will be proposed in the new strategic plan to be delivered to the Board in August. We do have this in our strategic plan. Started with BOE policies and student/parent handbook. We are ranking as developing/in progress. It is not something that people can define in their daily work - we may have it in some language, but not in our culture or thought processes. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Write new strategic plan with it being rooted in equity. Connect various aspects of the strategic plan to equity, Ex: "We seek for all students to..." Marginalized groups should be at the front and center of the creation of the plan – actionable. All kids can succeed/all kids are our kids - mindset built into strategic plan. PD to provide opportunities to use quantitative and qualitative information to show that focusing on the marginalized groups will help all students find success. Intentional focus on marginalized groups in order to help all students. PD focus on exploring until we find what works, mindset switch, flexibility in methodology by looking at students individually - use data to support seeing students in marginalized groups as both a collective and as individuals (intentional, and purposeful usage of data). PD on how to intentionally look at data effectively to create change and support growth of students. PD to provide strategies to help staff learn how to use data and student information to get to know individual students in lowest tier of bend. How many gravitate to a certain support? What are we not systemically doing to support the individuals? Starting point in which to add the context to provide the accurate support. 			
In Progress	<ul style="list-style-type: none"> Review our board policies, roll it out. Formulating a process to communicate these areas with staff in the schools and with our community. Board policies may need to be altered based upon this strategic plan. Aligning strategic plans to school improvement plans. Ensuring staff are aware of key pieces that are delivered at board meetings and changes that are being made. Some have mentioned they have not seen handbook. What about all stakeholders? Update staff on what the community is being informed of. 			

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"> • There is not any actual plan at this point. We need to build the capacity district-wide (Getting teacher buy-in, community buy-in). There are beginnings of a plan, it needs to be shared/implemented. • We do not believe we have measurable objectives in place. • We are in phase 1 of the equity effort. • We may be a little below developing on this. We do not have evidence to support this goal. Our DEI administrator is working on equity streaming throughout the strategic plan. We presently have goals and initiatives within the strategic plan but no action items yet. • DEI leadership has provided actionable goals to superintendent. It's a starting point. Have talked about purpose but have not put something measurable and with objectives in action across the district until this point. Surface level implementation of groups, supports for students, but they do not have actionable outcomes. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> • Still need to build. • To develop measurable goals based on the audit findings and work on the strategic plan items related to this topic. • We are currently in the process with the DELT committee, and it will be a yearlong process, so continuing the work we are doing with this will help. • Continue our strategic plan action items and develop monitoring systems and measurable outcomes for our equity goals. • Usage of a team to create metrics to measure quantitative data to support the collection of qualitative data. Usage of data from focus groups to create additional actionable goals. Encourage/require principals and central admin to create equity driven actionable goals for departments and buildings. Encourage and require principals to discuss bends and their wonderings, questions, etc. of how to meet the needs of marginalized groups. District provide supports to help support principals in turning wonderings and questions into actionable goals. Purposeful scheduling of electives, exploratory classes, etc. to encourage and promote the enrollment of marginalized groups, especially classes that students gravitate towards, especially for students who can be limited in their access by scheduling them into more supported areas (more of one is not necessarily better or actually meeting the needs of students). Purposeful creation of classes and opportunities for students based on needs and interests. 			

Component	Developing	In Progress	Strong, but structure needed	Robust
4: TEACHING AND LEARNING - In each grade and within each content, we have curriculum and resources aligned with equitable pedagogical beliefs and culturally responsive instructional practices that promote elimination of implicit biases and affirmation of student self-identities.	XXX	XX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> We do have programs that have been intentionally diverse/inclusive, but sometimes focus is superficial, too quick. There are changes in the right direction, but the world keeps changing. There are pockets of schools that are doing well with this, but inconsistent across the board. ELA and Social Studies – IDEA laws. In each grade and within each content? Not yet – we represent different cultures but representing different cultures and addressing perspectives are very different. Agreeing on how it’s developed on a PLC level. Instructional approach with end result being elimination of implicit bias. Building awareness of bias, writing new classes, but still a traditional view and coverage of diversity and culture. 			
In Progress	<ul style="list-style-type: none"> We have been vetting curriculum under this lens for some time, but it we are unaware if this applies to all curriculum across the district at this time. We have text at the secondary curriculum that is diverse, but teachers may not be selecting to teach them. We want teachers to have choice, but if each teacher doesn’t choose to use that curriculum, then the students are not exposed to diverse curriculum. Some teachers are in progress of doing this and are aware of biases, however, there are some teachers that are still learning this. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Consistency across all schools. Read-alouds and picture books to reach out to all of the different types of kids. Make them feel included in the process. Baseline professional development across content areas. Growing the comfort/awareness of these conversations. Be clear/laser-focused on this being a priority throughout yearlong PD. Some of these areas are in our strategic plan, but this sheds light on some areas we missed. Pedagogical belief and culturally responsiveness– we aren’t fully there yet. This should all be in goal one of our strategic plan. Need PD as well – people don’t know they are missing it until they know about it to begin with. Add an action item to goal. Needs to be job embedded PD; ongoing process to get every grade in every content area. PD - implicit bias and explicit bias for what is currently being taught. PD - methodologies and exploration of content and resources that reach the skills needed, but also connect to students' interests - increase relevancy. PD - empower teachers to make more informed decisions using their PLCs. 			
In Progress	<ul style="list-style-type: none"> Expanding our understanding of culturally responsive teaching standards and strengthening our review of new instructional materials and resources and providing PD to staff to utilize existing diverse materials. After we complete all the phases of this, we can develop instructional lessons that are appropriate for grades K-12. Also providing resources and professional development for staff. 			

Component	Developing	In Progress	Strong, but structure needed	Robust
5: ACADEMIC PROGRAMMING - Across the district, we have and continue to take a critical lens to our academic programming (e.g., ESL, SPED, Gifted/Honors/AP, etc.) to analyze student representation by socially constructed identities.	XX	XXX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> • There may be some schools recognizing this data, but not doing something about it. • While this may be occurring in specific buildings and areas, we don't have a systemic approach district wide at this time. 			
In Progress	<ul style="list-style-type: none"> • We believe we are between "Strong, but Structured Needed" and "In Progress." We do this really well with our AVID program (such as analyze the data of demographics). However, the fact that we are just talking about one program that does this effectively, means that our organization may not have the structure to do this consistently. • SPED view - we have taken that critical lens. We were disproportionate with SPED. Do they meet the criteria for AP/Honors. Biliteracy certifications. Dual Language Program. We have examined our subgroups. EL and SPED have come further than AP/Honors part, but we are in progress with it. AVID work as well. In progress because it hasn't been a district wide focus, right now it is site based. • Retooling English & Social Studies classes at high school level. Equity review data reports to analyze, some PD around desegregating data, growth of dual language programs, better job of creating systemic programs, and AVID program is built into middle school & high school levels. AVID and non-AVID students are performing at same levels. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> • Setting the expectation that buildings are using this data. SIPs have this data. How are we going to use this data? • Develop a protocol for school teams and teams within schools. 			
In Progress	<ul style="list-style-type: none"> • We want to be looking at the building and district level (we want to analyze our student enrollment in these programs), including socioeconomic-status, ethnicity, etc. This may require a parent communication piece in being aware of AP and honors programs and how to advocate for their students to take them early on. Culturally, some parents may think it's inappropriate to push students into accelerated and honors programs. • Continue building on the structures that we have based on data. Expanding our intentionality and monitoring practices to regularly include the evaluation of these data points in these subgroups. • Growth of AVID program Continue to build success of students moving (5 - 6 & 8 - 9) Continue to build tracks for success for students to move up Add in more transitions than at 5 - 6 & 8 -9. Vertical conversations need to take place. Move based off of needs not which track currently in Intervention system. Students do not remain in intervention system. Exit/Adjustment opportunities. Need to create points in which to determine when to change or exit. 			

Component	Developing	In Progress	Strong, but structure needed	Robust
<p>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.</p>	XX	XX	X	
Rationale for Rating				
Developing	<ul style="list-style-type: none"> We do actively analyze district data- Some schools have implemented restorative justice, trauma-informed resources, etc. BUT Covid has set schools back in their progress. 			
In Progress	<ul style="list-style-type: none"> Some of our buildings are addressing this, however, some buildings are not. Some buildings do implement restorative justice. We pull data of how many disciplines by race, ethnicity, IEP, 504, etc. Look at trends. There is still over identification of severe discipline and expulsion data for minority/African American students. Since we started restoratives, etc. – the reduction is due to the amount of proactive measures we have created. We have implemented this very similarly in all of our buildings. We are close to the ranking Strong, but Structure Needed. 			
Strong, but structure needed	<ul style="list-style-type: none"> We do look at analyzing our discipline data, but we don't know if teachers feel confident about it. We do implement restorative practices and SEL practices (such as DREAM Academy), and SEL approaches. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Make it more of a district-wide initiative. More professional development. 			
In Progress	<ul style="list-style-type: none"> Have the reports of student behavior and be able to compare. Development of staff to be culturally aware. Work to do with classroom teachers, paras to build a better understanding. Continue PD in restorative practices, trauma informed, love and logic CPI. 			
Strong, but structure needed	<ul style="list-style-type: none"> Increase the regularity of student discipline data. Have the Central Office practices (for restorative practices) flow down to school level (teachers should be able to proactively implement SEL approaches, instead of having the district recommend a SEL approach reactively). 			

Component	Developing	In Progress	Strong, but structure needed	Robust
<p>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).</p>	XXX	XX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> We are not currently in a nation-wide culture to have these conversations and opportunity for these experiences for students. There is difficulty for many to have understanding of change. We have been surveying students for the last two years to set a goal set with coaches. We have started infinite campus surveys with high school students for student feedback. We do ask students what clubs that would like to use and we do use that data to start the clubs. Could be one below developing. Some of this is in progress – the work Adrian has done at the HS level, the groups he has put together. Day of Silence, flags, etc. It is more advanced at the HS level – our student voice is becoming more and more at this level. MS are doing clubs beginning next year. We have had pockets of advancement in the past 12 months, but the district as a whole we are not there yet. We have made progress this year at the HS level, but when you think about how many groups and how many marginalized, we have work to do. 			
In Progress	<ul style="list-style-type: none"> This is happening at certain buildings. A survey was created by students are certain schools for an interest level. Implemented more systematic surveys for students. Student survey created/in pipeline. Creation of staff & parent in the works. Student built survey for staff. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Figuring out how to be united, non-controversial. Bringing the community together. Creating a "safe-place". Finding the value across staff, admin, families. Finding a common goal that everyone can circle around. Ultimately, meeting everyone where they are, without judgement. Action Step: Implementing the strategies we use in high schools down into middle schools and elementary schools. Develop action items within the strategic plan. Continue to build on the HS groups and then bring it down to the other grade levels. 			
In Progress	<ul style="list-style-type: none"> It will be a part of the student focus groups so they can tell us where to go with this. Encouraging principals to capture student voices and encourage two-way communication with students. Will build from student survey for other groups Implementation of more surveys Access to data by students Make data more accessible and visible. 			

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.		XX	XX	X	
Rationale for Rating					
Developing	<ul style="list-style-type: none"> We need to develop culturally responsive interviewing process. There needs to be more deliberate practices in bringing on staff that is more diverse. Staffing does not mirror our student population. We do have recruiting for DL – in Spain, Puerto Rico. 				
In Progress	<ul style="list-style-type: none"> Human Resources is trying to work with principals to look at student/staff demographics and compare. Actively going after staff, creating action plans to support staff 				
Strong, but structure needed	<ul style="list-style-type: none"> While we would like to have our staff closely represent our student population, we find it cumbersome to do so due to the number of quality candidates. We have been going to job fairs with intentionality to recruit a more diverse workforce. 				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none"> Develop hiring practices and professional development for recruitment and hiring of a more diverse workforce. Attracting African American teachers. Need to identify this practice. How do we look within and incentivize them to go back to school as well? Students who want to get into Education. Title II dollars? Train our own! Recruitment ideas are needed. Use Pathways program to move ahead in that area. 				
In Progress	<ul style="list-style-type: none"> Recruitment strategies and recruitment fairs. The interview process has item banks of questions for candidates to get a pulse of cultural responsiveness and inclusion, however, this needs to expand on all staff instead of just teachers. Create safe spaces for our staff Focus on putting a system in place to support & retain staff Change reputation - want people to want to come to D300, not hear the name and go no way or talk others out of considering D300. 				
Strong, but structure needed	<ul style="list-style-type: none"> Continue to encourage our diverse student population into our education pathways, we need to grow our own (not only teaching, but other areas), targeting more job fairs. And providing the structure and supports needed to be successful. 				
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"> This is not offered to all staff as a structured process. It can/has been optional in certain situations but does not reach all employee groups. Weekly updates about diversity and inclusion. There has been no specific training for this. 				

	<ul style="list-style-type: none"> This will come based on actions we currently have in our strategic plan. We have pockets that we can build on – DREAM program, cultural competency. Need to recognize that staff sat in a training about diversity – that’s not effective, it needs to be interwoven in practice. Harness the different components and make it a daily conversation so we can deliver – ongoing is key. Inclusion and exclusion criteria – force the conversation.
In Progress	<ul style="list-style-type: none"> We hit the ground running but are still working on putting pieces in place. We offered opportunities for book studies & implicit training, hiring of director of equity.

Suggestions for Next Steps

Developing	<ul style="list-style-type: none"> A structured professional development process, comprehensive professional development plan for all employees/groups in the district community. Have early release or staff meeting time to do a 10-minute check in to take a pulse of the staff to be more mindful of our purpose. Noted above.
In Progress	<ul style="list-style-type: none"> Continue to provide foundational training to staff in the area of equity and diversity, include offerings through D300 University for staff who want to move quickly. Equity Committee. Board committee to build own work. Equity Audit. PD opportunities focused on equity (District, building, teacher/staff). Shrink and focus on Supt. Harkins three goals and make goals go hand in hand Provide time for the learning and reflection.

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"> Covid and political climate has created great difficulties with having these conversations with families. There is not currently open communication and productive conversations happening. We believe it’s been happening, but it’s been segmented. There has been nothing sent out to parents on this. There is a d300 diversity and equity committee that includes parents that meets on a monthly basis. It would be good to hear what that committee says in comparison to the DELT committee. Grants perspective – BPAC – it could be much more robust. SPED Parent Network – we hold PD. We’ve expanded so it’s not just SPED, but gen ed too. We gather information from parents in these. Community leadership team was started just before Covid. Town halls for development of the strategic plan – not huge turnout. We have pieces, let’s make it a solid structure. Are we picking up the community engagement again? Covid put a stop to those. During pandemic saw disconnect between district & parents/guardians/caretakers. Many steps have to be taken to get parent engagement.
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Suggestions for Next Steps	
Developing	<ul style="list-style-type: none"> • Teachers/staff learning how to have these critical/difficult conversations. Allow everyone to be heard, but respectfully. Go into conversations as learning opportunities. Being Proactive. • We would like to include all languages into BPAC, not just those who speak Spanish. As it currently is. • Having a parent focus group will help to drive this. Looking at specific communities, it may be hard to engage families, so being mindful of that. • Parent University, community engagement – we used to do these things and should continue to work toward again. We had a multi-cultural fair back in the day. We have had a couple starts and stops. It needs to be systemic. • Needs assessment in regard to what parents need from us in regard to communication Effectively communicate Band parents/families based off of their best form of communication Know our families - quantitative & qualitative data
Other Comments or Suggestions	
<ul style="list-style-type: none"> • We have a lot of work to do. This is work that has to come from every role, across the district. • Ed Services in our district is further ahead in many of these areas. Hispanics and African Americans are over identified in this district. 	

Section 2

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach. A table and/or chart of all data is included in this report. Quantitative data that revealed inequities contributed to the audit findings. It must be noted that data from SY 2017-18 to SY 2018-19 may be drastically unique to SY 2019-20 and SY 2020-21, because 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 relationship with students. Most data were disaggregated by race/ethnicity⁷ special populations⁸ and intersectionality⁹:

Index of Quantitative Data	
Table/Chart 2.1-2.3	Student demographic
Table/Chart 2.4-2.9	Student discipline
Table/Chart 2.10-2.14	Student participation in gifted programming
Table/Chart 2.15-2.16	Student Tier 2 and Tier 3 supports
Table/Chart 2.17-2.20	Student (dis)ability
Table/Chart 2.21-2.24	Student Career Technical Education (CTE) enrollment
Table/Chart 2.25-2.32	Student performance on benchmark assessments
Table/Chart 2.33-2.36	Final grade instances
Table/Chart 2.37-2.39	Student extracurricular participation
Table/Chart 2.40-2.42	Student retention
Table/Chart 2.43-2.45	Student promotion
Table/Chart 2.46-2.50	Student home attendance
Table/Chart 2.51-2.52	Student dropout rate
Table/Chart 2.53-2.54	Student outplacement rate
Table/Chart 2.55	Student absenteeism
Table/Chart 2.56	Student tardiness
Table/Chart 2.57	Student truancy
Table/Chart 2.58	Student transfers
Table/Chart 2.59-2.61	Student graduation rate
Table/Chart 2.62	Teacher and administrator demographic
Table/Chart 2.63-2.64	Nationally Board-Certified staff
Table/Chart 2.65-2.66	BOE demographic
Table/Chart 2.67	ELL Languages Identified (not including English)

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 Special population refers to specialized populations of English Language Learners (ELL), Free/

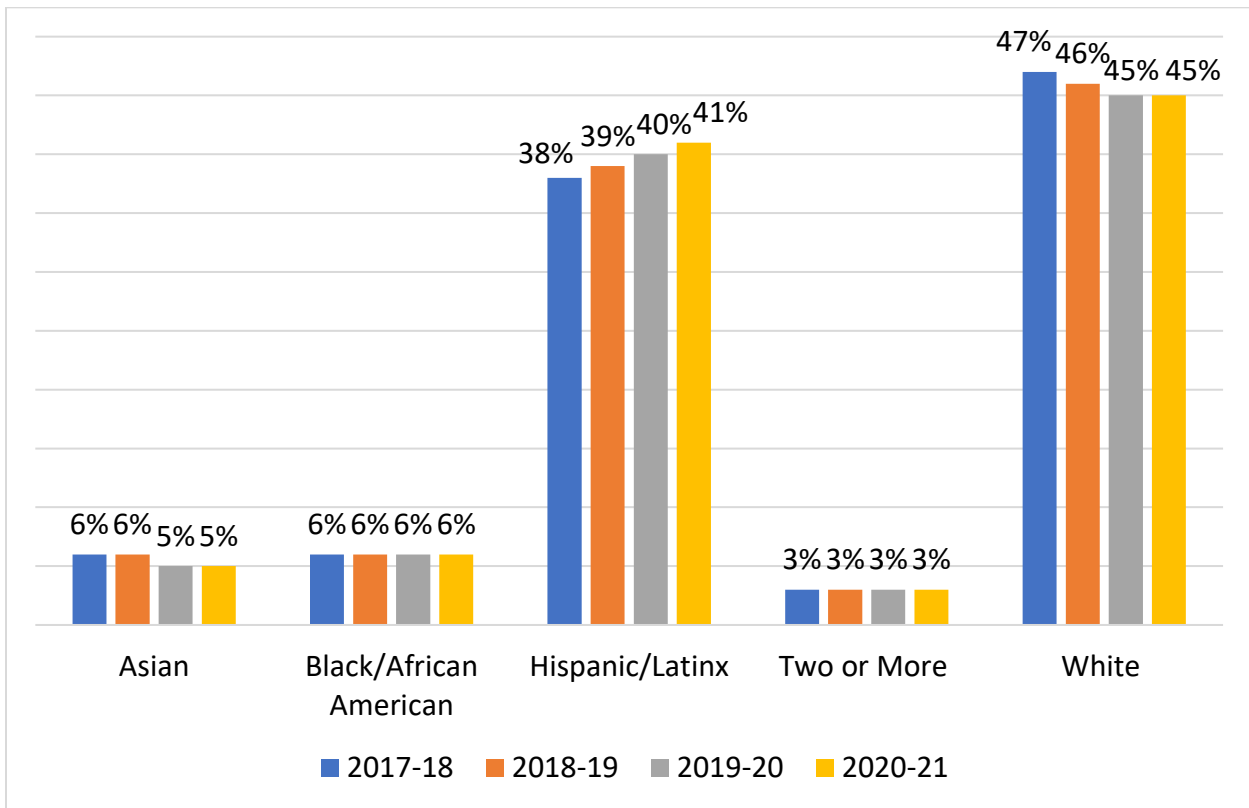
The quantitative data that did not reveal an immediate inequity is listed below. This does not translate to mean that there are no issues of inequity. It does mean that based on the offered data, it either revealed no glaring indications of inequities, or additional information beyond the scope of this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

- Table/Chart 2.1-2.3 Student demographics
- Table/Chart 2.6-2.9 Student discipline by gender and intersectionality
- Table/Chart 2.12-2.14 Student participation in gifted programming
- Table/Chart 2.15-2.16 Student tiered supports
- Table/Chart 2.17-2.20 Student disability categories
- Table/Chart 2.21-2.24 Student participation in CTE
- Table/Chart 2.39 Student extracurricular participation
- Table/Chart 2.40-2.42 Student retention rate
- Table/Chart 2.46-2.50 Student home attendance
- Table/Chart 2.51-2.52 Student dropout rate
- Table/Chart 2.53-2.54 Student outplacement rate
- Table/Chart 2.55 Student absenteeism rate
- Table/Chart 2.56 Student tardiness
- Table/Chart 2.57 Student truancy
- Table/Chart 2.58 Student transfer
- Table/Chart 2.59-2.61 Student graduation rate
- Table/Chart 2.63-2.64 Nationally Board-Certified staff
- Table/Chart 2.66 BOE demographics by gender
- Table/Chart 2.67 ELL Languages Identified

Table 2.1: Student demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total	Grand Total ¹⁰
2017-18	1,270	1,299	8,499	728	10,320	22,116	22,195
2018-19	1,247	1,284	8,555	745	10,087	21,918	21,990
2019-20	1,172	1,278	8,614	737	9,847	21,648	21,727
2020-21	1,149	1,228	8,569	733	9,412	21,091	21,174

Chart 2.1: Student demographic percent by race/ethnicity

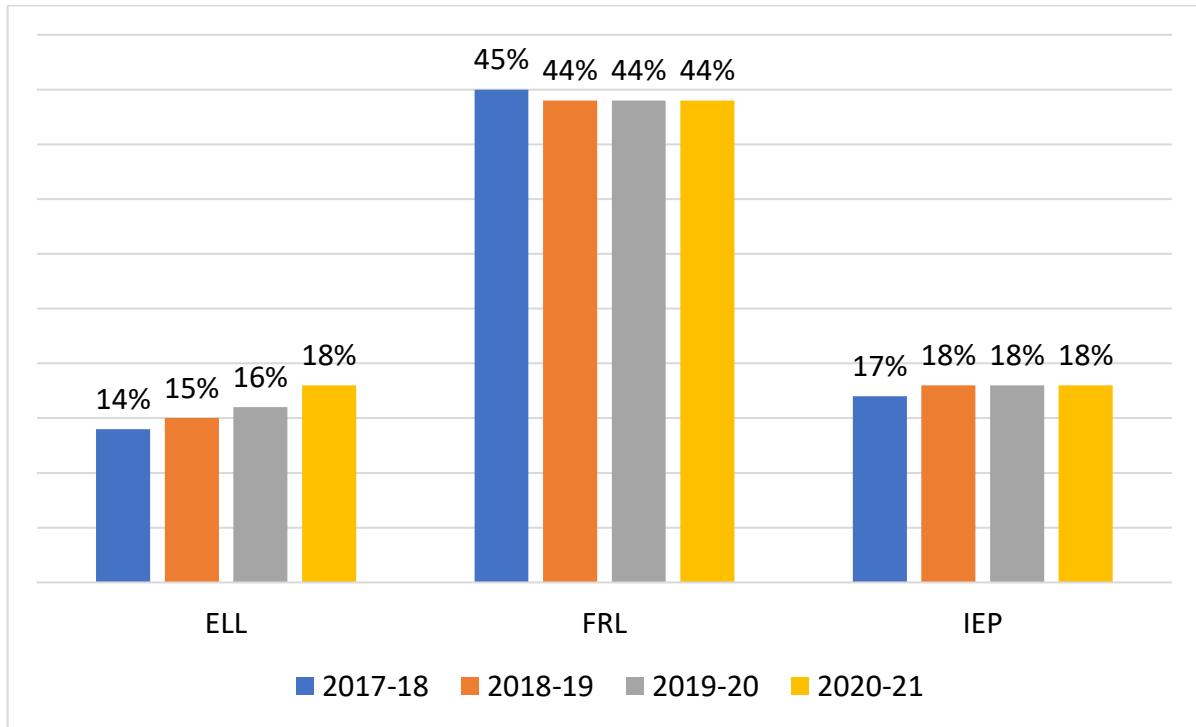


¹⁰ Grand total reflects entire student demographic. Other racial identity group is less than 1%.

Table 2.2: Student demographic count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	3,024	19,171	9,889	12,306	3,927	18,268
2018-19	3,260	18,730	9,624	12,366	3,981	18,009
2019-20	3,513	18,214	9,519	12,209	3,945	17,782
2020-21	3,716	17,458	9,217	11,959	3,854	17,320

Chart 2.2: Student demographic percent by special populations



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

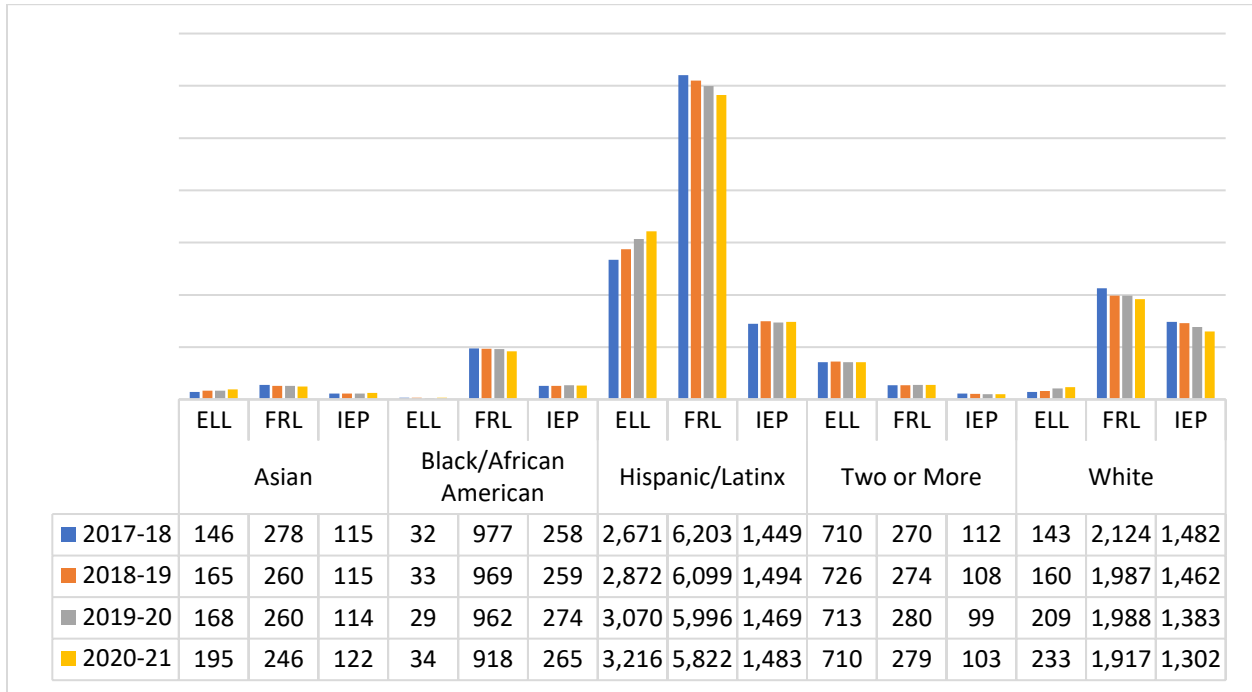
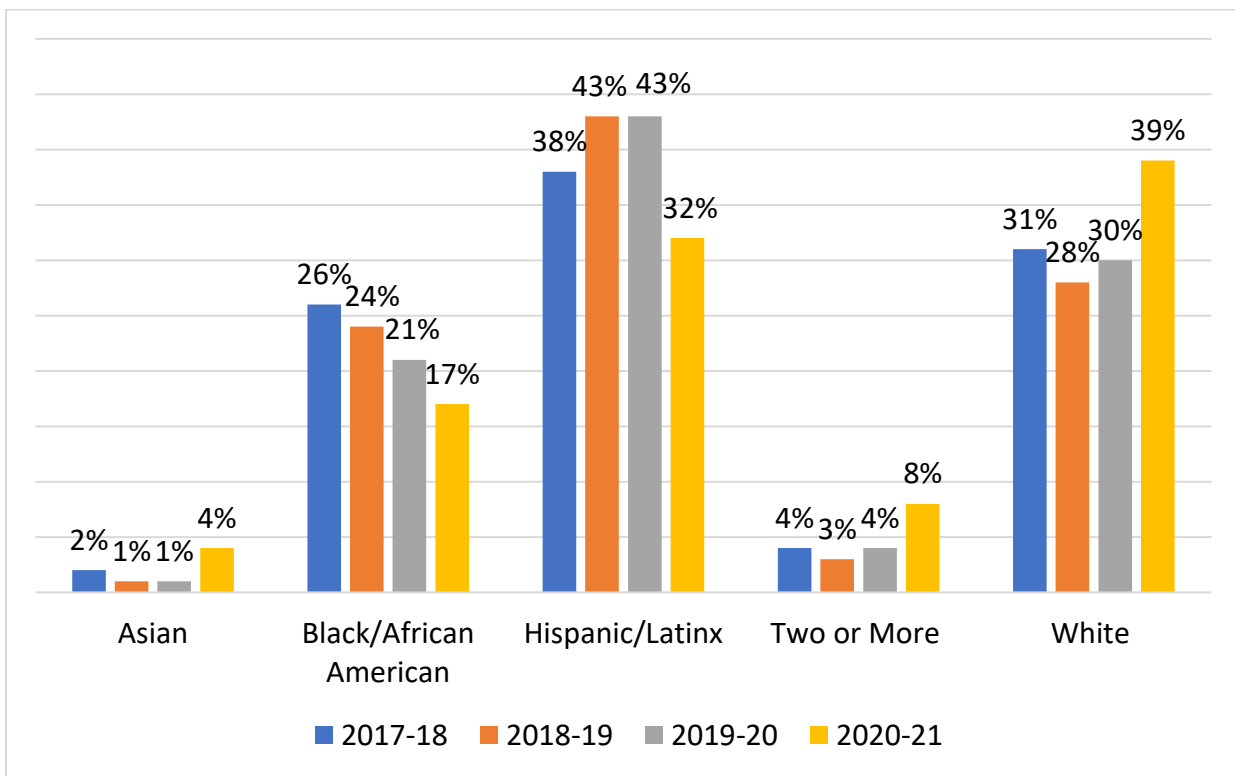


Table 2.4: Student discipline count¹¹ by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total	Grand Total ¹²
2017-18	13	177	260	25	215	690	693
2018-19	6	162	295	23	194	680	682
2019-20	9	131	270	28	185	623	624
2020-21	5	23	44	11	53	136	136

Chart 2.4: Student discipline percent by race/ethnicity



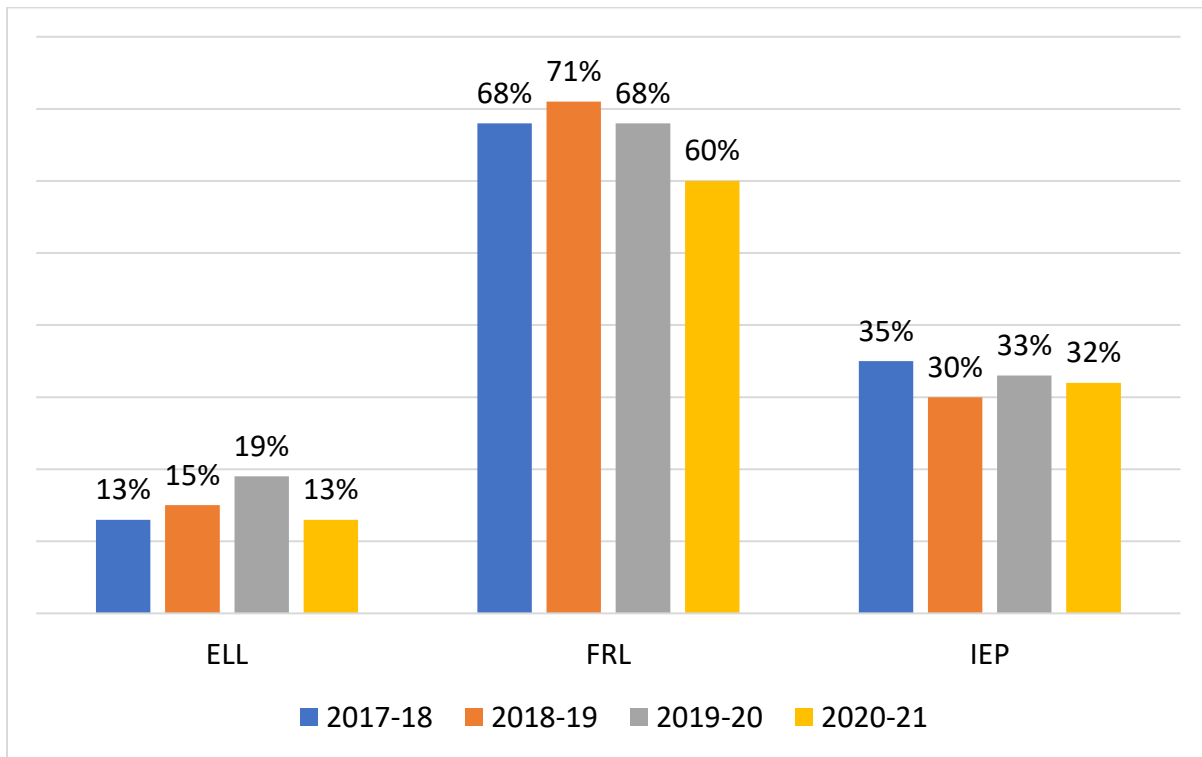
¹¹ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

¹² Grand total reflects all race/ethnicity groups. Other racial identity group is less than 1%.

Table 2.5: Student discipline count¹³ by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	91	602	472	221	240	453
2018-19	100	582	482	200	204	478
2019-20	117	507	425	199	207	417
2020-21	18	118	82	54	47	89

Chart 2.5: Student discipline percent by special populations

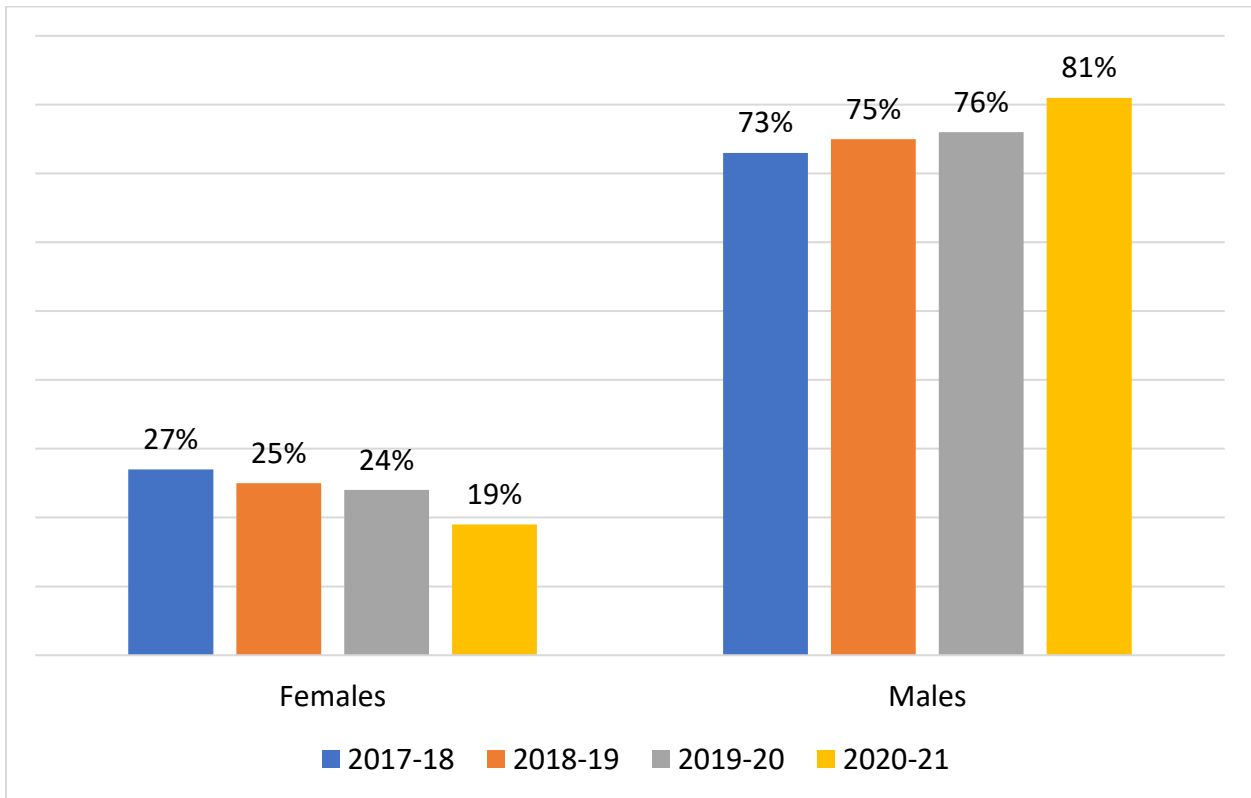


¹³ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

Table 2.6: Student discipline count¹⁴ by gender

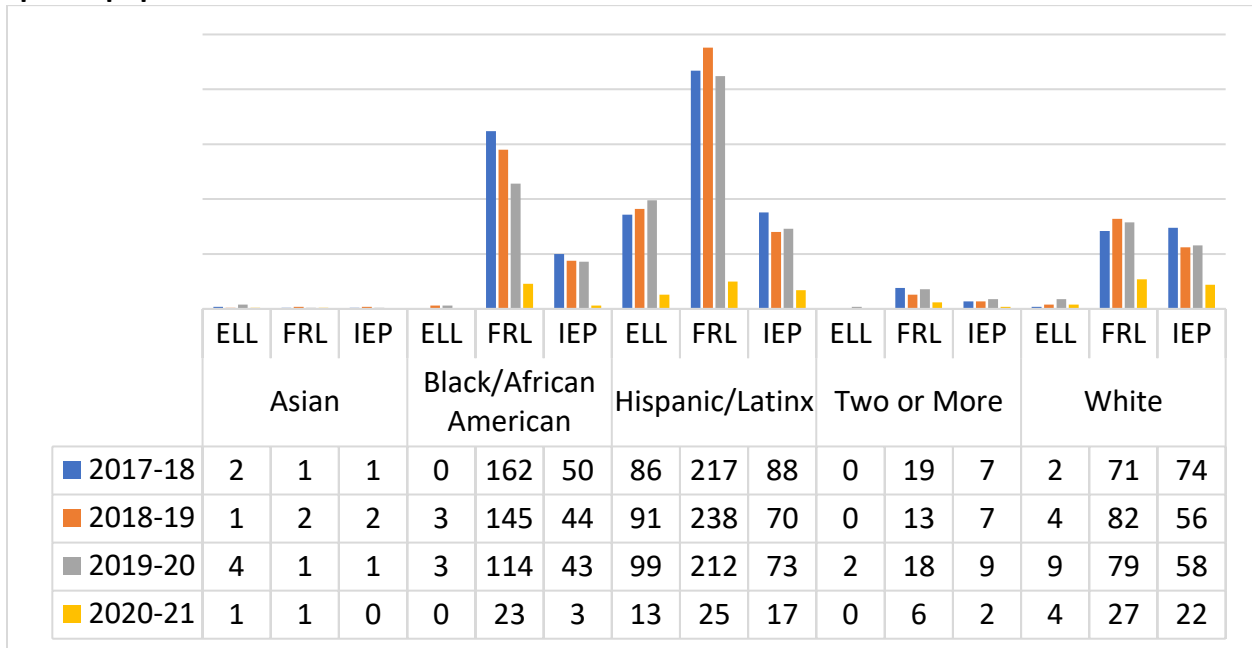
Year	Female	Male	Total
2017-18	186	507	693
2018-19	171	511	682
2019-20	149	475	624
2020-21	26	110	136

Chart 2.6: Student discipline percent by gender

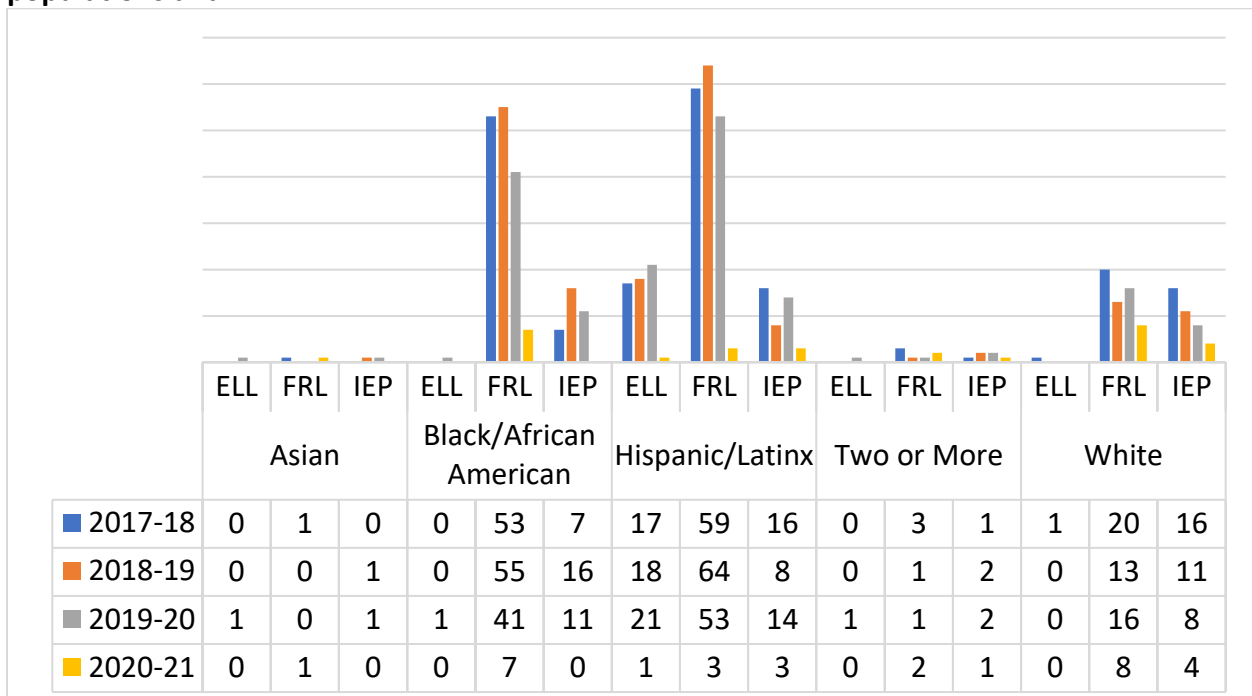


¹⁴ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

Table/Chart 2.7: Student discipline count¹⁵ by the intersectionality of race/ethnicity and special populations



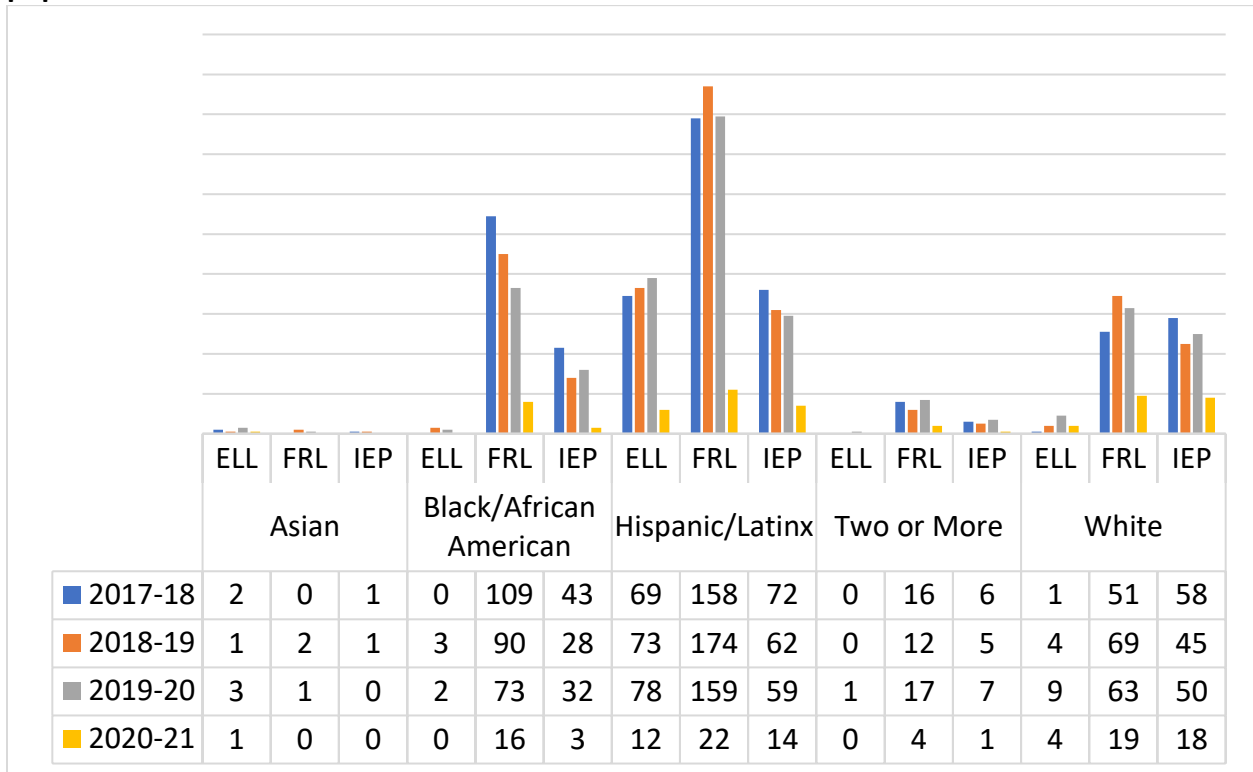
Table/Chart 2.8: Student discipline count¹⁶ by the intersectionality of race/ethnicity, special populations and FEMALE



¹⁵ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

¹⁶ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

Table/Chart 2.9: Student discipline count¹⁷ by the intersectionality of race/ethnicity, special populations and MALE

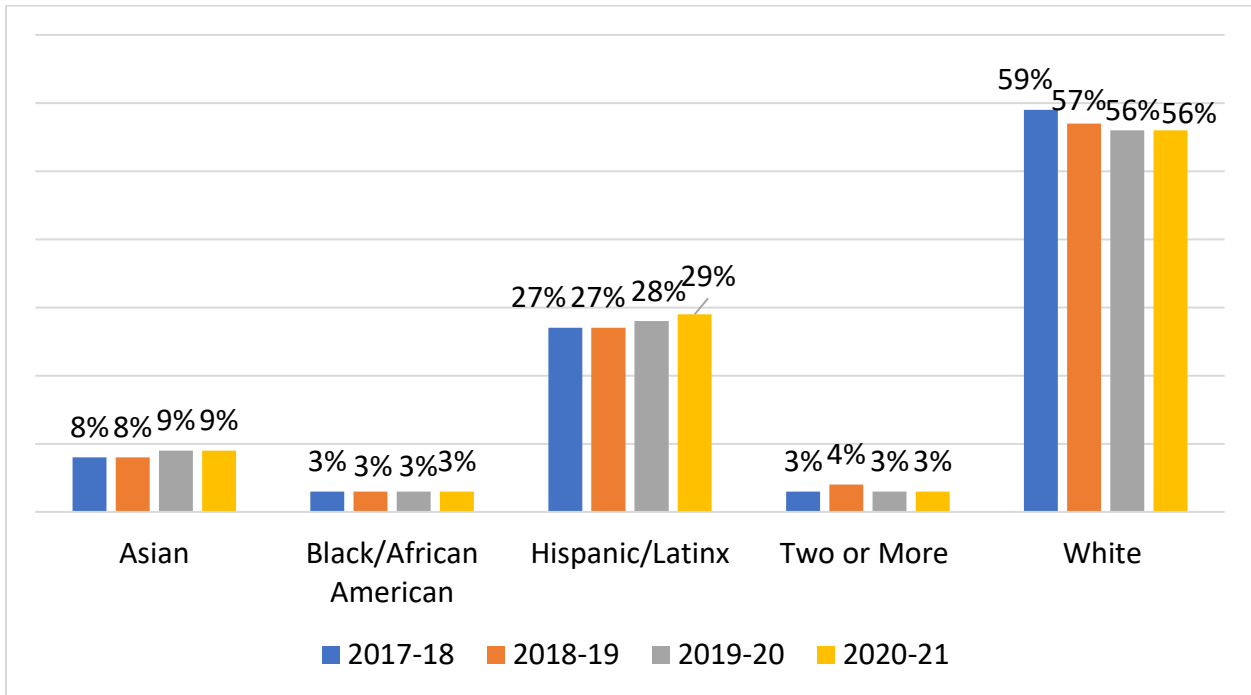


¹⁷ Out-of-school-suspension (OSS) that represents the number of students with at least one day of OSS.

Table 2.10: Student participation count in gifted programming¹⁸ by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total	Grand Total ¹⁹
2017-18	349	107	1,125	140	2,445	4,166	4,173
2018-19	372	111	1,172	155	2,457	4,267	4,277
2019-20	372	129	1,225	142	2,459	4,327	4,336
2020-21	370	125	1,205	136	2,352	4,188	4,202

Chart 2.10: Student participation percent in gifted programming by race/ethnicity



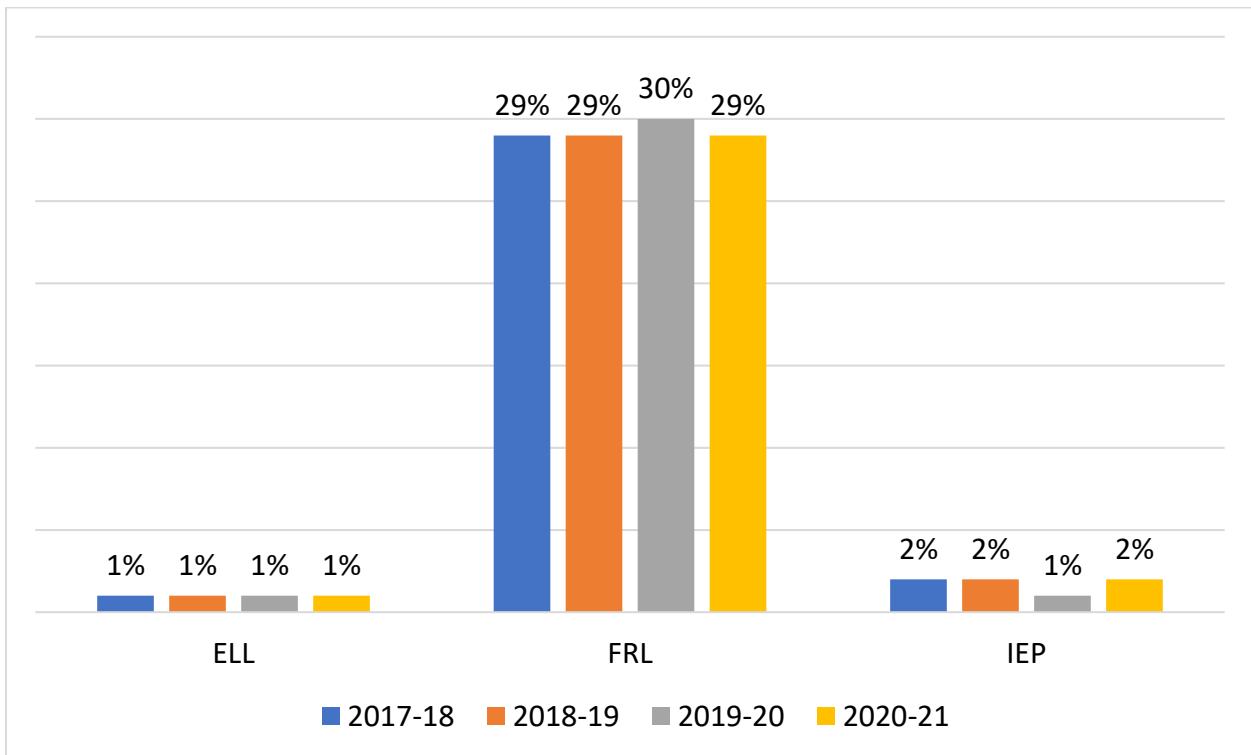
¹⁸ Gifted reflects high school students that are in Honors or AP courses.

¹⁹ Grand total reflects all race/ethnicity groups. Other racial identity group is less than 1%.

Table 2.11: Student participation count in gifted programming²⁰ by special populations

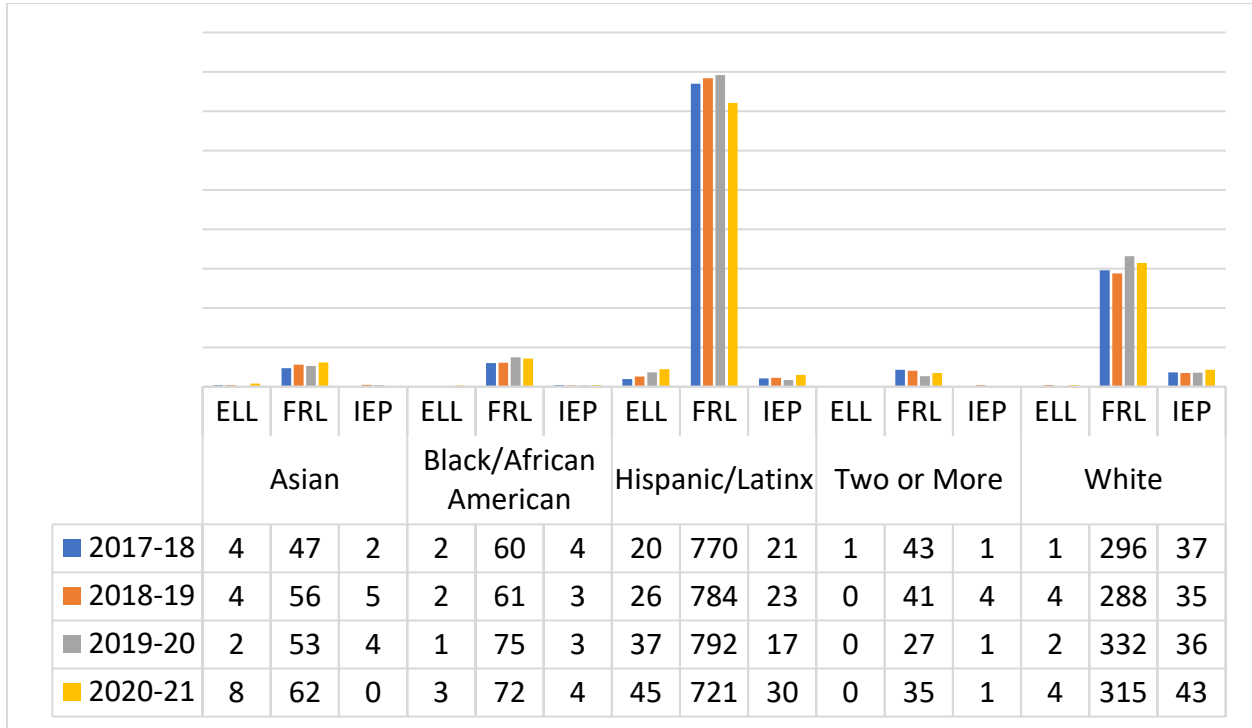
Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	28	4,145	1,219	2,954	65	4,015
2018-19	36	4,241	1,234	3,043	70	4,197
2019-20	42	4,294	1,284	3,052	61	4,242
2020-21	60	4,142	1,208	2,994	78	4,065

Chart 2.11: Student participation percent in gifted programming by special populations

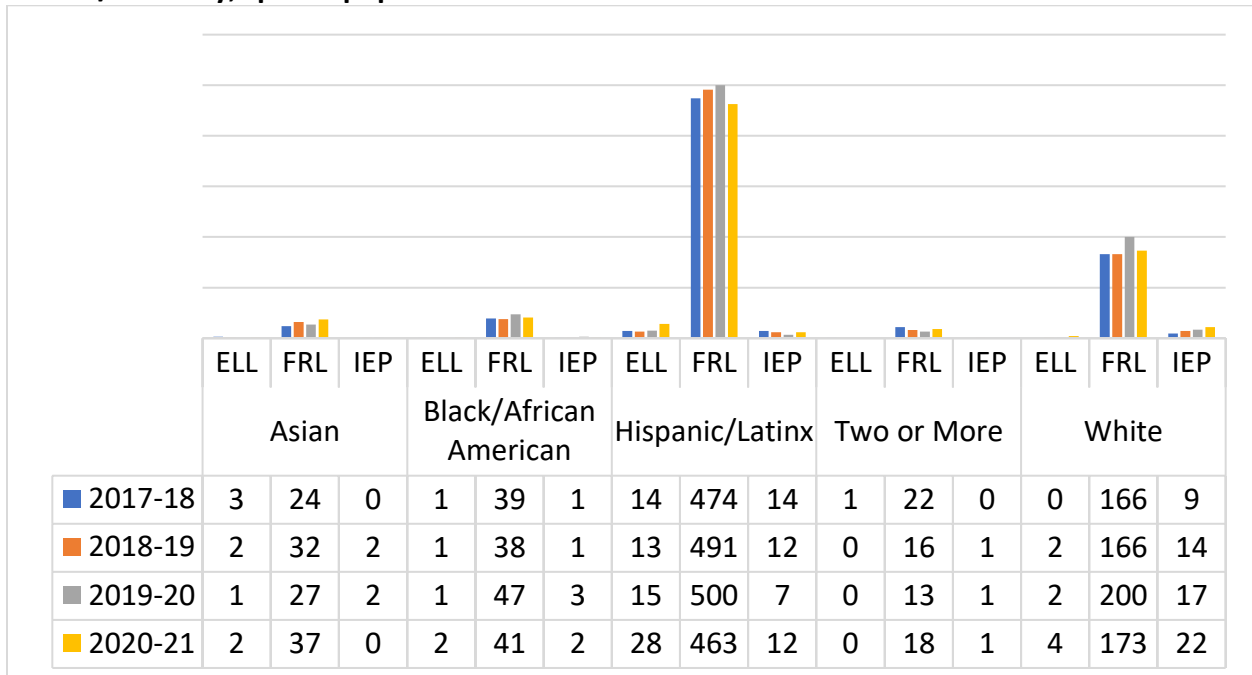


²⁰ Gifted reflects high school students that are in Honors or AP courses.

Table/Chart 2.12: Student participation count in gifted programming²¹ by the intersectionality of race/ethnicity and special populations



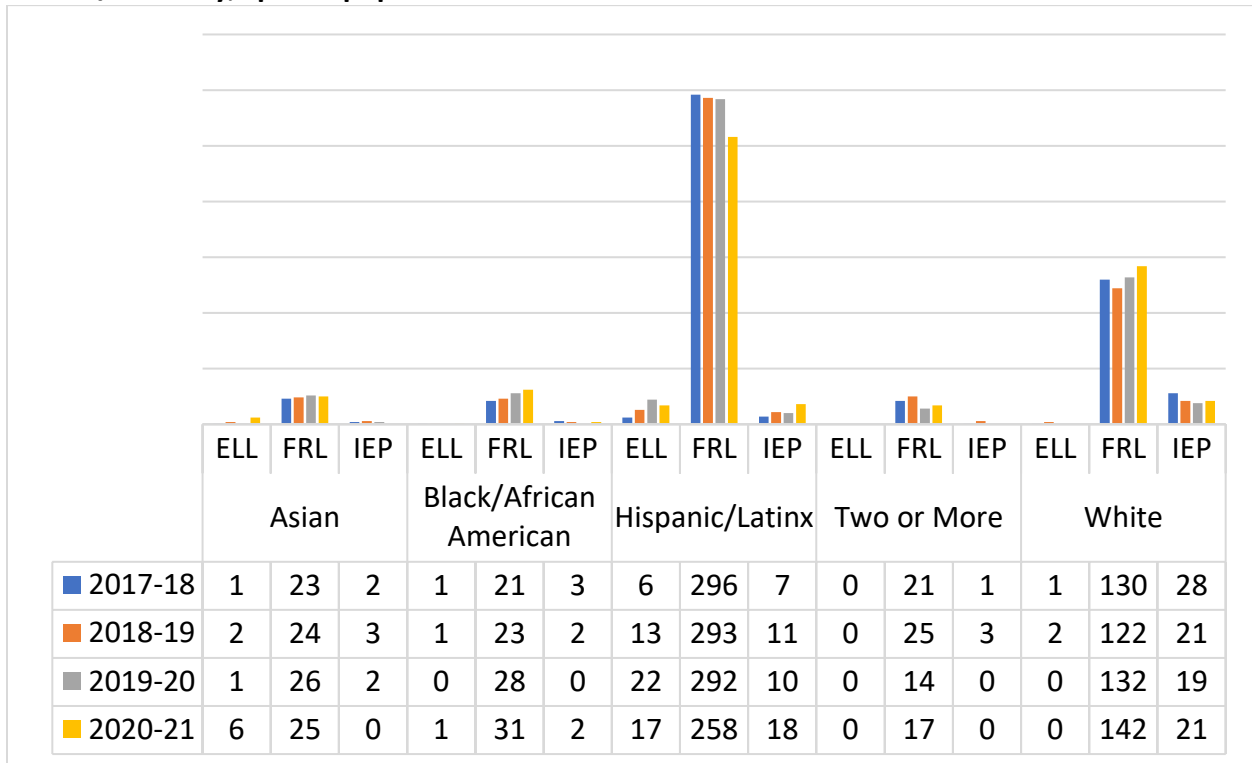
Table/Chart 2.13: Student participation count in gifted programming²² by the intersectionality of race/ethnicity, special populations and FEMALE



²¹ Gifted reflects high school students that are in Honors or AP courses.

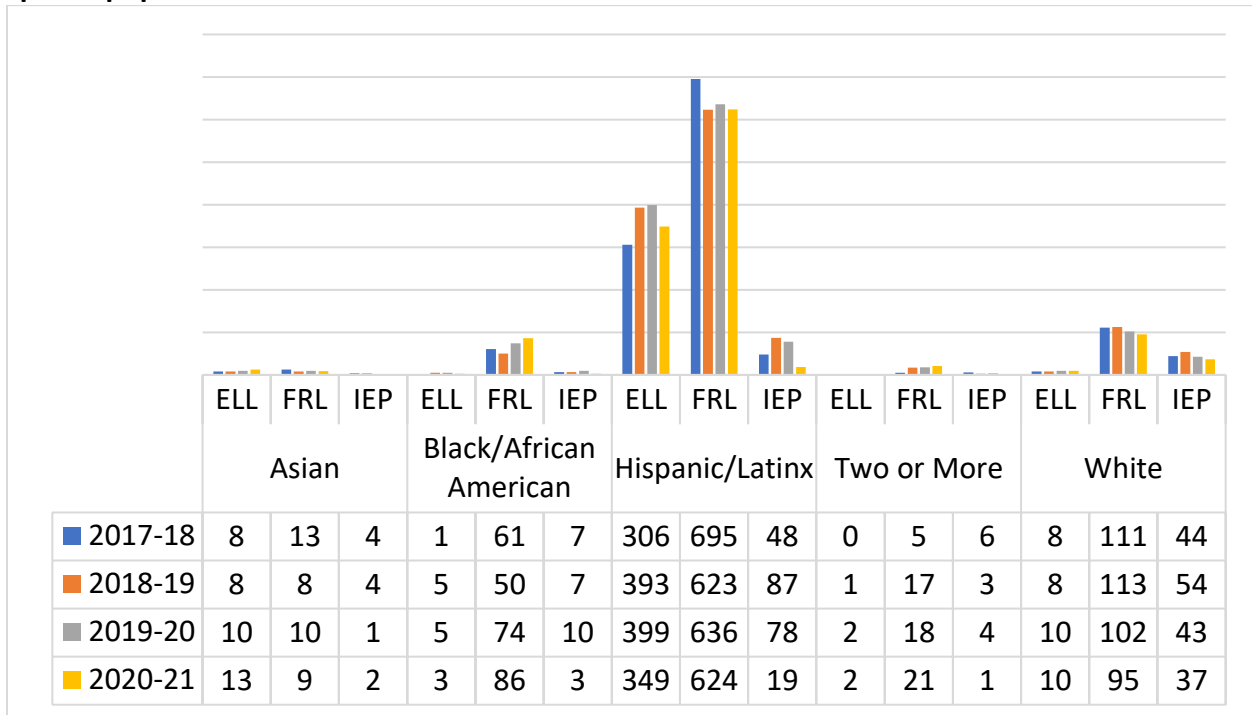
²² Gifted reflects high school students that are in Honors or AP courses.

Table/Chart 2.14: Student participation count in gifted programming²³ by the intersectionality of race/ethnicity, special populations and MALE

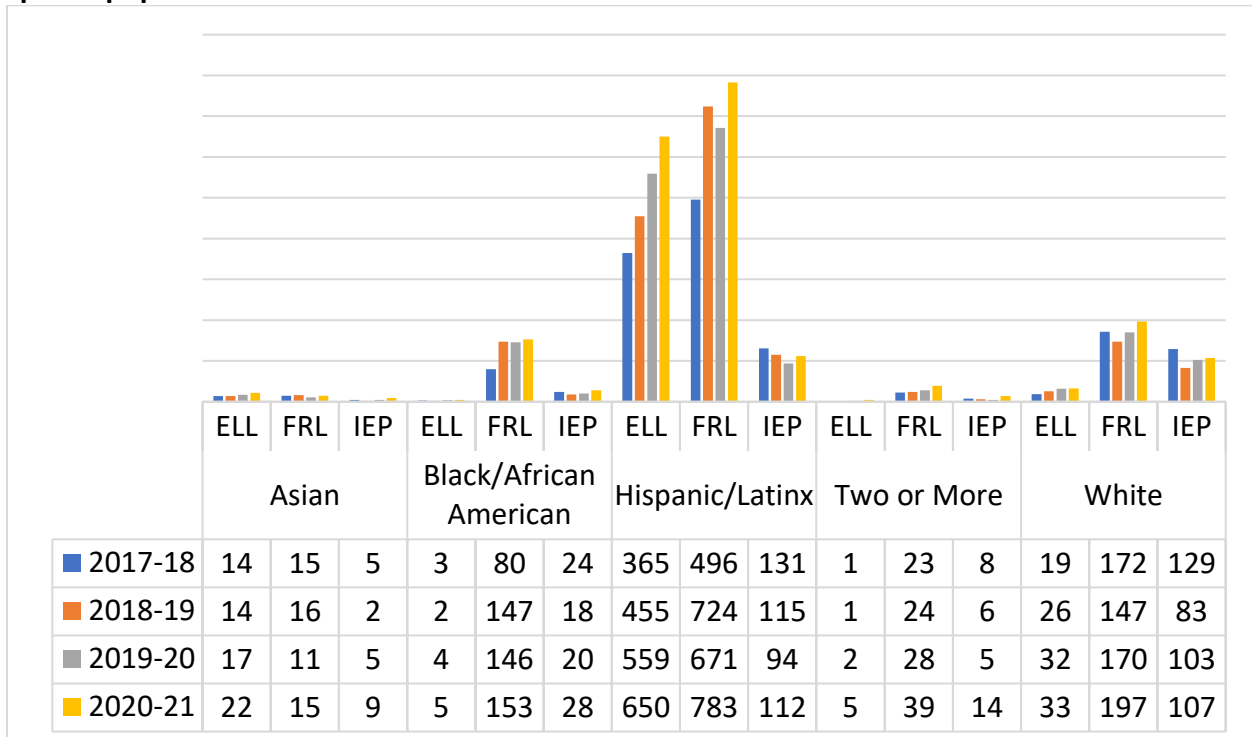


²³ Gifted reflects high school students that are in Honors or AP courses.

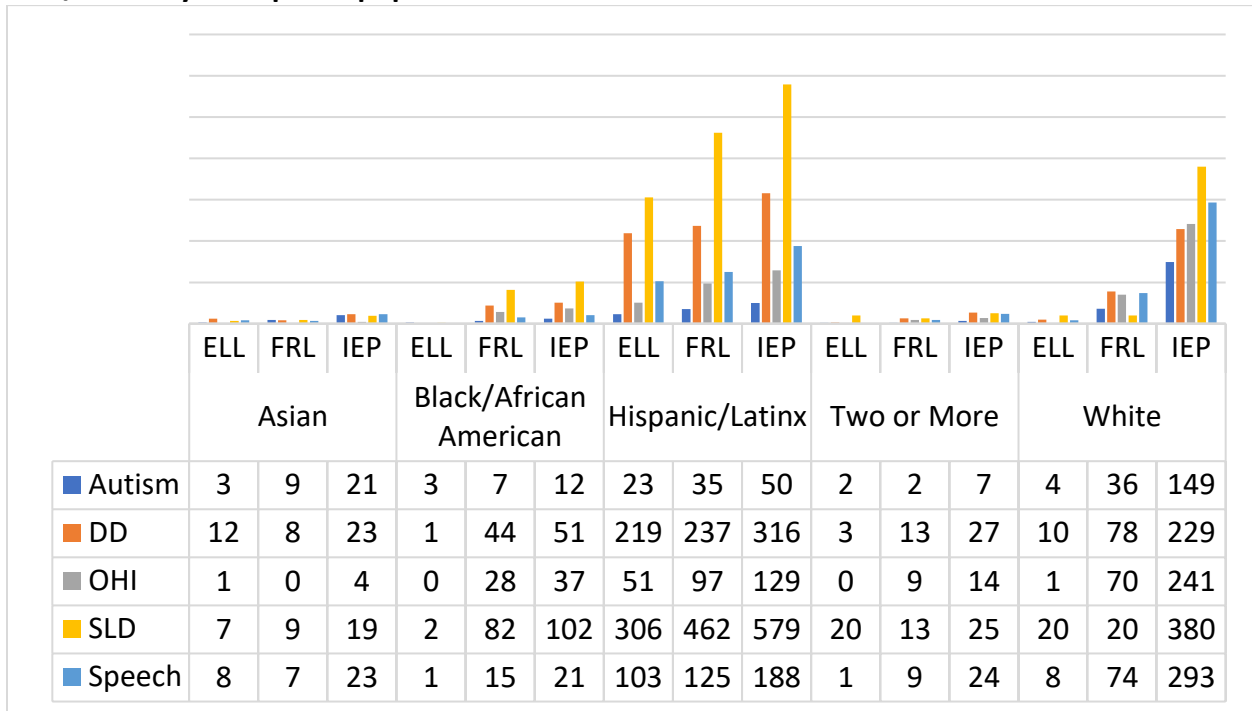
Table/Chart 2.15: Student TIER 2 supports by the intersectionality of race/ethnicity and special populations



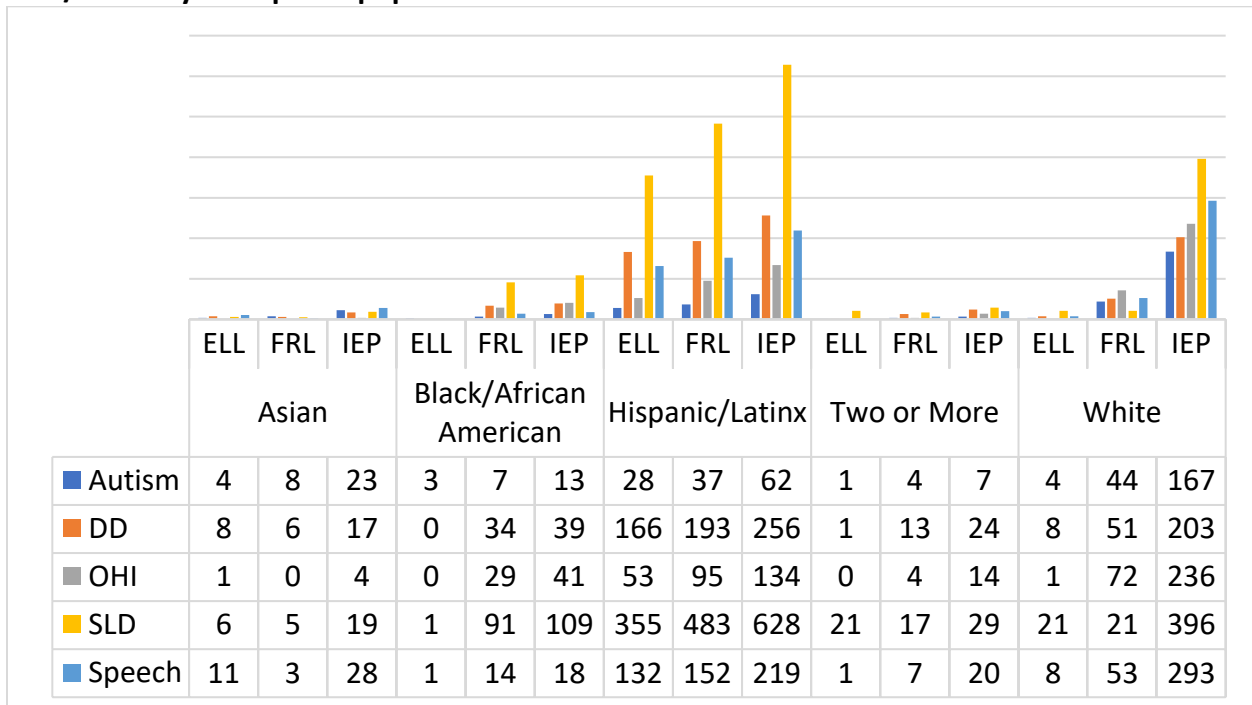
Table/Chart 2.16: Student TIER 3 supports by the intersectionality of race/ethnicity and special populations



Table/Chart 2.17: SY 2017-18, Student disability count²⁴ by the intersectionality of race/ethnicity and special populations

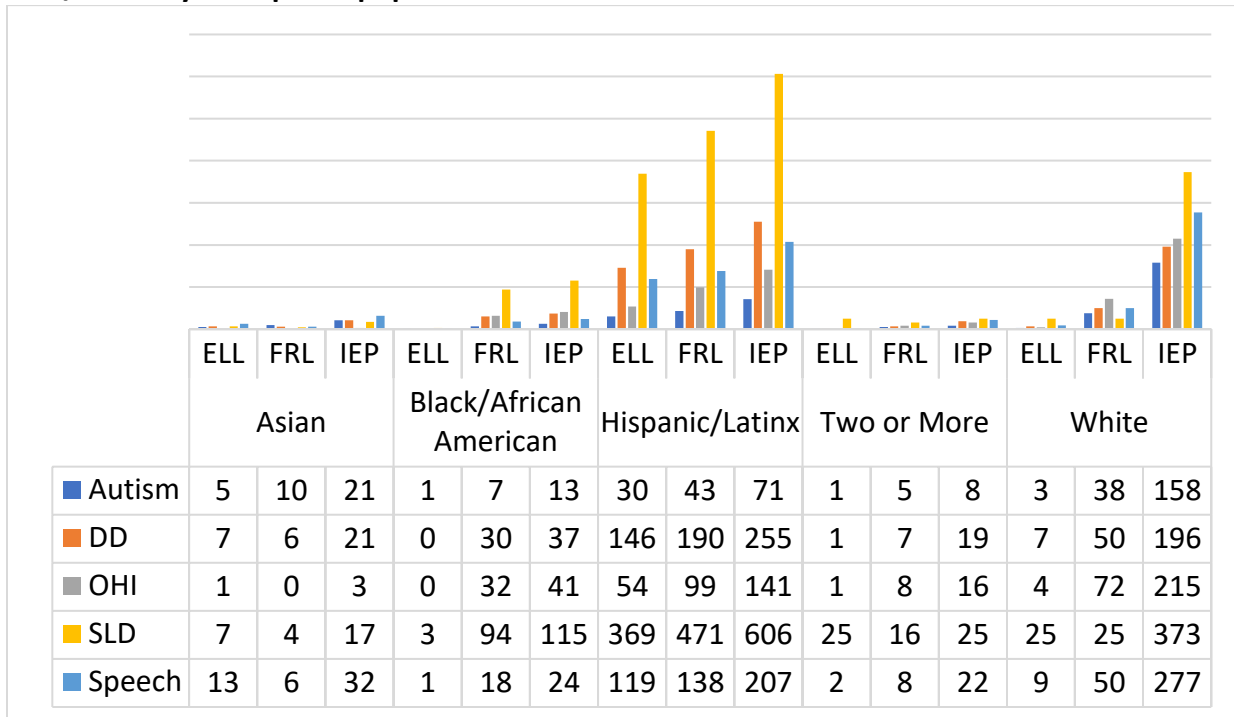


Table/Chart 2.18: SY 2018-19, Student disability count by the intersectionality of race/ethnicity and special populations

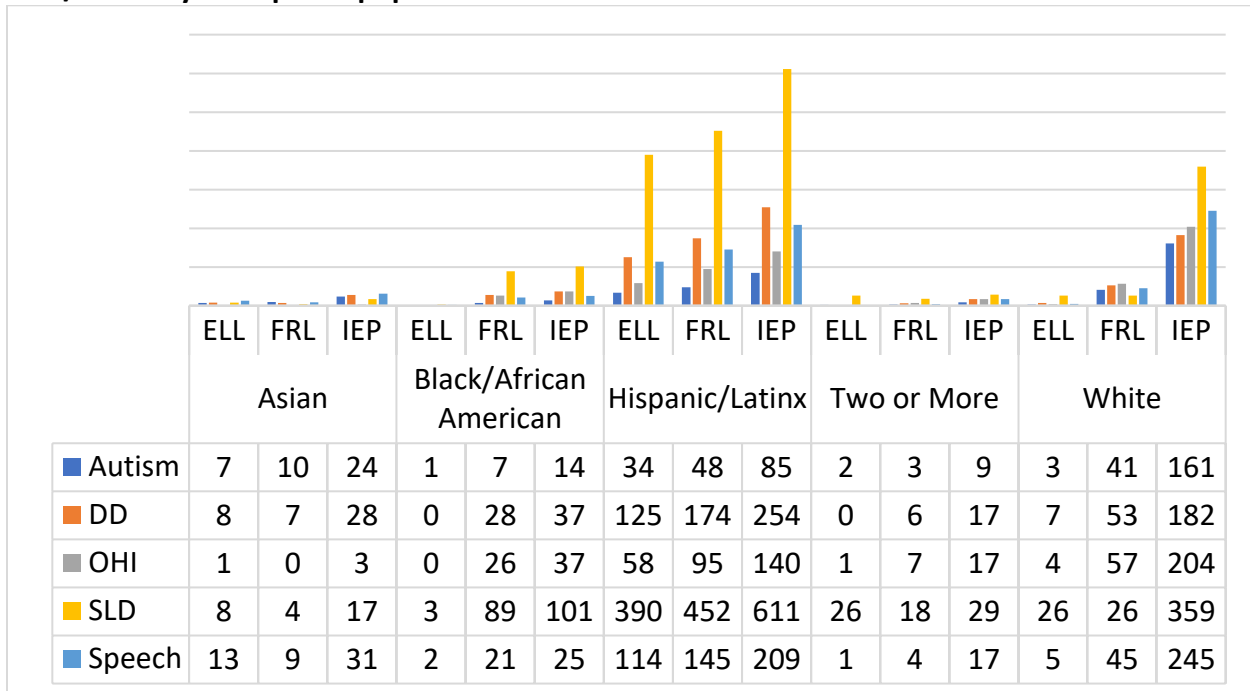


²⁴ DD = developmental delay; OHI = other health impairment; SLD = specific learning disability

Table/Chart 2.19: SY 2019-20, Student disability count²⁵ by the intersectionality of race/ethnicity and special populations



Table/Chart 2.20: SY 2020-21, Student disability count by the intersectionality of race/ethnicity and special populations



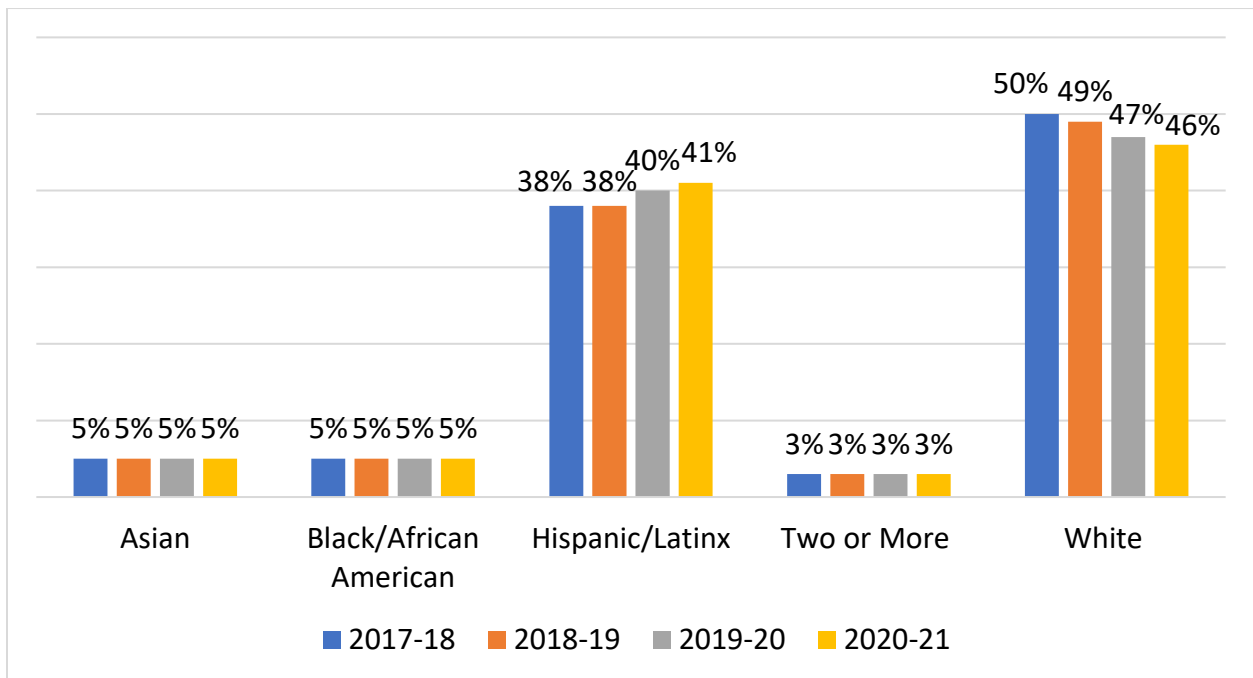
²⁵ DD = developmental delay; OHI = other health impairment; SLD = specific learning disability

Table 2.21: Student CTE enrollment count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	194	178	1,457	108	1,902	3,839
2018-19	197	201	1,553	139	2,014	4,104
2019-20	212	195	1,640	142	1,943	4,132
2020-21	212	188	1,667	129	1,908	4,104

CTE = Career Technical Education

Chart 2.21: Student CTE enrollment percent by race/ethnicity



Table/Chart 2.22: Student CTE enrollment count by the intersectionality of race/ethnicity and special populations

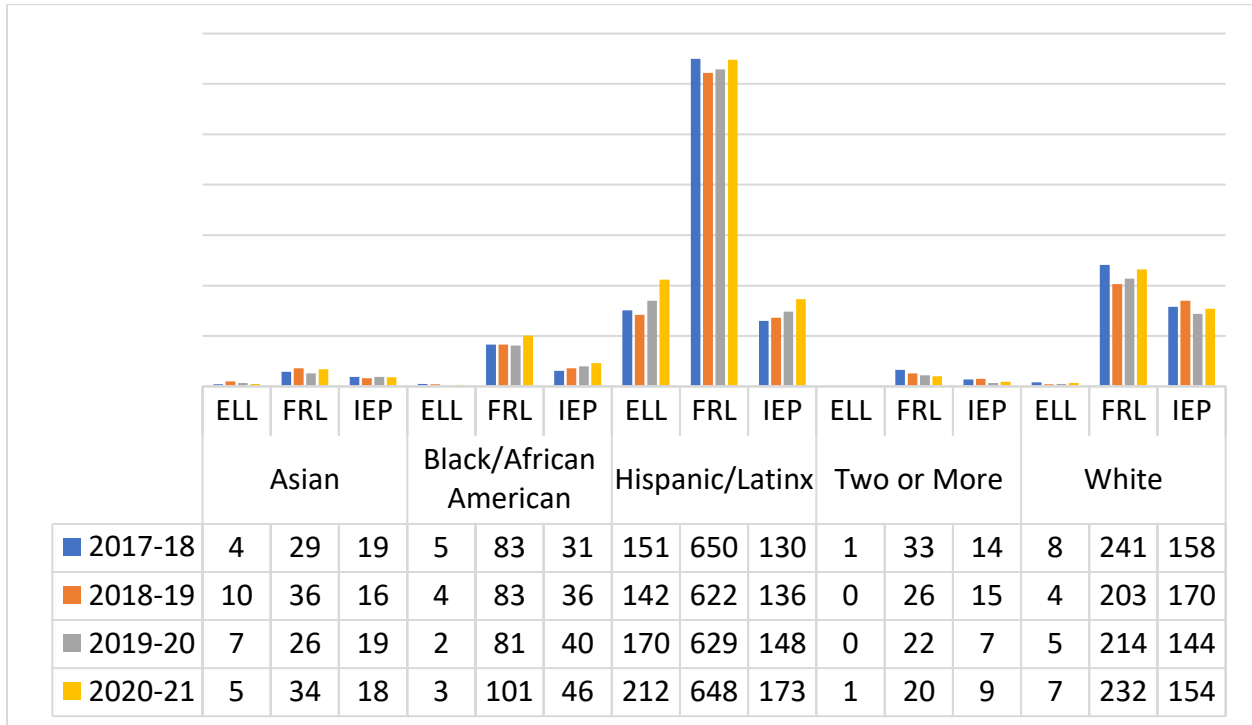


Table 2.23: Student CTE enrollment count by the intersectionality of special populations and FEMALE

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	103	80	750	579	169	145
2018-19	122	84	787	570	172	142
2019-20	145	93	804	594	151	160
2020-21	153	120	764	619	161	161

Chart 2.23: Student CTE enrollment percent by the intersectionality of special populations and FEMALE

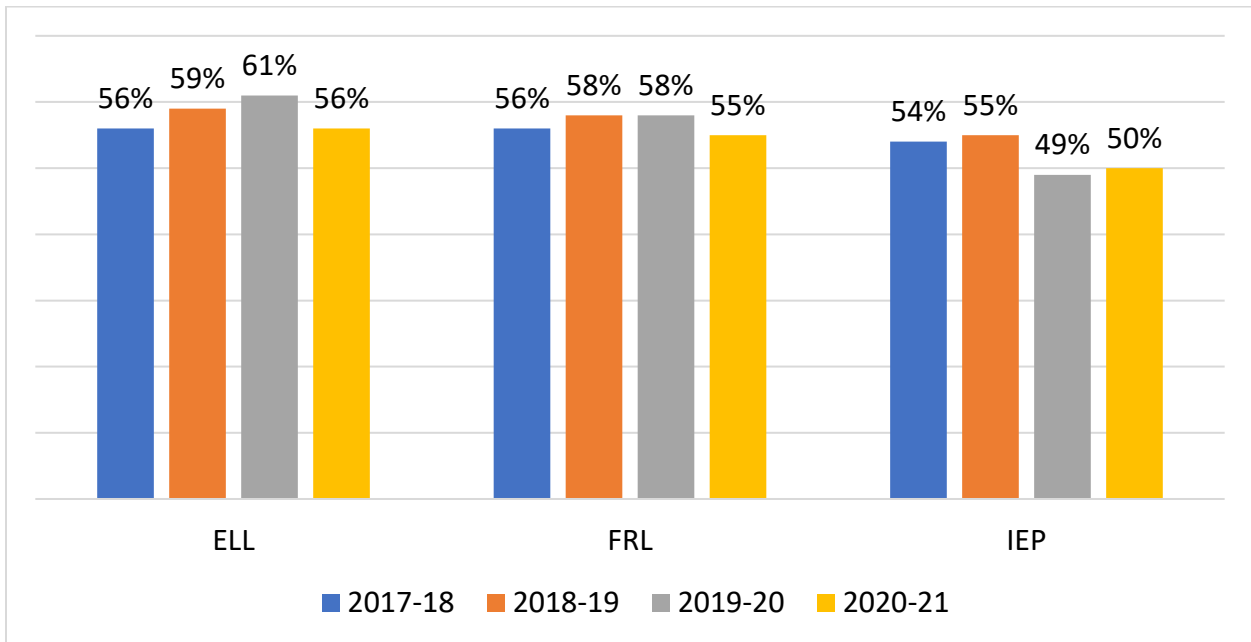


Table 2.24: Student CTE enrollment count by the intersectionality of special populations and MALE

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	168	89	953	459	322	209
2018-19	196	76	996	402	342	232
2019-20	225	92	990	382	368	200
2020-21	240	111	958	422	346	241

Chart 2.24: Student CTE enrollment percent by the intersectionality of special populations and MALE

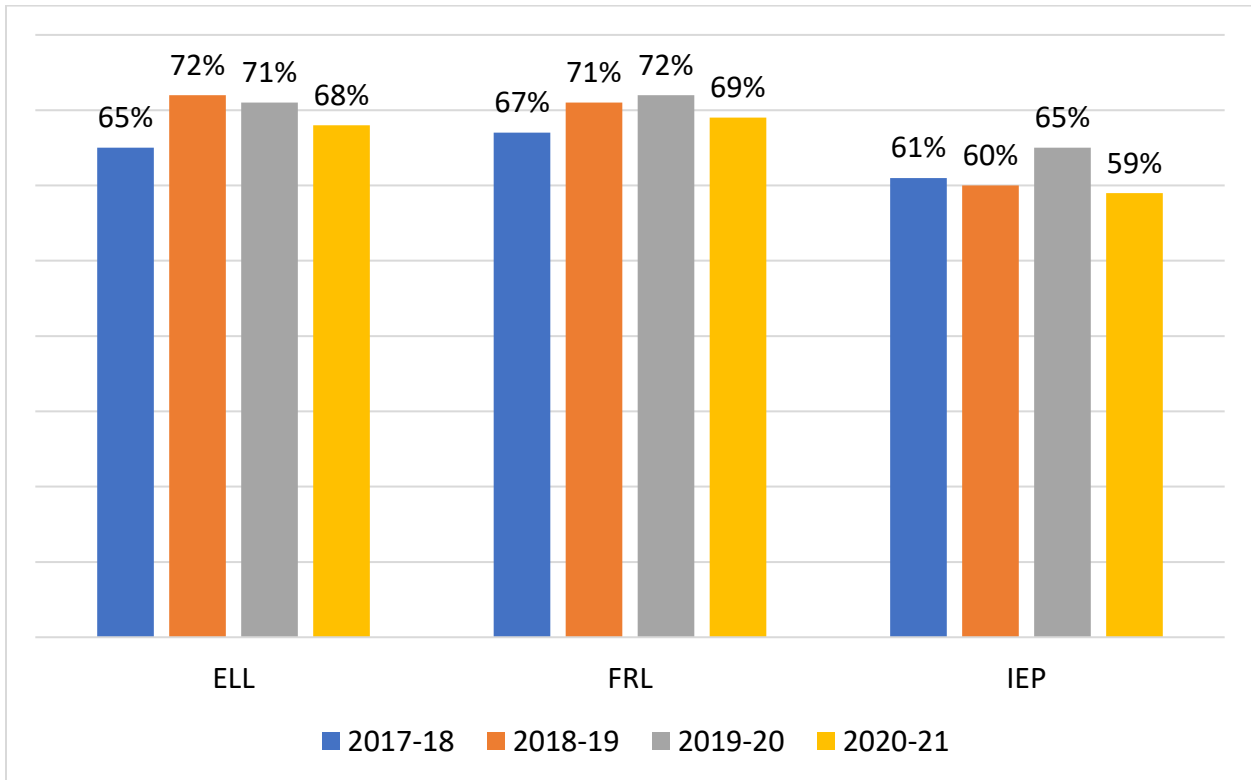
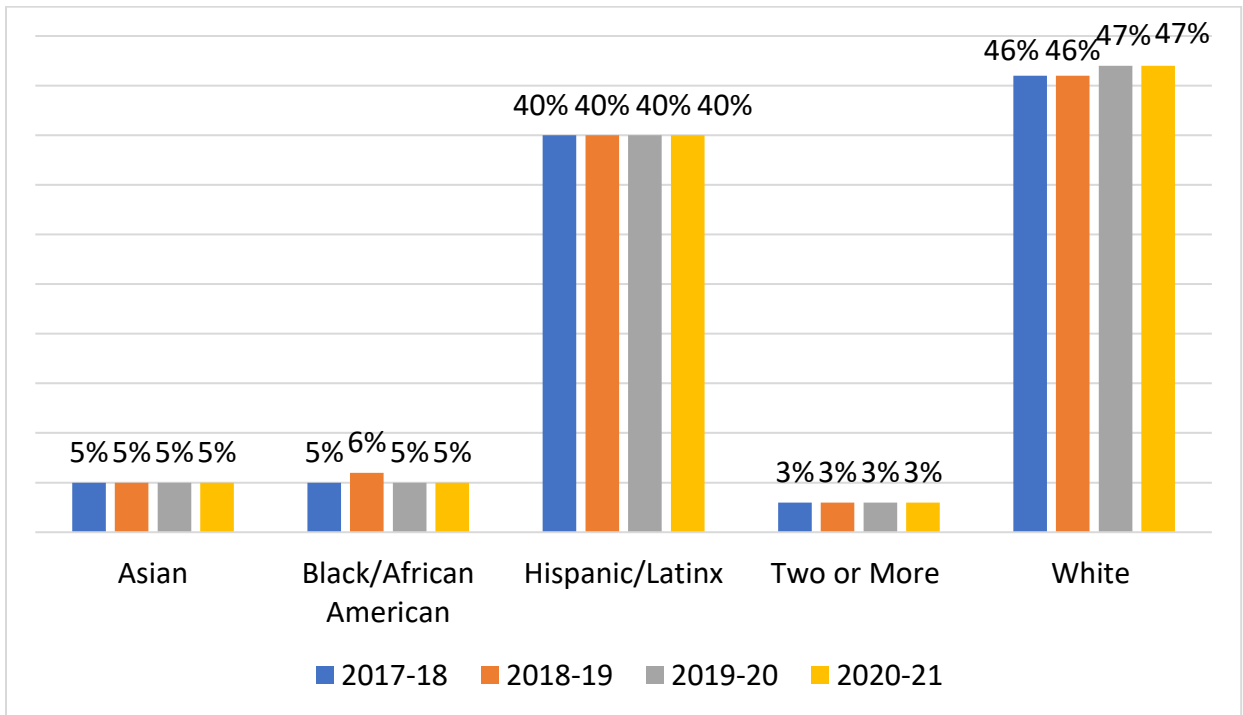


Table 2.25: Student POSITIVE GROWTH count on I-Ready²⁶ benchmark assessment in MATH by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	522	582	4,216	357	4,930	10,607
2018-19	476	581	4,169	346	4,752	10,324
2019-20	452	504	3,889	296	4,516	9,657
2020-21	385	338	2,944	241	3,508	7,416

Chart 2.25: Student POSITIVE GROWTH percent on I-Ready benchmark assessment in MATH by race/ethnicity

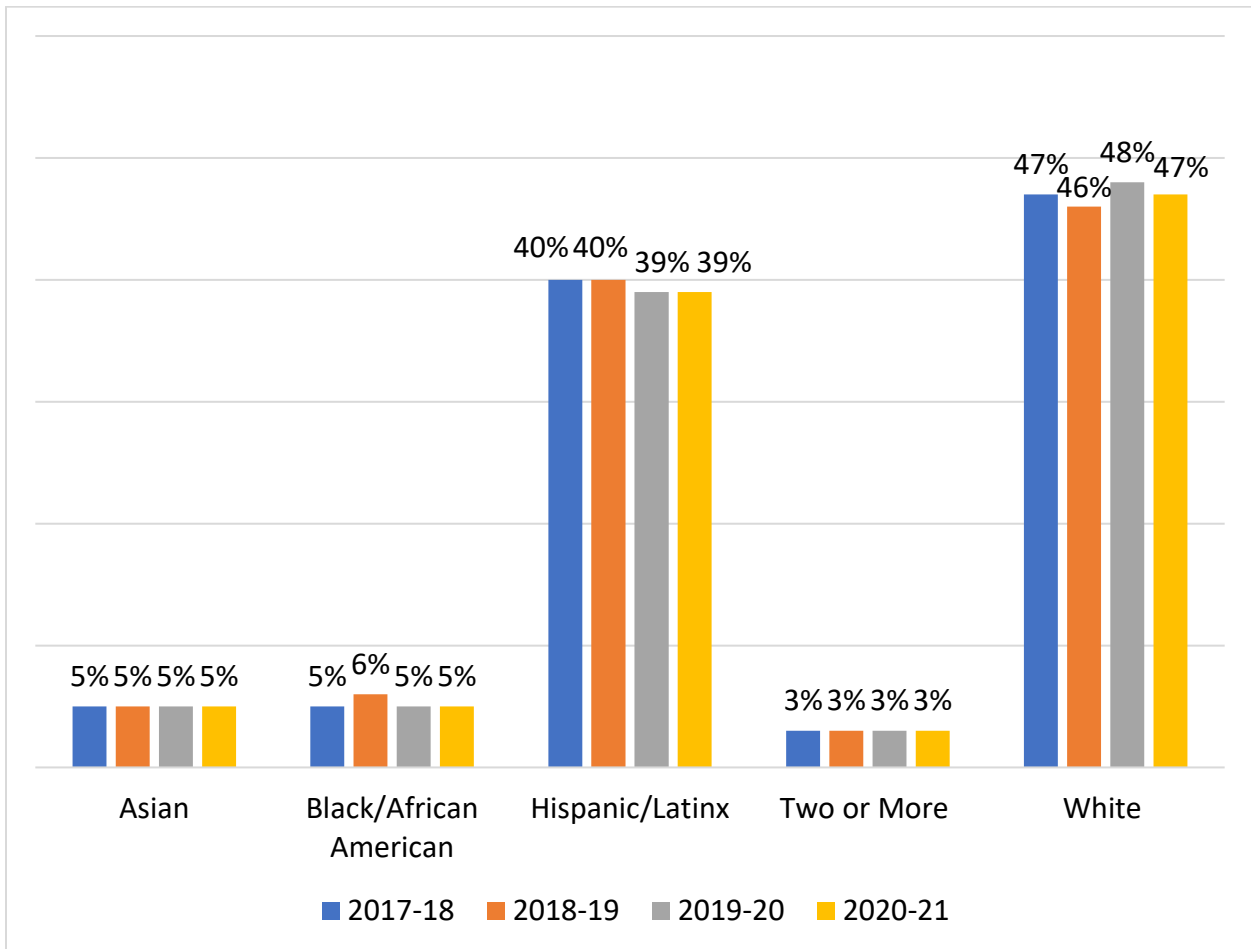


²⁶ I-Ready = Online program to monitor progress in reading and/or mathematics.

Table 2.25A: Student POSITIVE GROWTH count on I-Ready²⁷ benchmark assessment in ELA by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	458	500	3,821	311	4,472	9,593
2018-19	453	526	3,829	292	4,414	9,544
2019-20	423	481	3,577	314	4,328	9,152
2020-21	382	347	2,860	244	3,419	7,283

Chart 2.25A: Student POSITIVE GROWTH count on I-Ready benchmark assessment in ELA by race/ethnicity

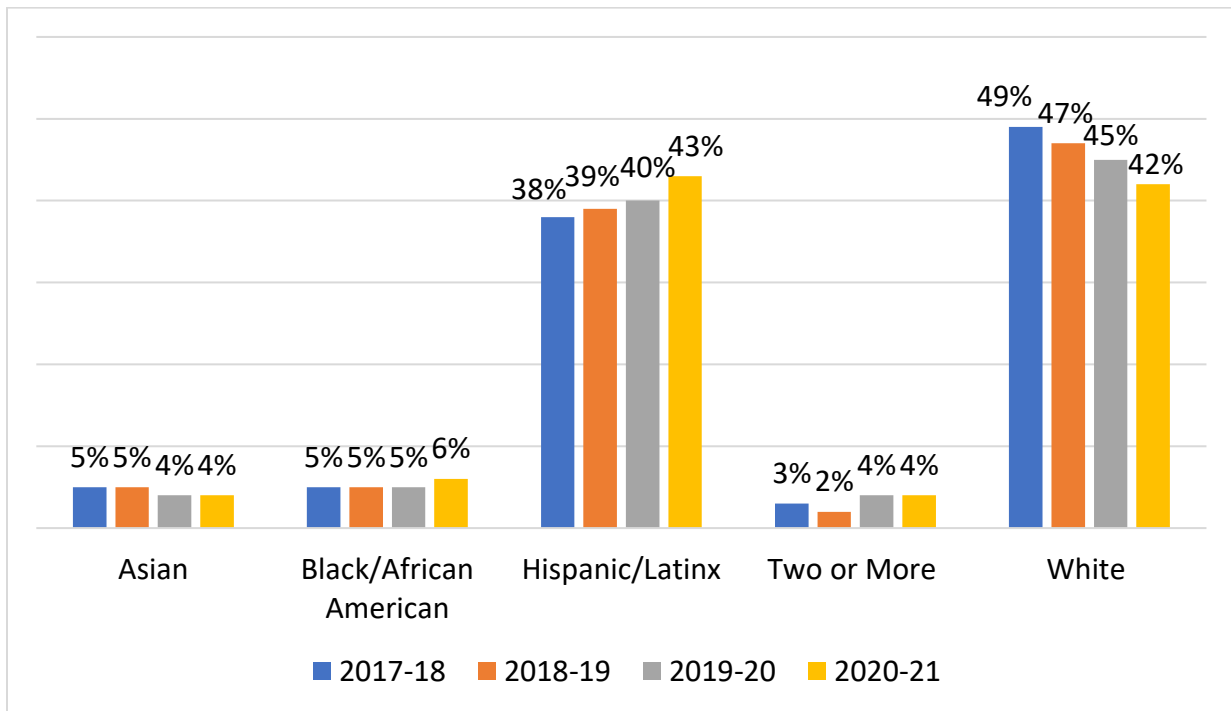


²⁷ I-Ready = Online program to monitor progress in reading and/or mathematics.

Table 2.26: Student NEGATIVE PERFORMANCE count on I-Ready²⁸ benchmark assessment in MATH by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	99	107	791	62	1,021	2,080
2018-19	123	123	895	56	1,079	2,276
2019-20	115	140	1,062	114	1,193	2,624
2020-21	165	260	1,781	160	1,748	4,114

Chart 2.26: Student NEGATIVE PERFORMANCE percent on I-Ready benchmark assessment in MATH by race/ethnicity

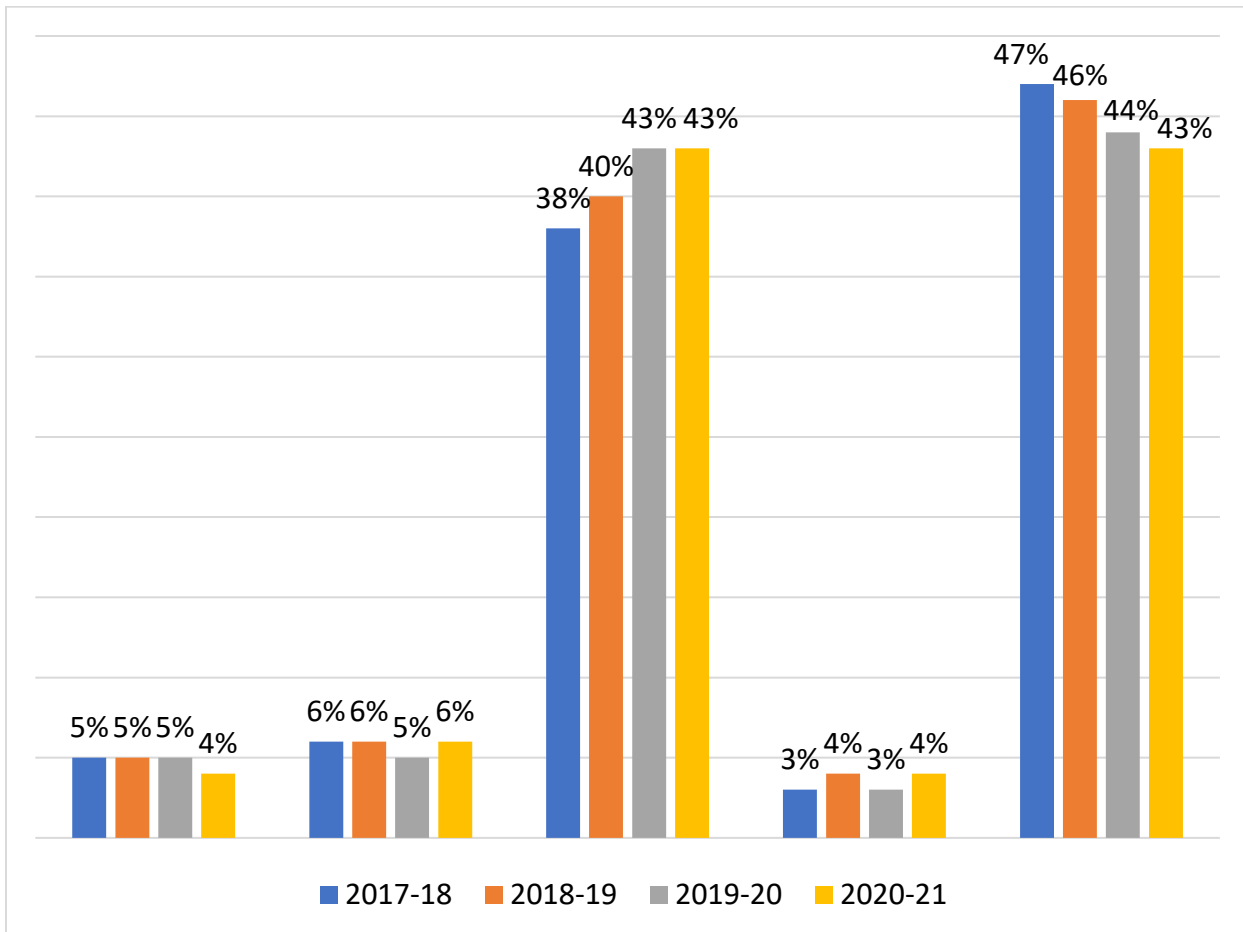


²⁸ I-Ready = Online program to monitor progress in reading and/or mathematics.

Table 2.26A: Student NEGATIVE PERFORMANCE count on I-Ready²⁹ benchmark assessment in ELA by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	165	188	1,184	107	1,470	3,119
2018-19	147	176	1,232	110	1,418	3,094
2019-20	145	161	1,358	97	1,404	3,178
2020-21	173	241	1,854	156	1,829	4,265

Chart 2.26: Student NEGATIVE PERFORMANCE count on I-Ready benchmark assessment in ELA by race/ethnicity

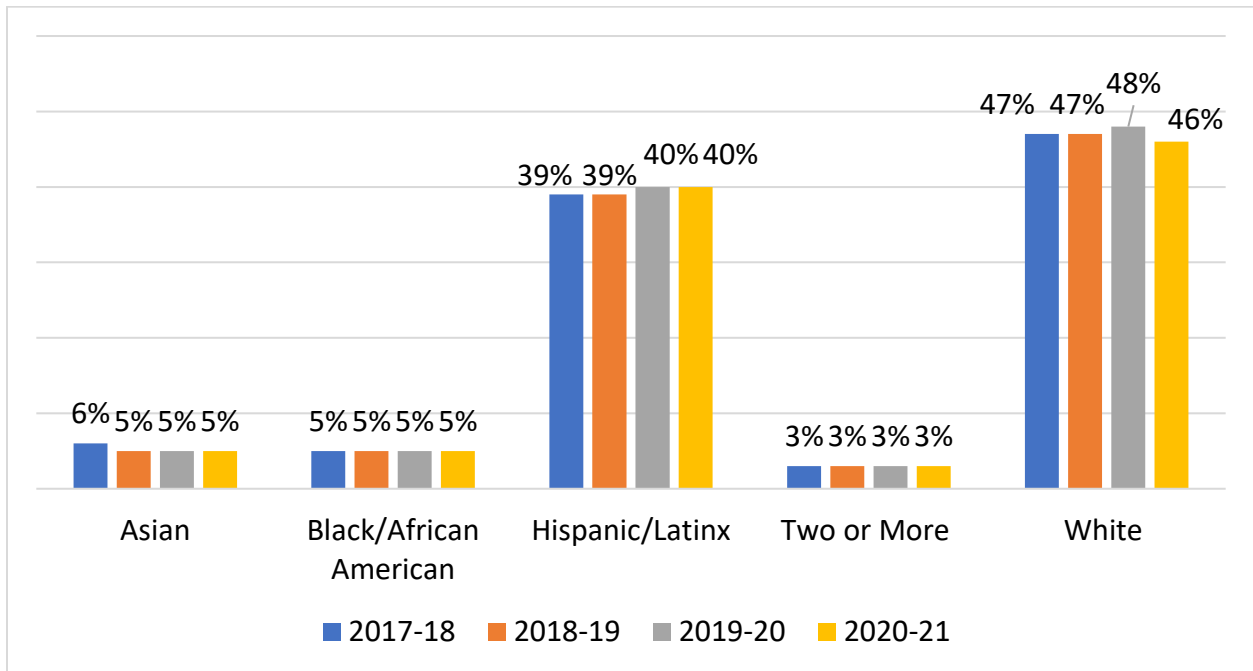


²⁹ I-Ready = Online program to monitor progress in reading and/or mathematics.

Table 2.27: Number of Students Tested in Standardized Assessment³⁰ in READING by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	884	831	6,188	529	7,584	16,016
2018-19	895	842	6,333	544	7,676	16,290
2019-20	765	734	5,757	488	6,797	14,541
2020-21	668	640	5,221	438	5,948	12,915

Chart 2.27: Percent of Students Tested in Standardized Assessment in READING by race/ethnicity

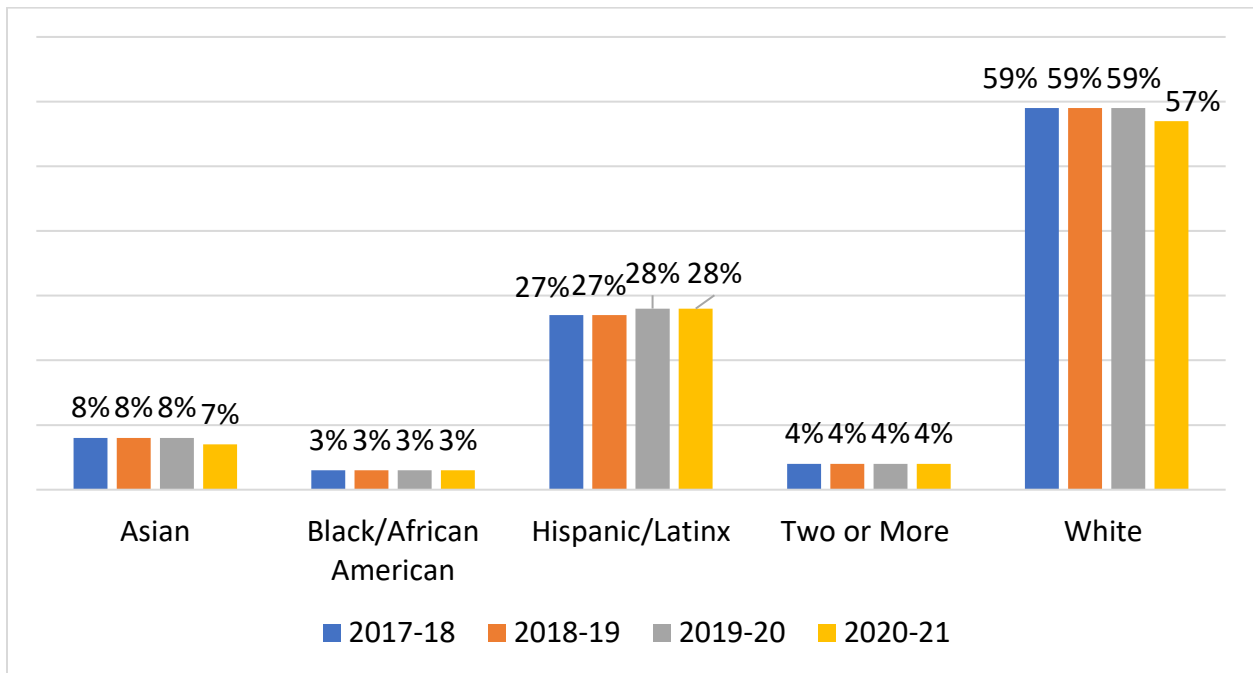


³⁰ Assessment reflects students performance on Illinois Assessment of Readiness (IAR) for students in grades 3-8. The Dynamic Learning Maps (DLM) for students with significant cognitive disabilities in grades 3-11 and Scholastic Aptitude Test (SAT) for students in grades 9.12.

Table 2.28: Number of Students Who Met Proficiency in Standardized Assessment³¹ in READING by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	621	233	2,083	305	4,592	7,834
2018-19	631	228	2,105	313	4,650	7,927
2019-20	548	215	2,004	282	4,218	7,267
2020-21	483	196	1,844	253	3,726	6,502

Chart 2.28: Percent of Students Who Met Proficiency in Standardized Assessment in READING by race/ethnicity

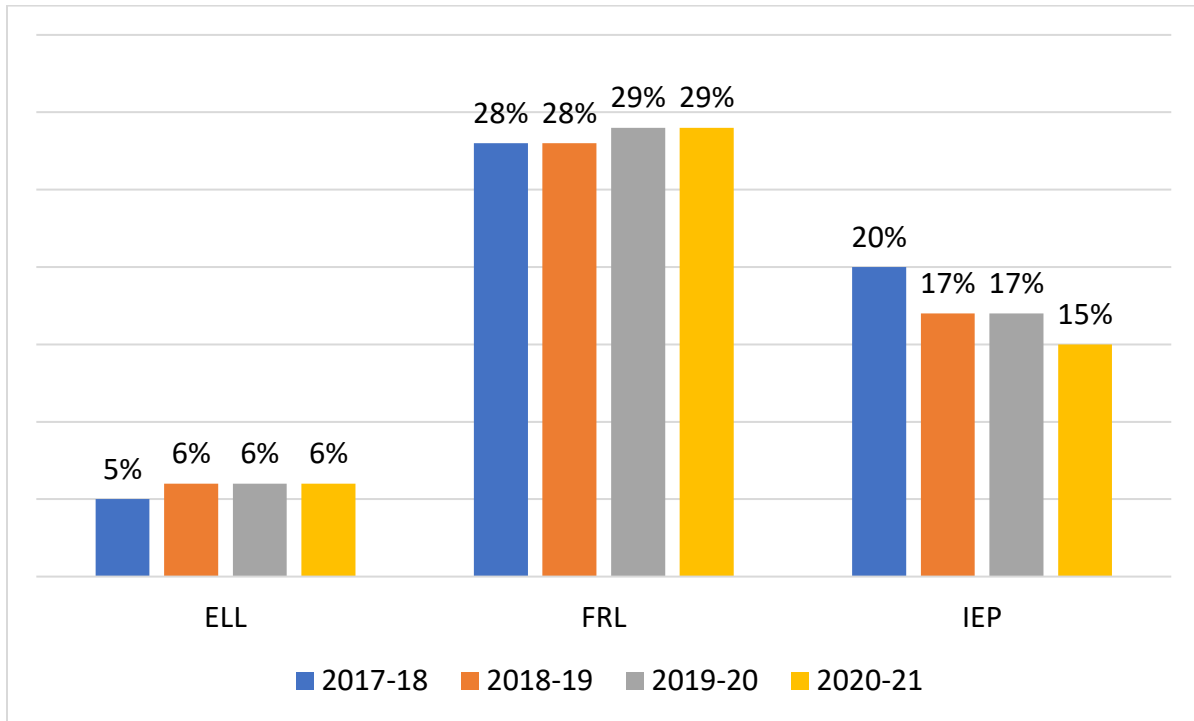


³¹ Assessment reflects students performance on (IAR) for students in grades 3-8. The DLM for students with significant cognitive disabilities in grades 3-11 and SAT for students in grades 9.12.

Table 2.29: Number of Students Tested in Standardized Assessment³² in READING by special populations (Yes = students who met proficiency; No = students who did not meet proficiency)

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	117	1,989	2,343	5,955	518	2,134
2018-19	125	2,089	2,282	5,941	465	2,236
2019-20	126	2,039	2,129	5,271	406	2,039
2020-21	122	1,979	1,897	4,674	328	1,845

Chart 2.29: Percent of Students Who Met Proficiency in Standardized Assessment in READING by special populations

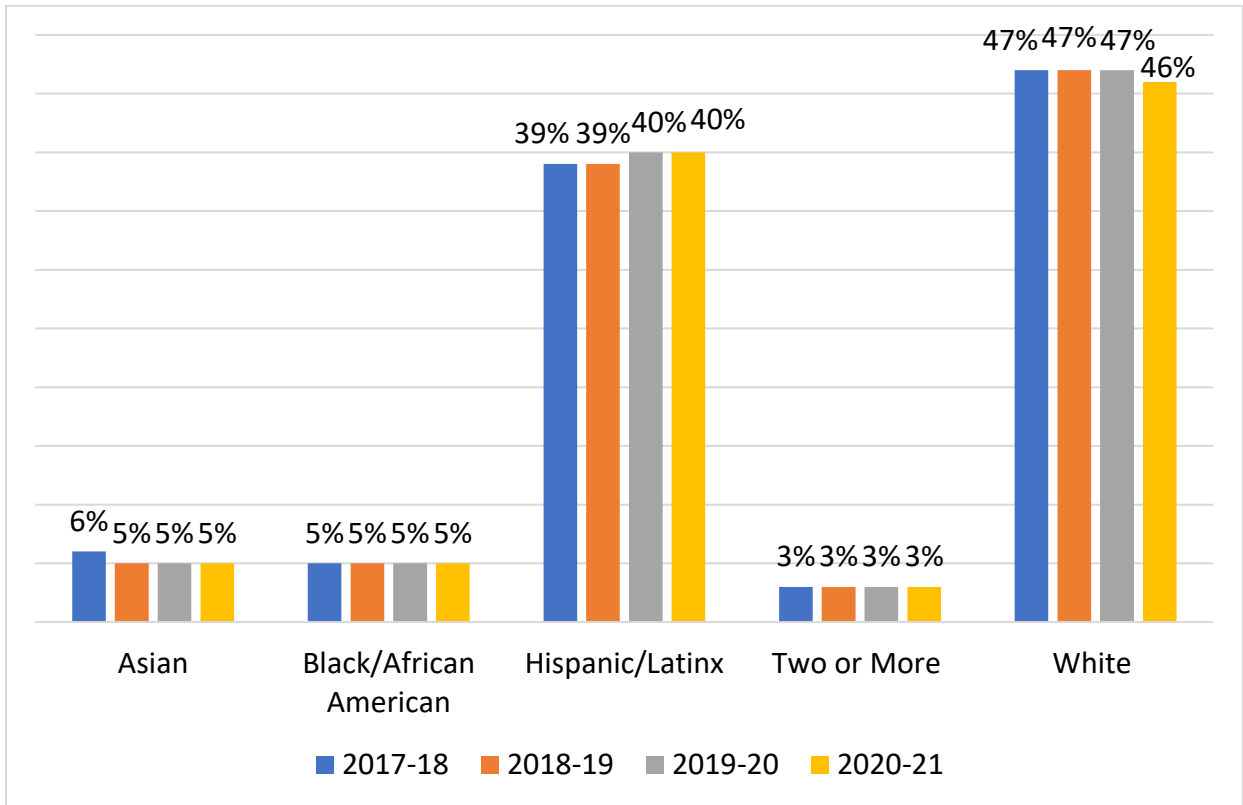


³² Assessment reflects students performance on (IAR) for students in grades 3-8. The DLM for students with significant cognitive disabilities in grades 3-11 and SAT for students in grades 9.12.

Table 2.30: Number of Students Tested in Standardized Assessment³³ in MATH by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	885	826	6,181	527	7,579	15,998
2018-19	894	838	6,321	542	7,671	16,266
2019-20	764	727	5,774	486	6,789	14,540
2020-21	667	633	5,203	436	5,938	12,877

Chart 2.30: Percent of Students Tested in Standardized Assessment in MATH by race/ethnicity

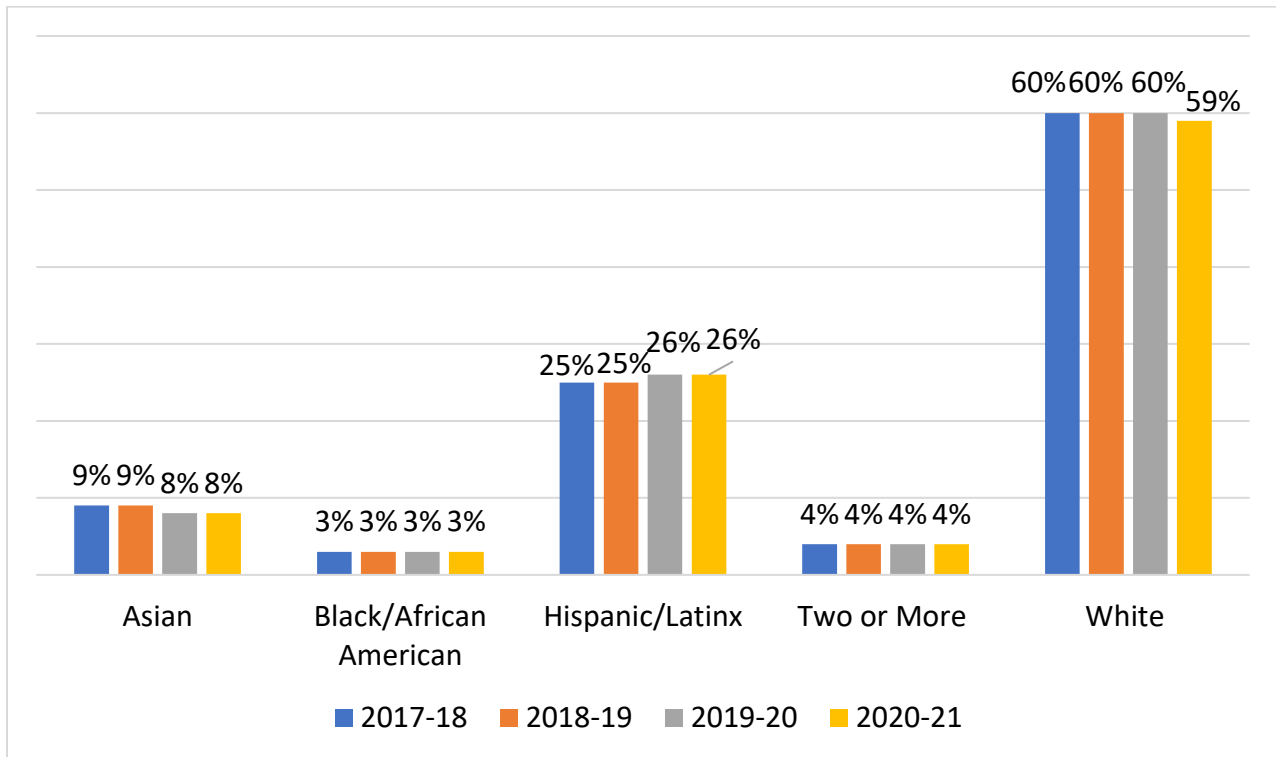


³³ Assessment reflects students performance on (IAR) for students in grades 3-8. The DLM for students with significant cognitive disabilities in grades 3-11 and SAT for students in grades 9.12.

Table 2.31: Number of Students Who Met Proficiency in Standardized Assessment³⁴ in MATH by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	614	173	1,695	257	4,062	6,801
2018-19	617	175	1,722	269	4,113	6,896
2019-20	526	160	1,601	238	3,735	6,260
2020-21	455	144	1,450	211	3,277	5,537

Chart 2.31: Percent of Students Who Met Proficiency in Standardized Assessment in MATH by race/ethnicity

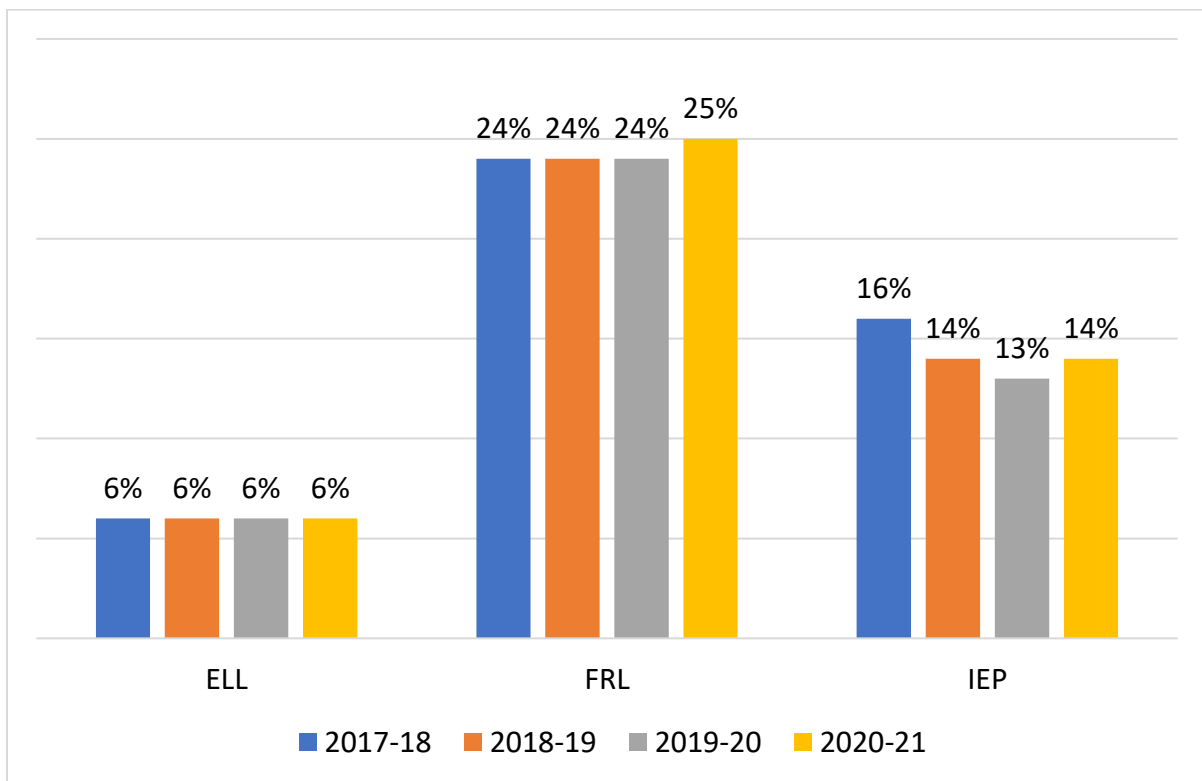


³⁴ Assessment reflects students performance on (IAR) for students in grades 3-8. The DLM for students with significant cognitive disabilities in grades 3-11 and SAT for students in grades 9.12.

Table 2.32: Number of Students Tested in Standardized Assessment³⁵ in MATH by special populations
 (Yes = students who met proficiency; No = students who did not meet proficiency)

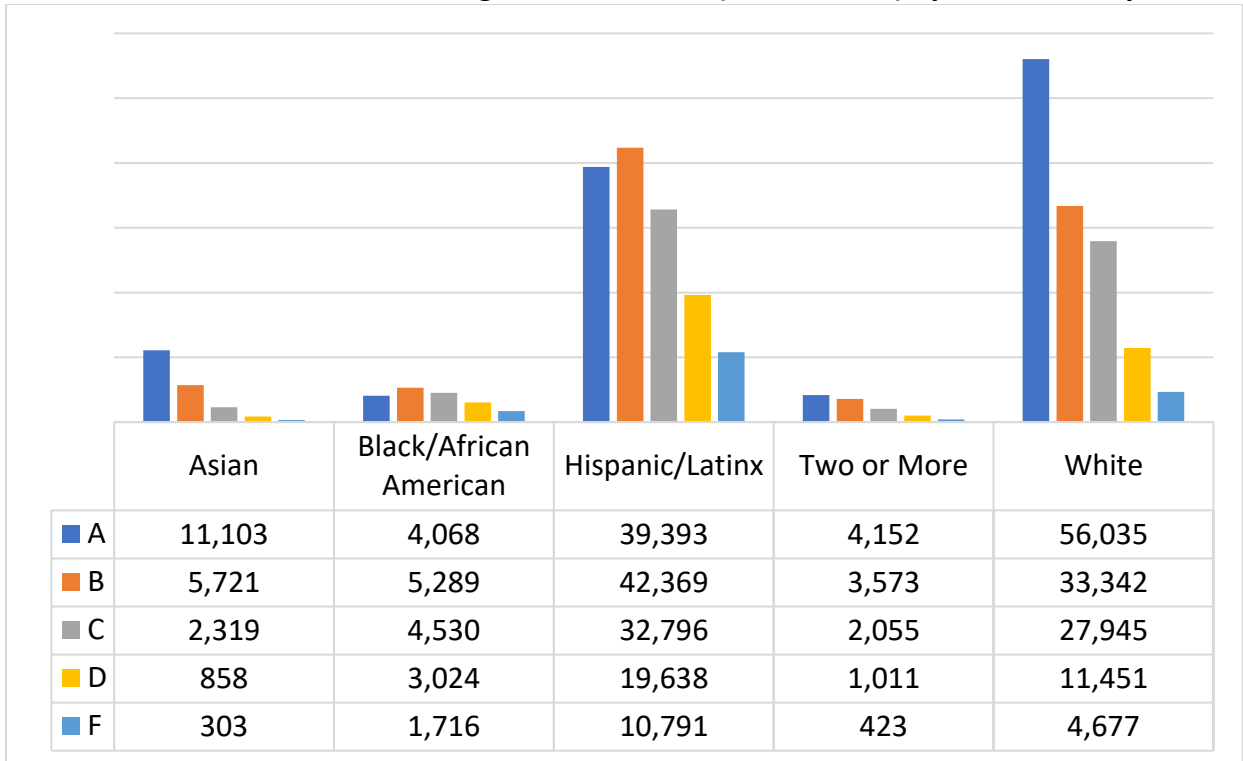
Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	116	1,978	1,921	6,064	397	2,147
2018-19	123	2,069	1,883	6,031	362	2,244
2019-20	119	2,022	1,726	5,369	313	2,047
2020-21	121	1,955	1,549	4,764	251	1,858

Chart 2.32: Percent of Students Tested in Standardized Assessment in MATH by special populations

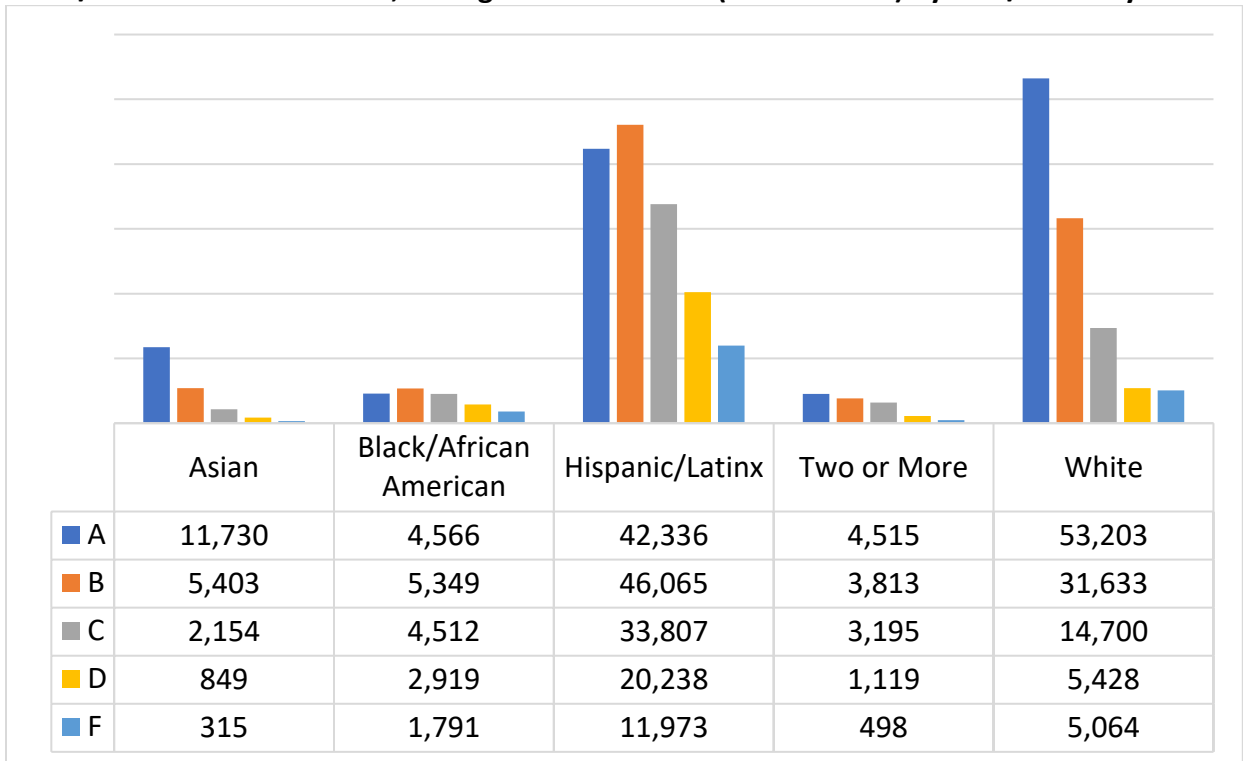


³⁵ Assessment reflects students performance on (IAR) for students in grades 3-8. The DLM for students with significant cognitive disabilities in grades 3-11 and SAT for students in grades 9.12.

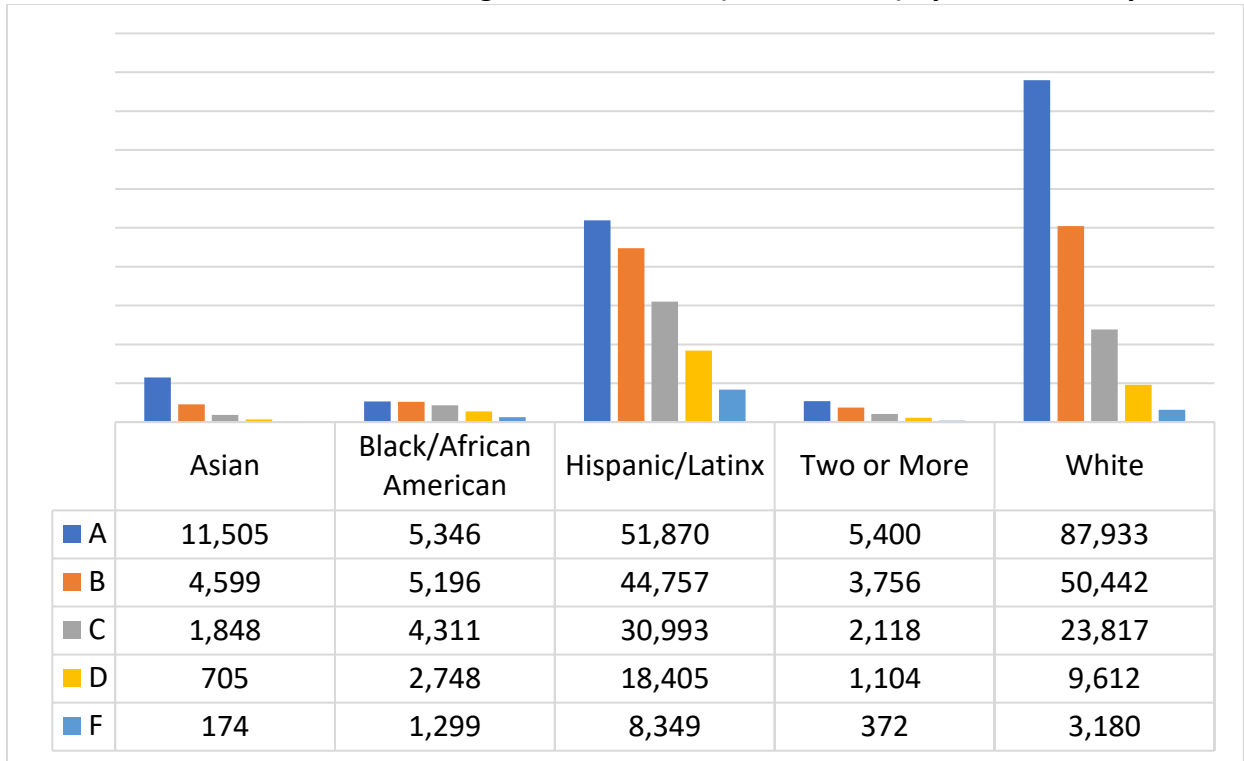
Table/Chart 2.33: SY 2017-18, Final grade INSTANCES (not students) by race/ethnicity



Table/Chart 2.34: SY 2018-19, Final grade INSTANCES (not students) by race/ethnicity



Table/Chart 2.35: SY 2019-20, Final grade INSTANCES (not students) by race/ethnicity



Table/Chart 2.36: SY 2020-21, Final grade INSTANCES (not students) by race/ethnicity

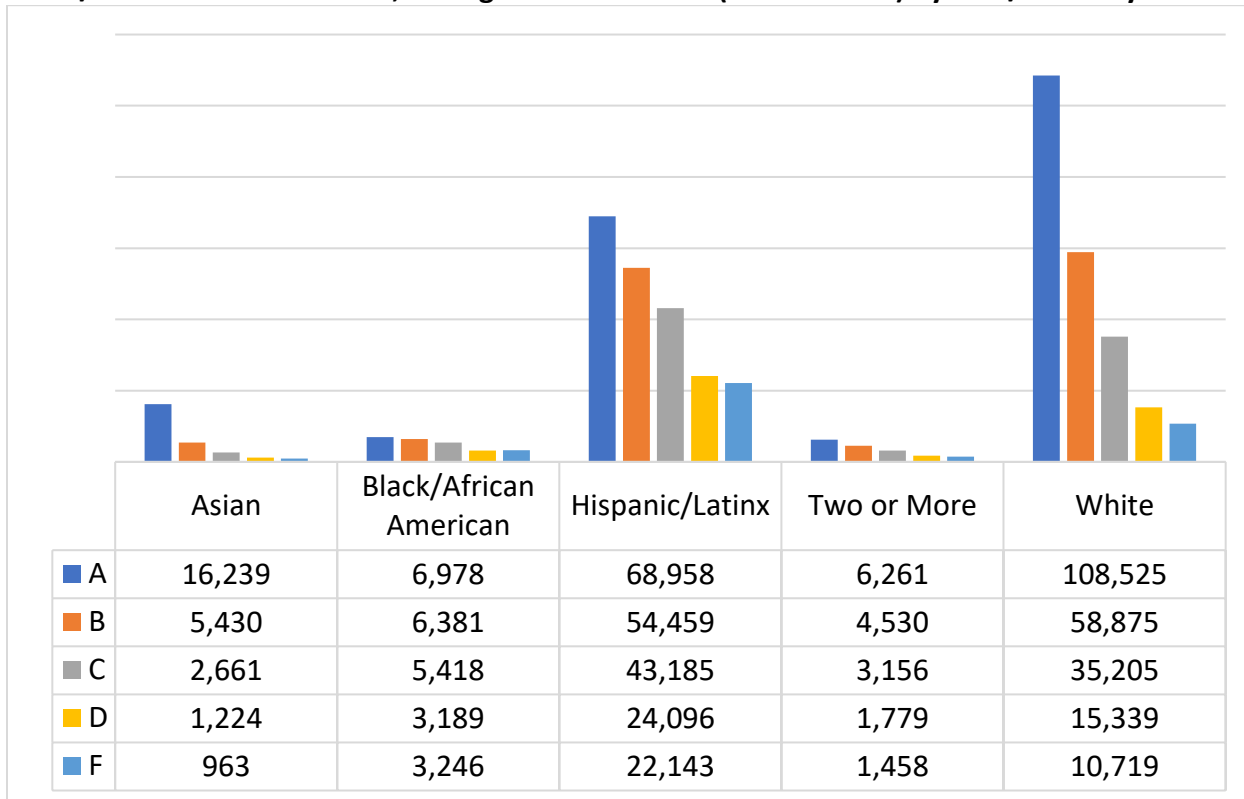
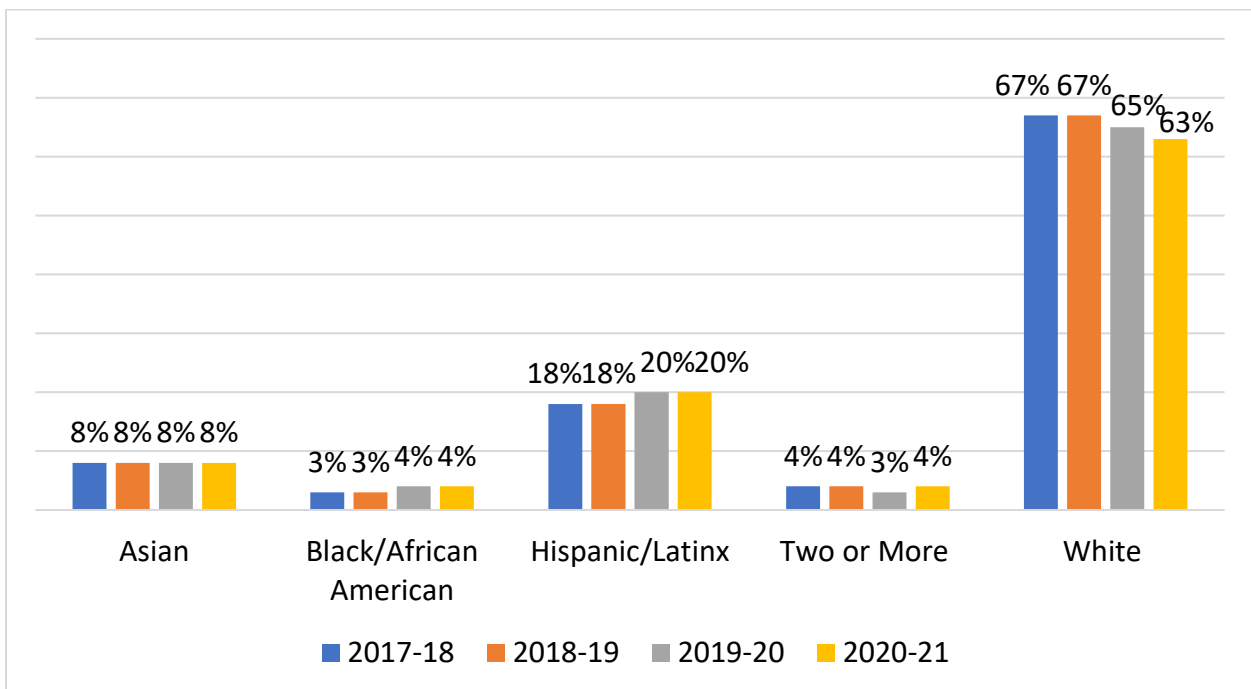


Table 2.37: Student extracurricular participation count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total ³⁶
2017-18	256	98	595	116	2,216	3,290
2018-19	217	90	521	100	1,893	2,828
2019-20	189	85	457	81	1,514	2,334
2020-21	158	71	386	73	1,190	1,886

Chart 2.37: Student extracurricular participation percent by race/ethnicity

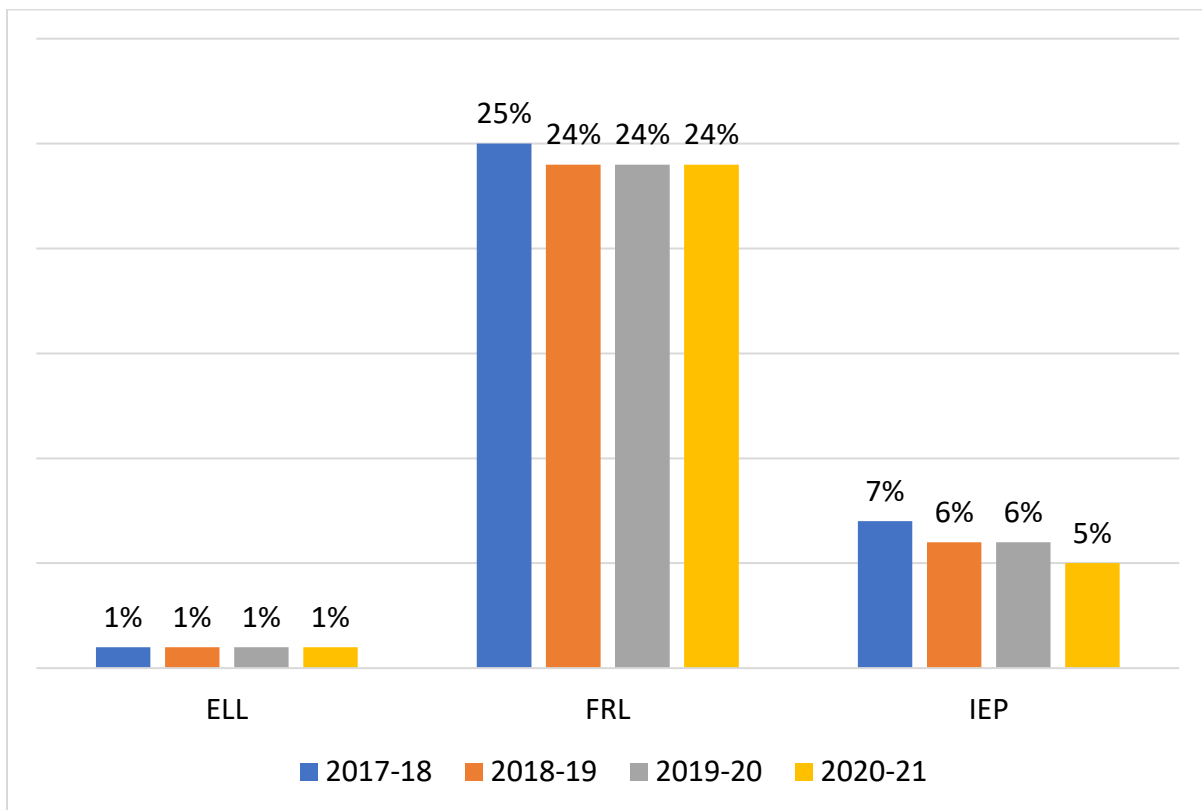


³⁶ Total does not include all racial groups.

Table 2.38: Student extracurricular participation count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	31	3,259	807	2,483	218	3,074
2018-19	34	2,794	665	2,163	178	2,653
2019-20	33	2,301	560	1,774	138	2,197
2020-21	28	1,858	451	1,435	103	1,783

Chart 2.38: Student extracurricular participation percent by special populations



Table/Chart 2.39: Student extracurricular participation count by the intersectionality of race/ethnicity and special populations

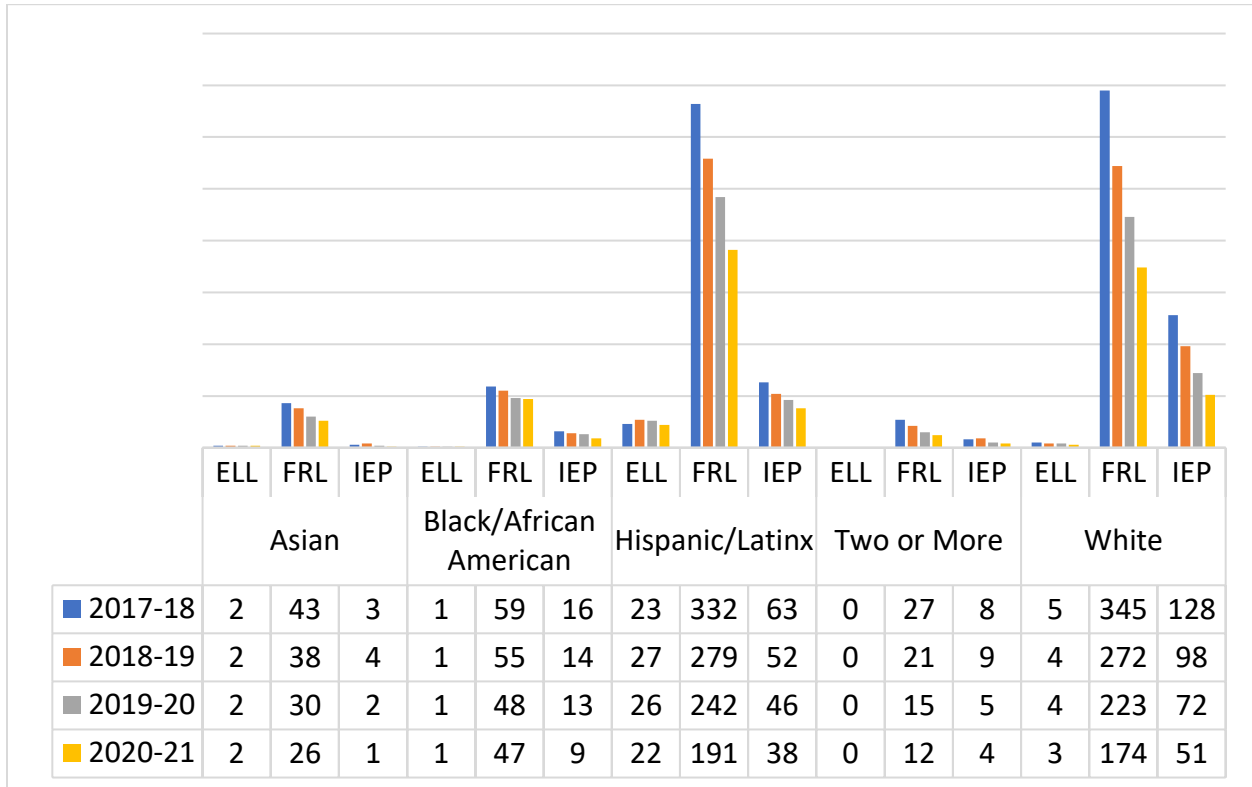
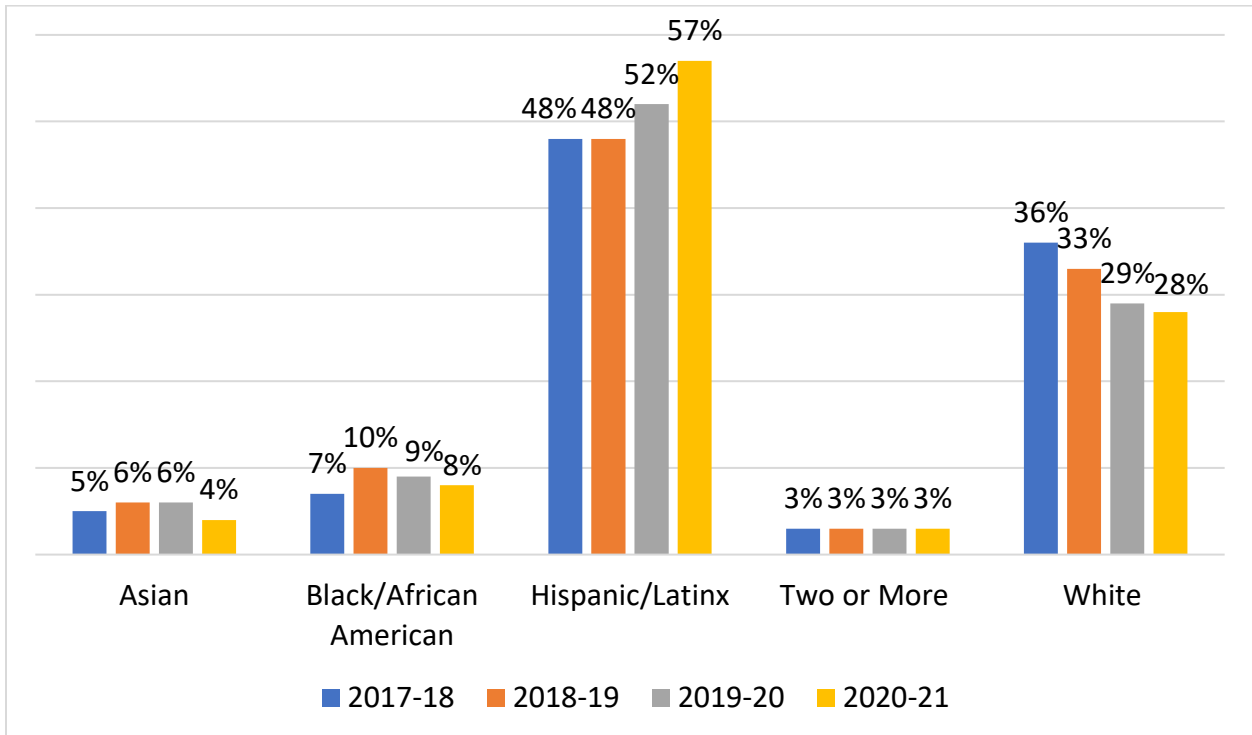


Table 2.40: Student retention³⁷ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total ³⁸
2017-18	42	60	416	30	308	862
2018-19	46	79	391	23	266	812
2019-20	35	56	332	22	185	635
2020-21	33	71	489	24	237	860

Chart 2.40: Student retention percent by race/ethnicity



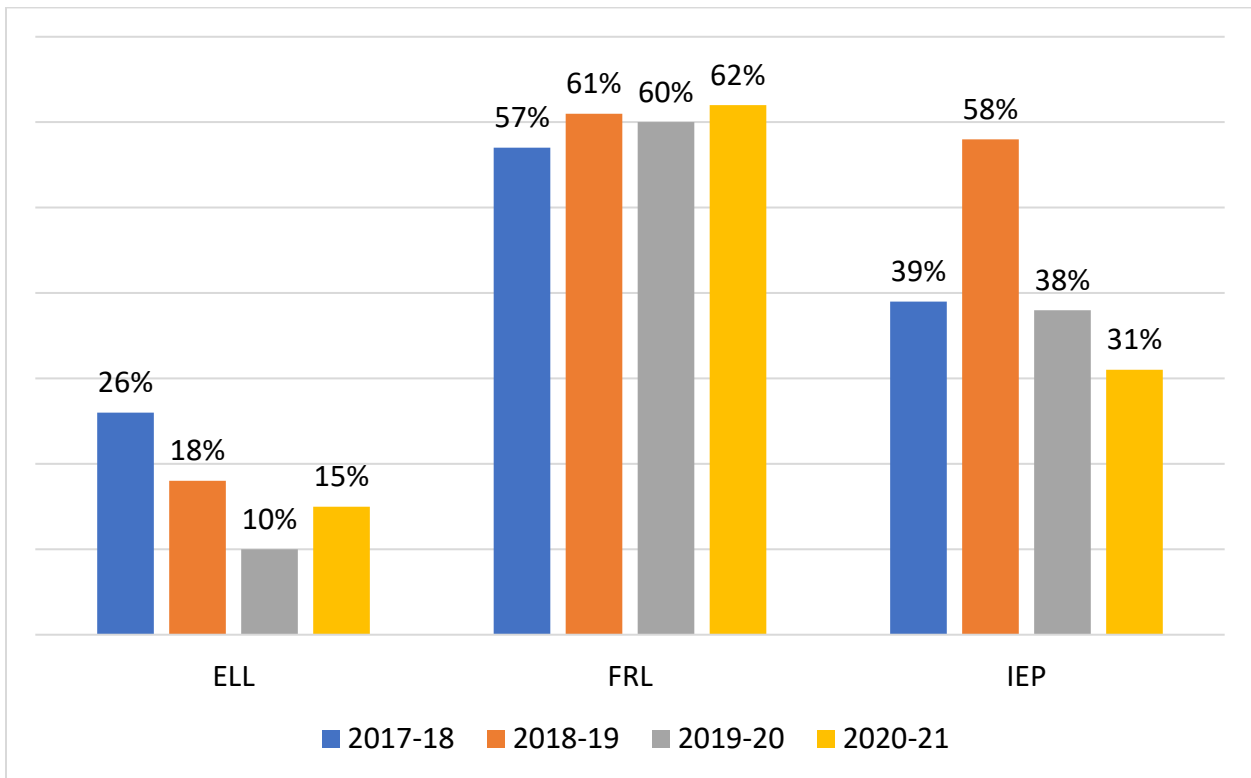
³⁷ Student retention is a reflection of students that are not in the grade level that correlates with their age range. The data set reflects students in high school who are not earned enough credits to be promoted to the next grade level.

³⁸ Total does not include all racial groups.

Table 2.41: Student retention³⁹ count by special populations

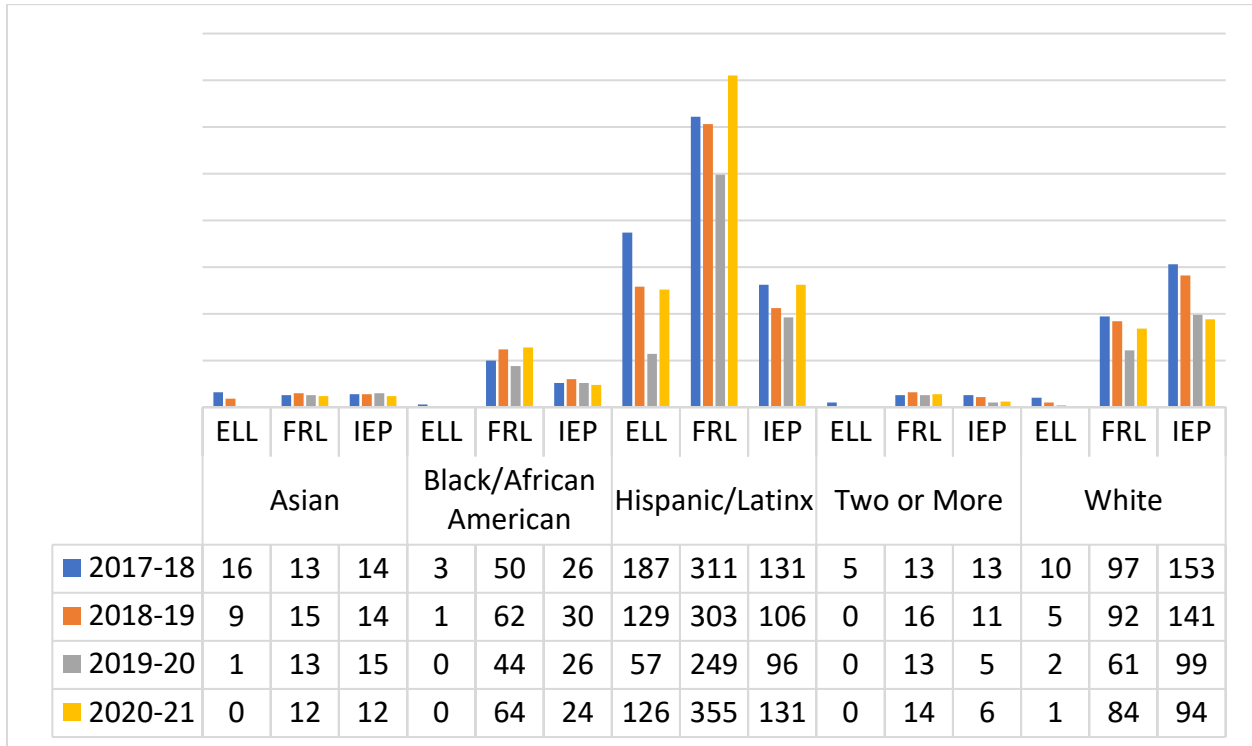
Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	223	639	488	374	340	523
2018-19	147	665	492	320	304	218
2019-20	61	574	383	252	243	392
2020-21	128	732	533	327	269	592

Chart 2.41: Student retention percent by special populations



³⁹ Student retention is a reflection of students that are not in the grade level that correlates with their age range. The data set reflects students in high school who are not earned enough credits to be promoted to the next grade level.

Table/Chart 2.42: Student retention⁴⁰ count by the intersectionality of race/ethnicity and special populations

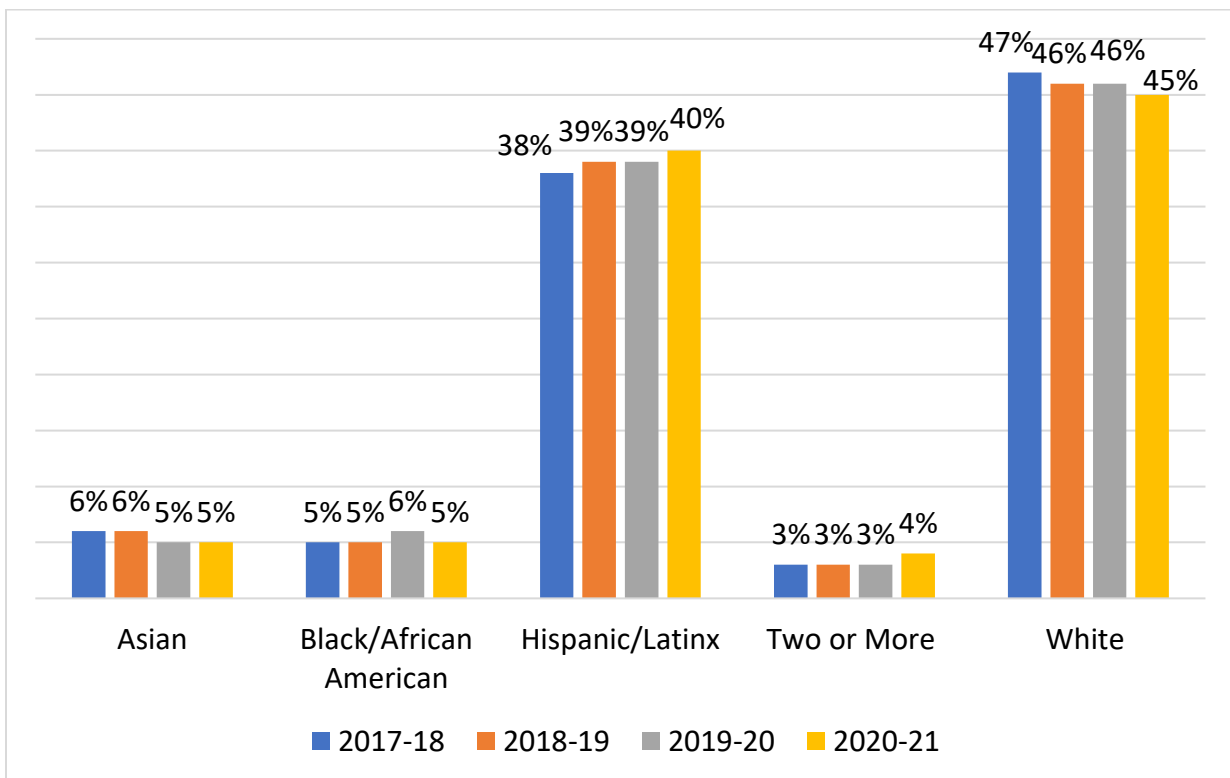


⁴⁰ Student retention is a reflection of students that are not in the grade level that correlates with their age range. The data set reflects students in high school who are not earned enough credits to be promoted to the next grade level.

Table 2.43: Student promotion⁴¹ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total ⁴²
2017-18	1,103	1,058	7,339	642	9,048	19,254
2018-19	1,067	1,039	7,384	654	8,820	19,017
2019-20	1,025	1,043	7,469	633	8,670	18,936
2020-21	974	991	7,271	636	8,099	18,038

Chart 2.43: Student promotion percent by race/ethnicity



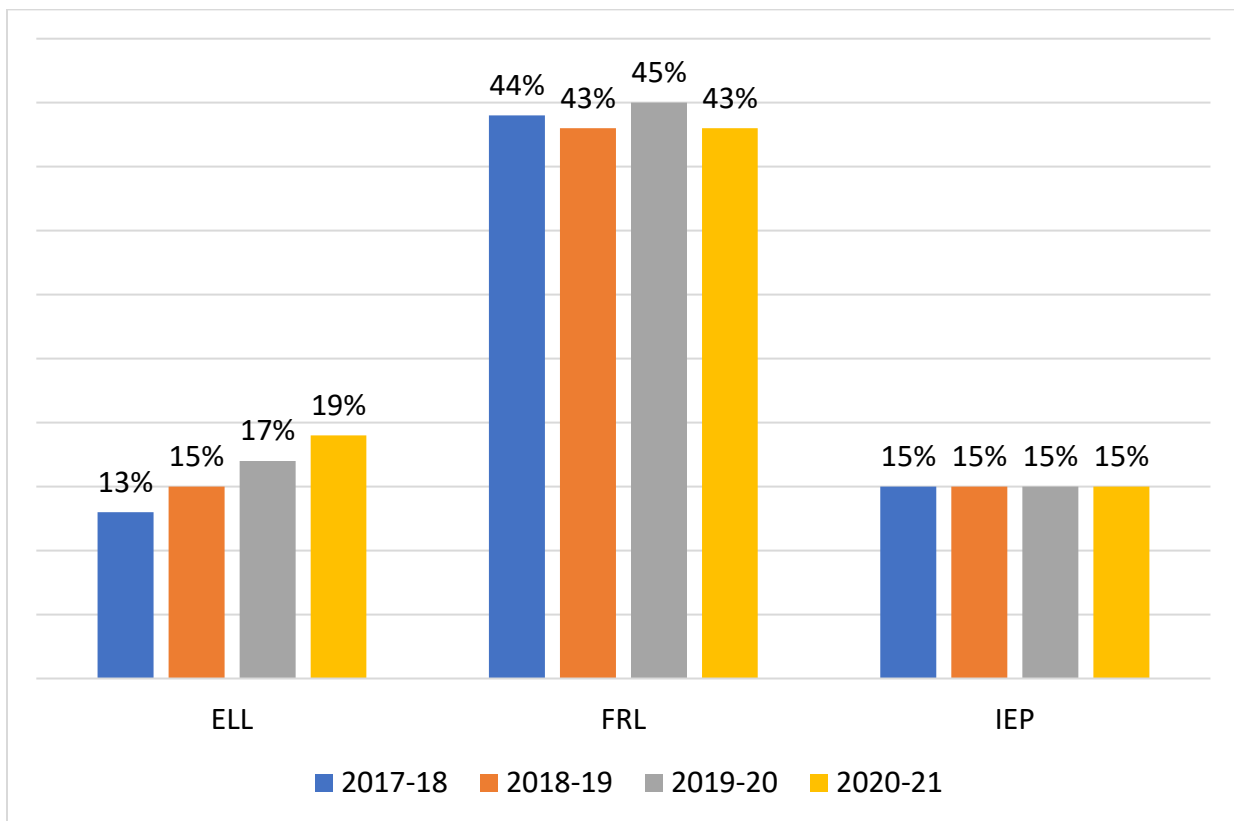
⁴¹ Student promotion is a reflection of students that are in the grade level that correlates with their age range.

⁴² Total does not include all racial groups.

Table 2.44: Student promotion⁴³ count by special populations

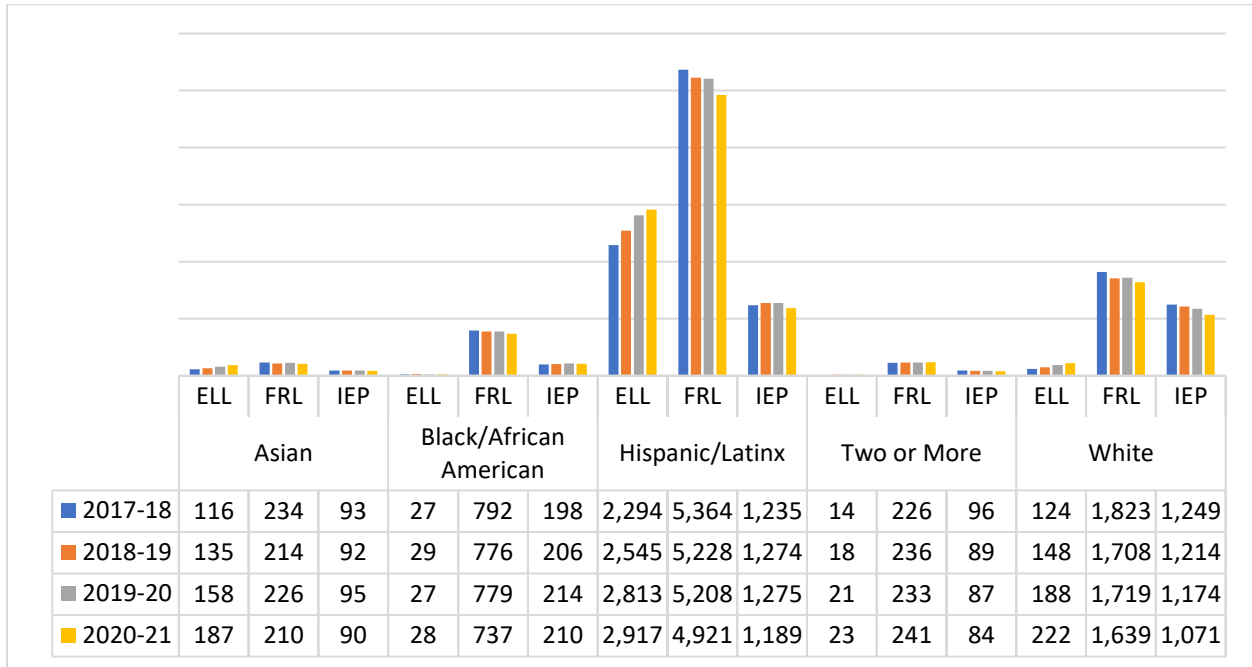
Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	2,587	16,667	8,467	10,787	2,879	16,384
2018-19	2,882	16,135	8,188	10,829	2,883	16,144
2019-20	3,219	15,717	8,191	10,746	2,854	16,085
2020-21	3,389	14,649	7,776	10,264	2,650	15,391

Chart 2.44: Student promotion percent by special populations



⁴³ Student promotion is a reflection of students that are in the grade level that correlates with their age range.

Table/Chart 2.45: Student promotion⁴⁴ count by the intersectionality of race/ethnicity and special populations

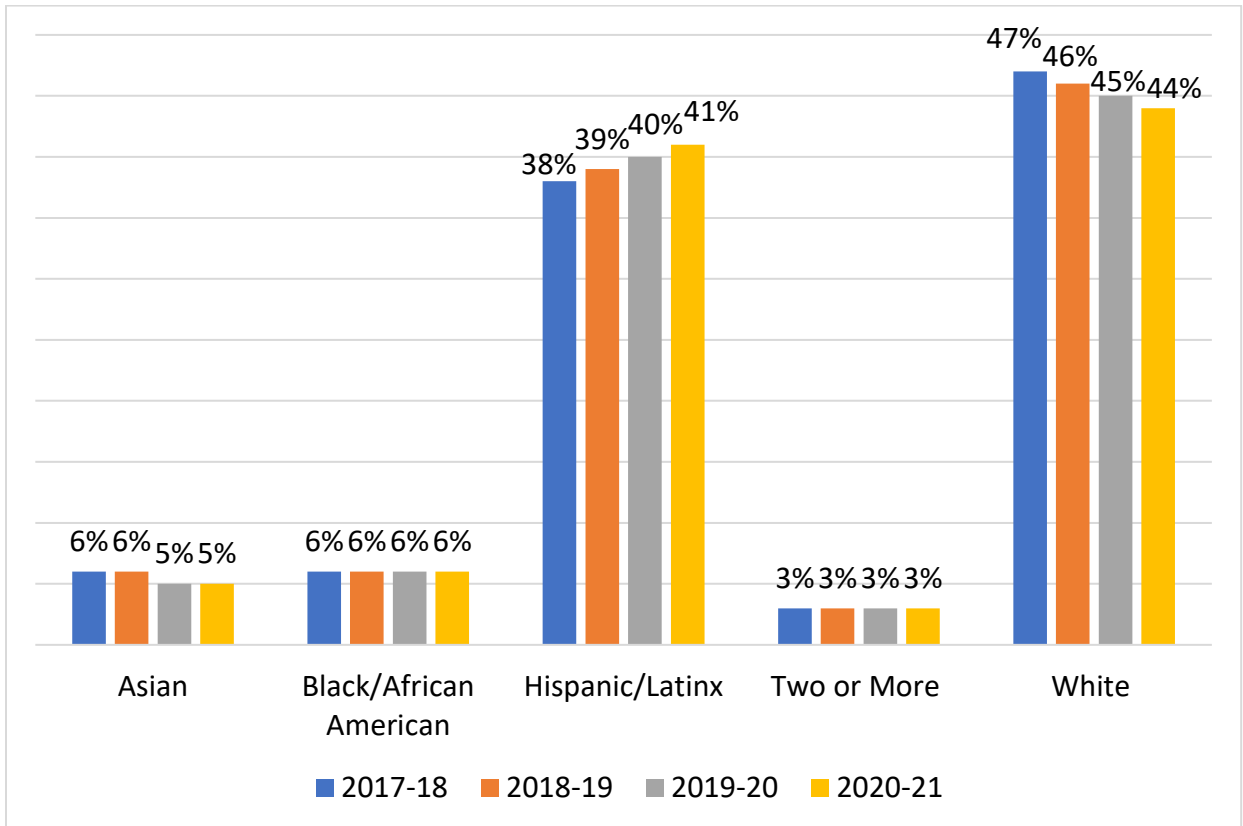


⁴⁴ Student promotion is a reflection of students that are in the grade level that correlates with their age range.

Table 2.46: Student home attendance count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total ³⁹
2017-18	1,255	1,212	8,343	713	10,197	21,796
2018-19	1,240	1,225	8,450	736	9,981	21,703
2019-20	1,165	1,226	8,503	731	9,737	21,440
2020-21	1,137	1,182	8,431	722	9,256	20,809

Chart 2.46: Student home attendance percent by race/ethnicity

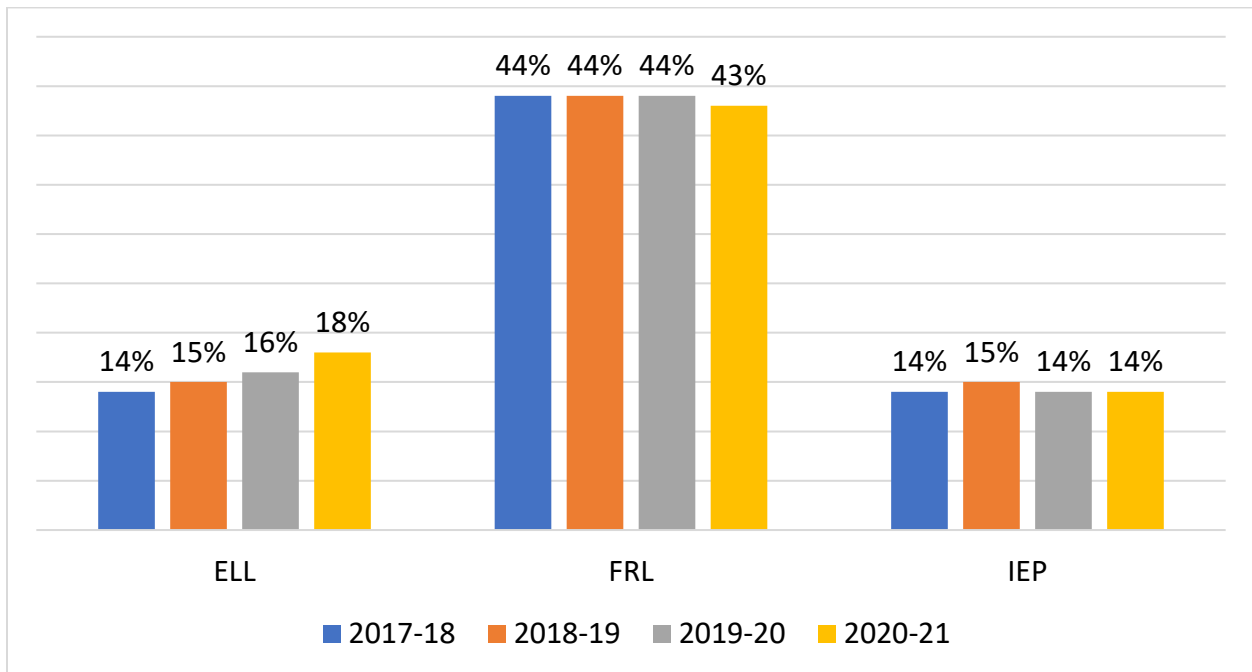


³⁹ Total does not include all racial groups.

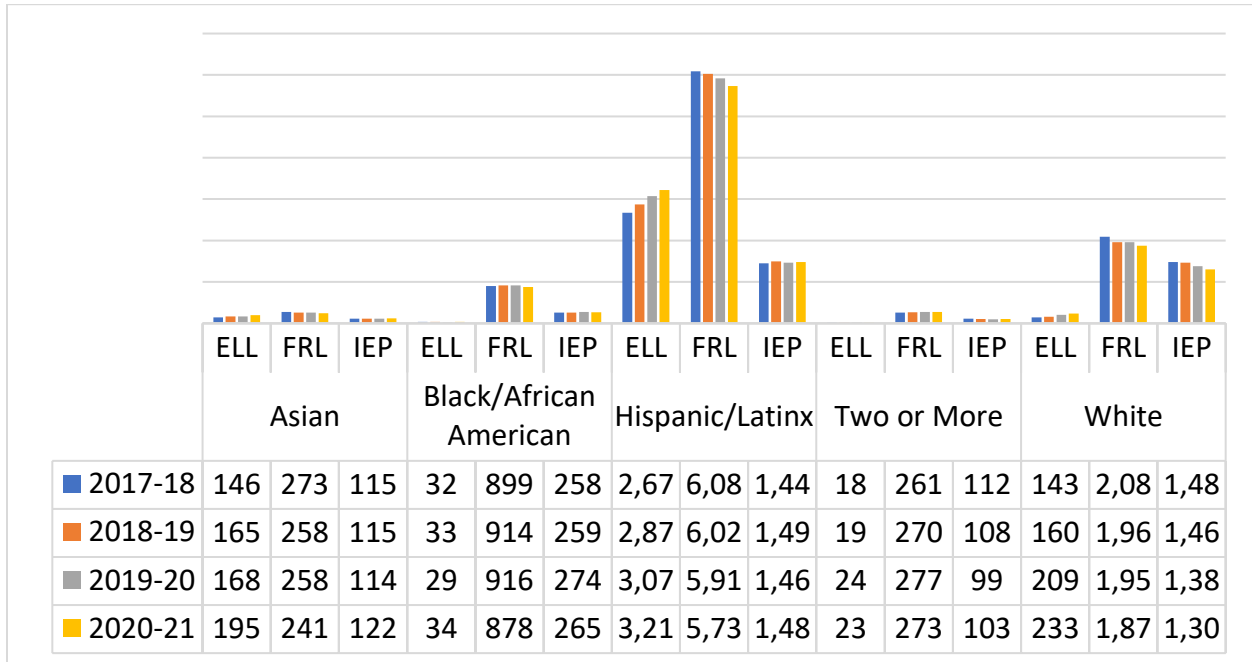
Table 2.47: Student home attendance count by race/ethnicity

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	2,963	18,833	9,643	12,153	3,163	18,677
2018-19	3,219	18,484	9,462	12,241	3,219	18,558
2019-20	3,484	17,956	9,357	12,084	3,096	18,370
2020-21	3,686	17,123	9,035	11,776	2,978	17,887

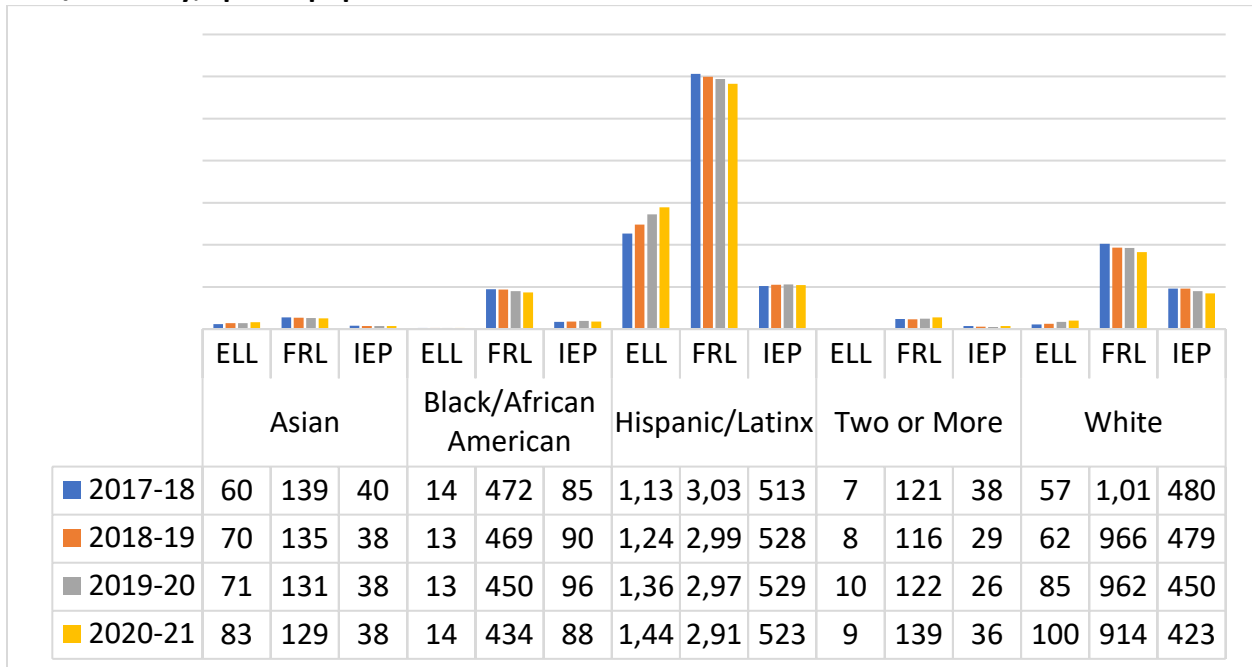
Chart 2.47: Student home attendance percent by race/ethnicity



Table/Chart 2.48: Student home school attendance count by the intersectionality of race/ethnicity and special populations



Table/Chart 2.49: Student home school attendance count by the intersectionality of race/ethnicity, special populations and FEMALE



Table/Chart 2.50: Student home school attendance count by the intersectionality of race/ethnicity, special populations and MALE

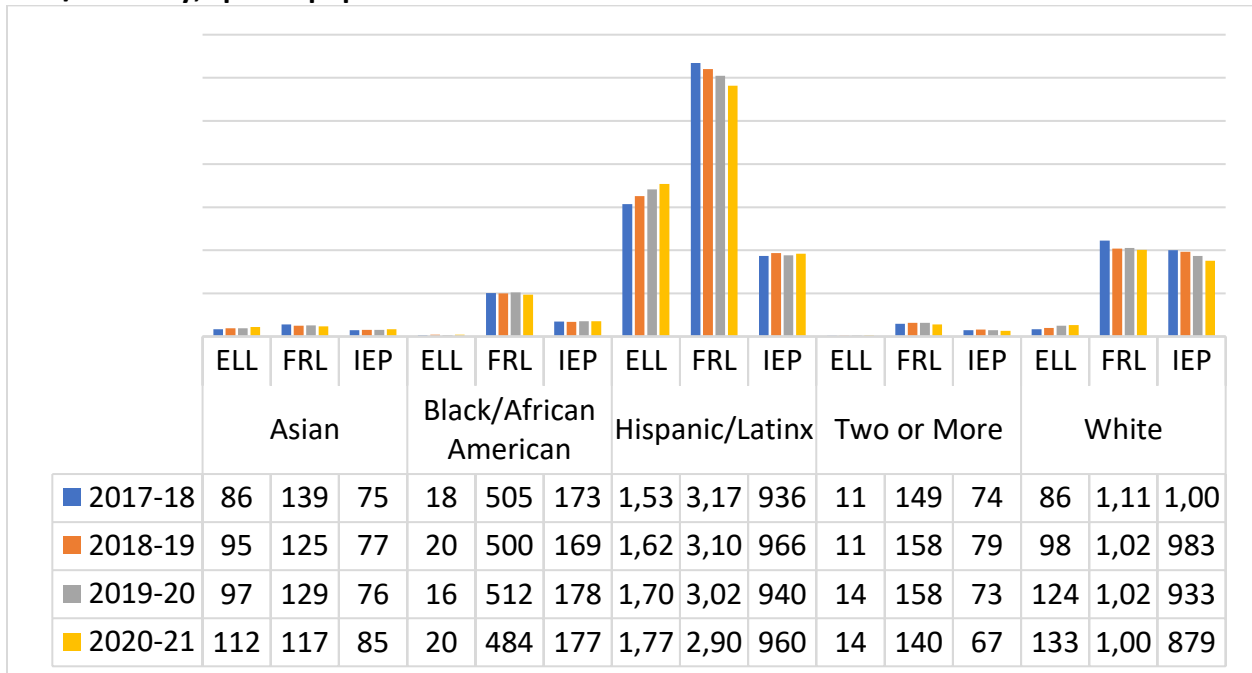


Table 2.51: Dropout count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	2	8	44	2	13	69
2018-19	0	6	30	3	18	57
2019-20	0	6	23	1	6	36
2020-21	0	6	10	0	10	26

Chart 2.51: Dropout percent by race/ethnicity

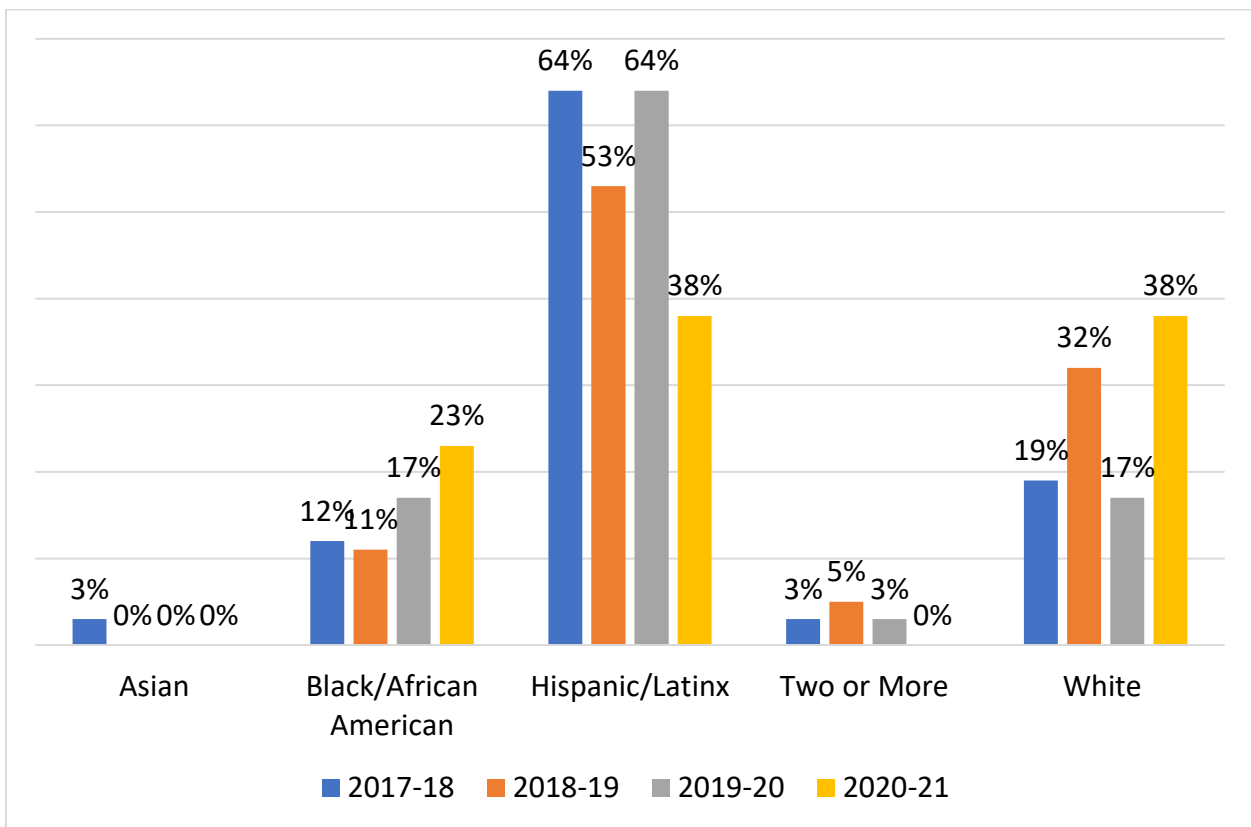
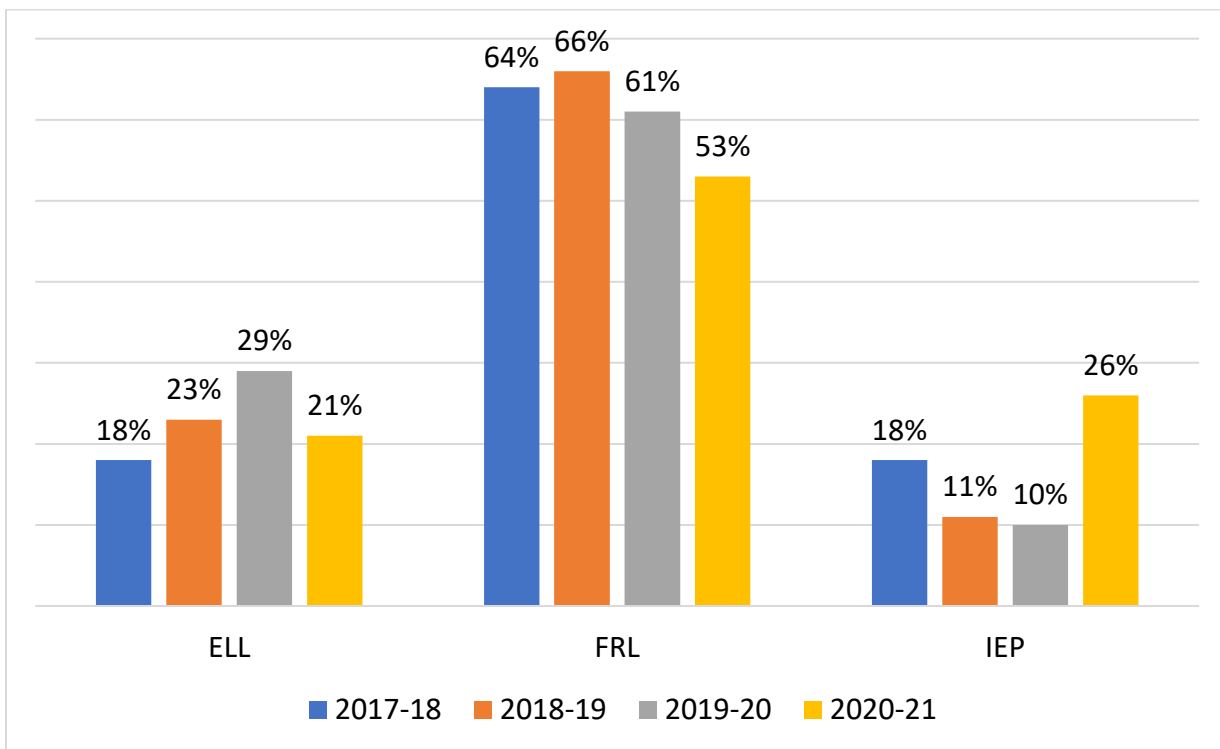


Table 2.52: Dropout count by special populations⁴⁵

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	13	3,016	47	9,863	13	3,420
2018-19	12	3,252	35	9,597	6	3,446
2019-20	9	3,508	19	9,510	3	3,350
2020-21	7	3,710	18	9,204	9	3,277

Chart 2.52: Dropout percent by special populations

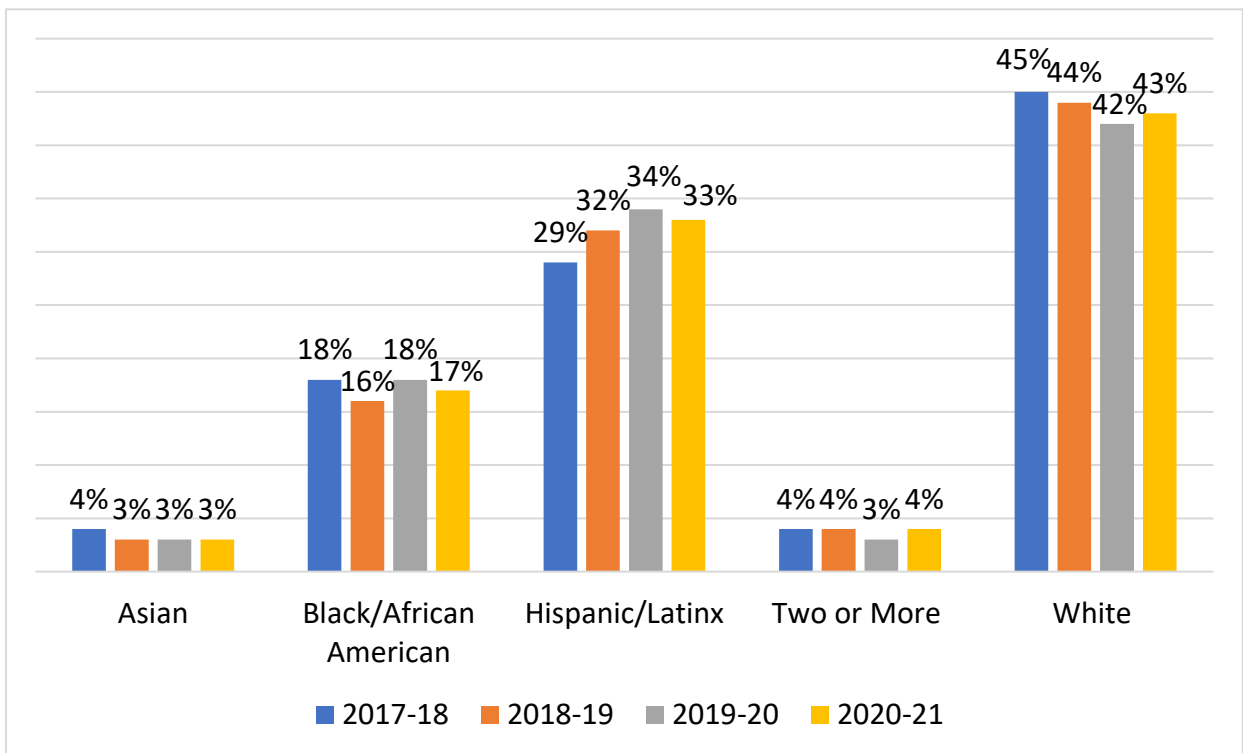


⁴⁵ "No" represents students in subpopulation that did not drop out.

Table 2.53: Outplacement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	8	33	54	8	85	188
2018-19	6	32	63	8	86	195
2019-20	5	35	67	6	82	195
2020-21	6	33	65	8	84	196

Chart 2.53: Outplacement percent by race/ethnicity



Table/Chart 2.54: Outplacement count by the intersectionality of race/ethnicity and special populations

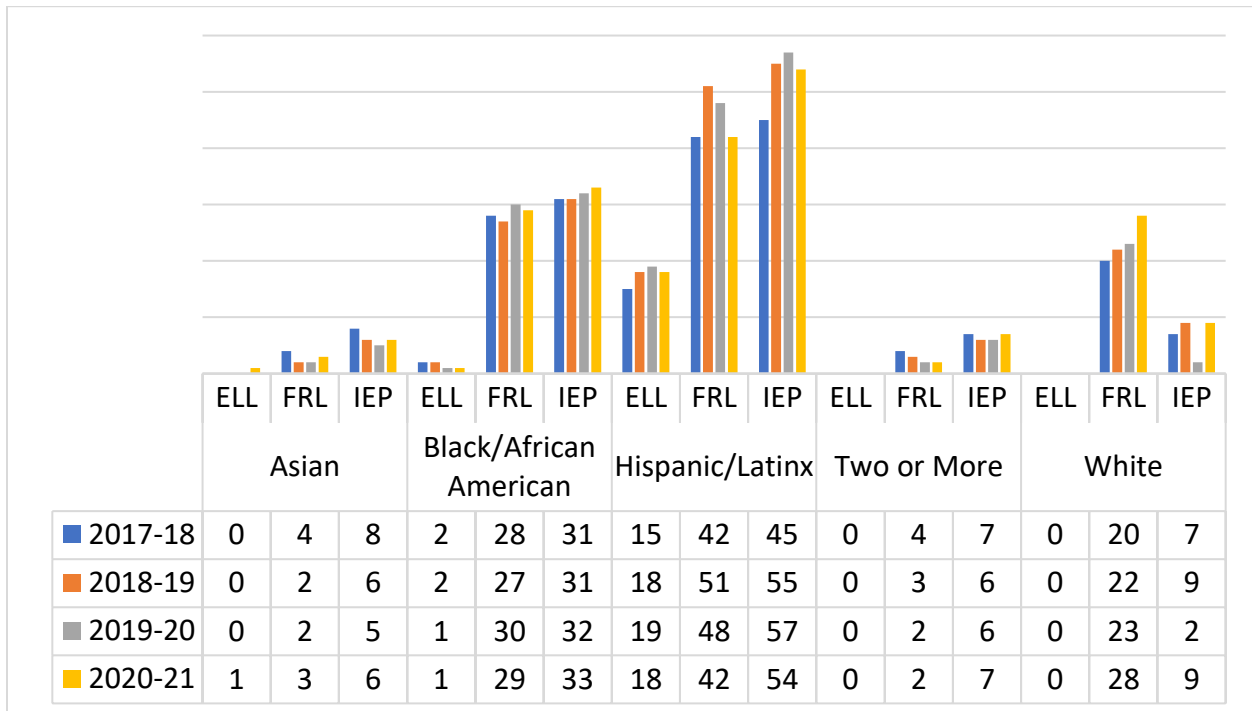
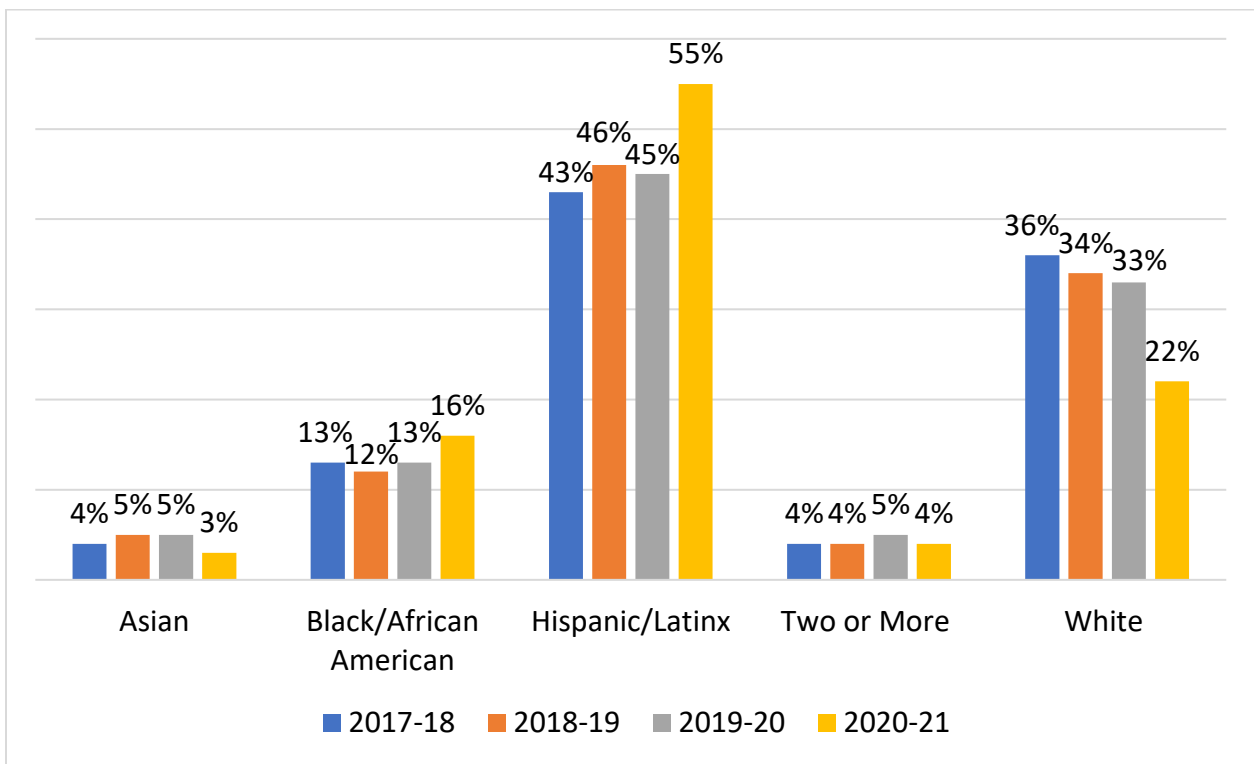


Table 2.55: Absenteeism⁴⁶ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	95	304	1,026	91	862	2,378
2018-19	130	326	1,221	101	897	2,675
2019-20	81	224	807	89	579	1,780
2020-21	84	484	1,679	121	677	3,045

Chart 2.55: Absenteeism percent by race/ethnicity

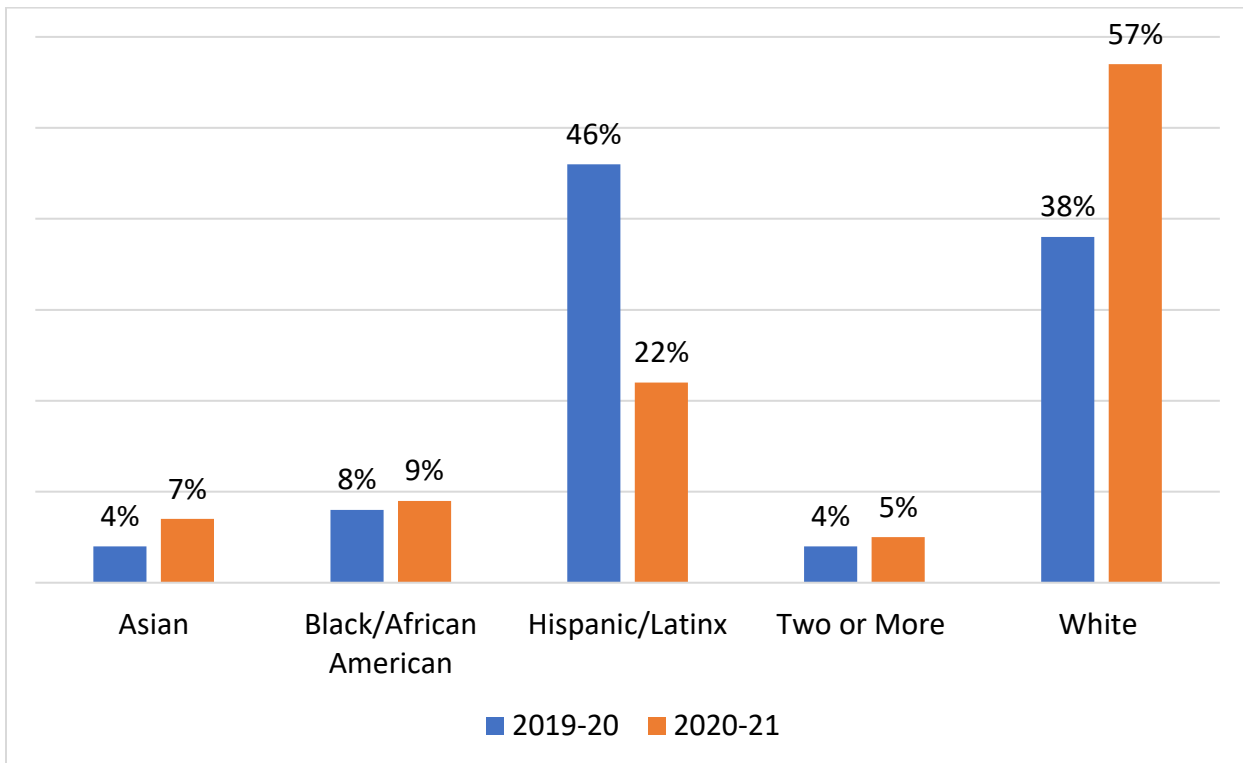


⁴⁶ Data reflects chronic truancy by demographic category.

Table 2.56: Tardiness⁴⁷ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2019-20	498	894	5,081	405	4,258	11,136
2020-21	667	852	2,132	455	5,545	9,651

Chart 2.56: Tardiness percent by race/ethnicity



⁴⁷ Data reflects number of students with at least one occurrence.

Table 2.57: Truancy count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	0	8	45	5	30	88
2018-19	1	16	53	2	55	127
2019-20	0	6	21	1	7	35
2020-21	3	22	64	4	40	133

Chart 2.57: Truancy percent by race/ethnicity

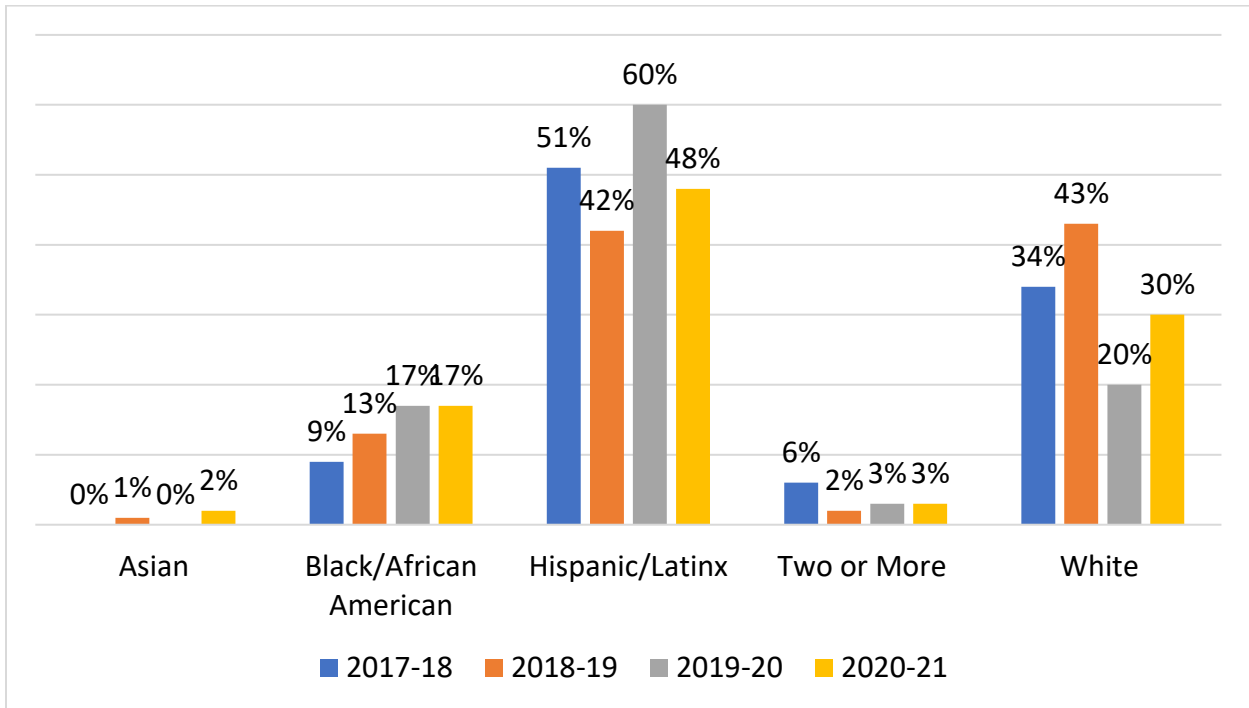


Table 2.58: Transfer count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	0	9	18	4	49	80
2018-19	1	16	30	1	44	92
2019-20	1	8	17	1	25	52
2020-21	1	8	31	1	18	59

Chart 2.58: Transfer percent by race/ethnicity

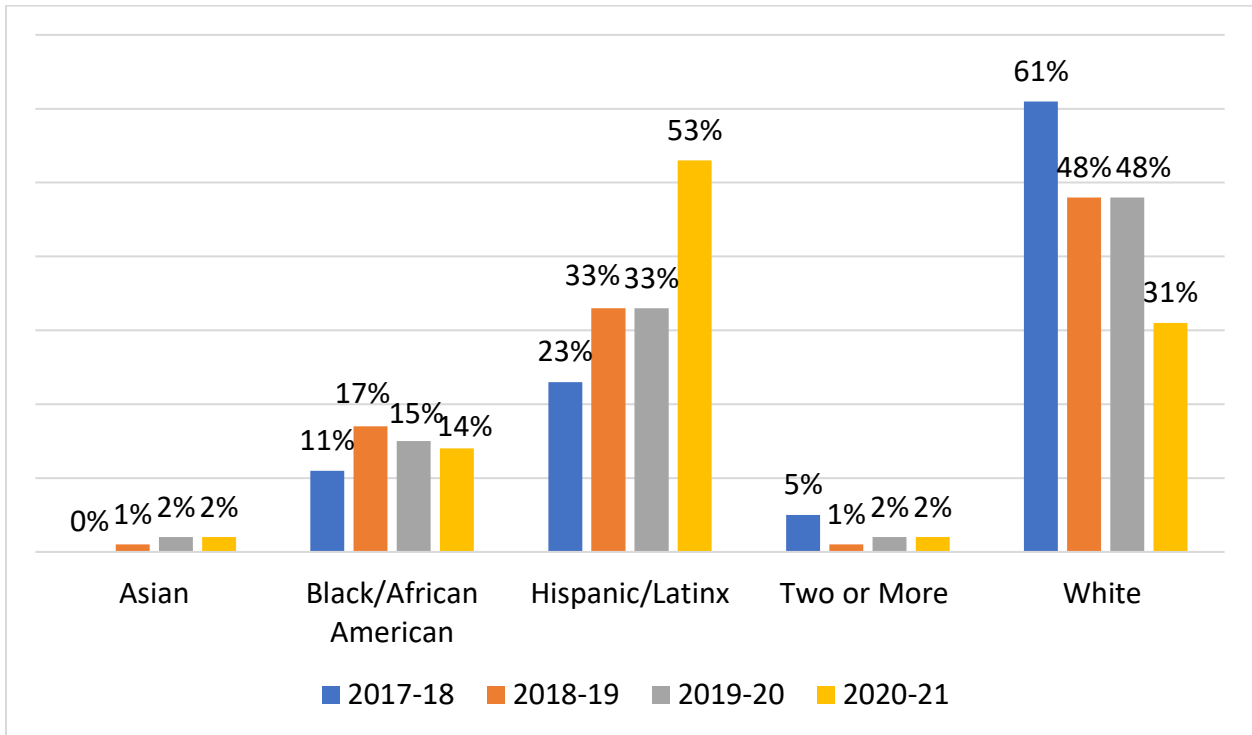


Table 2.59: Graduation count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	90	56	489	42	806	1,483
2018-19	97	56	536	50	820	1,559
2019-20	82	64	582	52	776	1,556
2020-21	109	75	585	49	812	1,630

Chart 2.59: Graduation percent by race/ethnicity

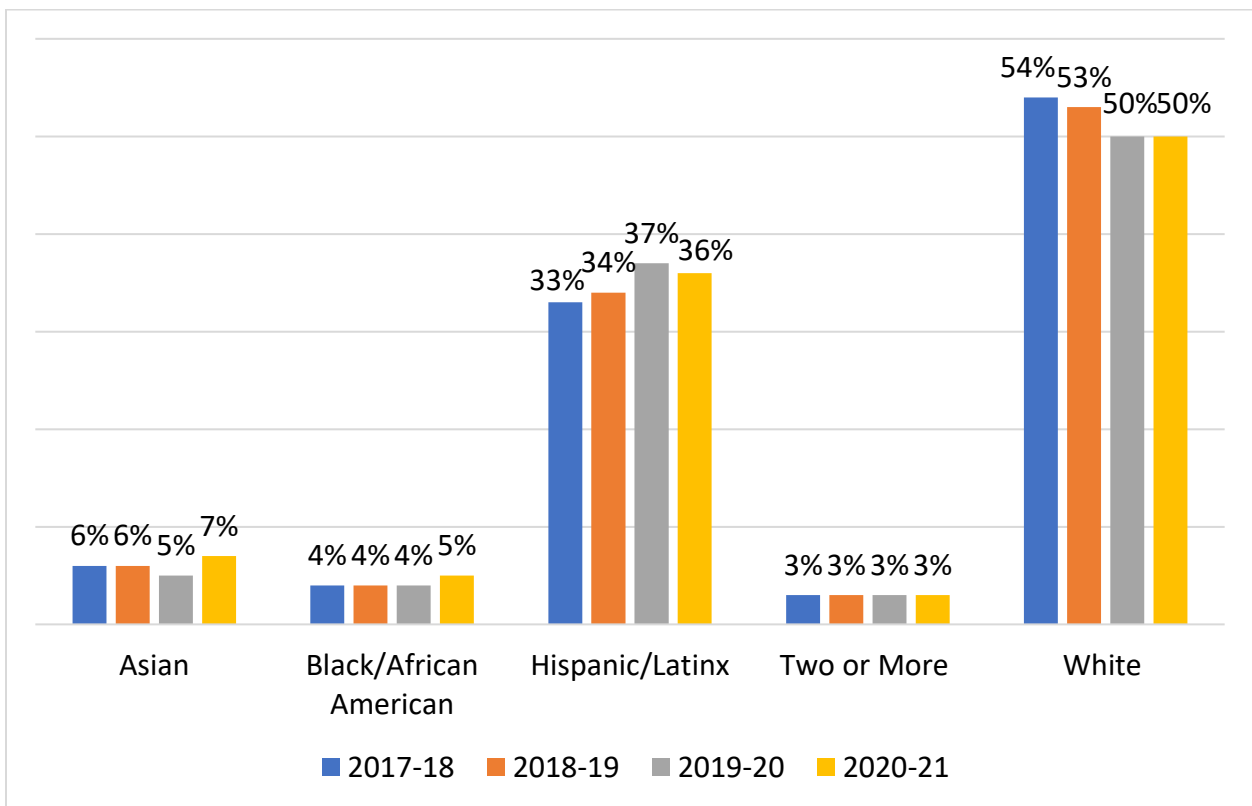
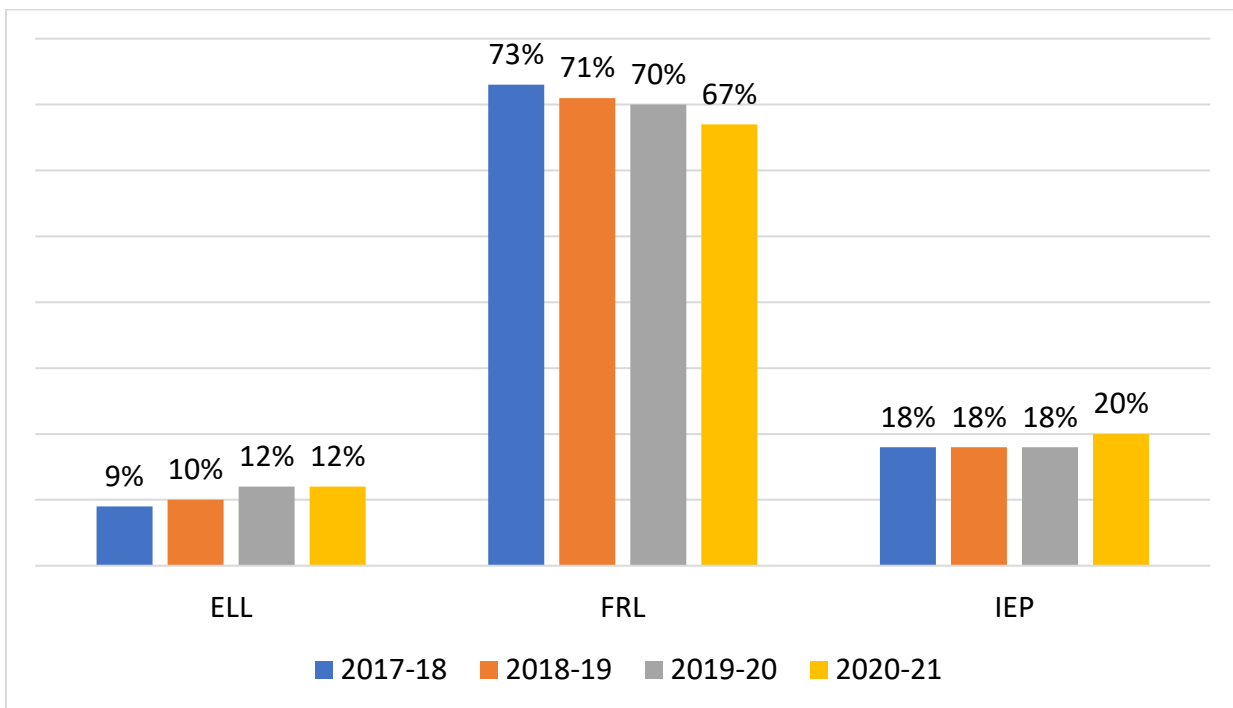


Table 2.60: Graduation count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	69	2,964	565	9,389	136	3,306
2018-19	90	3,188	573	9,127	145	3,318
2019-20	107	3,425	608	8,979	157	3,218
2020-21	112	3,625	613	8,705	186	3,128

Chart 2.60: Graduation percent by special populations



Table/Chart 2.61: Graduation count by the intersectionality of race/ethnicity and special populations

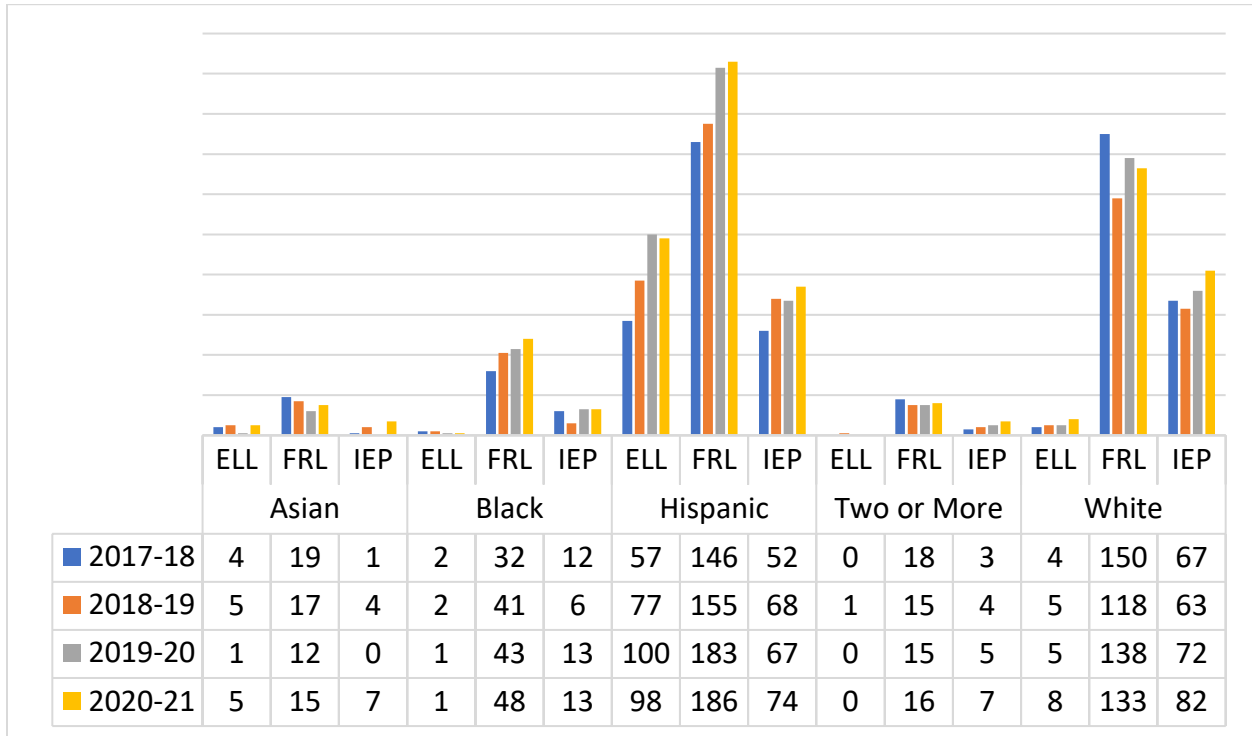


Table 2.62: Teacher and administrator demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	20	12	89	36	1,552	1,709
2018-19	20	10	95	35	1,574	1,734
2019-20	18	9	112	37	1,572	1,748
2020-21	21	11	113	34	1,580	1,759

Chart 2.62: Teacher and administrator demographic percent by race/ethnicity

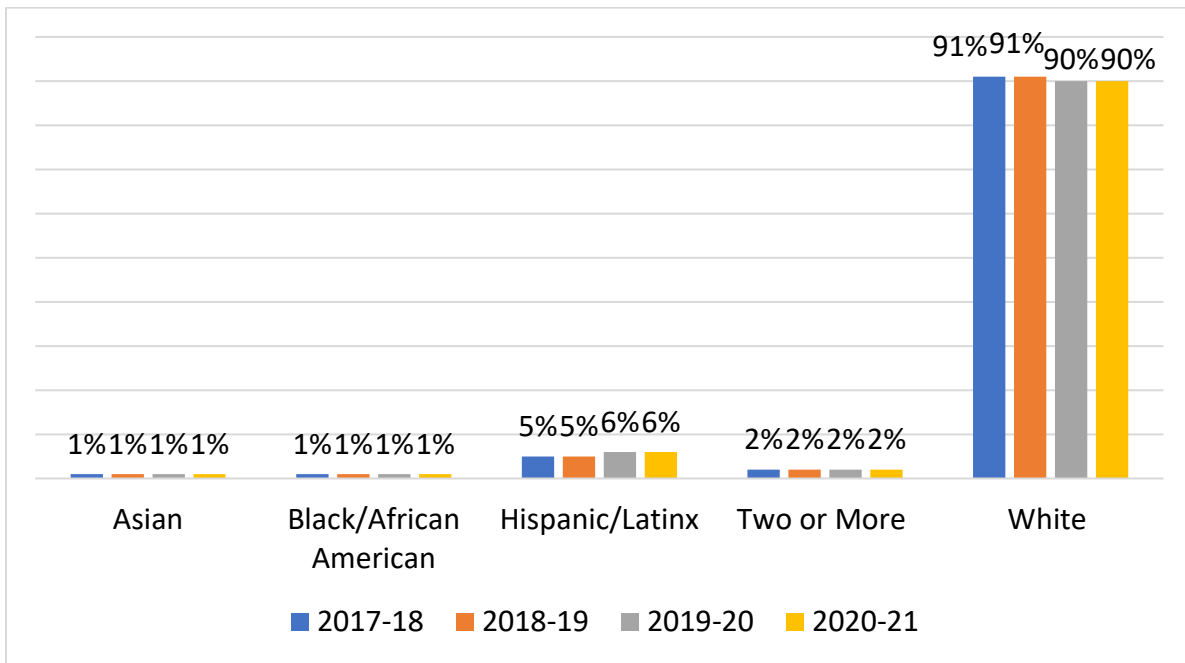


Table 2.63: Nationally Board-Certified count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	0	0	1	1	42	44
2018-19	0	0	1	1	39	41
2019-20	0	0	1	1	39	41
2020-21	0	0	1	1	36	38

Chart 2.63: Nationally Board-Certified percent by race/ethnicity

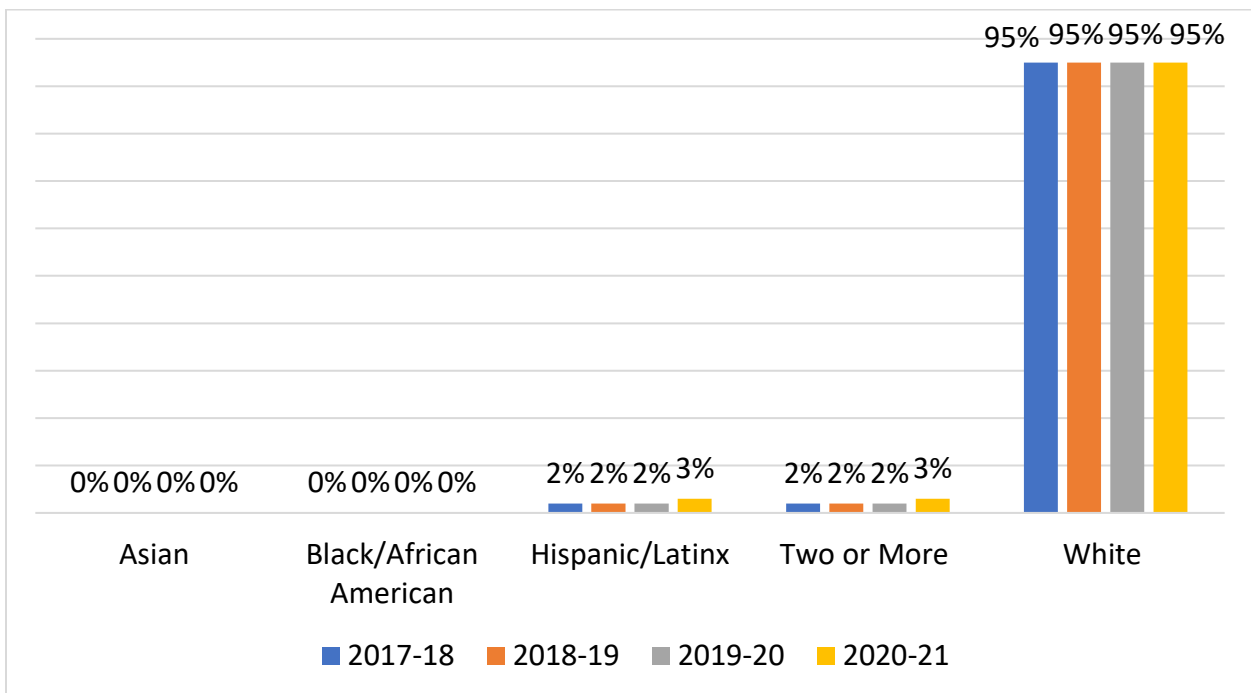


Table 2.64: Nationally Board-Certified count by gender

Year	Female	Male	Total
2017-18	35	9	44
2018-19	32	9	41
2019-20	32	9	41
2020-21	30	8	38

Chart 2.64: Nationally Board-Certified percent by gender

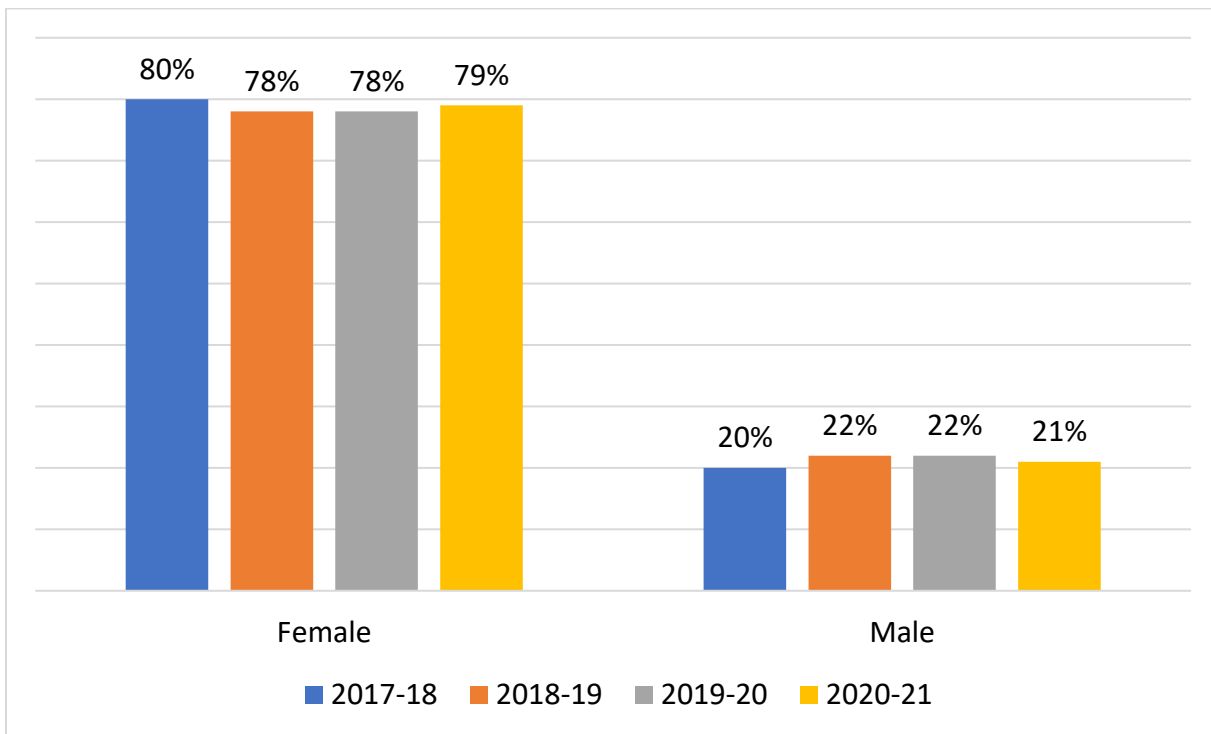


Table 2.65: BOE demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	0	0	0	0	7	7
2018-19	0	0	0	0	7	7
2019-20	0	0	0	0	7	7
2020-21	0	1	0	0	6	7

Chart 2.65: BOE demographic percent by race/ethnicity

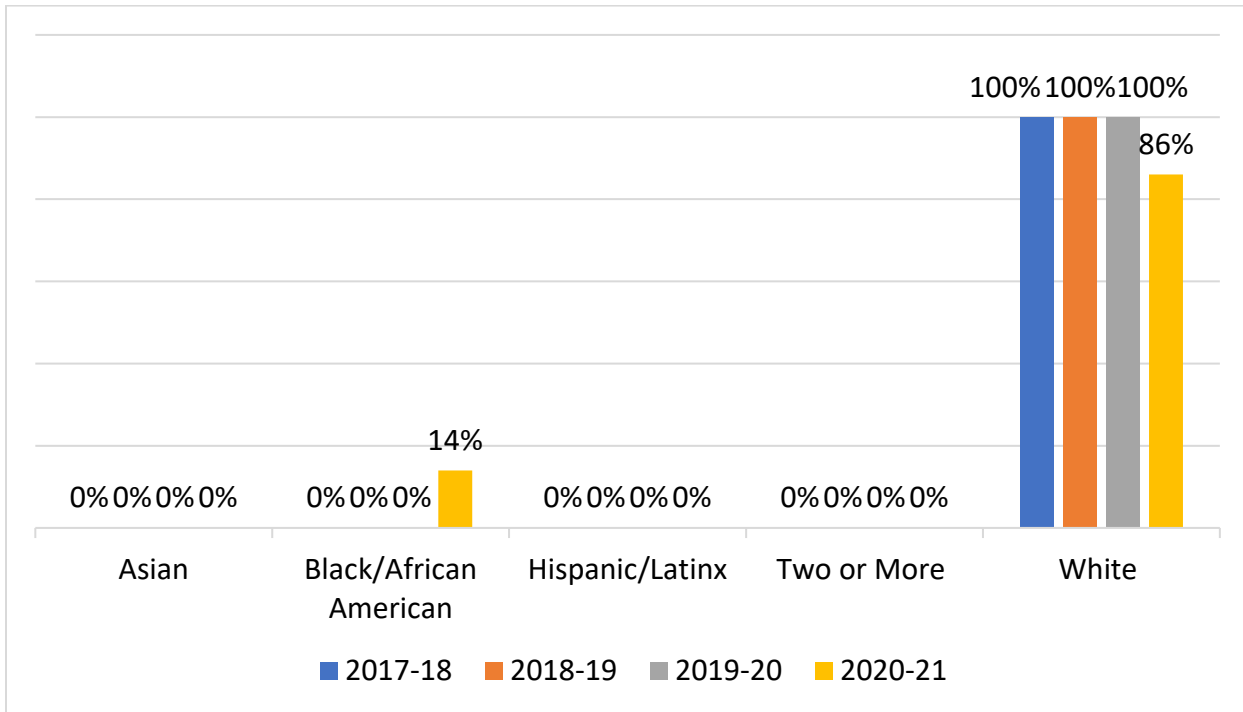


Table 2.66: BOE demographic count by gender

Year	Female	Male	Total
2017-18	4	3	7
2018-19	4	3	7
2019-20	4	3	7
2020-21	3	4	7

Chart 2.66: BOE demographic percent by gender

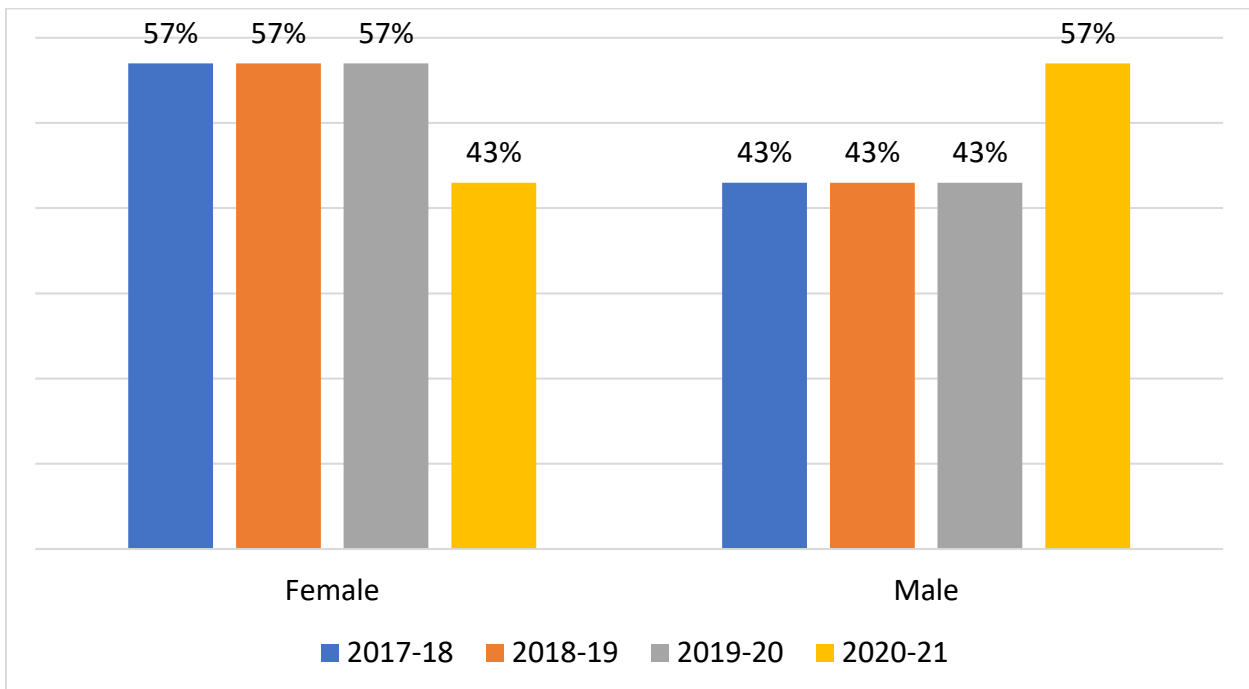


Table 2.67: ELL Languages Identified (not including English)

Year	0-20% Home Languages (less than 10 students out of 3,000)	21-49% Home Languages (10-100 students out of 3,000)	50-75% Home Languages	75+% Home Languages
2017-18	Afrikaans (Taal), Albanian-Gheg (Kosovo/Macedor), Albanian (Tosk), Amharic, American Sign Language, Arabic, Armenian, Assyrian (Syriac, Aramaic), Bengali, Bosnian, Bulgarian, Burmese, Cantonese (Chinese), Cebuano (Visayan), Ewe, Farsi (Persian), French, Ga, German, Greek, Hindi, Ibo/Igbo, Ilonggo (Hiligaynon), Italian, Korean, Lao, Lithuanian, Luganda, Macedonian, Malayalam, Mandarin (Chinese), Mende, Mongolian, Pampangan, Pashto (Pushto), Panjabi (Punjabi), Romanian, Russian, Serbian, Swahili, Tamil, Telugu (Telegu), Thai, Ukrainian, Vietnamese	Gujarati, Pilipino (Tagalog), Polish, Portuguese, Urdu, Yoruba		Spanish
2018-19	Albanian-Gheg (Kosovo/Macedor), Albanian (Tosk), Amharic, American Sign Language, Armenian, Assyrian (Syriac, Aramaic), Bosnian, Bulgarian, Cantonese (Chinese), Cebuano (Visayan), Ewe, Farsi (Persian), French, Ga, German, Greek, Hindi, Ibo/Igbo, Ilonggo (Hiligaynon), Indonesian, Italian, Lao, Lithuanian, Luganda, Macedonian, Malayalam, Mandarin (Chinese), Mongolian, Oriya, Pampangan, Pashto (Pushto), Panjabi (Punjabi), Romanian, Russian, Serbian, Swahili, Tamil, Telugu (Telegu), Thai, Turkish, Ukrainian, Uzbek	Arabic, Gujarati, Korean, Pilipino (Tagalog), Polish, Portuguese, Urdu, Vietnamese, Yoruba		Spanish
2019-20	Albanian-Gheg (Kosovo/Macedor), Albanian (Tosk), Amharic, American Sign Language, Armenian, Assyrian (Syriac, Aramaic), Bosnian, Bulgarian, Cantonese (Chinese), Cebuano (Visayan), Ewe, Farsi	Arabic, Gujarati, Korean, Mandarin (Chinese), Pilipino (Tagalog), Polish, Urdu, Vietnamese, Yoruba		Spanish

	(Persian), French, Ga, German, Greek, Hindi, Ibo/Igbo, Ilonggo (Hiligaynon), Indonesian, Italian, Lao, Lithuanian, Luganda, Macedonian, Malayalam, Mongolian, Oriya, Pampangan, Pashto (Pushto), Panjabi (Punjabi), Portuguese, Romanian, Serbian, Swahili, Tamil, Telugu (Telegu), Thai, Turkish, Uzbek			
2020-21	Albanian-Gheg (Kosovo/Macedon), Albanian (Tosk), Amharic, American Sign Language, Armenian, Assyrian (Syriac, Aramaic), Bosnian, Bulgarian, Cantonese (Chinese), Cebuano (Visayan), Ewe, Farsi (Persian), French, Ga, German, Greek, Hindi, Ibo/Igbo, Ilonggo (Hiligaynon), Indonesian, Italian, Lao, Lithuanian, Luganda, Macedonian, Malayalam, Mongolian, Oriya, Pampangan, Pashto (Pushto), Panjabi (Punjabi), Portuguese, Romanian, Serbian, Swahili, Tamil, Telugu (Telegu), Thai, Turkish, Uzbek	Arabic, Gujarati, Korean, Mandarin (Chinese), Pilipino (Tagalog), Polish, Urdu, Vietnamese, Yoruba		Spanish

Section 3

QUALITATIVE DATA

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

Staff

- “My school district being as large as it is tries to make things equitable based on SES and for different parts of the school district. Making sure things are still equal even across different towns, or Title 1 status or otherwise.”
- “We're doing a better job as academic teams look at student performance data. More subgroup performance by ethnicity, gender and starting to have more of those conversations in a safe space.”
- "There is a big divide in our community based on SES.”
- “We’re a Title 1 school and not all schools are Title 1. Sometimes this effects our students and what we do and sometimes students feel a little different at our school and the parents too.”
- “Facilities across the school district are not equal based on things factors like age of building and equipment. Disparity across school district of new and upgraded facilities.”
- “Interesting to see that some funding for programs, supplies and needs are building decisions, but maybe that guidance should come from school district to support equity, and at the same time, know that building administration are aware of their building needs so they need flexibility as well.”
- “No school district funding for libraries. It is not equitable across the school district. It is currently self-funded and should be school district funded. Also, inequitable opportunity to generate funds for libraries due to varying SES communities. No building is the same as far as library funding. Proper resources for all students in school district is needed.”
- “There are promotions for administration and yet no funds to support the programs they say they are supporting.”
- “This not unique to our school, but lack of racial diversity in staff. Hard for students to think they can talk to a person because understand where they come from. The district relies on staff of color to be go-to for SOC to relate a bit better when see themselves. School district needs to be more intentional than putting application online, but actually recruit POC.”
- “The hiring practices needs an overhaul. We need people to make sure school district is equitable. It’s a big job and not enough manpower right now.”
- “We need to understand and recruit individuals that reflect diverse student population.”
- “Shallow workforce available impacting equity through quality of instruction or understanding.”
- “Our schools look way different than those further west and that makes equity look very different from school-to-school and hard for school district to prioritize certain things over others when there is so many differences between the schools.”
- “Teachers are really fearful right now and don’t want to bring in current scenarios. Afraid if I say X, will someone say Y. Does leadership have my back?”

- “School district needs to do better in terms of equity rather than having one token Black administrator responsible for DEI.”
- “There is a lack of compassion for diversity in school district, but it is our culture overall of understanding. What it is and lack of cultural competency. It is not one person or one department but all of us and have awareness of understanding.”
- “I feel trusted as an educator within my building. I can go to administration. They get it, believe it, and see good behind equity because it's best for students but feel like their hands are tied by school district.”
- “There is never follow-through on issues of equity. Every time politics arise as an excuse. Our students know too especially POC. They talk the good game and never follow-through and it's obvious that we don't have access or money to things to service the students that need it.”
- “One of the challenges is a comprehensive plan and follow-through. We're very good at having a meeting and checking the box, then say we're done. Equity is ongoing culture experiences, learning shifts, and it needs to be infinite and not only when there is a call for a meeting.”
- “We've started small as school district. The identity conversations about differences in race or otherwise in language or SES, those conversations have happened behind closed doors. We don't have those broader conversations, public conversations. We spend a lot of time on operational things, BOE meetings about masks, and not about making things equitable for all. Loud voices get a lot of attention. A challenge or struggles is lack of broader sense of purpose to where we want to go with equity.”
- “Fear of pushback. Teachers are exhausted. This is a districtwide issue.”
- “I don't think BOE is represented of diversity that we have in the school district, and this is an equity piece at the district.”
- “I am hoping that we don't create another shelf document in terms of equity. We need a plan, and I would like to see findings, and connection to strategic plan and not be a standalone.”

Families

- “Their words to action for school district from what I see, they try. There is honest effort, and they are transparent about the results.”
- “Transparency is great from the school district.”
- “The growing diversity is a strength in the district.”
- “It helps when we have Bilingual representation in the office especially because in our area high population of Spanish language.”
- “School district needs to do the equity work. It is the hardest part, and they will want to do it acknowledge it.”
- “We need to do a better job making sure resources are spread out throughout the school district.”
- “I appreciate the teachers and administration at school for wanting to make changes but feel their hands tied on some stuff because of school district rules and regulations.”

- “I understand the demand is high, but we need more Bilingual psychiatrist. Three for the entire school district is not enough.”
- “I do wish my students were exposed to bigger representation of different ethnicities in and among their teachers.”
- “I’m on the fence about feeling welcoming because in one way, there is a community of students as my son feels welcomed amongst his peers but doesn't feel welcomed due to lack of diversity of staff. Not authentic in learning about Black history and very much not a priority. Feels isolated and staff diversity is not important.”
- “I don't like that staff is not very diverse.”

Table 3.1: Focus group themes aligned with SYSTEMS

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Districtwide policies, processes, procedures, resources, and equity-focused decision-making	students		
	staff	-efforts to be equitable -making data-informed decisions	-disconnected community based on SES levels and geographical locations -unequal quality between facilities -absence or low funds for school libraries -lack of racial diversity among staff and BOE -support and trust from leadership on DEI issues -no equity plan or follow-through
	families	-increased transparency -growing diversity of staff -Bilingual staff	-follow-through on equity -need for Bilingual staff -lack of staff diversity

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

Students

- “I like that we have a variety of classes. We have different electives that for what we want to be.”
- “We have a teacher that asks us after every unit and test what we liked. She puts out a Google form and has us talk to her about each section of the unit, and things to do better for each of us. She formats our notes, and she takes into consideration how students want to learn and ultimately leads to more student success.”
- “I had a teacher send out a survey on how students learn best, and he changed how he was teaching it, the length of the test too because students thought it was too much. He changed it. He actually cared if students learned or memorized.”
- “I like that we have different ways of learning like in videos and actually writing things down.”
- “When I get assignments and tests back from teachers that have individual comments from them, I feel appreciated and that my effort has been appreciated by specific teacher.”
- “I like that most of the teachers don’t take off points for turning in something a few minutes late.”
- “We learn mainly in ELA and History about people with different cultural background.”
- “I like how many teachers try and connect things to us and what we’re learning.”
- “Teachers should help students get better grades instead of failing because different way of learning. That’s important.”
- “When teachers include stuff like female empowerment and we talk about it especially as female student, feel like we have the same opportunity. When they include topics with different points of view in certain situations like when it comes to diversity. I like when in ELA have to us read about points of view from Black, White or Asian person. It’s important and we need to hear from everyone’s points of view.”
- “There are certain teacher that connect more with students than others. Some of my favorite teachers make learning fun and actually talk to students. I’ve struggled learning with some teachers. Learning depends on teacher style to make interaction better.”
- “There are some teachers that are strict and only give us assignments. They don’t talk to us and make it [learning] real life. My [withheld] teacher explains everything we’re learning, and he’ll explain it again. He might have a student explain it us and maybe a student can explain it better that he can explain it.”
- “I don’t see any representation that is positive about Asian culture, and they made it seem bad, horrible and like monsters. If there is representation of minority groups, it is not positive.”
- “Every class since Freshmen year, never mentioned India. Never said anything about my culture. It’s not taught to people and people are ignorant to it because not taught about different cultures. When people see different foods or different cultures, they assume it

looks, smells or tastes gross. They assume and it's hurtful especially if growing up on it. I was told that I was gross and not normal."

- "We're taught American culture which is bias. There is not enough diverse learning so when learn about American culture feel disconnected from my own culture."
- "We learn so much about American culture. It makes me feel disconnected and growing up in this area, we haven't learned enough. It feels Whitewashed and my family not part of the American culture."
- "In the [withheld] department, there was some microaggressions toward students of color. In one of the classes, the teacher was doing an activity and saying like 'true immigrants' were European and silencing other forms of immigrants. This is why I don't take a [withheld] class in this school."
- "A lot of teachers have high expectations for us, but then they don't give us time to really learn so we get a little behind, because we don't know anything yet."
- "I learn pretty quickly, and I'm pretty well represented in the learning, but have counterparts that struggle with learning in general. They need more focus and attention. The speed of lesson doesn't accommodate and in those kinds of classes, it is easy to lose your footing. Days pile on and can be a whole chapter behind. I have friends that struggle and sometimes curriculum is not forgiving for their learning and can spiral."

Staff

- "Access to high levels of academic standards, across the board, so not one type of student that gets into the high-level classes."
- "We're bringing in new courses as a school district. Sports and resistance class, women studies, diversity in America course, a class on genocide and history and now looking at current events."
- "We have more and more teachers bringing in concepts of identity and anti-racism into their curriculum."
- "We're already integrating diverse text in our curriculum. We have had diversity training from school district staff so these questions about identities and how it affects our lives gave us teaching tools to use to bring up with staff members and because of it made people much more open. We have new texts and moving forward at each grade level."
- "The diversity in text was thrown into the curriculum without a meaningful way. Conversation stopped at district level. It's been the same people that push back and fear that people don't want to or feel comfortable sharing. Fear that it might get back to them and finally make the changes that are needed."
- "Over the years we've had curriculum revision. More multicultural literature into various class settings. Having conversations about different approaches to nontraditional families. Different curricular framework. Privilege in teaching different subjects that has led to district oversight so material selection for students are far more sensitive to needs and program materials that represent students in our classes. Often the materials used have been overrepresented by male White people and we need more representation that are not male White. Have enjoyed having these opportunities with

staff and getting more buy-in from students as a result. It has become more applicable to my subject area, and I hope that more of my colleagues will have the same opportunity with diverse selection of materials.”

- “The idea of equity gives me energy to advocate for EL's who do not have access to curriculum or particular resources as they should. I always have to have an open mind and how to help teachers make curriculum accessible to ELs and everybody else. This is especially true for non-Spanish speaking students that are also ELs because difficult to connect with those students. Don't know enough about their identities and that has made it more difficult. But I try to educate myself about different cultures, languages ability levels in order to meet their needs but always taking into account those things when working with students and staff. Our students are ready to handle these topics more than adults. Students advocating for equity, recognition, and respect, and they are the ones who are drawing the line.”
- “We're constantly engaging in conversations about identities. Looking at different systems, data based on abilities, SES, difference ethnicities, and students of color. We're collecting data. We have started conversations to talk to students about these topics. But once again, topics were discussed more of a need in the school, and it doesn't match with the school district.”
- “We need high expectations of rigor for curriculum. At times, differentiation is taken as lowering the bar rather than support for students as it should be.”
- “The gap that we've tried to narrow has become larger since the pandemic. It's all equally inequitable but in different ways. We have autonomy in our classrooms so we can make equitable decisions as much as possible and maybe more work at our end.”
- “Class size isn't very equitable. If working at school where students are four or five grades below level and have 28 students in the class at different learning levels, difficult to bring them up. Especially if don't have resources to support them. For instance, with one intervention allowed at each school regardless of need so students may not get all the services they need or qualify for because don't have resources for all of those students because of the inequity. Some teachers may get burned out over others because workload is more. Some staff have larger caseloads than other but expected to service all the students regardless of size or working with larger groups as opposed to ideally smaller groups. I can't differentiate as well when have smaller group. Same expectations regardless of schoolwork so students stay two or three years behind.”
- “In [withheld] department especially among honors teachers, they have systemically removed authors of color or oppression from their curriculum because they are afraid of being accused of teaching CRT. They don't receive a lot of support from administration, or division head. They do not support teachers and then those students are disserved as they no longer get windows and mirrors.”
- “For Hispanic Heritage Month (HHM) and Black Heritage Month (BHM), wish there would be at least one person to take charge of that in each school. It's hard to do and our job. It's important and should be taken more seriously.”
- “For our school, we have a large percentage of ELs but don't have support they need. We don't have ESL department; we have ESL team. No one leading it, no time to meet

and huge problem because have high number. There is no time to problem-solve. We have high number of students with IEPs, and we need more structure for IEP meetings.”

- “IEP and EL students are failing miserably and coming to ALOP (Alternative Learning opportunities Program).”
- “To me equity is about representation for all I try to make sure there are opportunities for people of different backgrounds whether SES, gender or racial. I try and frame everything through an equity lens through an idea that there are opportunities and thoughtful conversations about viewpoints other than my own.”
- “Our biggest problem is ignorance and when it comes to the immigration unit, for example. The perception that immigrants are only Hispanic and African American people. Letting our students know that every person is a hyphenated American.”

Families

- “My student in the bilingual program. She’s already bilingual but we also put her in Spanish class as well. I think it’s a positive. The younger they are, the better to enforce different languages.”
- “I would like to see less emphasis on testing because we’re reducing student intelligence to a score on a paper. It does them a disservice. We’re saying here is a student that gets good grades and goes to college and another student that maybe thinks about going to college but since can’t get that score, does not think attainable. Research shows that standardized testing does not equate to student skills and would like for school district to get rid of some of that constant testing. For my son who had to take an SAT and it was devastating because horrible test taker. He does plan to go to community college, and I don’t want him to think that he can’t do it, but when we put emphasis on teaching for the test, we miss the big picture. We’re not teaching students to find other talents. To expound on that.”
- “There is room for improvement in representation in what they read. The curriculum representing people and their abilities. They are doing better in representing different ethnicities and happy with that but varies from school. I have students in two schools and can see from one school to next differences in teaching practice and the amount of time and effort put into or being represented. For example, my son in ELA class is reading stories about people from different countries and other student gets very Whitewashed curriculum and not very represented of different cultures. So not very consistent.”
- “I don’t think being a Black student is fully represented at all. I see only eight Black families. You can the curriculum is not represented of who my family is.”
- “Curriculum could to more to represent people of different abilities. I know they work with African American representation in February and Hispanic Heritage Month now, but don’t know if that is enough because I don’t see my student bringing things home and talking about it. I would like it to be part of their day-to-day.”
- “How do we get everyone to same spot in terms of curriculum? I have three students, and each has difficulty with learning. I don’t see them represented in curriculum.”

- “Compared to when I went to school, I feel like there are much more attempts to try to at least hear different perspectives from different cultures. I think it's a great start, but also think that path from what I'm hearing about different cultures has gotten better but still some space to grow in that area. Curriculum hasn't caught up and I know curriculum is very expensive. I feel like on the horizon to improve those things and teachers are my student's school try to acknowledge different religions, cultures but nothing LGBTQ+ related.”
- “We need a more diverse curriculum of reading for students not just during heritage months that have books highlighted. We've tried to bring in diverse authors, stories at home to fill that in and have those conversations with our children. To not be afraid to address and know difficult with climate that we're in but teach them to address when certain things happen. It feels political in nature but used as excuse. Teachers afraid because of what's going this past year and especially ramped up in the last six months. The word equity and systemic have become words that people twisted and made them words that aren't and want my students to go to a school that isn't afraid to address this.”
- “For me, being White, I don't think hard for my students to see themselves in the curriculum. Most of the time they are, and it's been comfortable for them so for us being represented has never been an issue with traditional curriculum.”
- “My oldest is an adult and also have student going through middle school. It is shocking to see how little life skills taught like balancing checkbook, budgeting, planning, how much college costs, income versus cost of getting a degree, making budget for household, making grocery list, making food stretch, and knowing that whatever job want to pick consider that average income for that role. Grossly neglect those type of things.”
- “Well-rounded curriculum should start young. Basics on what it means to be a citizen of the country, civic duty, responsibility, social compact, understanding of amendments, Bill of Rights, how government runs and effecting change. Even basic things like monetary impact as it impacts earning and spending.”
- “One area that don't seem to touch on is the way students communicate to each other and it is distinctly different everything is so online and technical. When we were little, it was about stranger danger. Now, it's different because don't know who is behind screen talking to but also on social media. Students need to be aware of how social media can affect them twenty years in the future to protect their identity and integrity. Younger people make choices when they don't know better and unfortunately those choices in the world are seen forever and students don't realize how they communicate can follow them.”
- “School shy away from anti-bias curriculum because some believe value teaching and should be taught at home only, but these are life skills.”
- “Students don't know how to communicate. Now, they go off angrily online or if they are upset, they tell their friends. They have not learned to discuss with someone respectfully. There are appropriate and inappropriate responses when don't agree or agree with someone. I don't know what other person's journey have been and give

opportunity to correct first before jump on them is key. We need more communication skills taught to students.”

Table 3.2: Focus group themes aligned with TEACHING AND LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Academics, academic programming, instructional supports, resources, assessments	students	-choices of electives -teachers soliciting input from students -opportunities to turn-in missed or late assignment -supportive teachers -positive connections with teacher impacting learning and engagement	-rushed instruction
	staff	-academic rigor -recent increase in diverse courses	-maintaining high expectations for all students -class size -lack of ESL leadership or guidance -need for executive functioning skills (e.g., digital literacy, financial literacy)
	families	-Bilingual programming	-less focus on testing
Culturally Responsive Pedagogy	students	-culturally diverse curriculum - diverse representation in resources	-lack of diverse curriculum -embedded culturally responsive pedagogy
	staff	-growing culturally responsive pedagogy and practices -increase in diverse curricular resources	-removal of BIPOC authors -consistency for HHM and BHM -absence of consistent culturally responsive pedagogy and practices
	families		-lack of diverse curricular representation -antiquated curriculum

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

Students

- “A couple of teachers have asked what we wanted to change in the classroom. I had a teacher ask the students how we can change the classroom and how we wanted it to be decorated. That was nice.”
- “There are some teachers that give us breaks. They care if we are overwhelmed or stressed.”
- “Google forms is the best way to give feedback. I love when teachers use it because we can anonymously tell them how we are feeling in class. When teachers care if really learning and what is best way for you to learn in the class. Helps you do well in the class and shows that you care.”
- “When teachers make an effort to include students, like pride or BLM flags helps me feel comfortable in a teachers’ classroom.”
- “My favorite thing is when teachers want to learn about us at the beginning of the year.”
- “I like atmosphere in school, usually cheerful most of the time.”
- “I like how sometimes we can be ourselves or be quiet without many people disturbing you.”
- “I like the fun activities we have in school.”
- “I like that there are a lot of difference clubs and athletics to join.”
- “Clubs have everyone find a sense of community.”
- “I like hearing the sports announcements and when athletes acknowledged for doing well.”
- “I connect better with teachers or adults in general when they sponsor a club or activity that I am in.”
- “Counselors help handle situations in the right way, so everybody feels welcomed. But I know not all the counselors are helpful this way.”
- “The teachers I connect most with are those that stress mental health. They care whether struggling or how we're doing in class. They show they really care when they give us breaks and check up on us a lot.”
- “Teachers have helped me respond to my emotions.”
- “I have a great connection with my social worker. They check in with how I am doing.”
- “There is a lot of inclusivity of students with difference races, religions and sexuality.”
- “Me and my friend, we have same likes, we have differences. She’s blonde and I'm Black, but we don't care because we like each other as friends and love learning together. This helps in learning because whenever I have a problem she helps me, or if she has a problem, I help her.”
- “I really like that our school has diversity and the adults in the school care about us instead of throwing us to the side. They actually do things about bullying.”
- “It feels very inclusive here and everyone is welcomed to the school.”

- “I’ve felt welcomed because I have a lot of friends and it doesn’t matter race, gender, religion because I tend to get along with anyone that I meet.”
- “Most of the time, there is always someone who will listen to you in school.”
- “I feel that a lot of teachers and staff members care about diversity. A lot of staff members ask about student pronouns and how they identify. They also respect if student has a dead name on attendance roster. They call the student by their new name.”
- “I wish we had more choices in school. Like in languages that we speak. Wish we could make up our own schedule for different classes we want to take.”
- “I don’t like how people are judged for how they look or dress. Personally, I’ve been bullied for it. People would say things like what you’re wearing is so last year or thrift clothes, or they say trashy.”
- “I really like all the clubs and activities that you can join with people similar to you like GSA and BSA. Those are really important but feel like a lot of students get away with treating students unfairly and they are not really held or punished how they should be.”
- “I wish we didn’t discriminate the color of each other’s skin or our religious beliefs. Comments are being made from student to student that they don’t belong here.”
- “It sucks that racial problems get worse as the diversity gets better.”
- “I don’t feel uninvited because lack of LGBTQ+ representation so a lot of students are mean to me because I’m different than other people that go here.”
- “When the school flew PRIDE flag, it helped gay students feel included. The clubs are very inclusive of students. I feel the most unwelcoming thing is mostly the student and what they say that make you feel discriminated against.”
- “The inclusion comes from being with my friends. I have a good friend group and happy with them. As Latina and first generation is my identity, I’ve had microaggressions and slurs thrown at me, and it sucks especially considering pretty White passing. It makes me think about the experience of how darker Hispanics are when not as privileged as White passing. I can only imagine what they are experiencing. Our school struggles a lot with inclusivity. It had to do pride flag and school flew it outside. They had it upside down at first and it was pretty disrespectful. Faculty took it down before school day ended. It was very performative.”
- “I feel like that people make fun of students that have autism or ADHD, because not the same and different from them. They make fun of and left out of things.”
- “There is a lot of jokes with race, and we get it, but sometimes it’s not a joke and not funny.”
- “Felt welcomed because teachers are nice but don’t feel welcomed when people call me racist words. One person said the n-word to me.”
- “I feel that school does not celebrate differences at all. School and students make you feel different and make you feel not accepted like an alien on earth especially if race is different than everybody else.”
- “POC feel isolated even if have friends of POC. Don't see many staff that are POC and as Indian never seen Indian teacher. I’ve only seen three or four other Indian students in

grade. Feel isolated in my culture. I can't express as much because no one to share culture.”

- “When it comes to culture, students at school very ignorant to it. In Spanish class, talk about food and people were being ignorant and saying things like disgusting. That food is gross. How can you eat that? People not open to differences.”
- “I think we should do better in the category of discrimination because a lot of sexism around the school and mostly in gym.”
- “Lots of homophobia around the school.”
- “There are people dumping water on students that are gay or whatever and calling them horrible names.”
- “I see a lot of people use ‘gay’ as an insult. Use it as something that is not super normal.”
- “I've heard racial remarks around school, mainly in the hallways.”
- “I don't like when the boys sexualize girls. When girl wears short skirts and make comments like stretch marks. Girls don't do that to boys.”
- “It's kind of awkward when I play football in gym and boys tell me that since I'm Black, I'm fast and stuff. That's irrelevant. I'm just good at football. It has nothing to do with race.”
- “I don't like when I'm lunch and sitting with other students and they make racial comments about me. They just laugh and I don't like it.”
- “I feel like some classes are out of control. In our [withheld] class, the Freshmen are bratty, and the teacher has given up. Feel like learned nothing. Students are hurting other students that want to learn but so out of control. Staff doesn't know how to control problem. They have tried to control but staff has no power.”
- “There is a lot of stuff happening. A lot of people don't come to the teacher and if they do, the teacher don't do anything. The teacher either tells them to stop, but they do it again and teacher ignores it.”
- “I don't like when the whole class gets punished when only one or two students that did something.”
- “I have seen, heard and witnessed in hallways and classrooms White students throwing racial slurs. Teacher don't support it necessarily but there have been times I've heard it and teachers heard it too, and nothing gets done and said. Sometimes when get to dean's office and no substantial change and when no change, it gets worse.”
- “Biggest problem is teachers don't do enough to prevent. When students say things out loud, people tend to ignore it instead of doing something about it.”
- “There are students that scream something in hallway not directed toward anyone and teachers hear it. It's racist or derogatory toward group of people and they get away with saying what they want.”
- “Every teacher has their own beliefs and thoughts. When students say racial and derogatory things, some teachers they don't care because they pick and choose the type of people they want to call out on. So, teachers should take their job more unbiased and when something is knowingly wrong, they should do more about it.”
- “I feel like the dress code is exaggerated and sexist.”

- “The relationship between deans and students is not good. We have a dress code for a reason. The enforcement of it does not seem fair in a lot of ways because male and female not objective. Guys wear problematic clothing, and nothing happens and if girls wear clothing showing their belly, ‘God forbid. The world is ending.’ Also, the girl wearing the clothes will vary based on body and sexual objection of girls. A lot of teachers don’t care for the dress code, but deans get power trip and chase people down saying their boobs are showing and put it away. I’m like, ‘It’s a tank top. Step away.’”
- “When students make these jokes, teachers don’t do anything about it. It’s like they are scared, and they don’t put a stop to racial jokes or gender jokes. They don’t step in or put a stop to it at all.”
- “Boys make fun of girls for saying their opinions. They make fun of their voices in high-pitched way and teachers see it and don’t do anything.”
- “We’ve had subs that yell at us. They don’t care about meaningful connections.”
- “Some of the subs just mad at you. You can tell they don’t like you.”
- “Some teachers are genuinely rude, and they have no interest in getting to know you. Just there to do their job and they don’t care. It’s just obvious. But they don’t get that part of their job is connecting with students, so I guess they’re not doing their job.”
- “I don’t like how teachers call out specific students when they don’t do good on a test or stare at them, making it obvious.”
- “I wish we still had PowerSchool.”
- “I wish we keep all grades from some sort of portal so you can check you did.”

Staff

- “We have students that identify as non-cis or transgender and not sure school district has responded to that at this point in time.”
- “The pandemic has made so many things eye-opening for what students need. The resources vary. Food and some even needed clothing. How can students learn if they are hungry, and their basic needs are not met? Teachers have bought more out of their own pockets for students to make sure get what they need.”
- “At a previous school district, strong teacher-led initiative to hear student voice and we’re far from hearing student here, and that would serve equity really well as we listen to students. For example, one thing they did was survey students for the purpose of improving the way to get the resources to each student that needs whatever resource.”
- “Activity transportation busses are limited for students. Only available in the afternoon and not mornings. Limit students to participate.”
- “We used to have more extracurricular clubs for students. Don’t know what happened to them, but they were an extension of school community for students.”
- “We have growing number of clubs that have been helpful to students. Recently we started a BSA and trying to learn about how to help students of difference races be involved in the community. For a long time, we see that some students won’t join sports because of their skin color or think not good enough, or ‘Why bother? They won’t play me. Just bench me.’ Trying to get Black and Latinx students to be comfortable and

inform them that we are allies for them if needed. We encourage them to have conversations and speak up.”

- “It’s been positive creating BSA, sponsoring GSA/Sexual Alliance as called now and helping diverse students. It has helped me recognize my own implicit biases and my own privilege. They have helped me as much as I have helped them especially as far as racial and diversity issues are concerned.”
- “Students surprised to hear how our backgrounds not much different when have conversations. Helps to see and understand those relationships.”
- “Some teachers equate building relationships with students as having no respect, or too friendly or not holding them to high expectations. That’s a big disconnect and those relationships is what gets them to those high expectations.”
- “It is important to build relationship with each student and not make assumptions.”
- “When you make the effort to see students for who they are which includes all their identities, it builds opportunities to build relationships and equity plays a role because can’t see students the same way. For students that have anger and behavioral problems, we have to be unique to a how approach them differently one has SEL concerns so the way we see students impacts our relationship. We are able to change that based on each class and student. With time, the activities you do will change. The books will change in order to build those relationships with student and help them be seen. We need to empower all staff to see their students in all different identities and who they are.”
- “We don't have signage that are welcoming so when look at newcomers to school district, there is no opportunity to welcome them as part of the community, and we don't have any signage outside of the English language either.”
- “Racism, sexism and genderism is prevalent. Schools are homogeneous. Not very diverse and can also be putting all schools at disadvantage with lack of diversity. We have these conversations a lot and as PLC, but what can we do? How can we show our values and make all students feel welcomed and supported in our environment. From PLC, I know we can those little things every day to make sure students are portrayed in spaces and welcoming and equitable place.”
- “I am an alumni at the school district and I am frustrated that a lot has not changed over years. Still seeing issues when I attended here. As White, female, middle class adult, I want to change approaches. School is segregated. I can see students racially diverse groups hanging out together in common areas but not outside their race. Even though more diverse as a school, we are not a community. Remains very separate.”
- “At elementary level, something to consider is gender neutral bathrooms. We need to be aware that students as young as 10 and 11 years old identify themselves as they are figuring out who they are as people and starting to realize their own independence on things regardless of what a bathroom sign might say.”
- “We lack school culture of equity. We say we use restorative practice but what is practiced in hallway, or among security staff, or observed in hallways, can be listed as the school-to-prison pipeline. It is negatively affecting our Black boys more than other students which goes to lack of school culture in DEI.”

- “The lack of culture around DEI is obvious. We as teachers know not to control students and that it is ubiquitous. Does everyone know we are not in it to control students?”
- “There are times where I thought I was working at place similar to a prison situation. Our security guards and their discipline, or view of it. They see it as a way to easily ‘control’ large groups of people. Is that why we resort to those practices?”
- “Some of policies we have impact more SOC than not. For example, when we close off the cafeteria for students so couldn't congregate in lunchroom is impacting our Black students. They weren't doing anything wrong. They were loud but nothing further and that is the idea of who we are impacting, or at least the perception of students.”
- “One of the challenges would be moving student conversations outside of clubs and making it part of everyday practice. The clubs are great but only participation is with the people in the clubs and the people that really need the education on these topics won't sign for club because of fear or underlying prejudices.”
- “We have found out and continue to find out the impact of the pandemic with our population that we serve from SES standpoint as well as racial. The impact is going to be more significant with SES status and their learning for school year. Addressing from equity lens is crucial.”
- We had an SEL program for middle school students. It took time to meet with students and lots of lessons in making decisions. It was great for students, but some teachers didn't like it so got rid of it. No replacement.”
- “You have a group of teachers that get equity and others that refuse to get it. It’s hard to move the needle in the direction trying to move it.”
- “Within our school, don't feel there is anybody in our school that is straight racist but there is a lot of implicit bias and ignorance to diversity. We need to work on this the most as resulted in students not treated fairly, maybe unconsciously due to implicit bias. Students have shared that because of the color of their skin, they are not treated the same or punishment is greater or more targeted more.”
- “We may not have teachers that are saying straight racist things but also have to look at students that are LGBTQ+ because they hear things that impact their learning or do not help them feel welcomed in their environment.”

Families

- “School district has done a great job with IEPs and educational strategies, but my oldest son has no social group. For him, specifically, he has no friends. No one is bullying him but also hasn't been able to develop friendships with schoolmates because not really any support for students who are outside of the general education population.”
- “The schools have been very welcoming.”
- “I’ve always been happy with the teachers. Teachers put in a lot of time and work especially during Covid. It demanded more workload. My students always liked their teachers, their diverse school and my students come home with stories from friends in learning new things and cultural backgrounds that maybe we don't have the background to teach them.”

- “It is tough to have a disability and feel like you're a part of everything. Not every teacher or student has a good idea of how to go about treating people in an equitable way so have seen instances where my son is disadvantaged because of disability. Hard for him to be a part of general education and social groups. He struggles with language and communicating so often times treated like intellectual disability by his peers and that is frustrating. They don't bully him but treat him in a way that makes his feel like a child and sometimes teachers do the same. In an academic environment, there could a be a lot of ways we can make changes to be more inclusive.”
- “Being White, I don't know how other people might feel walking into school if minority and school does not have better diversity. May not feel belong to the community. For me, I don't feel like I walked into the school and did not feel welcome.”
- “Clubs really benefit a lot of students beyond classrooms. Elementary school doesn't do as much as middle school or high school but nice to have them for students.”
- “My children have shared stories with me about things said to their peers by other peers. We discussed how it should be handled and we've encouraged them to go to trusted adult and why it's not appropriate to tolerate certain speech. For example, one of my children said that a boy in classroom made racial comment to a Black student, and my kid didn't know what to do. She knew it wrong but didn't know how to handle it. It was a sub that day, and we told her we wanted her to go to teacher first, and if she needed us as parents to step in, we will. But we never hear anything coming from teachers toward students about their interaction with each other. It's more unfair than inequitable.”
- “Everybody doesn't have to be your friend, but you do have to be kind, respectful and go about your business. Don't have to be friends with everybody and our students get caught up with who likes them and don't like them. Not everybody is your friend or needs to be. I tell them express yourself kindly and walk away.”
- “Love my child's teachers. But, when I look at their school, there is no one like my student who is transgender. I support my child unconditionally and help my student to have that community, who find people that look like them and talk like them.”
- “My student happens to be transgender, and school doesn't know what to do with them. Staff have not received enough training and because of Covid gets pushed aside. I feel like we're going to do something, they would. They don't want or know how to support my child, and make sure they are safe, and can function at school without issue or drawing attention to themselves. My student doesn't feel like has community either.”
- “Respecting difference is important and for my first grader that can understand people are different and recognize that those differences that make people who they are but not only who they are because individuals too. These kids are not colorblind, but they also don't care and value people for who they and if good friend, they don't care.”
- “My student assaulted at school and his friend tried to help. That student got retaliated for trying to help my student and it's unfair, and now my student doesn't have support.”
- “SEL is where the district falls short. There is a lack of understanding. We don't always understand other people and think that teachers and students can improve in this area.”

- “One of my biggest hesitation with DEI initiatives is that it generally breeds victim mentality in which individuals are divided whether by skin color, gender, religious beliefs in the way communist leads. This framework leads to victim mentality where people don't have conversations anymore and everything is offensive. Words are offensive and there were times on playground where students said something and now wish could retract. There are no actual meaningful steps to navigate dialogue that needs to be had. If there is a way to make that happen, fine.”
- “I disagree with proposition that words are violence. Words can be abusive and lead to abusive scenario or relationships. When words become violent, run into speech constitutionally protected and circumvent conflict resolution. Things not to be said but to forbid them and to create a culture where if every word hurts you, incredibly stunted the rest of your life, where legs cut underneath and psychological harmful to students.”
- “Words can be violent. People have visceral reactions to words. The bigger thing is teaching everyone how to take it in, process, metabolize it and sit with what other people are trying to them tell. To try and understand where they are coming from and why they might feel a certain way. At the end of it, still may not agree, but words do matter, and can be violent and are not free from consequences.”
- “There are clubs but barriers to joining those clubs whether it be having to pay fee because resourced through outside vendor or sometimes especially at high school level. They’ve got LGBTQ+ clubs, BSA, but no clubs for students with disabilities and would be nice if there was something they can participate in, talk and connect.”
- “LGBTQ+ club is stigmatized. In talking to one of my sons recently, he has a friend identifying as gay and he has not come out to parents so joining a club like that is probably something he can't do. We have to be aware because still great club to have but may not be reaching the people that need help so sometimes, we need some of those LGBTQ+ discussions in other clubs. Maybe it can be part of discussion in any club.”
- “My student in AP does community projects but why not be part of the community. We have so many diverse backgrounds in our community, so much work but not enough opportunity.”

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"> -soliciting student input on class environments -visible representation of support for historically marginalized groups -positive school culture -fun, engaging activities -extracurricular and sports -social emotional supports and social workers -growing student diversity -adults that care and advocate for diversity 	<ul style="list-style-type: none"> -lack of and/or inconsistent classroom management -maintaining high expectations for learning environments -need for required conviction and practice from all adults that school is safe for all student and free from all forms of hate speech -inconsistent supports or follow-through for historically marginalized populations -wide range of racist, sexist, homophobic, transphobic and other forms of microaggressions toward historically marginalized individuals -punitive reactions against whole for isolated, individual acts -absence of outright intolerance by adults to stop hate speech -lack of or weak discipline -poor classroom management -inequitable dress code -inconsistent positive, meaningful connections between students and adults
	staff	<ul style="list-style-type: none"> -growing, provided resources for students and families -increase in extracurricular -positive, meaningful relationships with students -extracurricular clubs 	<ul style="list-style-type: none"> -lack of consistent transgender/nonbinary plans -absence of student voice -limited availability of activity transportation

			<ul style="list-style-type: none"> -ingenuine restorative practices -poor or absence of universal SEL practices
	families	<ul style="list-style-type: none"> -welcoming schools -positive relationships with school staff -extracurricular opportunities 	<ul style="list-style-type: none"> -not all students have social groups or outreach specifically targeted to certain students -poor or absence of universal SEL practices -hate speech and microaggressions between students -lack of plan or supports for transgender/nonbinary students -fee barriers to participate in extracurricular opportunities

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

Staff

- “Teachers have been doing the same thing for a long time and are afraid to change and don't know how to change.”
- “As an ESL teacher, noticed ELs don't feel they belong in their elective classes. We need more teachers trained on how to teach ELs.”
- “Every ELA teacher participated in a full day of diversity training.”
- “Being a White woman, I had no idea how much I did not know about racism and since having training and conversations with staff members who are minority and listening in to them talk about their experiences has really opened my eyes.”
- Last year after 2020 the book study was read, *White Fragility*, brought up a lot of good conversations in the department. I would like to see more conversations on racism as it has stopped after we finished the book.”
- “I am currently researching culturally responsive teaching as a cisgender White woman in a predominantly Hispanic building and learning that I need to foster support of diverse students. It's impacting my role in that I am becoming more highly aware of how I present myself and how I present information. Teachers have this fear about sensitive topics especially when it comes to parents. We need to be sure students of all different backgrounds feel included and valued, and that content is relevant. Teachers need training and more supports to do this.”
- “Being aware of my own biases has increased awareness for me. It's been positive. But we need for it.”
- “Looking at diversity PD, we need to have a strong, districtwide SEL program. It is missing at middle school level. They have at elementary level, but middle school level needs it the most. We need to be able to address SEL. We can address other things going on to help student become confident, stronger individuals as they progress. We are a big school and sometimes that gets overlooked that we are so large. The school district needs to be more cognizant when looking at people and programs.”
- “We need to train staff on trauma and ACES (Adverse Childhood Experience). More students are experiencing trauma and not all staff know how to handle.”
- “Last decade of PD, we've only just scratched the surface. We need to look at implicit bias PD. A lot of room to grow.”
- “Knowing how to handle a negative situation that may come up through conversation, such as no hate speech in this room and right to eject people from the room. What help is there available when conversations are happening? How do we handle that and help those individuals?”
- “I struggle with the fact that staff do not get PD just teachers. Staff members do not have a structured PD that addresses any of the important topics or issues we're talking about here.”

- “We had hardly any PD in working with students with disabilities other than collegiate experiences.”
- “I feel like we’re missing firm foundation. To me, firm foundation is that everyone in building has understanding of equity and relationship with students. It is important because if don't have that foundation, how move up to get to the whole PLC process?”
- “The training needs to be a whole as opposed to optional; otherwise, get same people.”

Table 3.4: Focus group themes aligned with PROFESSIONAL LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Professional development continuum	staff	-diversity training for entire departments or teams -ABAR book study -individual capacity-building on being culturally responsive	-training on language acquisition and working with EL students -SEL PD and follow-through - trauma-informed and ACES -need for additional DEI PD - learning strategies for difficult or challenging conversations -PD on disability awareness and instructional practices

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

Staff

- “A lot of parents miss school district information and feel left out or excluded from programs because not translated in Spanish.”
- “Good job of translating some information but school district communication comes out first in English before translated.”
- “We only have two or three translators in building and support within staff and resources but we it is limiting and puts extra stress on staff that are certified to do translations or have those conversations.”
- “The language barrier is huge. It gets difficult for us to get through large percentage of our parents when there is a language barrier.”
- “We have a limited view of parents availability and their ‘normal’ work hours.”
- “There are unspoken conformity issues among parents instead of celebrating what makes us all unique.”
- “Personality of community are difference and willingness to tackle these issues are very different. Finding a way to bring all the school district together for a common goal and being able to speak to all sides of our school district.”
- “Misinformation in some parent Facebooks groups are a challenge.”
- “Social media has opened doors for community to point fingers about one school doing something one way or another not. A lot of comparison. Push for school district consistency but doesn’t make sense from equity lens and standpoint. Our high schools alone are so different and there is no one size fits all even though people want it to be.”
- “We have families that don’t understand what an email is how to respond and that is such a huge mode of communication.”
- “There is diversity of community and in some communities lacking empathy and compassion for diversity.”
- “A challenge is not always a voice for those underrepresented communities. If there is not a lot of shared experience other than one prominent group's experience.”
- “We need conversations about community identity, race relationships and opening up those bigger conversations. We have a very artificial plan.”
- “Some parents make themselves known and that is how school district moves.”
- “We have a lack of leadership when it comes to standing up to loud, bullying parents.”
- “Very challenging to have a bunch of White people decide how we should do equity and they are not exposed to anything other than their White world.”
- “We have parents trying to decide what's best for folks living in low-income housing and those people are not there to share their voice.”
- “There is a stigma about ‘that’ side. Have to get community involved more and bridge those misunderstandings, ignorance and stereotyping regarding equity. There is diverse political perception. Our students have parents and family members and friends who are speaking negatively and taking negative connotation to the word equity and had to explain to students what it is. The perception of our students is important but also a

struggle for us. Another big problem is a fear of parents that especially came out during Covid. So much backlash at every BOE meeting. We had people that they didn't want to stand up to parents. Now even more fighting backlash especially if working to make things more equitable because they think their students will lose out.”

- “The students that need equity the most are often the students whose parents don't speak up. Students suffer. There is also confusion with thinking taking from them. Equity doesn't but clearly misunderstanding.”
- Vocal parents that make a scene get their way. Spanish-speaking families can't express in the same language makes difficult to do that.”
- “We get a lot of pushback when trying to do something that celebrates diversity. For example, BLM flag in our school to celebrate BHM and get phone calls from White parents having difficulty with that. We made school districtwide day of silence for LGBTQ+ students and put up trans pride flag and got backlash too. A lot of gaslighting, because some parents turn things around and make themselves look like victims.”

Families

- “We’re doing better in listening to families and finding how we can do better to include and involve everyone.”
- “District communicates to families via calls and emails. I may not read everything sent home because so much information. Website is up to date. I can call if have questions or they get back to me if don't have the answers at that time. The two times I attended virtual open house, I liked the way teachers have classroom set-up. They are easy to get a hold of.”
- “We need to work on how we can make all communities feel welcomed. We have a lot of teachers, but their focus is going to be different than community focus.”
- “Maybe there should be an adult group to learn virtues because of the student behaviors are learned at home. Maybe we start a little higher, so students will get it.”
- “It’s a little disappointing to me that turnout for the focus groups is not bigger. It if hear people complain, then why not here? We're talking about students that live in our community. We have to pay attention and get involved. Hear them out and find out what's going on.”
- “Some people like to complain. Other feel not part of it, but then don’t get involved. People tend to only get involved if getting something free or something in return. The school district is preparing our students for the real world but also a lot comes from home. We have to make the time and effort.”
- “I do wish there was some more ways that parents can be involved other than PTA and volunteering like in community groups where parents that want to be involved with issues like equity in the schools.”
- “Parents would come and ask me about educational items, and I encourage them to attend BOE meetings, but they outright refuse in fear of what would happen to them. Fear of immigration being called if they made a negative outreach.”

- “We need more school district community events. Before Covid, there were certain things that we could do, but when things are back to normal, I hope get parents and community involved. Do different things to make people feel welcomed and want them to get involved. I don't know what they talk about in BOE meetings. I don't know what kind of things they say but telling people to get involved. Everyone wants to complain but they don't want to get involved.”

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	-Bilingual translators and communication to families	-timeliness of translated communication to families -growing language barriers to engage families -misinformation on DEI -outreach to all families -active school engagement by underrepresented groups
	families	-communication efforts to families	-low turnout for parent engagement

SURVEYS

A survey provides quantitative information to identify trends, perspectives and attitudes of a selected population (Creswell & Creswell, 2018). The survey population for the Equity Audit consisted of the same stakeholder groups identified in the focus groups: students, staff and parents/guardians/caretakers, or families. The survey was distributed via direct email. All stakeholders that received the survey were encouraged to participate. Since it is extremely rare for each member of large stakeholder group to respond to surveys, respondents are considered a sample. That is, the survey is based on a sample population as opposed to a census of each member (Dillman et al, 2014). The district was responsible for the distribution of the surveys and utilized their most updated contact list to do.

Stakeholders	Total Number Who Received Survey	Completed Number of Surveys	Percentage of Completed Surveys
students, 4 th thru 12 th graders only	14,259	6,821	48%
staff	1,760	1,594	91%
email accounts to families	36,143 ⁴⁸	366	1%

The survey window was open from October 4, 2021 – October 25, 2021, for students and families. The family surveys were translated into the languages of Spanish, Polish and Tagalog, and appropriately distributed to families based on language needs. The staff survey window was open from October 6, 2021 – November 1, 2021. DELT aided in the selection of inquiries and statements included in the surveys. *Google Forms* was the platform to collect surveys. All surveys were anonymous. Each survey contained multiple themed sections grounded on equity inquiry. The rest of this section will contain survey responses to each question or statement. The letter “N” signifies the number of survey responses.

⁴⁸ Represents individual email accounts, not households.

Table 3.7: Student Survey, Section Title: Participant Background – Question 1

Q1: What school do you attend?	Total N of Students in grades 4 th thru 12 th by building	Survey Completion %	Respondent N	Respondent %
Algonquin Lakes Elementary	133	26%	34	0.5%
Dundee Highlands Elementary	121	98%	124	1.8%
Eastview Elementary	132	90%	119	1.7%
Gilberts Elementary	221	90%	200	2.9%
Golfview Elementary	151	94%	142	2.1%
Hampshire Elementary	161	84%	136	2%
Lake in the Hills Elementary	159	39%	62	0.9%
Lakewood Elementary	272	56%	153	2.2%
Liberty Elementary	251	73%	183	2.7%
Lincoln Prairie Elementary	137	58%	80	1.2%
Meadowdale Elementary	165	16%	27	0.4%
Neubert Elementary	169	69%	117	1.7%
Parkview Elementary	101	79%	80	1.2%
Perry Elementary	90	2%	2	0.1%
Sleepy Hollow Elementary	122	23%	28	0.4%
Westfield Community School	121	NA	597	8.8%
Wright Elementary	301	94%	282	4.1%
Algonquin Middle School	444	68%	302	4.4%
Carpentersville Middle School	1,188	57%	675	9.9%
Dundee Middle School	1,154	77%	890	13%
Hampshire Middle School	746	29%	220	3.2%
Oak Ridge School	68	49%	33	0.5%
Dundee-Crown High School	2,472	62%	1,524	22.3%
Hampshire High School	1,859	6%	106	1.6%
Jacobs High School	2,006	33%	657	9.6%
I prefer not to answer	NA	NA	48	0.7%
Total			6,821	100%

Chart 3.7: Student Survey, Section Title: *Participant Background – Question*

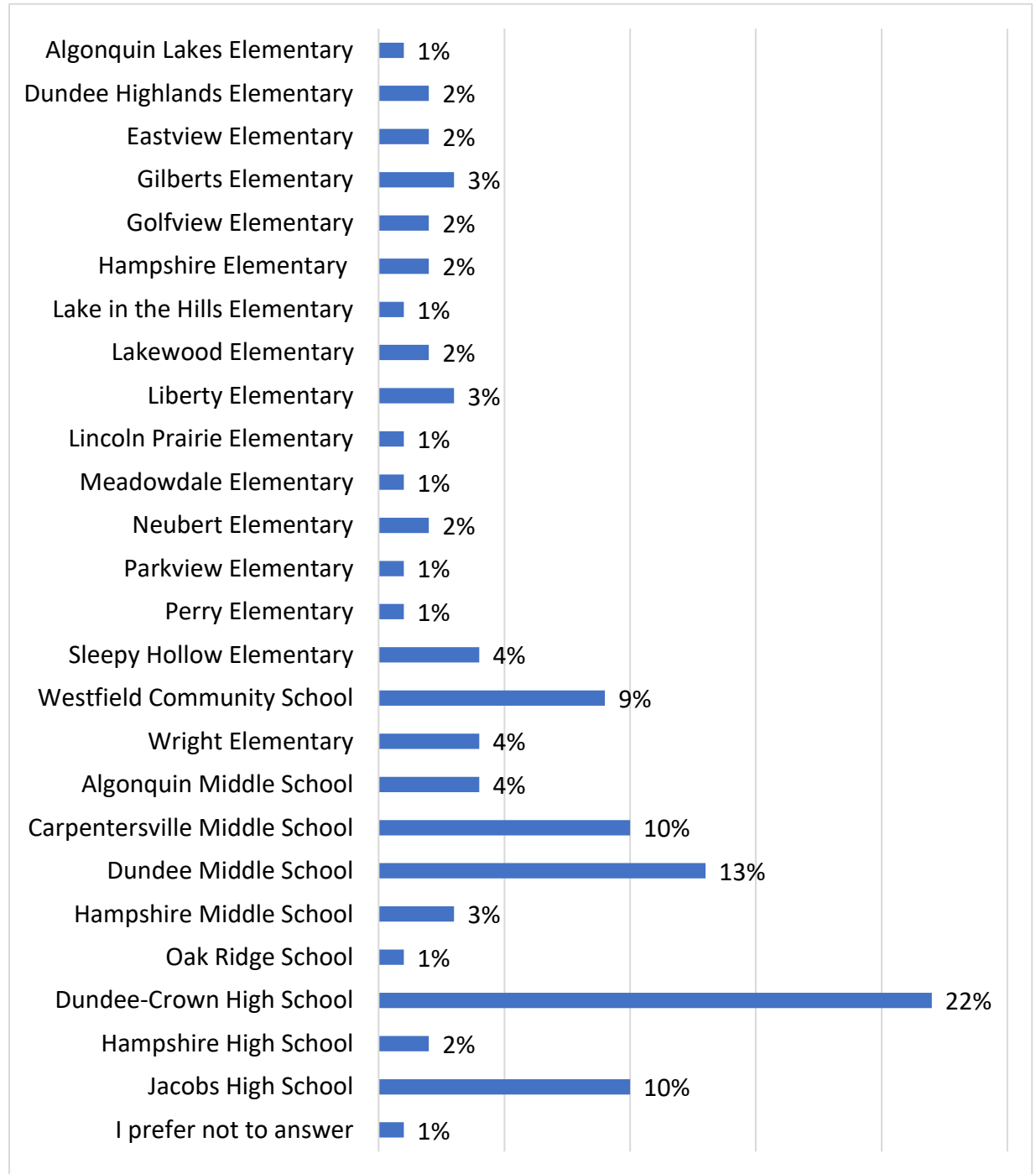


Table 3.8: Student Survey, Section Title: *Participant Background – Question 2*

Q2: What grade are you in?	Total N of students by grade	Completion % rate by grade	Respondent N	Respondent %
4 th	1,472	62%	915	13%
5 th	1,503	60%	895	13%
6 th	1,504	62%	927	14%
7 th	1,565	55%	865	13%
8 th	1,648	48%	793	12%
9 th	1,793	36%	654	10%
10 th	1,524	38%	586	9%
11 th	1,711	34%	577	8%
12 th	1,470	37%	541	8%
I prefer not to answer	NA	NA	68	<1%
Total	14,190	48%	6,821	100%

Chart 3.8: Student Survey, Section Title: *Participant Background – Question 2*

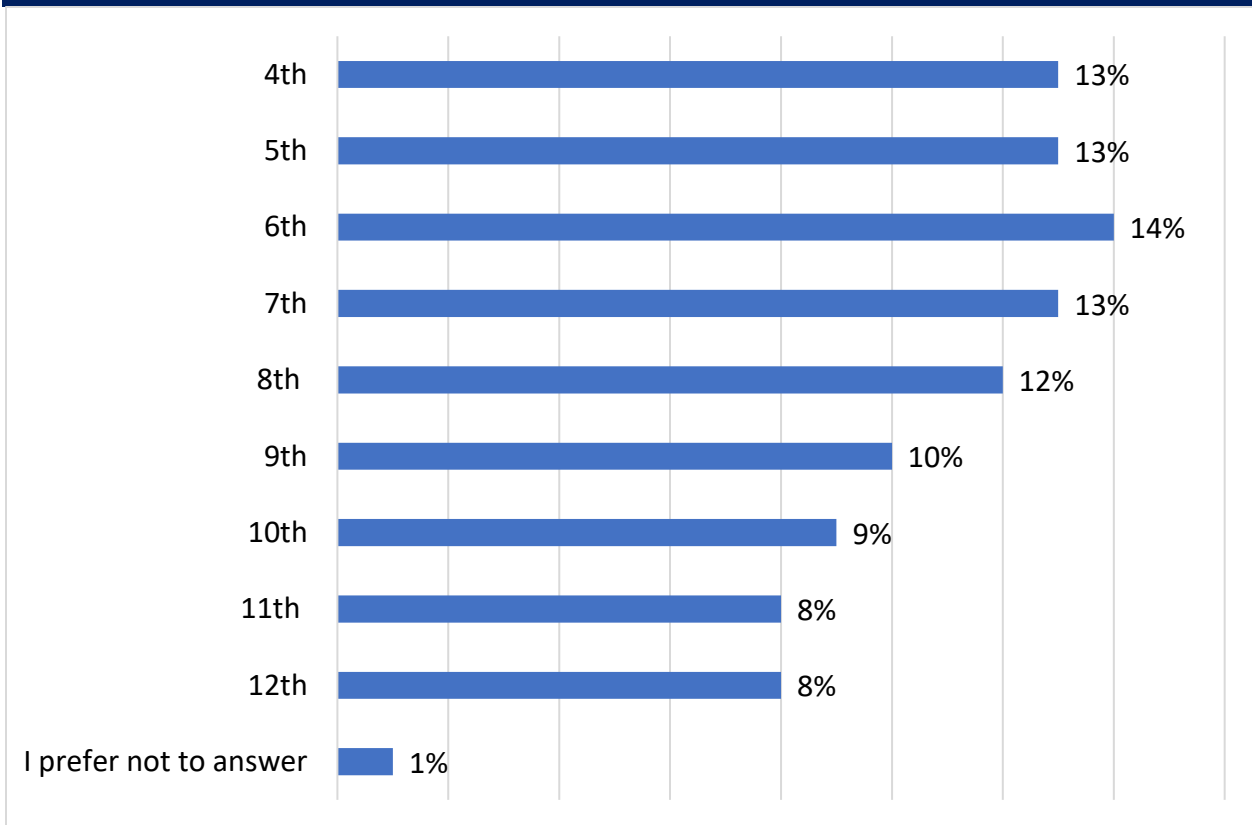


Table 3.9: Student Survey, Section Title: Participant Background – Question 3

Q3: What is your race/ethnicity? Choose all that apply.	Respondent N	Respondent %
Alaskan Native or Native American	99	1.5%
Asian, Asian American or Pacific Islander	286	4.2%
Black or African American	257	3.7%
Hispanic or Latinx	2,017	29.5%
Two or More Races	866	12.6%
White	2,157	31.6%
I prefer not to answer	1,139	16.6%
Total	6,821	100%

Chart 3.9: Student Survey, Section Title: Participant Background – Question 3

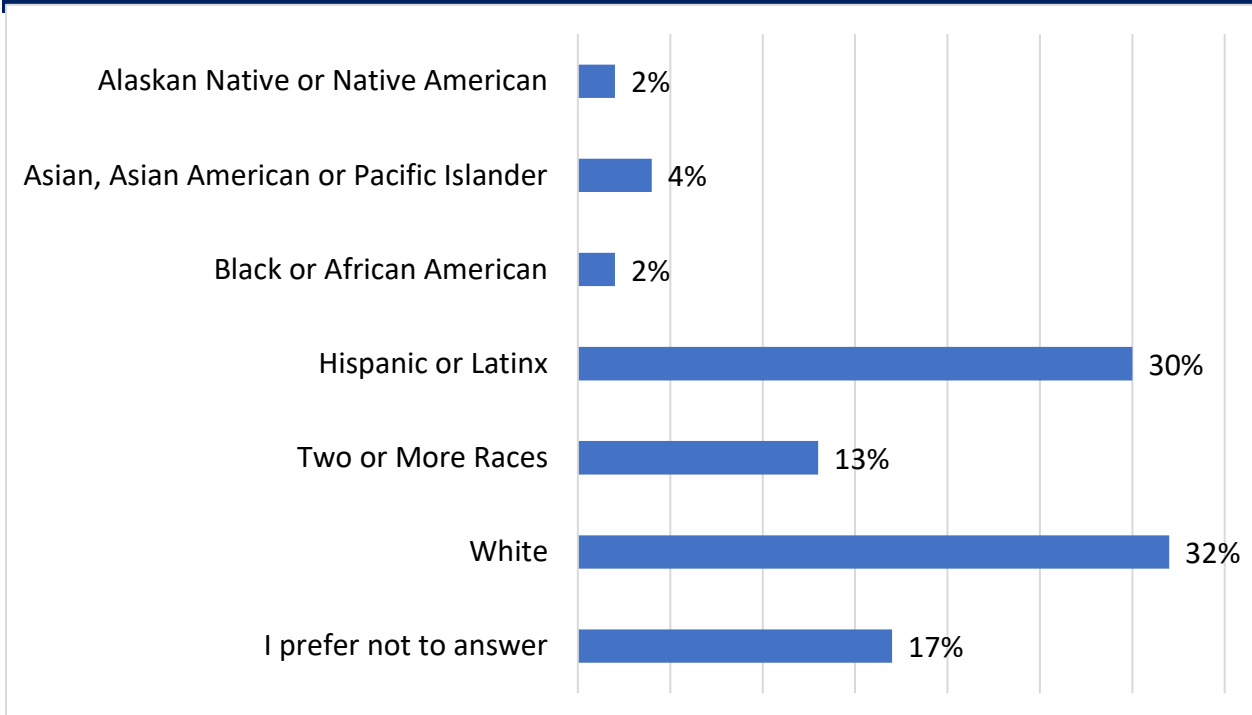


Table 3.10: Student Survey, Section Title: *Participant Background – Question 4*

Q4: What is your gender identity?	Respondent N	Respondent %
Female	3,020	44.2%
Male	3,342	48.9%
Gender Variant	190	2.7%
Not Listed	48	0.7%
I prefer not to answer	221	3.2%
Total	6,821	100%

Chart 3.10: Student Survey, Section Title: *Participant Background – Question 4*

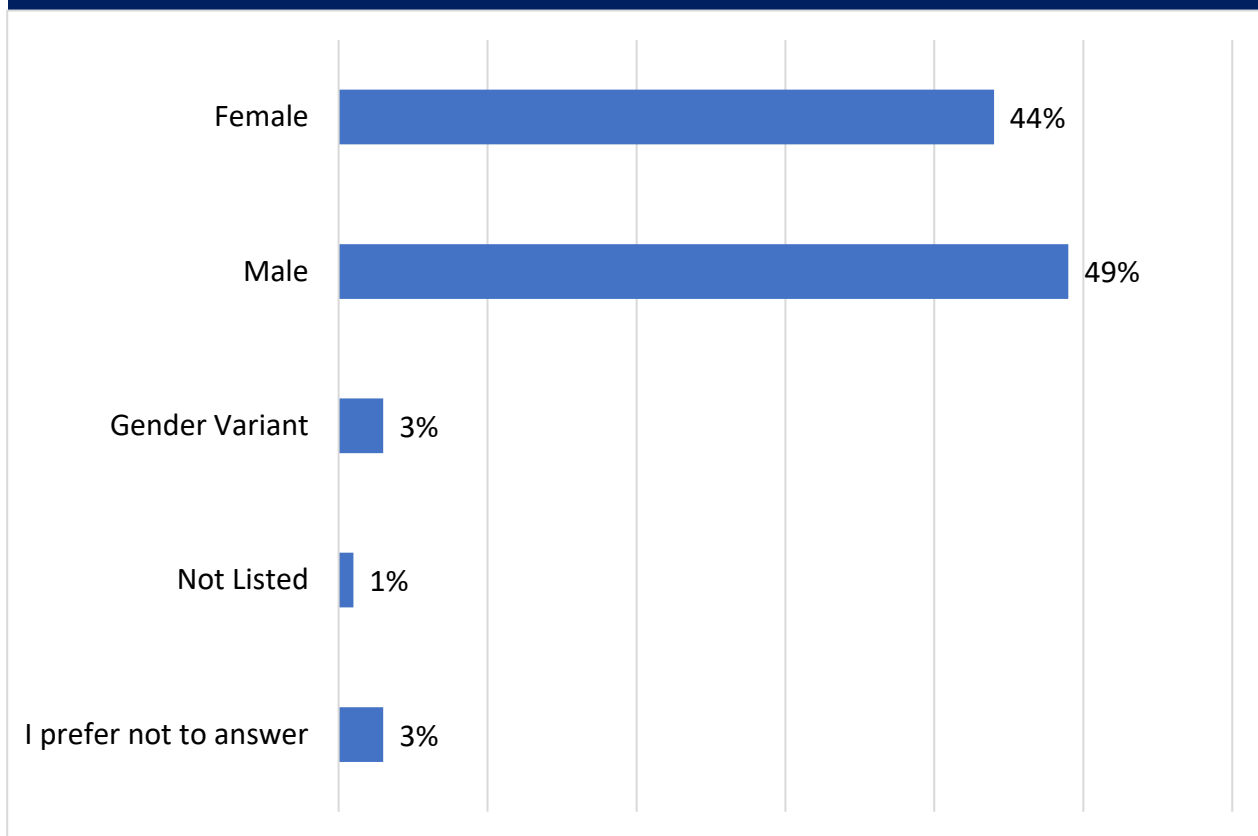


Table 3.11: Student Survey, Section Title: Participant Background – Question 5

Q5: What do you plan to do after you graduate high school? High school students only	Respondent N	Respondent %
Attend a community college	635	12.2%
Attend a four-year college	1,860	35.8%
Attend a trade/professional school	197	3.8%
Enroll in the military	178	3.4%
Get a full-time job	455	8.7%
Other	382	7.3%
Undecided	1,174	22.6%
I prefer not to answer	303	5.8%
Total	5,184	100%

Chart 3.11: Student Survey, Section Title: Participant Background – Question 5

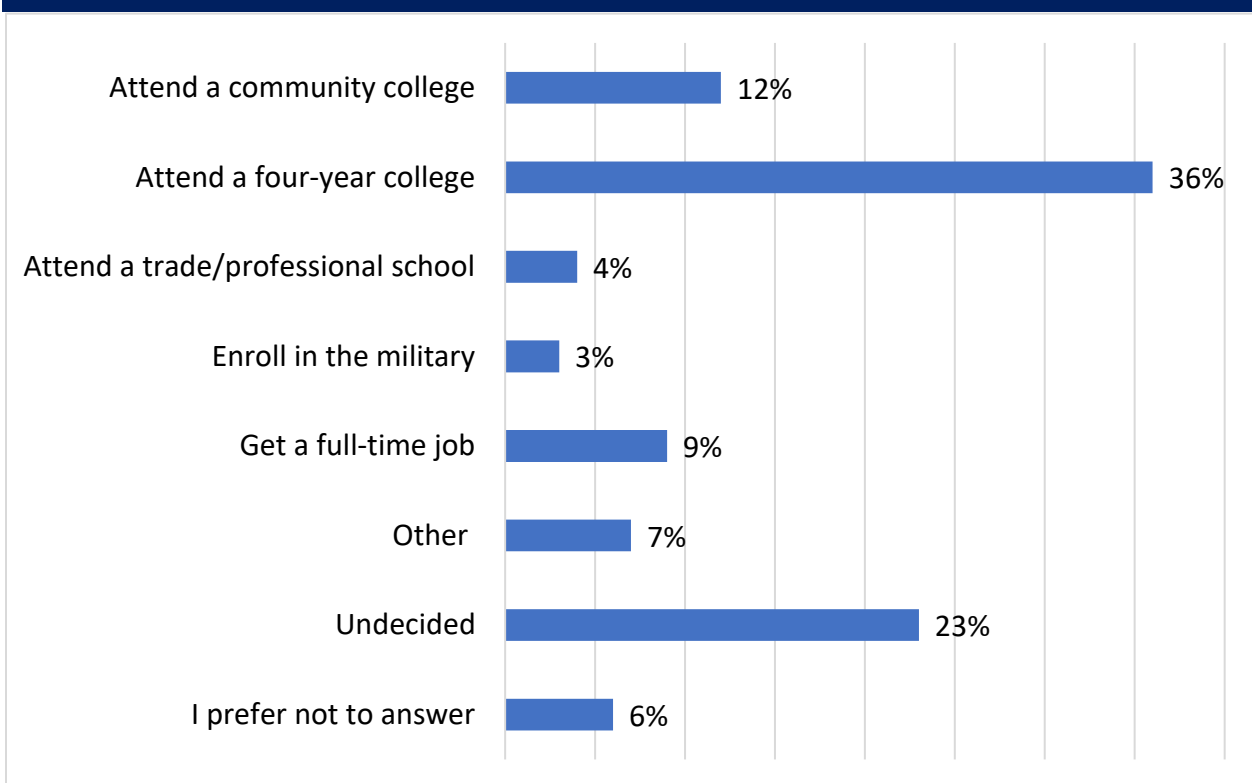


Table 3.12: Student Survey Section Title: Safety and Identity Scale Statements

Statement	No		Sometimes		Unsure or I do not know		Yes	
	N	%	N	%	N	%	N	%
1. I feel safe at my school.	133	2%	1,123	16%	728	11%	4,837	71%
2. I feel welcomed at my school.	218	3%	1,205	18%	686	10%	4,712	69%
3. The adults at my school make me feel comfortable every day.	276	4%	1,143	17%	731	11%	4,671	68%
4. The adults at my school respect me.	114	2%	884	13%	777	11%	5,046	74%
5. I respect all the adults at my school.	112	2%	565	8%	431	6%	5,713	84%
6. I respect all the students at my school.	216	3%	979	14%	657	10%	4,969	73%
7. I like my school.	363	5%	1,379	2%	760	11%	4,319	63%
8. Students have said hurtful things about me or my background.	3,530	52%	1,151	17%	1,083	16%	1,057	15%
9. I have said hurtful things about a student and their background.	5,594	82%	473	7%	398	6%	356	5%
10. Adults at the school have said hurtful things about me or my background.	5,600	82%	258	4%	621	9%	342	5%

Chart 3.12: Student Survey Section Title: Safety and Identity Scale Statements

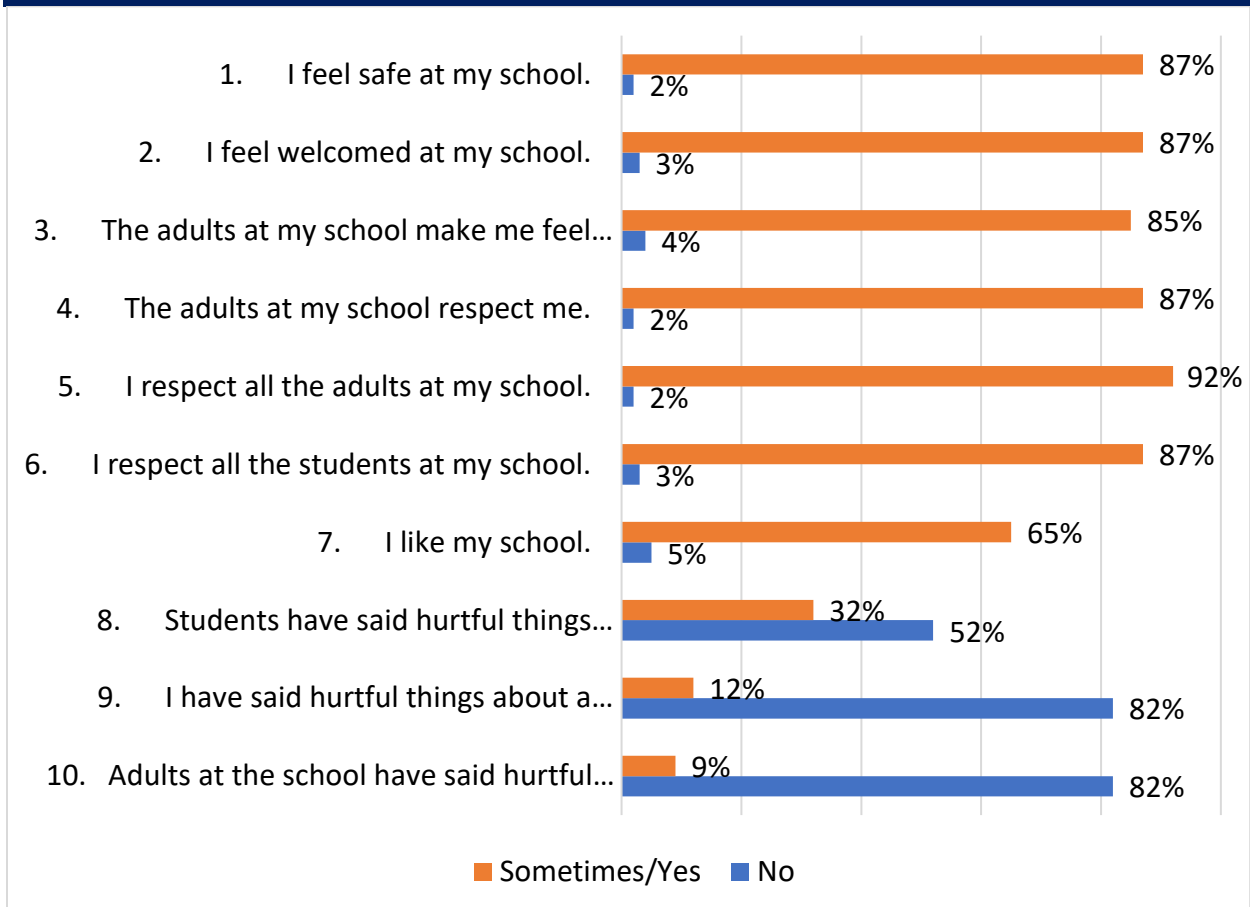


Table 3.13: Student Survey Section Title: Learning Environment Statements

Statement	No		Sometimes		Unsure or I do not know		Yes	
	N	%	N	%	N	%	N	%
11. In school, I learn about all kinds of people that look and sound different than me.	395	6%	1,383	20%	790	12%	4,253	62%
12. I think it is important to learn about similarities and differences between people at school.	257	4%	607	9%	801	12%	5,156	76%
13. I have learned about similarities and differences between people outside of school.	403	6%	933	14%	859	13%	4,626	68%
14. I am treated fairly at school.	216	3%	1,084	16%	666	10%	4,855	71%
15. The school rules are fair.	489	7%	1,538	23%	897	13%	3,897	57%
16. The adults at the school have high expectations of me.	294	4%	970	14%	1,769	26%	3,788	56%
17. Bullying is a problem at my school.	2,570	38%	1,657	24%	1,559	23%	1,035	15%
18. I think my school should survey students often.	1,799	26%	1,600	23%	1,510	22%	1,912	28%
19. I am comfortable talking to an adult at school about a personal matter.	1,571	23%	1,892	28%	913	13%	2,445	36%
20. I am comfortable talking to an adult at school about a learning matter.	414	6%	1,159	17%	609	9%	4,639	68%

Chart 3.13: Student Survey Section Title: Learning Environment Statements

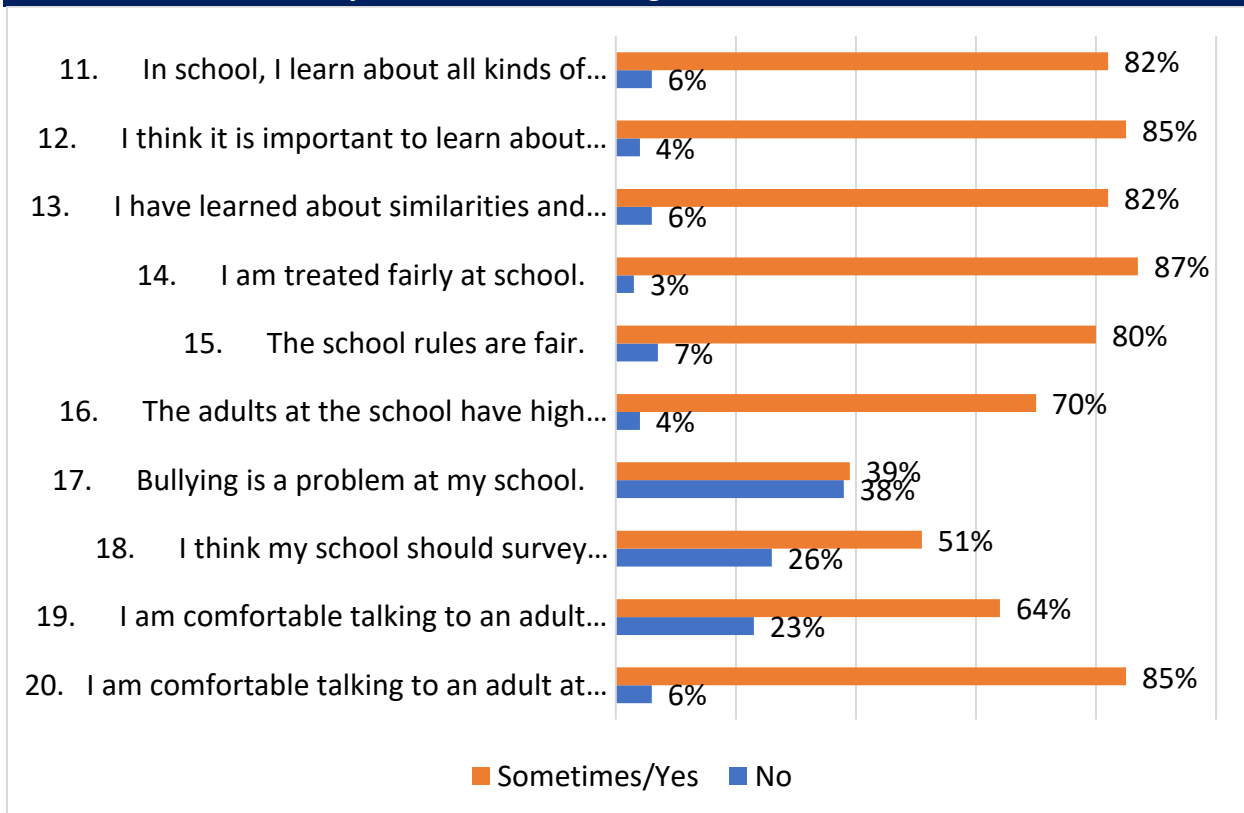


Table 3.14: Staff Survey, Section Title: *Participant Background – Question 1*

Q1: What is your role in the district?	Respondent N	Respondent %
Administrator (e.g., dean, assistant principal, principal, central office administrator)	60	3.8%
Teacher (e.g., classroom teacher, instructional coach, intervention specialist)	1,096	68.8%
Other Licensed/Certified Personnel (e.g., Social Worker, Psychologist, Nurse)	171	10.7%
Classified Personnel (e.g., paraprofessionals, support staff, bus driver, custodian)	198	12.4%
Other staff member not listed	55	3.5%
I prefer not to answer	14	0.9%
Total	1,594	100%

Chart 3.14: Staff Survey, Section Title: *Participant Background – Question 1*

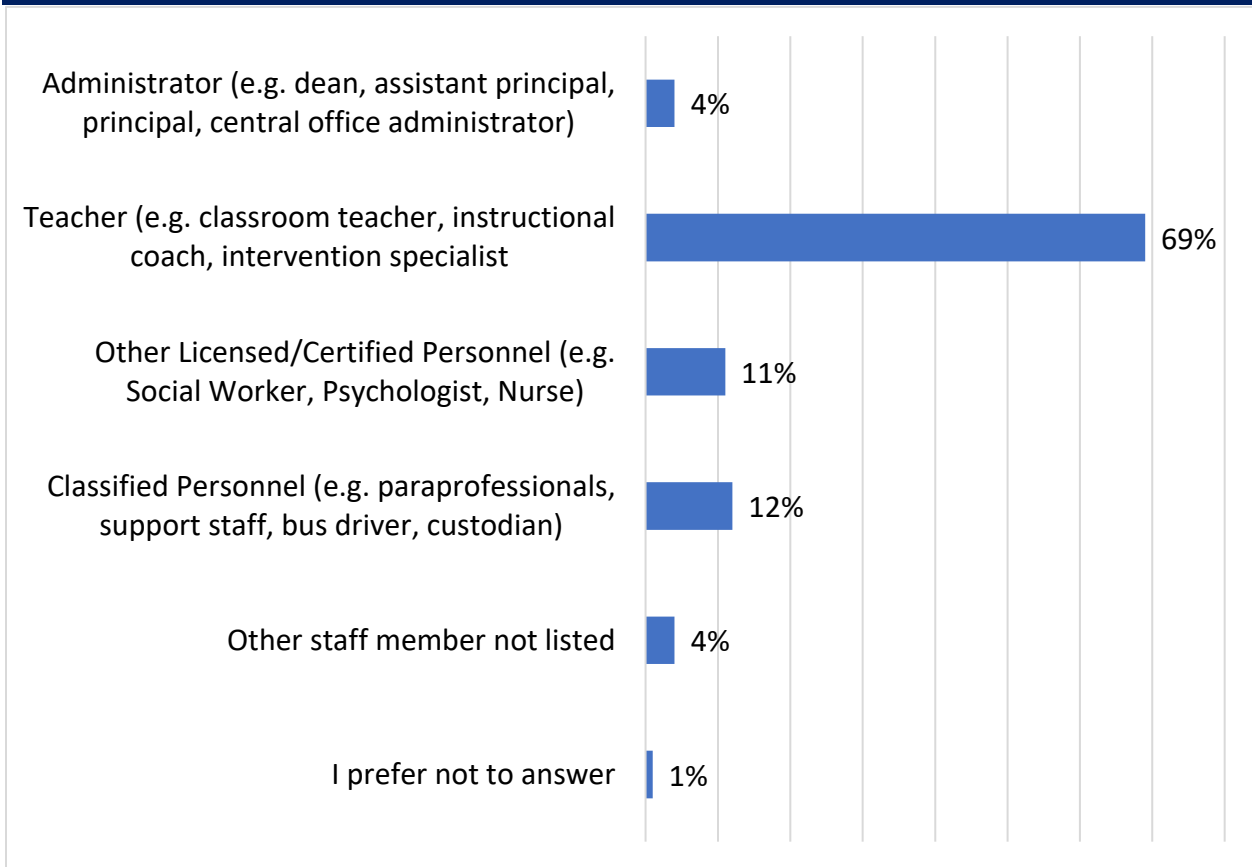


Table 3.15: Staff Survey, Section Title: *Participant Background – Question 2*

Q2: How long have you worked in the district?	Respondent N	Respondent %
0 – 2 years	282	17.7%
3 – 5 years	287	18%
6 – 10 years	377	23.7%
11 – 15 years	209	13.1%
Over 16 years	425	26.7%
I prefer not to answer	14	0.9%
Total	1,594	100%

Chart 3.15: Staff Survey, Section Title: *Participant Background – Question 2*

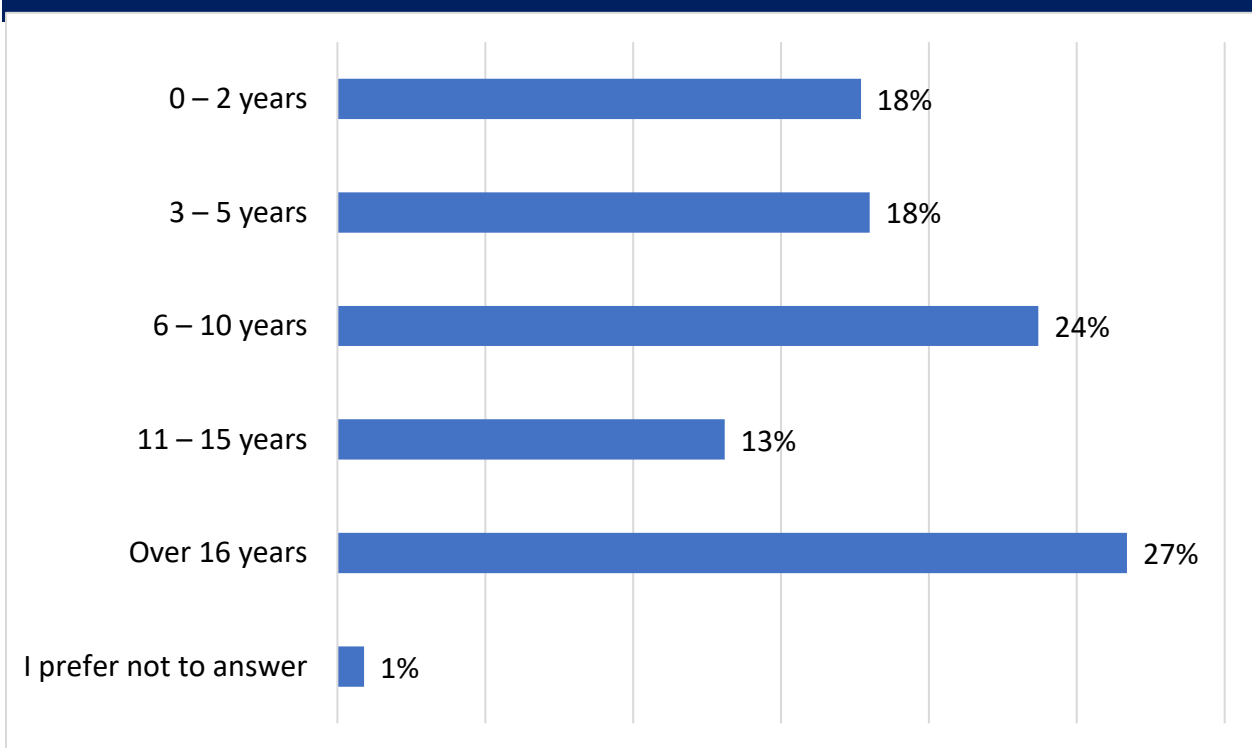


Table 3.16: Staff Survey, Section Title: Participant Background – Question 3

Q3: What is your race/ethnicity? Choose all that apply.	Respondent N	Respondent %
Alaskan Native or Native American	3	<1%
Asian, Asian American or Pacific Islander	25	1.5%
Black or African American	15	1%
Hispanic or Latinx	136	8.5%
Two or More Races	59	3.7%
White	1,273	79.9%
I prefer not to answer	83	5.2%
Total	1,594	100%

108%

Chart 3.16: Staff Survey, Section Title: Participant Background – Question 3

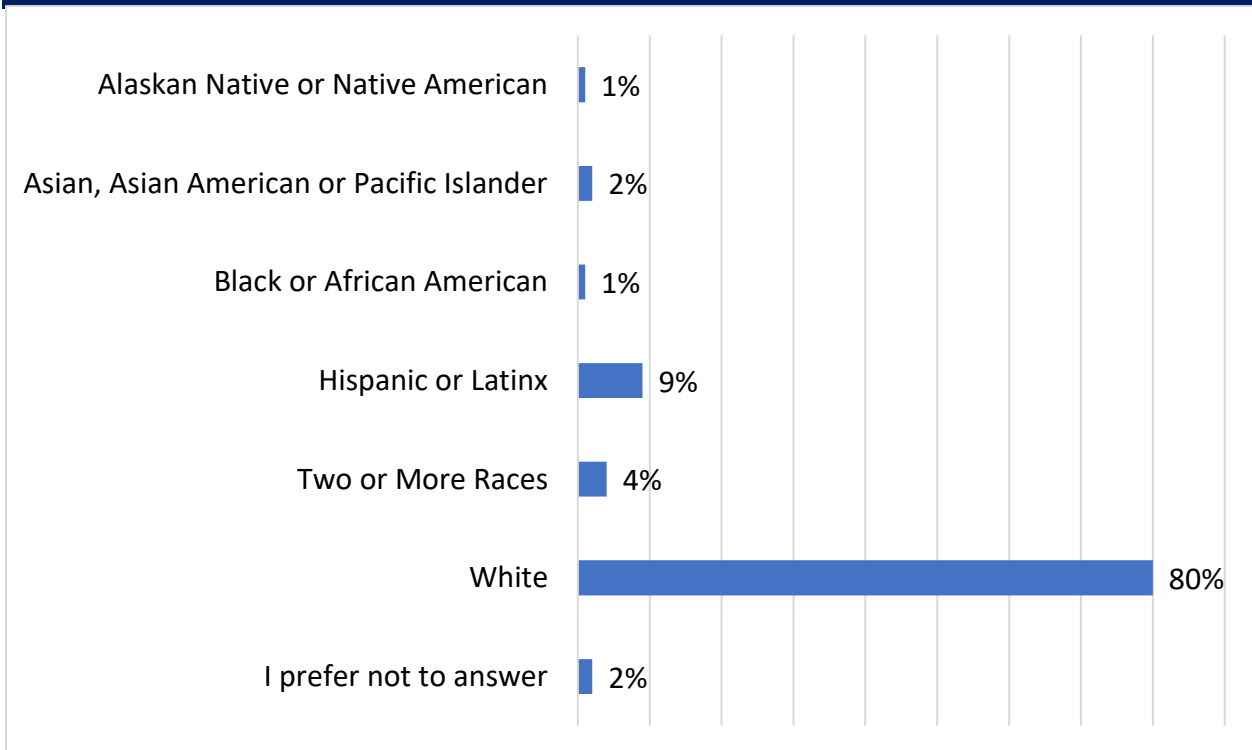


Table 3.17: Staff Survey, Section Title: *Participant Background – Question 4*

Q5: What is your gender identity?	Respondent N	Respondent %
Female	1,258	78.9%
Male	290	18.2%
Gender Variant	1	0.1%
I prefer not to answer	45	2.8%
Total	1,593	100%

Chart 3.17: Staff Survey, Section Title: *Participant Background – Question 4*

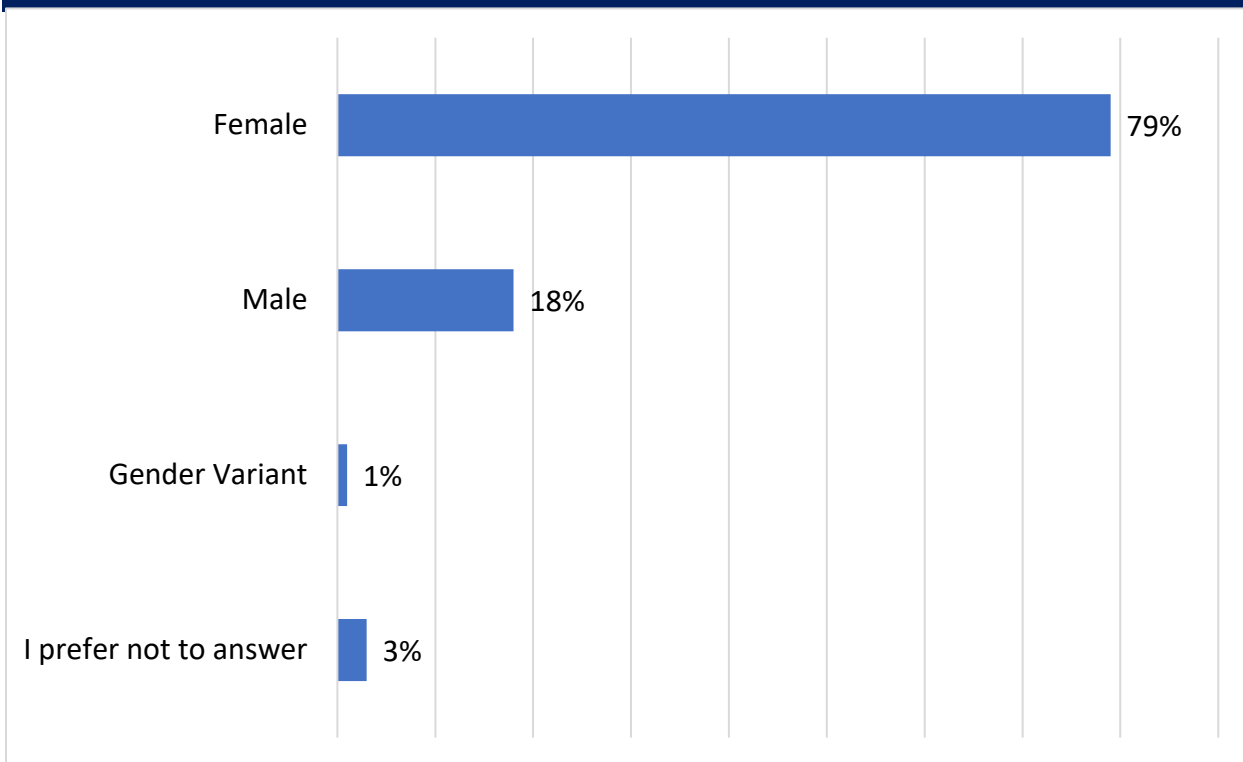


Table 3.18: Staff Survey, Section Title: *Personal Awareness Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	5	<1%	31	2%	75	5%	384	24%	1,099	69%
2. I understand the need for educational equity.	10	<1%	13	1%	66	4%	750	47%	755	47%
3. I am knowledgeable on issues of equity at my school.	14	1%	160	10%	197	12%	314	20%	909	57%
4. I am knowledgeable on issues of equity in greater society (e.g., housing, health care).	9	<1%	76	5%	220	14%	305	19%	984	62%
5. I am comfortable discussing issues of equity in schools.	25	2%	139	9%	287	18%	326	20%	817	51%
6. I am interested in learning about equity.	28	2%	68	4%	293	18%	475	30%	730	46%
7. I have personally invested in learning about equity outside of my work through such mediums as literature and podcasts.	65	4%	305	19%	395	25%	589	37%	240	15%
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	18	1%	64	4%	281	18%	384	24%	847	53%
9. Professional development opportunities on equity and related topics are needed at my district.	54	3%	99	6%	387	24%	670	42%	384	24%

Chart 3.18: Staff Survey, Section Title: *Personal Awareness Statements*

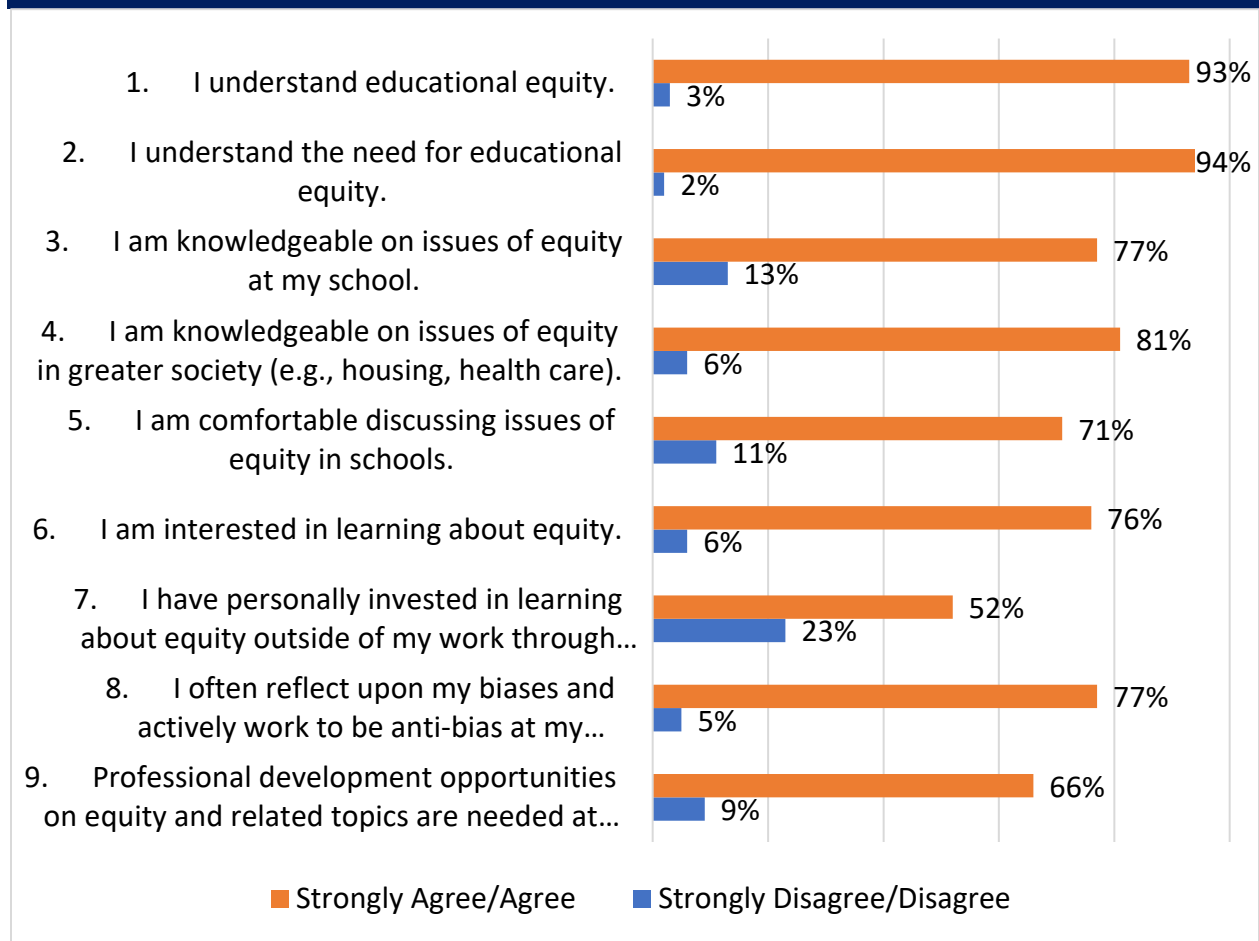


Table 3.19: Staff Survey, Section Title: *Organizational Awareness Statements*

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.	18	1%	139	9%	259	16%	917	58%	261	16%
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	24	2%	111	7%	357	22%	895	56%	207	13%
12. School leadership has communicated the importance of equity to staff.	30	2%	167	10%	349	22%	805	51%	243	15%
13. Our school proactively engages in anti-bias and anti-bullying learning with students.	36	2%	187	12%	324	20%	795	50%	252	16%
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on seek decisions.	77	5%	337	21%	638	40%	446	28%	96	6%
15. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	71	4%	300	19%	501	31%	598	38%	124	8%
16. The district has demonstrated its commitment to equity by working to identify and mitigate inequities.	52	3%	195	12%	492	31%	710	45%	145	9%

Chart 3.19: Staff Survey, Section Title: *Organizational Awareness Statements*

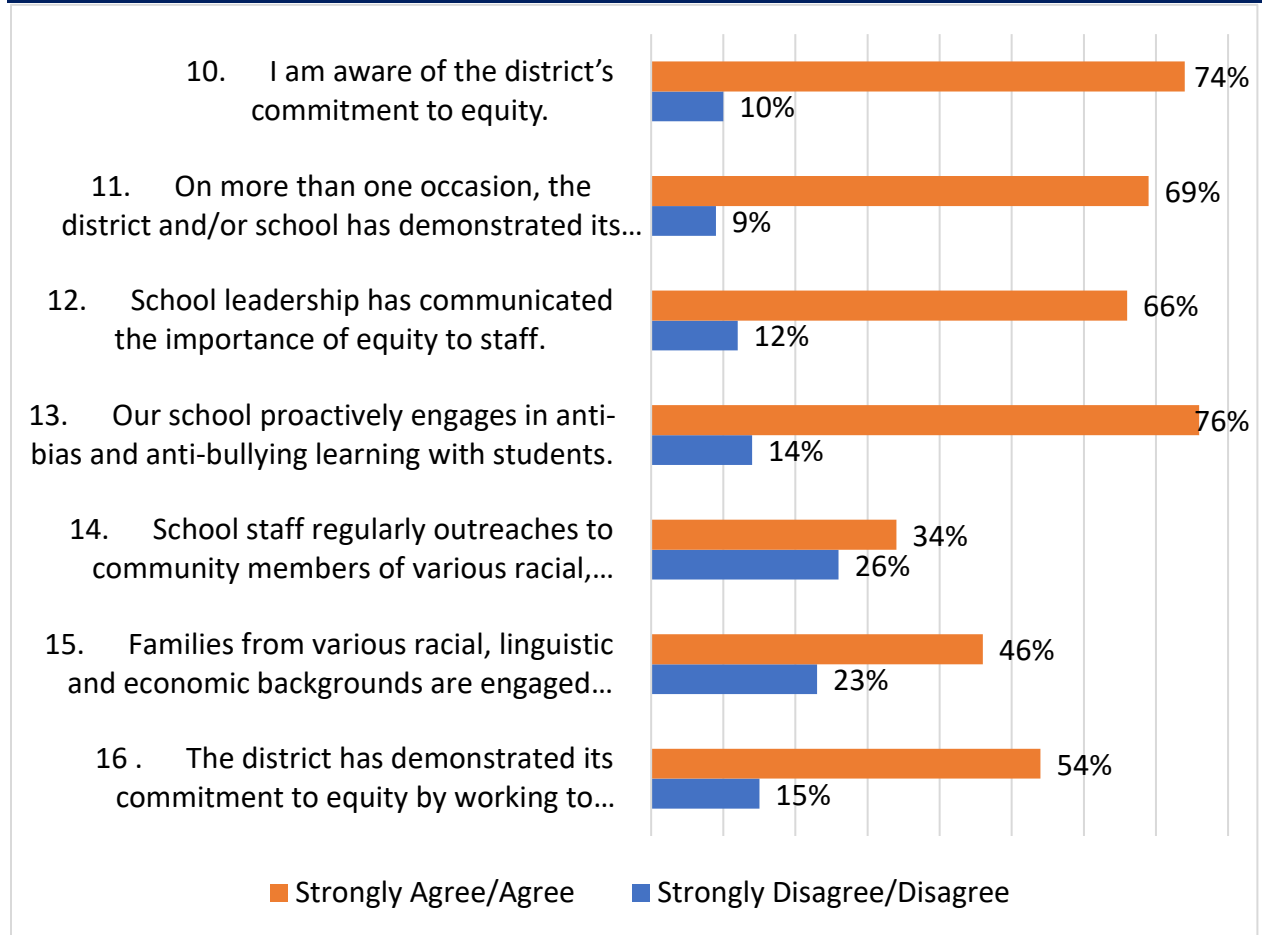


Table 3.20: Staff Survey, Section Title: *Climate and Culture Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
17. I feel comfortable being myself at school.	28	2%	87	5%	111	7%	788	49%	580	36%
18. All adults at my school communicate care, warmth and personal regard for all students.	39	2%	261	16%	228	14%	732	46%	334	21%
19. Every adult holds high expectations for each at my school.	44	3%	234	15%	264	17%	742	47%	310	19%
20. Curriculum and resources provide students the opportunity to see themselves.	50	3%	248	16%	395	25%	733	46%	168	11%
21. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	44	3%	182	11%	400	25%	752	47%	216	14%
22. I have heard inappropriate comments or “jokes” at my school that are disparaging toward people based on race, gender, sexual orientation, language, socio-economic status, and/or abilities.	513	32%	465	39%	311	20%	236	15%	69	4%

Chart 3.20: Staff Survey, Section Title: *Climate and Culture Statements*

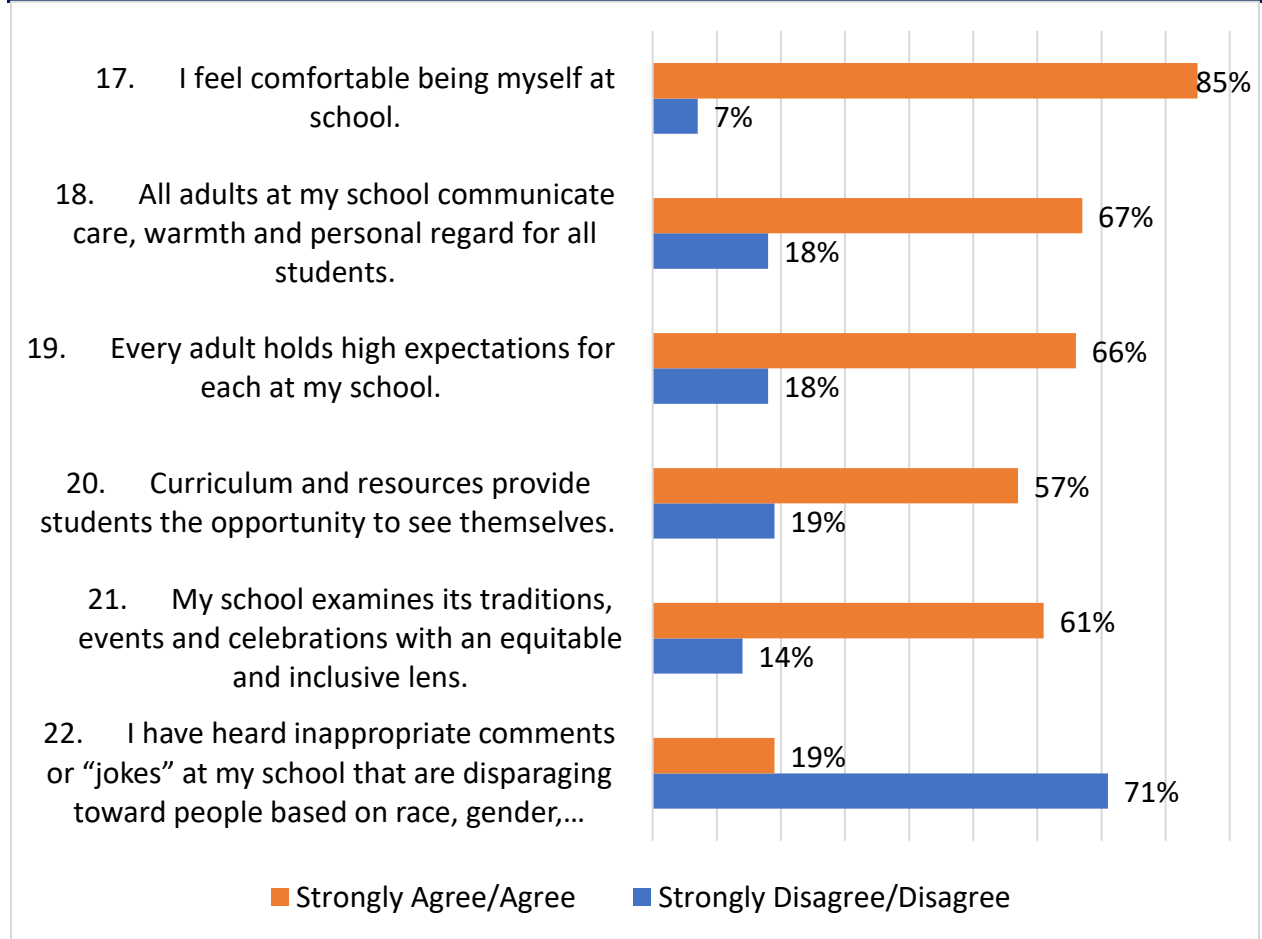


Table 3.21: Family Survey, Section Title: <i>Participant Background, Question 1</i>		
Q1: What school do you attend? (choose all that apply)	Response N	Response %
Algonquin Lakes Elementary	10	2.8%
Dundee Highlands Elementary	16	4.5%
Eastview Elementary	8	2%
Gilberts Elementary	26	7.3%
Golfview Elementary	5	1.1%
Hampshire Elementary	15	4.2%
Lake in the Hills Elementary	14	3.8%
Lakewood Elementary	3	0.8%
Liberty Elementary	33	9.2%
Lincoln Prairie Elementary	14	3.9%
Meadowdale Elementary	0	0%
Neubert Elementary	17	4.6%
Parkview Elementary	3	0.8%
Perry Elementary	2	0.6%
Sleepy Hollow Elementary	14	3.9%
Westfield Community School	26	7%
Wright Elementary	27	7.5%
Algonquin Middle School	12	3.4%
Carpentersville Middle School	10	2.5%
Dundee Middle School	44	12.3%
Hampshire Middle School	27	6.7%
Oak Ridge School	0	0%
Dundee-Crown High School	36	9.5%
Hampshire High School	54	15.1%
Jacobs High School	54	14.8%
I prefer not to answer	4	1.1%
Total Responses	454	129.4%
Total Respondents	366	100%

Chart 3.21: Family Survey, Section Title: Participant Background, Question 1

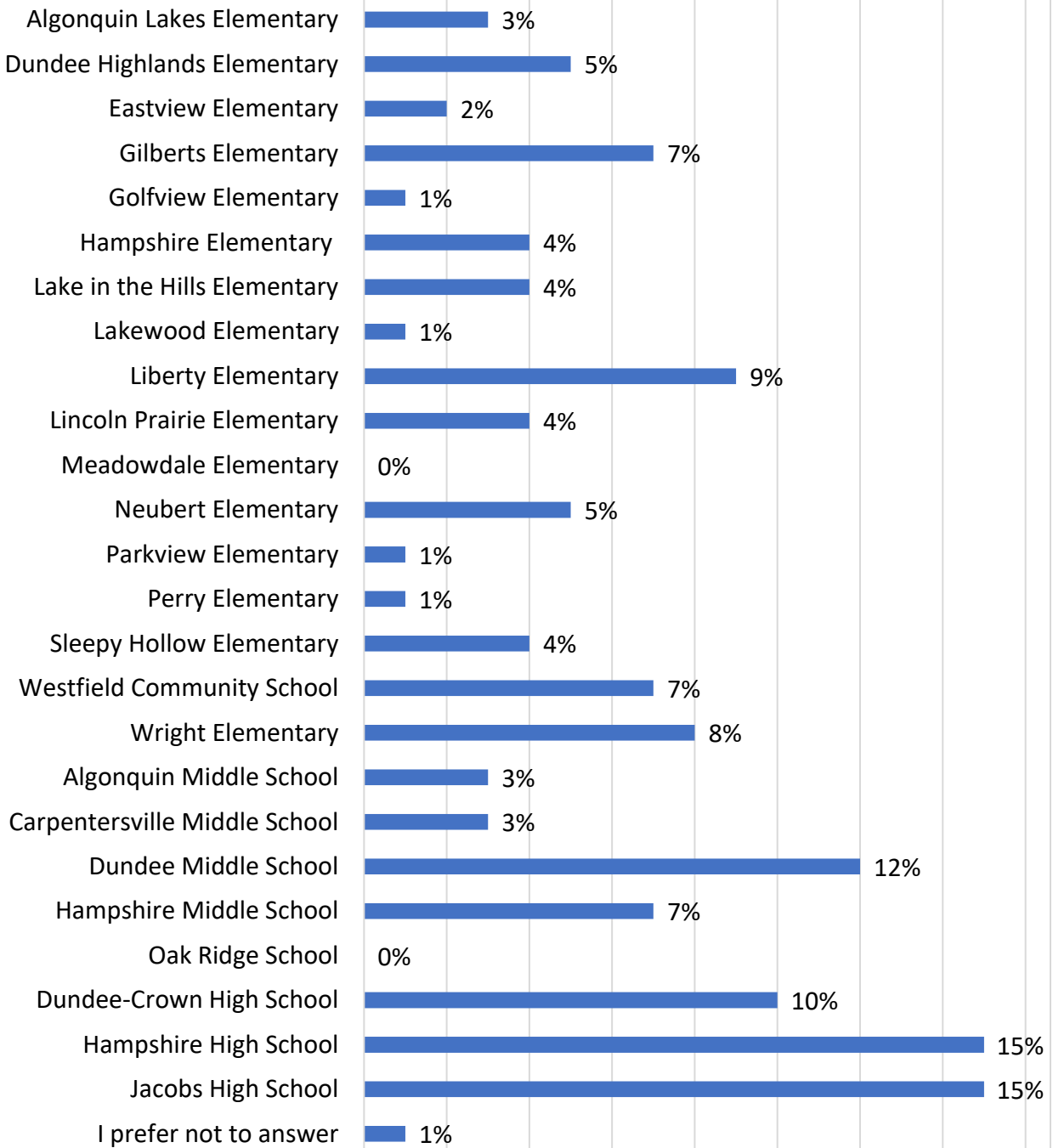


Table 3.22: Family Survey, Section Title: *Participant Background, Question 2*

Q2: What is your race/ethnicity? (choose all that apply)	Response N	Response %
Asian, Asian American or Pacific Islander	15	4.1%
Black/African American	9	2.5%
Hispanic or Latina/o/e/x	37	10.1%
Two or More Races	24	6.6%
White or Caucasian	236	64.4%
I prefer not to answer	45	12.2%
Total Respondents	366	100%

Chart 3.22: Family Survey, Section Title: *Participant Background, Question 2*

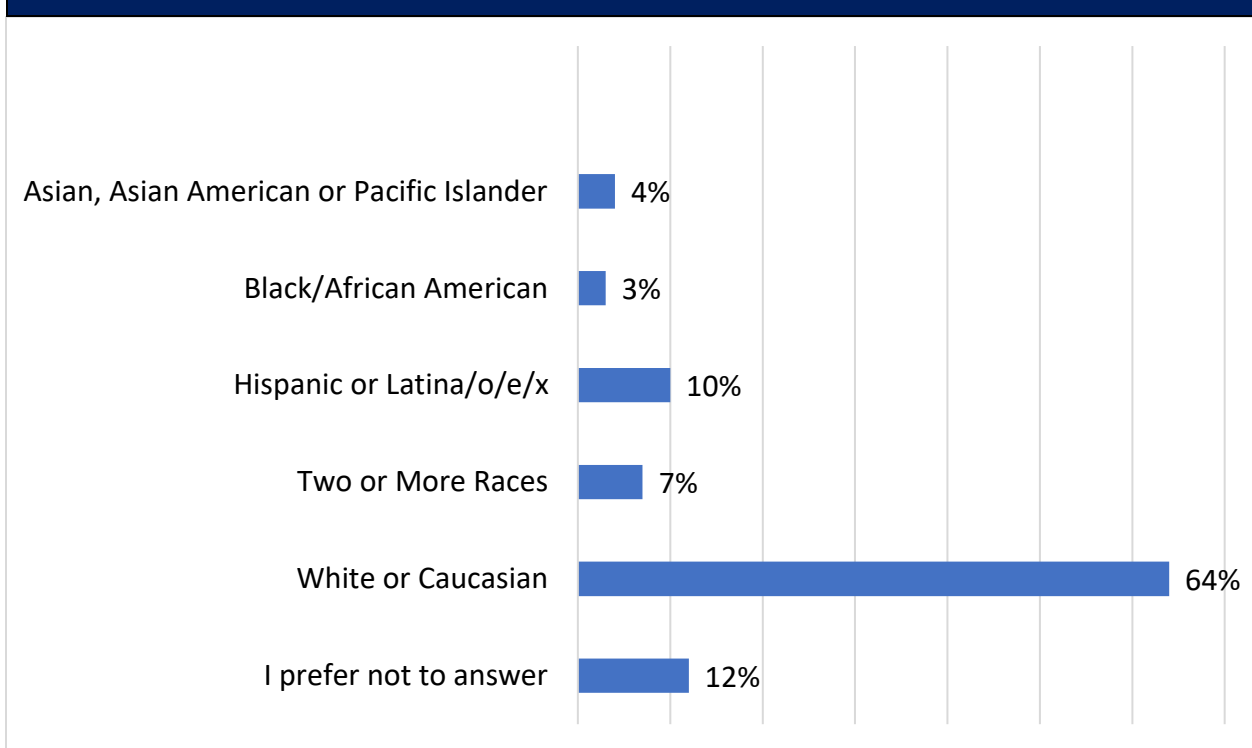


Table 3.23: Family Survey, Section Title: *Participant Background – Question 3*

Q3: What is your gender? (choose one option)	Response N	Response %
Female	273	74.5%
Male	68	18.5%
Gender Variant/Non-Binary	1	0.3%
Not Listed	1	0.3%
I prefer not to answer	23	6.4%
Total Respondents	366	100%

Chart 3.23: Family Survey, Section Title: *Participant Background – Question 3*

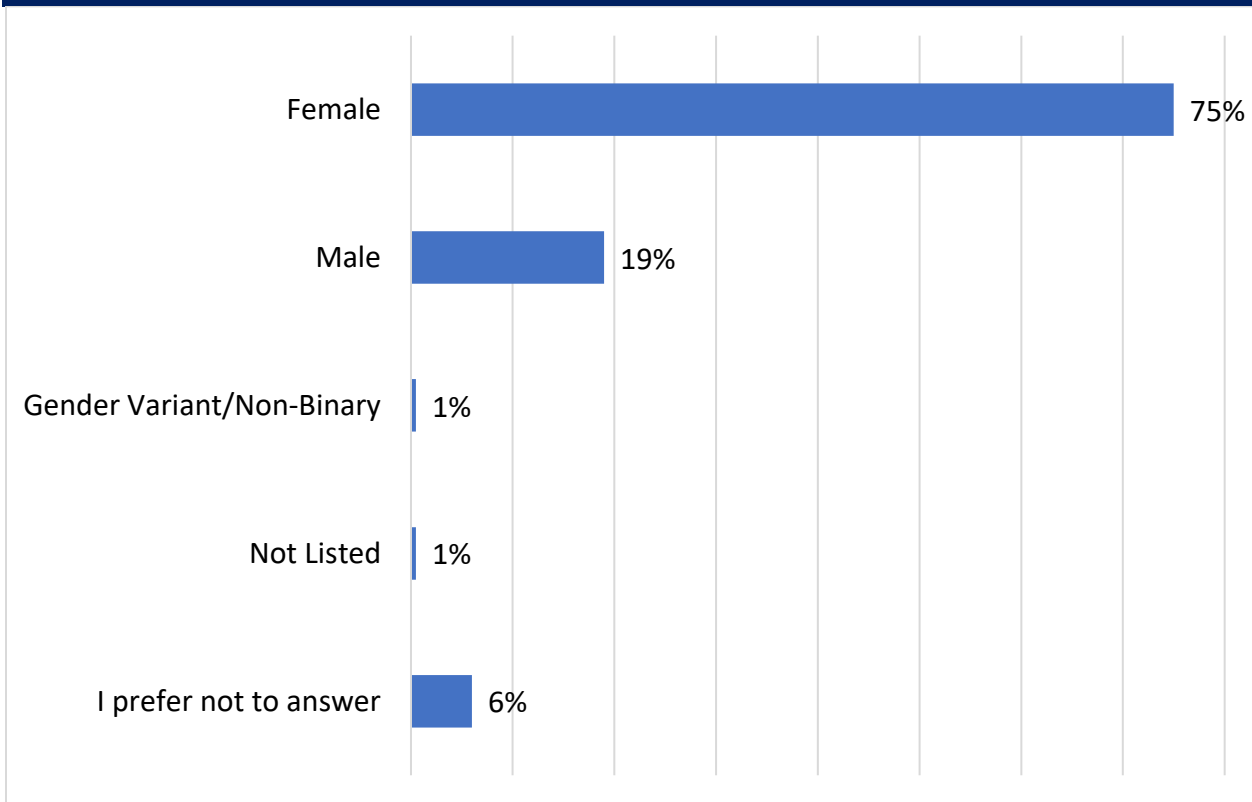


Table 3.24: Family Survey, Section Title: Participant Background – Question 4

Q4: What is your household’s annual gross (before taxes) income? (choose one option)	Response N	Response %
No income	1	0.2%
Less than \$10,000	1	0.2%
\$10,000 - \$24,999	5	1.3%
\$25,000 - \$49,999	21	5.9%
\$50,000 - \$74,999	30	8.1%
\$75,000 - \$99,999	39	10.7%
\$100,000 - \$149,999	102	28.5%
\$150,000 and up	97	26.7%
I prefer not to answer	70	19%
Total Respondents	366	100

Chart 3.24: Family Survey, Section Title: Participant Background – Question 4

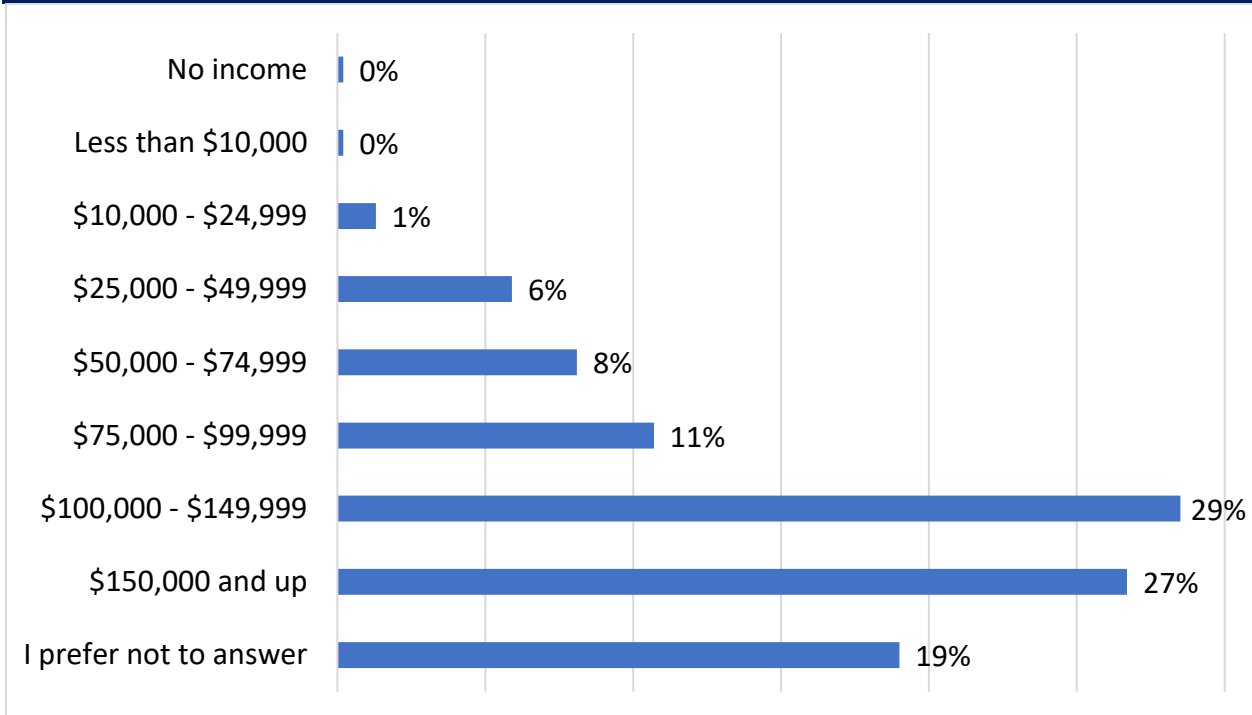


Table 3.25: Family Survey, Section Title: Participant Background – Question 5

Q5: Does your child or children qualify in any of these services? (choose all that apply)	Response N	Response %
Bilingual/English Language Learner program	18	4.9%
Free/Reduced Breakfast and/or Lunch	40	10.9%
Individualized Education Plan (IEP) Special Education	56	15.6%
504 Plan	53	14.8%
None of the above	205	57.3%
I prefer not to answer	25	6.8%
Total Responses	397	110.3%
Total Respondents	366	100%

Chart 3.25: Family Survey, Section Title: Participant Background – Question 5

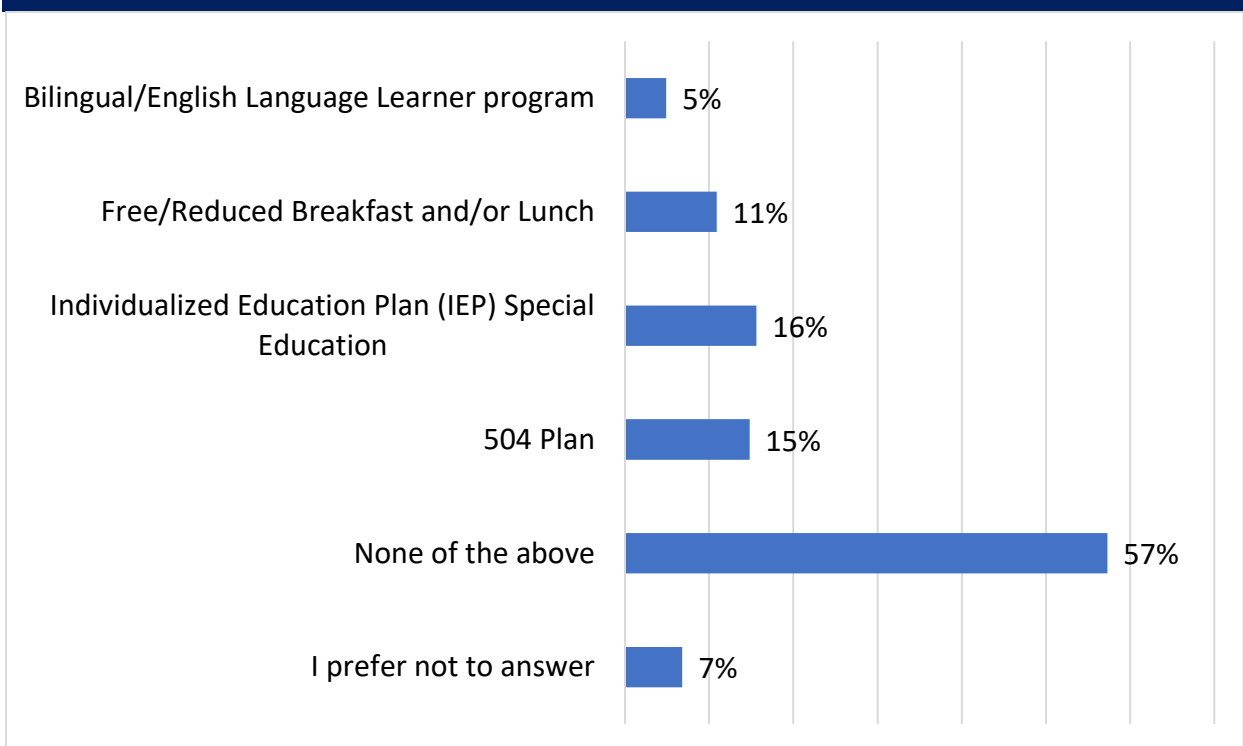


Table 3.26: Family Survey, Section Title: *Personal Awareness*

Questions	Strongly disagree	Disagree	Neutral or Does Not Apply	Agree	Strongly Agree
1. I understand the need for educational equity.	27	12	31	96	200
	7%	3%	8%	26%	55%
2. I am knowledgeable on issues of equity.	9	20	56	159	122
	2%	5%	15%	43%	33%
3. I am personally comfortable discussing issues of equity.	12	17	46	146	145
	3%	5%	13%	40%	40%
4. I am personally interested in learning about equity.	21	20	74	127	124
	6%	5%	20%	35%	34%
5. I have personally invested in learning about equity through such mediums as literature and workshops.	28	36	116	104	82
	8%	10%	32%	28%	22%
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	4	20	23	123	196
	1%	5%	6%	34%	54%
7. It is important for schools to identify root causes of inequities at school.	31	10	30	100	195
	8%	3%	8%	27%	53%

Chart 3.26: Family Survey, Section Title: *Personal Awareness*

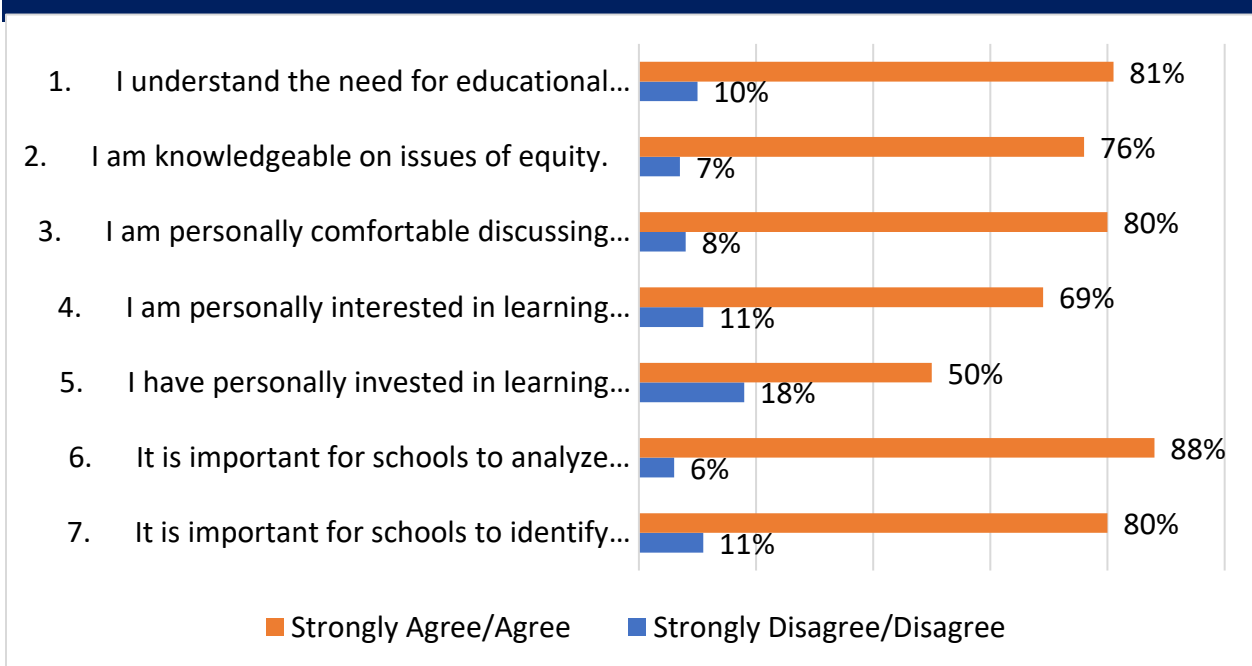


Table 3.27: Family Survey, Section Title: *Communication*

Questions	Strongly disagree	Disagree	Neutral or Does Not Apply	Agree	Strongly Agree
8. It is important for the district to be committed to equity.	26	9	30	113	188
	7%	2%	8%	31%	51%
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	8	1	17	88	252
	2%	1%	5%	24%	69%
10. It is important for school leadership to communicate the importance of equity.	30	13	35	92	196
	8%	4%	10%	25%	54%
11. Equity is a problem in our district.	47	48	152	78	41
	13%	13%	42%	21%	11%
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	18	10	30	99	209
	5%	3%	8%	27%	57%
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	35	48	170	71	42
	15%	13%	46%	19%	11%
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	19	44	151	99	53
	5%	12%	41%	27%	14%
15. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	19	35	160	117	35
	5%	10%	44%	32%	10%

Chart 3.27: Family Survey, Section Title: *Communication*

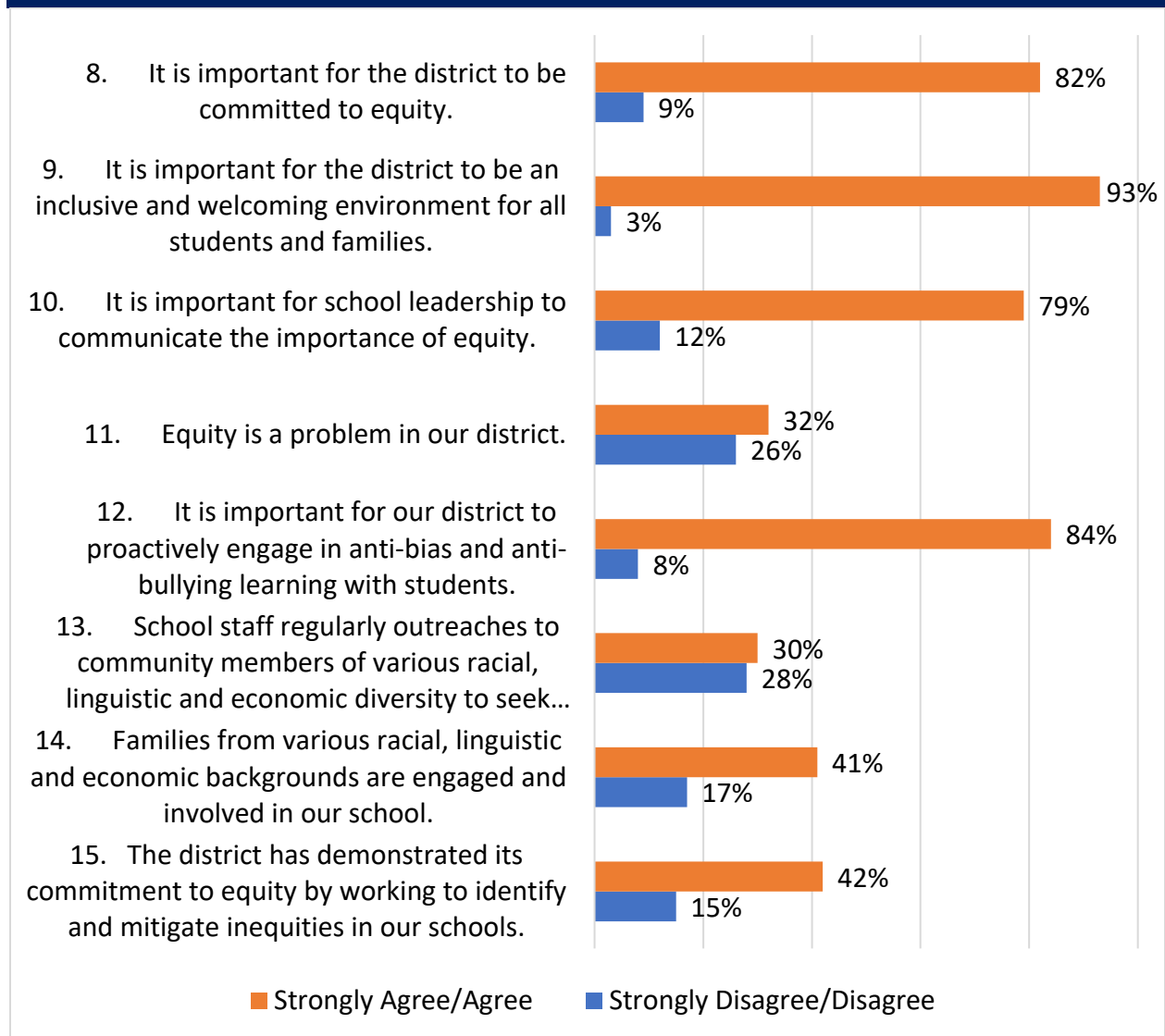
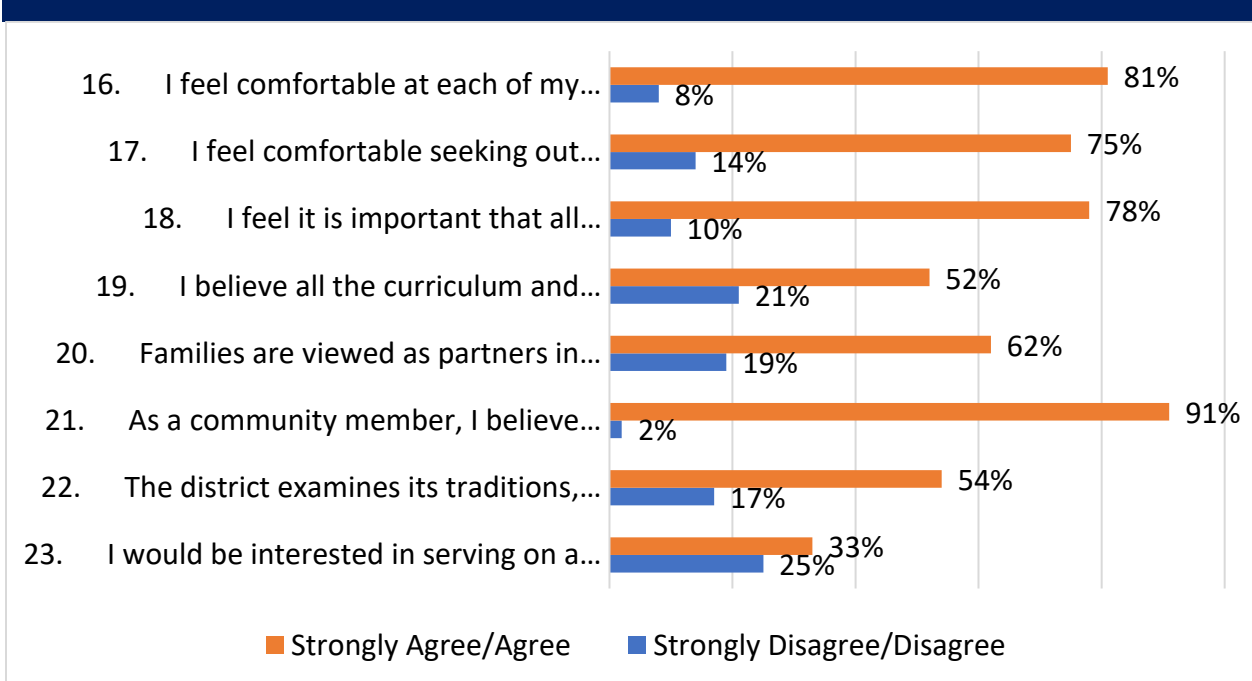


Table 3.28: Family Survey, Section Title: School Environment

Questions	Strongly disagree	Disagree	Neutral or Does Not Apply	Agree	Strongly Agree
16. I feel comfortable at each of my child's school.	12	20	41	152	141
	3%	5%	11%	42%	39%
17. I feel comfortable seeking out information about my child to school leadership.	20	33	38	136	139
	5%	9%	10%	37%	38%
18. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	16	22	43	108	177
	4%	6%	12%	30%	48%
19. I believe all the curriculum and resources are inclusive of various backgrounds.	24	51	98	118	75
	7%	14%	27%	32%	20%
20. Families are viewed as partners in the education of students.	30	41	67	132	96
	8%	11%	18%	36%	26%
21. As a community member, I believe high expectations should be set for each student.	4	1	28	132	201
	1%	<1%	8%	36%	55%
22. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	25	35	109	140	57
	7%	10%	30%	38%	16%
23. I would be interested in serving on a community equity advisory committee for the district in the future.	38	56	149	70	53
	10%	15%	41%	19%	14%

Chart 3.28: Family Survey, Section Title: School Environment



Section 4

FINDINGS AND RECOMMENDATIONS

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

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

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine next steps, and continuously progress monitor and improve toward systemic equity. The district must invest time and resources to consistently advance systemic equity. To aid in the implementation practice of an accountability framework, each finding is arranged by the *Five Strands of Systemic Equity*®. Each of these strands are equally critical and should be pursued simultaneously. With copyright licensing facilitation and support, the district may seek additional auditor support. The district does not have to utilize the above accountability framework offered. However, it is encouraged that the district pursues a research-based structure that can support the multiple, systemic ways it decides to advance equity. It is typically recommended that the district *not* pursue all findings immediately. The district could engage a prioritization of each of the findings and determine a timeline that best meets their needs. Ultimately, for the district to shift their practices with an equity commitment, they must be constantly engaged in stakeholder awareness from historically marginalized communities to identify equitable access and opportunities that benefit all students (Berg & Gleason, 2018; Bocala & Holman, 2021). A plan of action that allows for this type of engagement and systemic decision-making can lend itself towards an equity lens.

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 COMMON LANGUAGE AROUND EQUITY, AND EFFECTIVELY COMMUNICATE IT WITH ALL STAKEHOLDERS.

EVIDENCE

Findings

According to the needs assessment and a recent exploration of the district’s website, the district has not defined equity. The district would need to establish what equity means to them without subsequent equity goals and systemic action. Additionally, varying stakeholder participants commented on the need for leadership stance on equity, which can only be achieved by defining equity. This should be the priority for the district. Although the staff favorably indicating they understood educational equity and the need for it at 93% and 99%, respectively; some families indicated the lack of knowledge surrounding equity or misinterpretations of it. This unknowing is in contrast to the majority of staff and community members, but, nonetheless, clarity around what equity is and is not important.

Recommendations

The first systemic goal for the district is to determine what equity means in their institution. DELT may be in the best position to research, develop or adopt an equity definition aligned with their mission to support all students. The district should be mindful as they consider educational equity interpretations that remain authentic to the meaning of equity. Ensure to include language that places the responsibility on the district to actively identify barriers that may perpetuate disenfranchisement among students; thus, not placing the onus solely on students. Although equity intentions organically mitigate access, opportunity and expectations gaps, it merely views equity as providing students the differentiation and resources they need to thrive. This suggests that a focus on students is all that is necessary to advance equity. Student inclusion and belonging is the goal, however, equity from a lens of personalization is insufficient. Consider, for example, policies, processes, procedures, and resource allocations that unintentionally conserve access and opportunity to some students, but limits others, which are often those of historically marginalized identities. For instance, research has shown that when students are engaged in extracurricular opportunities, it leads to learning engagement. Extracurriculars are often coupled with fees, occur before/after school, and require independent transportation beyond school hours. Families that are from lower SES or financially struggling, single-family homes, families with limited time due to multiple jobs, lack of vehicle access and more do not have the same access to extracurriculars. A clear definition of equity that expounds looking inward at the institution can lead to navigating organizational approaches. In the above example of extracurriculars, the district will be empowered to consider fee waivers, providing activity busses, and offering unique schedules for in-school extracurriculars. Finally, as the district works to share its equity definition, they may contemplate communicating it to all stakeholders, posting it on the district website, including it in handbook, integrating it in each job posting, facilitating professional development and onboarding trainings, visual posters in facilities, and so on.

Research

Being clear on the definition and interpretation of educational equity is crucial) and a framework should be employed to purposely disrupt inequities (Stembridge, 2020). It is critical that equity is not loosely defined or unknown, and that the district positions itself to develop reflection and actions to combat systemic biases, whether intentional or unintentional (Aguilar, 2020). An equity lens to decision-making will serve all students in meeting their whole needs (Roegman et al, 2020; Bocala & Holman, 2021). School leaders have the capacity and responsibility to lead their staff in developing a vision and common language aimed to achieve equity (Diem & Welton, 2021).

1.2	PRODUCE A BOARD POLICY, A BOARD STATEMENT AND/OR DISTRICT STATEMENT ON EQUITY.
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EVIDENCE

Findings

To support the district’s defined statement on equity, the BOE can support the work with a Board policy or district statement. Such a policy or statement can behoove the district with implementation of other suggestions that arose from the needs assessments such as a strategic plan rooted in equity and developing a communication plan. Further, a BOE policy or district statement following the equity definition can amplify the district’s commitment to DEI. It may also espouse organizational awareness. Staff survey respondents indicated a slight majority, or 54%, in their knowledge about the district’s commitment to equity, but 66% staff respondents favorably implied that the school leadership has communicated the important of equity to its staff.

Recommendations

The purpose of an equity policy and/or statement is to leverage opportunities to advance systemic equity. This is a common, legal strategy to support equity work, especially in times of gross misinformation about diversity, inclusion and belonging. Districts empowered with such policies or statements plainly communicate to their stakeholders that all students are valid and affirmed, and intentional efforts to remove biased barriers will be pursued. The BOE and leadership will join districts across the country with such efforts and may seek out their legal team to employ sample language. More importantly, equity reminds us of the racially changing demographics that mirror the globe. What is often referred to as *People of the Global Majority* (PGM), the human population is comprised mostly of BIPOC individuals and that will soon be reflected in the population in the U.S. An equity BOE policy, district policy and/or statement will finally and rightfully lend itself for BIPOC, and other marginalized identities, to see themselves in the curriculum and fully participate in the school experience. When, not if, there is pushback, fear propaganda and intimidation attempt to negate any and all equity efforts, the BOE and district can rely on their commitment to all students in their stated policies or such. Stakeholders often appreciate knowing the diversity, equity and inclusion stance of their BOE and district values through these unambiguous and transparent means.

Research

Through the implementation of a Board policy and/or statements, the district can position itself to acknowledge the systemic way its practices may implicitly obstruct action (Scheurich & Skrla, 2003; Smith et al, 2017). Board of education members can rally behind equity through these powerful statements and critically examine the structural changes needed (Savage-Williams, 2018). The need for explicit policies on DEI are necessary to uphold the district’s stance and long-term commitment of equity (Diem & Welton, 2021).

1.3	IMPLEMENT INTENTIONAL, MEASURABLE, ACCOUNTABLE AND TRANSPARENT EQUITY GOALS.
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EVIDENCE

Findings

DELT members reported unknown goals surrounding equity goals, and 60% of survey respondents indicated that on more than one occasion, the district and/or school had demonstrated its commitment to equity. The aim to advance districtwide, or systemic, equity goals must be consistent, and part of the goal-forming can educate others on the need. Staff demographic, discipline disparities, and academic assessments coupled with the everyday experiences of student-to-student hate speech and microaggression toward historically marginalized populations is evidence of universal goals that include measures or indicators of success to mitigate inequities. Equity-specific goals can also support the district’s ongoing work as it updates handbooks, dress codes and other systemic expectations, processes and procedures.

Recommendations

The work to advance districtwide, or systemic, equity goals must be a constant and relentless pursuit. It will be necessary to not only demonstrate to stakeholders the commitment to equity, but more significantly, acknowledge that barriers exist, and then work to eliminate them. Coherent and explicit goals that include accountable and measurable ways to mitigate inequities while advancing equity are ideal. An accountability framework that lends itself to systemic, research-based equity action would benefit the district. Such a framework serves as a plan of action in achieving the stated goals that have been formed by the carefully selected members of the district's equity leadership team. Whether these equity goals are referenced as a separate action plan or embedded in a district's strategic plan, the district should be mindful of organizational-wide responsibilities. In other words, a plan that allows for identification of districtwide shortcomings in multiple areas such as grading expectations, discipline approaches, talent development, programmatic structures, and communication efforts, and not merely one equity-driven goal. This will be daunting as the opportunities of improvement are massive, but they cannot be reasonably deconstructed and reconstructed at once. Prioritizing five areas, for instance, as opposed to a dozen will rightfully keep equity at the forefront of progress. As the district journeys through this process of developing equity-focus goals or plans using an accountability framework or a similar framework, it can expect, assuming the work is done with authenticity and fidelity, that a transformative shift will occur. An important consideration for the district is that effective Fall 2022, ISBE will utilize an Equity Impact Analysis Tool wherein districts will be guided to answer these six

questions, which this district has addressed through this Equity Audit: *What is the policy, program, practice or budget decision under consideration, and what are the desired results and outcomes?; What data is obtainable, and what does it tell us?; How have stakeholders been engaged? How can we expand engagement opportunities?; Who will benefit from or be burdened by your proposal? What are your strategies for advancing equity or mitigating unintended consequences?; What is your plan for implementation?; How will you ensure accountability, then communicate and evaluate results?* Through the implementation of equity-driven goals and plans, the district would be in alignment with ISBE's expectations.

Research

Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley et al, 2019). Through the implementation of a specific equity plan, the district may readily identify indicators to progress monitor its culture and climate shift. A design process is feasible through an equity plan, and not a typical districtwide strategic plan. Equity must be systemic to ensure collective responsibility in disrupting inequities especially inequities encountered by historically marginalized groups (Singleton & Linton, 2006; Shields, 2018). Scholarship informs how these foundational frameworks to interrogate educational equity in hopes to disrupt injustices particularly those experienced by historically excluded groups can aid in mitigating inequities (Aguilar, 2020). Through transparency efforts and systemic plans, the district positions itself to develop collaborative, authentic actions to advance equity and intentionally disrupt explicit and implicit forms of -isms (Bocala & Holman, 2021; Diem & Welton, 2021). Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley et al, 2019; Shields, 2018).

1.4	INCREASE STRATEGIC PRACTICES TO ATTRACT AND RETAIN HIGHLY QUALIFIED DIVERSE TEACHERS AND ADMINISTRATORS.
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EVIDENCE

Findings

Over the last four years, the collective staff of color has been 9% to 10% which is in stark contrast to White educators and administrators, which make up 90%-91%. Additionally, the needs assessments and focus group responses from staff and family stakeholders shared their desire for more staff of color. Staff making such statements as the following: *“This not unique to our school, but lack of racial diversity in staff. Hard for students to think they can talk to a person because understand where they come from. The district relies on staff of color to be go-to for SOC to relate a bit better when see themselves. School district needs to be more intentional than putting application online, but actually recruit POC.”; “We need to understand and recruit individuals that reflect diverse student population.”* Families also shared their similar sentiments: *“The growing diversity is a strength in the district.”; “I do wish my students were exposed to bigger representation of different ethnicities in and among their teachers.”*

Recommendations

Across the country, school districts struggle to recruit racially diverse candidates as less people of color seek a career in education. Although there are infinite ways to attract and recruit high-quality teacher candidates, the district may find it needs to consistently be innovative in its recruitment process. For instance, innovative approaches include outreach to affinity groups at local colleges and universities or *Grow Your Own* programs targeted toward diverse identities. Unfortunately, there is no immediate turnaround to increase racial/ethnic diversity if there are few positions to fill. In the meantime, there are several opportunities to examine. For one, the district could review its current recruitment efforts at HBCU (Historically Black Colleges and Universities) and other higher education institutions that have a diverse teacher preparation program. The district may also employ marketing techniques to undecided college majors. The district may also offer guaranteed teacher interviews to district alumni. The district will not immediately diversify its staff as most schools are aggressively competing for diverse teachers and administrators; therefore, the district could also review its interview questions of candidates. Asking inquiries related to diversity, equity and inclusion will provide interviewing teams information about candidate pedagogy and practices. Finally, the district, with complete vulnerability, can interrogate its retention efforts through the exit surveys it has offered previous employees, seek out feedback from minoritized identities, and consider its reputation as having concerning DEI climate and culture. It is well-known that people will inform one another of a positive, belonging space in their place of employment. This is especially investigated by POC who often know they will be in the minority in the education field, as White teachers comprise 87% of all educators across the country. There is no magical formula or one way the district will diversify its teaching or leadership staff. A call to action on multiple recruitment efforts, retention efforts, and its overall commitment to equity, will likely position the district as a sought-after place of employment.

Research

The benefits of a historically marginalized diverse staff include increased positive adult-student relationships, higher student engagement, meaningful connections to the school, mitigating access and expectation gaps, as well as improved intergroup relations, role-modeling and combating of stereotypes and biases. (Wells et al, 2016; TeachPlus, 2019). When cultural mismatch occurs, cultural misunderstandings may also contribute to unfavorable assumptions that impact impacting student learning and efficacy (Taylor, 2021).

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 EMBED CULTURALLY RESPONSIVE CURRICULUM AND RESOURCES IN EACH CONTENT AND GRADE.

EVIDENCE

Findings

The needs assessment comments about the teaching and learning component ranged from improvement to superficial, alignment with state standards to traditional view that limits diversity and culture; this was further supported by the focus groups and surveys. According to each stakeholder group, there is a lack of diverse curriculum, embedded culturally responsive pedagogy, inconsistency with representation and an antiquated curriculum. Further, 76% of students stated that it was important to learn about similarities and differences between people at school, while only 4% indicated it was not. Of those surveyed, 93% of families favorably indicated that it was important for the district to be an inclusive and welcoming environment for all students and families.

Recommendations

There is an overwhelming amount of research that show students are engaged in their learning when they feel connected to the content, and when it is designed to be meaningful and relevant to their lives. It is impossible at this juncture to identify all the reasons of academic gaps between racial student groups, but a constructive consideration that can be employed with fidelity is culturally responsive pedagogy and practices. When educators strive for culturally responsive learning spaces, it organically encompasses relationships as teachers would need to know the students they are teaching, and vice versa. Cultural responsiveness is the responsibility of all workers that occupy the public sector. It aids in developing empathy and understanding for another whose background and lived experiences may be different from one’s own positionality. Transforming the district culture to recognize and engage in conversation about cultural responsiveness as embracing diverse identities will be needed to accelerate care and humanity. Extensive, long-term professional development to support educators on culturally responsive practices will aid in centering the voices and experiences of BIPOC, Bilingual, and other marginalized students. All certified staff may benefit from professional development around the recently approved Illinois Culturally Responsive Teaching and Leading Standards, which provide performance indicators. Administrator and teacher evaluations that include the expectation of culturally responsive pedagogy and practices catapult its urgency. An equity lens of all curricula, resources and assessments will be necessary to identify the numerous ways dominant culture is centered. The Understanding by Design (UDL) framework (Chardin & Novak, 2021) is a powerful opportunity for educators to collaborate, personalize learning, tap into students’ funds of knowledge, and sustain culturally responsive pedagogy.

Research

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

2.2	ANALYZE THE ROOT CAUSES OF RACIAL DISPARITIES IN ACADEMIC BENCHMARK AND STANDARDIZED ASSESSMENTS.
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EVIDENCE

Findings

Over the last four years, the negative performance on the IAR benchmarking assessment has steadily increased among Hispanic/Latinx students. In SY 2017-18, 38% of Hispanic/Latinx students exhibited poor academic outcomes on this assessment, and that has grown each year to most recent data in SY 2020-21, in which 43% of Hispanic/Latinx students had negative performance on said assessment. Although caution should be applied to any one assessment, the percentile outcomes among other racial groups taking the same assessment is equally concerning. From SY 2017-18 to SY 2020-21, students of Asian, Black/African American, Hispanic/Latinx and Two or More race/ethnicity identities have been mostly unchanged in percentile. The benchmark coupled with standardized assessments reveals a downward trend for students of color that requires further exploration. In the reading and math standardized assessments, all racial/ethnic groups performed at 72% or lower. In the last four years, of all the Asian students that have taken the standardized assessment, 70%-72% of said student group met or exceeded proficiency, and in math, 68%-69% of Asian students met or exceeded proficiency. Among students of color, the four-year data set showed the following: Of all the Black/African American students who took the standardized assessment in reading scored 27%-31% met or exceeded proficiency, while in math 21%-23% of Black/African American students met or exceeded proficiency; Of all the Hispanic/Latinx students who took the standardized assessment in reading, 33%-35% met or exceeded proficiency, and in math 27%-28% of Hispanic/Latinx students met or exceeded proficiency. In the race/ethnic categories for Two or More Races and White students, the following was revealed: Of all the Two or More Races students who took the standardized assessment, 58% met or exceeded proficiency in reading, and 48%-50% met or exceeded in math; and, of all the White students who took the standardized assessment, 61%-63% met or exceeded in reading while 54%-55% met or exceeded in math. These singular data points are not necessarily causation of systemic racial biases against students of color, and the final grade instances in all racial categories does align with overall population, however, there is correlation of racial disparities in academic performance among marginalized groups. Further, although there is some racial proportionality of students in gifted programming compared to their overall demographic, Black/African American student are the only racial group significantly underrepresented where in only 3% of all gifted students are Black/African American, but represent 6% of the entire student body, or 8%-10% proportionately. Special

population students, especially EL students and students with an IEP are glaringly unrepresented. In totality, EL students represent 1% of all students in gifted programming despite being the steadily growing special population while students with an IEP are also hardly represented at 1%-2% in the last four years.

Recommendations

The opportunity to examine the root causes for academic achievement disparities can aid the district in their equity journey. Without placing too much emphasis on any one measure of performance, understanding the why to this incongruity is helpful. The district would benefit in exploring bilingual gifted and twice exceptional opportunities as an avenue to support rigor and talent development among historically marginalized groups.

Research

Any hierarchical suggestion or predictability of academic performance based on race is problematic. A call for a standard of excellence from all students is foundational to any academic setting. At the same time, attention must be paid to knowledge, skills, and cultural codes that students are expected to manifest that could impact their navigation of school expectations and assessment performances (Howard, 2010).

2.3	ENSURE DISAGGREGATED DATA OPPORTUNITIES OCCUR DURING COLLABORATIVE PROFESSIONAL LEARNING COMMUNITIES.
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EVIDENCE

Findings

During the focus groups, staff stakeholders repeatedly commented on the need for all teachers to have high expectations of student. The collective data of Black/African and Hispanic/Latinx students racially marginalized students that are retained, that drop out, that are chronically absent, are transient and graduate is in stark contrast to Asian and White students. These negative data sets are typically the outcomes of various disconnections with school and/or external factors. Districts can maintain a pulse on the learning environment when educators have dedicated time and proper training to disaggregate their student data.

Recommendations

Educator collaboration with instructional coaches and interventionists should unravel learning gaps. Require Professional Learning Communities (PLC)s for teachers allow them to collectively review their student data, problem-solve and consider pedagogy and practices that benefit all students. Team data dives that embed a culturally responsive lens eliminates deficit thinking. Hence, an authentic PLC elevates intentionality to reflect and respond to student needs.

Research

When teachers are provided with opportunities to collaborate and share instructional practices, the shift from isolation to collaborative teams is heightened (Eaker et al, 2002). Robust PLCs have been known to address various forms of -ism’s and transformations in

teacher mindsets, classroom practices and positive SEL outcomes (Leonard & Woodland, 2022).

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 INTERROGATE THE ROOT CAUSES OF DISPROPORTIONATE DISCIPLINE OUTCOMES AMONG STUDENTS BASED ON RACE/ETHNICITY AND STUDENTS THAT QUALIFY FOR FREE/REDUCED LUNCH.

EVIDENCE

Findings

The discipline count of students in all racial/ethnic categories has decreased in the last four years. As expected, student discipline decreased significantly during the Covid-19 pandemic. However, it must be noted that the disproportionality of overall demographic to discipline is significant among Black/African American students. From SY 2017-18 to SY 2020-21, Black/African American students consistently represented 6% of all students, but it is the racial/ethnic group that represents more than double in percentile of discipline ranging from 17%-26%. An area of needed attention is the discipline disproportionately among special populations. Steadily in the last four years, the FRL student population has represented more than half of all discipline from 60%-71%. Unpacking issues of discipline or disconnectedness with school among students may lead to mitigate dropout rates, absenteeism, tardiness and truancy.

Recommendations

Developing a system for school teams to regularly analyze discipline data and disaggregate by identities allows for continual monitoring. It is a proactive approach regularly monitor student discipline. Disaggregate the data by race/ethnicity, gender, special populations, time of day, teacher and infraction may be useful in determining cause. Participate in ISBE’s Illinois Partnership to Disciplinary Equity to provide training for teachers and administrators in Empathetic Instruction.

Research

Racial discipline disparities perpetuate a dangerous school-to-prison pipeline. The urgency to address this discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege, and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; Gorski, 2018).

3.2	LEVERAGE SEL PRACTICES EMBEDDED IN DAILY EXPERIENCES FOR ALL STUDENTS AND UNIVERSALIZE RESTORATIVE PRACTICES TO CONFRONT ISSUES OF DISCIPLINE.
EVIDENCE	
<p><u>Findings</u> An overwhelming area of concern that arose from students was the everyday microaggressions, biases and hateful speech from their peers. Ensure there is systemic, embedded practices that infuse SEL interactions with students and support whole child as opposed to fragmented implementation. The same is true for restorative practices. Opportunities to leverage and universalize restorative practice can aid in the district’s commitment to educational equity.</p> <p><u>Recommendations</u> The district may benefit from the application of restorative practices or similar models that offer deliberate relationship-building, healing, and unpacking of root causes to behavior. It would benefit the district to investigate the discipline count by school, classroom, content, time of day and infraction. Trainings for all staff can include implicit biases associated with student behavior, adolescent psychology, and social work methodology and approaches. A continuum of teaching considerations or trainings should also be offered to all students on problem-solving, conflict resolution, and emotional well-being and mental health. Developing a system for school teams to regularly analyze discipline data and disaggregate by identities allows for continual monitoring.</p> <p><u>Research</u> Restorative practices aim to identify the root causes of behavior, misunderstandings, and fosters meaningful relationship building that has been damaged or lacks care (Smith et al, 2017). Numerous studies have demonstrated the positive impact of restorative practices as a pathway to educational equity (Gomez et al, 2020).</p>	
3.3	EXPAND ACCESS TO EXTRACURRICULAR OPPORTUNITIES AND INTERESTS
EVIDENCE	
<p><u>Findings</u> White students represent less than half of the overall representation but 64%-67% of extracurricular participation in the last four years. Asian students are the other racial group of students that are well-represented in extracurricular at 8% consecutively from SY 2017-18 to SY 2020-21 while only representing 5%-6% in overall demographic. However, Black/African American and Hispanic/Latinx students are clearly underrepresented in extracurricular participation opposed to their overall demographic. The underrepresentation in extracurricular is also prevalent among special populations, especially EL student wherein only 1% have participated each year in the last four years but are the fastest growing overall student population demographic from 14%-18%.</p> <p><u>Recommendation</u> Participation in extracurricular activities increases with accessibility. Extracurriculars offered before or after school, instinctively lead to barriers such as deficient transportation,</p>	

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

Research

Research has shown that when students can be engaged in school beyond academic, they form a sense of community. Scholars have shown that participation in extracurriculars cultivates student engagement while fostering student motivation and interests (NCES, 1992). Historically marginalized populations are not sufficiently represented in extracurriculars, yet they experience greater benefits (Heath et al, 2018).

3.4 | ESTABLISH A STUDENT EQUITY ADVISORY COMMITTEE.

EVIDENCE

Findings

The district could be proactive in its commitment and action toward a more equitable school through the development of a student equity advisory committee. Such a committee can meet on a regular basis to offer the district and school leadership constant feedback. Alarming matters mentioned related to racism, sexism, ableism, homophobia, transphobia, xenophobia, lack of empathy, lack of trust, lack of respect and overall mental health issues. The student survey responses were mostly favorable toward the district, and it would benefit the district to maintain positive experiences while unpacking the varying degrees of students that did not feel safe, welcomed or comfortable at their school. A critical survey response from the students that was not clearly favorable or unfavorable was bullying; in that, 38% of students said bullying was not a problem, 24% said it was sometimes a problem, 23% said they were unsure or did not know while 15% said it was a problem.

Recommendations

The development and sustenance of a student equity advisory committee could allow for continued centering of student-driven equity commitments. Whether there is a student equity focus committee at schools, a districtwide equity council, and/or opportunities for students to report incidents of biases, the district could proactively position themselves to be actively responsive to students.

Research

Fostering student voice is at the heart of equity (Safir & Dugan, 2021). Intentional nurturing, input and co-creation from historically marginalized students that have been harmed by educational institutions, is critical. By centering the often-negated experiences of marginalized populations, it emphasizes overdue attention and action (Aguilar, 2020; Gorski, 2018).

PROFESSIONAL LEARNING

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

4.1 TRAIN ALL STAFF ON EDUCATIONAL EQUITY.

EVIDENCE

Findings

Staff focus groups and DELT needs assessment commented on the need to develop capacity on the complex paradigms related to DEI. Once the district has established common language around equity, they could offer scaffolded opportunities of learning to all staff. As the district considers building stakeholder capacity, they could position themselves to also educate community members on DEI as there was misinformed insight about it. Further, 66% of staff survey respondents favorably agreed that equity and related topics are needed.

Recommendations

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

Research

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

FAMILY AND COMMUNITY AS AGENCY

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

5.1 | ACTIVELY COLLABORATE WITH A COMMUNITY EQUITY ADVISORY COMMITTEE.

EVIDENCE

Findings

Needs assessment result unanimously agreed that family and community as agency was an area of needed improvement. Most of the survey responses completed from families indicated support for equity from the need to it, identifying the root causes to inequities, being proactive in its anti-bias and anti-bullying efforts, and for the district to be an inclusive and welcoming environment for all students and families.

Recommendations

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

Research

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

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

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

LIST OF 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 Plan

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

PLC = Professional Learning Communities

PD = Professional Development

POC = People of Color

SEL = Social, Emotional Learning

SES = Socio-Economic Status

SOC = Students of Color

SPED = Special Education

SY = School Year

GLOSSARY

Agency: The efficacy to navigate systems and institutions.

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

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

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

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

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

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

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

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

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

Inclusion: The act of being involved or active participation.

Isms: The act that systemically eliminate fair distribution of access and opportunity impacting power dynamics and group privileges based on identity attribute.

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

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

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

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

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

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

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

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

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

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

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Appendix A: Student respondents by school and grade

(Null represents grade selected by student but grade does not exist in said building)

School	N of respondents	Grade	N respondents per grade
Algonquin Lakes Elementary	34	4 th	22
		5 th	1
		I prefer not to answer	1
		Null	10
Dundee Highlands Elementary	124	4 th	61
		5 th	53
		Null	10
Eastview Elementary	119	4 th	52
		5 th	59
		Null	8
Gilberts Elementary	200	4 th	94
		5 th	102
		I prefer not to answer	2
		Null	2
Golfview Elementary	142	4 th	74
		5 th	61
		I prefer not to answer	3
		Null	4
Hampshire Elementary	136	4 th	49
		5 th	80
		I prefer not to answer	1
		Null	6
Lake in the Hills Elementary	62	4 th	20
		5 th	39
		Null	3
Lakewood Elementary	153	4 th	112
		5 th	38
		I prefer not to answer	1
		Null	2
Liberty Elementary	183	4 th	114
		5 th	67
		Null	2
Lincoln Prairie Elementary	80	4 th	39
		5 th	36
		I prefer not to answer	1
		Null	4
Meadowdale Elementary	27	5 th	23
		I prefer not to answer	3
		Null	1

School	N of respondents	Grade	N respondents per grade
Neubert Elementary	117	4 th	41
		5 th	74
		Null	2
Parkview Elementary	80	4 th	33
		5 th	45
		I prefer not to answer	1
		Null	1
Perry Elementary	2	Null	2
Sleepy Hollow Elementary	28	4 th	1
		5 th	24
		Null	3
Westfield Community School	597	4 th	60
		5 th	36
		6 th	185
		7 th	123
		8 th	185
		I prefer not to answer	7
		Null	1
Wright Elementary	282	4 th	130
		5 th	149
		I prefer not to answer	2
		Null	1
Algonquin Middle School	302	6 th	56
		7 th	109
		8 th	131
		Null	6
Carpentersville Middle School	675	6 th	220
		7 th	252
		8 th	192
		I prefer not to answer	8
		Null	3
Dundee Middle School	890	6 th	349
		7 th	306
		8 th	208
		I prefer not to answer	8
		Null	19
Hampshire Middle School	220	6 th	95
		7 th	62
		8 th	59
		I prefer not to answer	4

School	N of respondents	Grade	N respondents per grade
Oak Ridge School	33	6 th	1
		9 th	7
		10 th	13
		11 th	5
		12 th	4
		I prefer not to answer	2
		Null	1
Dundee-Crown High School	1,524	9 th	414
		10 th	372
		11 th	374
		12 th	345
		I prefer not to answer	12
		Null	7
Hampshire High School	106	9 th	26
		10 th	10
		11 th	49
		12 th	17
		I prefer not to answer	4
		Null	4
Jacobs High School	657	9 th	187
		10 th	172
		11 th	137
		12 th	161
I prefer not to answer	46	4 th	8
		5 th	3
		6 th	3
		7 th	2
		8 th	4
		9 th	1
		10 th	5
		11 th	2
		12 th	4
		I prefer not to answer	14

Appendix B: Student respondents by school and race/ethnicity

School	American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
Algonquin Lakes Elementary	2	1	1	4	7	15	5	34
Dundee Highlands Elementary	3	3	4	15	20	18	61	124
Eastview Elementary	3	3	2	24	13	36	38	119
Gilberts Elementary	3	1	2	14	16	58	92	200
Golfview Elementary	2	1	2	86	10	1	40	142
Hampshire Elementary	3	2	6	10	10	34	71	136
Lake in the Hills Elementary	2	1	1	8	11	17	22	62
Lakewood Elementary	6	2	5	79	26	8	27	153
Liberty Elementary	9	5	8	27	31	44	59	183
Lincoln Prairie Elementary	5	5	6	7	3	30	24	80
Meadowdale Elementary				13	2	1	11	27
Neubert Elementary	2	1		6	9	47	52	117
Parkview Elementary	1	1	15	17	18	12	16	80
Perry Elementary			1	1				2
Sleepy Hollow Elementary				3	3	6	16	28
Westfield Community School	4	36	28	51	85	259	134	597
Wright Elementary	6	18	8	33	38	108	71	282
Algonquin Middle School	6	15	7	57	40	134	43	302
Carpentersville Middle School	3	3	39	425	89	39	77	675
Dundee Middle School	17	61	24	166	119	384	119	890
Hampshire Middle School	1	7	10	29	45	90	38	220
Oak Ridge School			2	15	7	5	3	33
Dundee-Crown High School	20	39	58	813	148	378	68	1,524
Hampshire High School			7	19	12	54	6	106
Jacobs High School	1	58	21	83	96	376	22	657
I prefer not to answer		1		12	8	3	2	48
Total	99	264	257	2,017	866	2,157	1,117	6,821

Appendix C: Student respondents by school and gender identity

School	Female	Gender Variant/N on-Binary	Male	Not Listed	I prefer not to answer	Total
Algonquin Lakes Elementary	13		20		1	34
Dundee Highlands Elementary	52	2	64		6	124
Eastview Elementary	51	1	63	1	3	119
Gilberts Elementary	86	2	99	1	12	200
Golfview Elementary	65	1	71	1	4	142
Hampshire Elementary	59	2	68		7	136
Lake in the Hills Elementary	31		28		3	62
Lakewood Elementary	63	1	79	1	9	153
Liberty Elementary	92		86	2	3	183
Lincoln Prairie Elementary	34	2	38	1	5	80
Meadowdale Elementary	14	2	11			27
Neubert Elementary	42	1	66		8	117
Parkview Elementary	42	1	35		2	80
Perry Elementary	1		1			2
Sleepy Hollow Elementary	17		10		1	28
Westfield Community School	270	29	267	3	28	597
Wright Elementary	126	3	150		3	282
Algonquin Middle School	138	14	143	3	4	302
Carpentersville Middle School	280	28	335	9	23	675
Dundee Middle School	379	28	446	9	28	890
Hampshire Middle School	103	10	94	4	9	220
Oak Ridge School	7	1	24		1	33
Dundee-Crown High School	698	41	749	9	27	1,524
Hampshire High School	49	1	51		5	106
Jacobs High School	301	18	324	2	12	657
I prefer not to answer	7	2	20	2	17	48
Total	3,020	190	3,342	48	221	6,821

Appendix D: Student responses by school

1. I feel safe at my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	1	4	1	28	34
Dundee Highlands Elementary	1	12	9	102	124
Eastview Elementary	2	19	7	91	119
Gilberts Elementary	1	21	8	170	200
Golfview Elementary	8	45	13	76	142
Hampshire Elementary	1	22	9	104	136
Lake in the Hills Elementary	2	8	7	45	62
Lakewood Elementary	7	37	11	98	153
Liberty Elementary	1	32	9	141	183
Lincoln Prairie Elementary	1	9	8	62	80
Meadowdale Elementary	1	3	2	21	27
Neubert Elementary		13	7	97	117
Parkview Elementary	1	18	9	52	80
Perry Elementary				2	2
Sleepy Hollow Elementary		2		26	28
Westfield Community School	7	88	66	436	597
Wright Elementary		43	24	215	282
Algonquin Middle School	3	44	15	240	302
Carpentersville Middle School	23	125	115	412	675
Dundee Middle School	12	109	89	680	890
Hampshire Middle School	2	35	18	165	220
Oak Ridge School	5	4	4	20	33
Dundee-Crown High School	40	330	226	928	1,524
Hampshire High School	1	22	9	104	106
Jacobs High School	4	72	56	525	657

2. I feel welcomed at my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		6		28	34
Dundee Highlands Elementary	4	13	9	98	124
Eastview Elementary	4	17	4	94	119
Gilberts Elementary	2	28	7	163	200
Golfview Elementary	10	25	11	96	142
Hampshire Elementary	5	24	7	70	136
Lake in the Hills Elementary	4	8	5	45	62
Lakewood Elementary	4	24	10	115	153
Liberty Elementary	3	19	13	148	183
Lincoln Prairie Elementary	1	10	5	64	80
Meadowdale Elementary	1	4	1	21	27
Neubert Elementary	1	15	5	96	117
Parkview Elementary	3	11	5	61	80
Perry Elementary				2	2
Sleepy Hollow Elementary			2	26	28
Westfield Community School	21	117	62	397	597
Wright Elementary	7	37	14	224	282
Algonquin Middle School	8	58	35	201	302
Carpentersville Middle School	28	134	94	419	675
Dundee Middle School	20	143	77	650	890
Hampshire Middle School	6	49	21	144	220
Oak Ridge School	6	8	4	15	33
Dundee-Crown High School	59	286	213	966	1,524
Hampshire High School	5	24	7	70	106
Jacobs High School	10	138	63	446	657

3. The adults at my school make me feel comfortable every day.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		5	1	28	34
Dundee Highlands Elementary		14	9	101	124
Eastview Elementary	8	19	9	83	119
Gilberts Elementary	5	27	13	155	200
Golfview Elementary	10	24	20	88	142
Hampshire Elementary	3	24	13	96	136
Lake in the Hills Elementary	1	8	6	47	62
Lakewood Elementary	12	28	17	96	153
Liberty Elementary	6	31	12	134	183
Lincoln Prairie Elementary	3	9	8	60	80
Meadowdale Elementary	2	3	2	20	27
Neubert Elementary	1	26	16	74	117
Parkview Elementary	8	13	10	49	80
Perry Elementary				2	2
Sleepy Hollow Elementary		2	3	23	28
Westfield Community School	19	103	69	406	597
Wright Elementary	14	39	22	207	282
Algonquin Middle School	16	42	31	213	302
Carpentersville Middle School	33	105	102	435	675
Dundee Middle School	35	133	81	641	890
Hampshire Middle School	13	28	18	161	220
Oak Ridge School	5	7	3	18	33
Dundee-Crown High School	61	300	193	970	1,524
Hampshire High School	3	24	13	96	106
Jacobs High School	10	124	58	465	657

4. The adults at my school respect me.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		6		28	34
Dundee Highlands Elementary	1	11	11	101	124
Eastview Elementary	1	8	12	98	119
Gilberts Elementary		11	19	170	200
Golfview Elementary	4	17	10	111	142
Hampshire Elementary	1	18	14	103	136
Lake in the Hills Elementary	1	7	4	50	62
Lakewood Elementary	5	12	9	127	153
Liberty Elementary	1	21	13	148	183
Lincoln Prairie Elementary	1	2	16	61	80
Meadowdale Elementary		1	2	24	27
Neubert Elementary		14	9	94	117
Parkview Elementary		2	7	71	80
Perry Elementary				2	2
Sleepy Hollow Elementary			1	27	28
Westfield Community School	7	76	79	435	597
Wright Elementary	2	20	27	233	282
Algonquin Middle School	8	33	46	215	302
Carpentersville Middle School	9	82	77	507	675
Dundee Middle School	10	110	105	665	890
Hampshire Middle School	6	20	28	166	220
Oak Ridge School	4	10	5	14	33
Dundee-Crown High School	36	263	195	1,030	1,524
Hampshire High School	4	25	8	69	106
Jacobs High School	9	108	72	468	657

5. I respect all the adults at my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		2		32	34
Dundee Highlands Elementary		6	1	117	24
Eastview Elementary	1	3	4	111	119
Gilberts Elementary		4	10	186	200
Golfview Elementary	2	16	9	115	142
Hampshire Elementary		6	7	123	136
Lake in the Hills Elementary	3	3	4	52	62
Lakewood Elementary	3	12	6	132	153
Liberty Elementary	2	9	8	164	183
Lincoln Prairie Elementary	1	5	7	104	80
Meadowdale Elementary				27	27
Neubert Elementary	1	5	7	104	117
Parkview Elementary		7	4	69	80
Perry Elementary				2	2
Sleepy Hollow Elementary			1	27	28
Westfield Community School	9	28	34	526	597
Wright Elementary	1	10	6	265	282
Algonquin Middle School	4	23	18	257	302
Carpentersville Middle School	7	65	70	533	675
Dundee Middle School	14	67	47	762	890
Hampshire Middle School	3	16	8	193	220
Oak Ridge School	3	11	2	17	33
Dundee-Crown High School	43	197	127	1,157	1,524
Hampshire High School	3	7	3	93	106
Jacobs High School	8	62	45	542	657

6. I respect all the students at my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		1	2	31	34
Dundee Highlands Elementary	3	13	9	99	24
Eastview Elementary	1	12	10	96	119
Gilberts Elementary	2	13	7	178	200
Golfview Elementary	6	22	16	98	142
Hampshire Elementary	3	9	8	116	136
Lake in the Hills Elementary	2	6	7	47	62
Lakewood Elementary	3	23	10	117	153
Liberty Elementary	2	12	10	159	183
Lincoln Prairie Elementary	1	10	4	65	80
Meadowdale Elementary		2		25	27
Neubert Elementary	2	10	9	96	117
Parkview Elementary	3	13	3	61	80
Perry Elementary		1		1	2
Sleepy Hollow Elementary		1	2	25	28
Westfield Community School	18	60	56	463	597
Wright Elementary	3	23	22	234	282
Algonquin Middle School	8	37	27	230	302
Carpentersville Middle School	16	109	99	451	675
Dundee Middle School	25	109	77	679	890
Hampshire Middle School	5	34	17	164	220
Oak Ridge School	4	15	2	12	33
Dundee-Crown High School	69	302	187	966	1,524
Hampshire High School	8	21	5	72	106
Jacobs High School	27	112	61	457	657

7. I like my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		2	4	28	34
Dundee Highlands Elementary		14	10	100	24
Eastview Elementary	5	9	5	100	119
Gilberts Elementary	4	22	8	166	200
Golfview Elementary	7	26	10	99	142
Hampshire Elementary	3	22	7	104	136
Lake in the Hills Elementary	1	11	3	47	62
Lakewood Elementary	11	19	11	112	153
Liberty Elementary	5	18	7	153	183
Lincoln Prairie Elementary	2	11	6	61	80
Meadowdale Elementary	1	5	2	19	27
Neubert Elementary	2	14	7	94	117
Parkview Elementary	2	18	3	57	80
Perry Elementary			1	1	2
Sleepy Hollow Elementary		1	1	26	28
Westfield Community School	24	107	82	384	597
Wright Elementary	4	31	16	231	282
Algonquin Middle School	19	63	26	194	302
Carpentersville Middle School	49	152	114	360	675
Dundee Middle School	32	170	87	601	890
Hampshire Middle School	13	42	23	142	220
Oak Ridge School	10	14	5	4	33
Dundee-Crown High School	111	375	217	821	1,524
Hampshire High School	6	31	11	58	106
Jacobs High School	41	196	88	332	657

8. Students have said hurtful things about me or my background.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	20	6	2	6	34
Dundee Highlands Elementary	59	19	19	27	24
Eastview Elementary	59	23	22	15	119
Gilberts Elementary	104	32	32	32	200
Golfview Elementary	81	25	19	17	142
Hampshire Elementary	56	26	26	28	136
Lake in the Hills Elementary	19	19	9	15	62
Lakewood Elementary	73	30	14	36	153
Liberty Elementary	82	25	36	40	183
Lincoln Prairie Elementary	34	17	13	16	80
Meadowdale Elementary	14	5	7	1	27
Neubert Elementary	64	14	28	11	117
Parkview Elementary	39	16	9	16	80
Perry Elementary	2				2
Sleepy Hollow Elementary	15	6	2	5	28
Westfield Community School	299	107	88	103	597
Wright Elementary	141	47	38	56	282
Algonquin Middle School	156	48	47	51	302
Carpentersville Middle School	345	122	114	94	675
Dundee Middle School	501	153	114	122	890
Hampshire Middle School	105	38	35	42	220
Oak Ridge School	14	8	6	5	33
Dundee-Crown High School	802	241	275	206	1,524
Hampshire High School	56	20	12	18	106
Jacobs High School	372	97	104	83	657

9. I have said hurtful things about a student and their background.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	31	3			34
Dundee Highlands Elementary	98	8	8	10	24
Eastview Elementary	94	12	7	6	119
Gilberts Elementary	176	7	11	6	200
Golfview Elementary	115	4	12	11	142
Hampshire Elementary	114	9	7	6	136
Lake in the Hills Elementary	50	2	6	4	62
Lakewood Elementary	127	9	8	9	153
Liberty Elementary	161	5	8	9	183
Lincoln Prairie Elementary	64	8	5	3	80
Meadowdale Elementary	25	2			27
Neubert Elementary	105	7	5		117
Parkview Elementary	61	11	1	7	80
Perry Elementary	1	1			2
Sleepy Hollow Elementary	22	5		1	28
Westfield Community School	497	40	39	21	597
Wright Elementary	252	11	10	9	282
Algonquin Middle School	242	23	18	19	302
Carpentersville Middle School	520	64	48	43	675
Dundee Middle School	796	47	38	36	890
Hampshire Middle School	189	14	10	7	220
Oak Ridge School	17	9	2	5	33
Dundee-Crown High School	1,175	132	108	109	1,524
Hampshire High School	56	20	12	18	106
Jacobs High School	555	36	33	33	657

10. Adults at the school have said hurtful things about me or my background.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	30	2	1	1	34
Dundee Highlands Elementary	106	4	6	8	24
Eastview Elementary	100	1	10	8	119
Gilberts Elementary	180	1	12	7	200
Golfview Elementary	121	6	7	8	142
Hampshire Elementary	107	5	14	10	136
Lake in the Hills Elementary	47	5	4	6	62
Lakewood Elementary	125	5	10	13	153
Liberty Elementary	155	5	11	12	183
Lincoln Prairie Elementary	73		6	1	80
Meadowdale Elementary	23	4			27
Neubert Elementary	102	4	7	4	117
Parkview Elementary	68	2	5	5	80
Perry Elementary	2				2
Sleepy Hollow Elementary	22	4		2	28
Westfield Community School	501	16	57	23	597
Wright Elementary	253	5	17	7	282
Algonquin Middle School	245	11	32	14	302
Carpentersville Middle School	556	24	66	29	675
Dundee Middle School	777	16	64	33	890
Hampshire Middle School	176	11	17	16	220
Oak Ridge School	19	3	7	4	33
Dundee-Crown High School	1,126	101	198	99	1,524
Hampshire High School	93	3	8	2	106
Jacobs High School	557	21	53	26	657

11. In school, I learn about all kinds of people that look at and sound different than me.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	2	4	2	26	34
Dundee Highlands Elementary	5	20	12	87	24
Eastview Elementary	4	21	8	86	119
Gilberts Elementary	5	30	17	148	200
Golfview Elementary	10	14	16	102	142
Hampshire Elementary	4	22	12	98	136
Lake in the Hills Elementary	1	9	5	47	62
Lakewood Elementary	9	20	10	114	153
Liberty Elementary	12	21	21	129	183
Lincoln Prairie Elementary	4	16	9	51	80
Meadowdale Elementary		1	5	21	27
Neubert Elementary	7	38	9	63	117
Parkview Elementary	1	14	3	62	80
Perry Elementary		1	1		2
Sleepy Hollow Elementary		2	2	24	28
Westfield Community School	30	116	69	382	597
Wright Elementary	5	76	30	171	282
Algonquin Middle School	35	61	53	153	302
Carpentersville Middle School	33	119	95	428	675
Dundee Middle School	34	181	93	582	890
Hampshire Middle School	14	45	40	121	220
Oak Ridge School	4	8	3	18	33
Dundee-Crown High School	95	329	176	924	1,524
Hampshire High School	9	22	9	66	106
Jacobs High School	64	186	80	327	657

12. I think it is important to learn about similarities and differences between people at school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	1	2	3	28	34
Dundee Highlands Elementary	5	13	12	94	24
Eastview Elementary	9	2	18	90	119
Gilberts Elementary	5	12	28	155	200
Golfview Elementary	8	11	21	102	142
Hampshire Elementary	4	5	12	115	136
Lake in the Hills Elementary	1	8	3	50	62
Lakewood Elementary	9	17	19	108	153
Liberty Elementary	7	16	22	138	183
Lincoln Prairie Elementary	4	7	16	53	80
Meadowdale Elementary		2	2	23	27
Neubert Elementary	4	10	17	86	117
Parkview Elementary		6	13	61	80
Perry Elementary				2	2
Sleepy Hollow Elementary		3	2	23	28
Westfield Community School	18	38	81	460	597
Wright Elementary	12	19	36	215	282
Algonquin Middle School	12	28	38	224	302
Carpentersville Middle School	32	57	104	482	675
Dundee Middle School	33	71	82	704	890
Hampshire Middle School	7	15	25	173	220
Oak Ridge School	5	7	4	17	33
Dundee-Crown High School	50	170	181	1,123	1,524
Hampshire High School	3	11	7	85	106
Jacobs High School	25	72	47	513	657

13. I have learned about similarities and differences between people outside of school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	2	3	2	27	34
Dundee Highlands Elementary	15	15	11	83	24
Eastview Elementary	11	12	9	87	119
Gilberts Elementary	11	22	37	130	200
Golfview Elementary	14	23	23	82	142
Hampshire Elementary	7	14	18	97	136
Lake in the Hills Elementary	3	14	7	38	62
Lakewood Elementary	10	21	22	100	153
Liberty Elementary	18	13	31	121	183
Lincoln Prairie Elementary	9	12	12	47	80
Meadowdale Elementary	2	4	3	18	27
Neubert Elementary	12	21	20	64	117
Parkview Elementary	3	17	10	50	80
Perry Elementary		1		1	2
Sleepy Hollow Elementary		1	4	23	28
Westfield Community School	29	71	84	413	597
Wright Elementary	21	32	43	186	282
Algonquin Middle School	11	43	44	204	302
Carpentersville Middle School	44	95	105	431	675
Dundee Middle School	45	119	93	633	890
Hampshire Middle School	7	14	18	97	220
Oak Ridge School	1	7	3	22	33
Dundee-Crown High School	72	234	182	1,036	1,524
Hampshire High School	7	14	18	97	106
Jacobs High School	36	96	50	475	657

14. I am treated fairly at school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	1	5	1	27	34
Dundee Highlands Elementary	1	20	11	92	24
Eastview Elementary	6	18	7	88	119
Gilberts Elementary	3	30	13	154	200
Golfview Elementary	9	22	20	91	142
Hampshire Elementary	4	27	10	95	136
Lake in the Hills Elementary	5	12	4	41	62
Lakewood Elementary	11	33	9	100	153
Liberty Elementary	4	24	10	145	183
Lincoln Prairie Elementary	1	10	7	62	80
Meadowdale Elementary		2		25	27
Neubert Elementary	1	16	9	91	117
Parkview Elementary	7	11	10	52	80
Perry Elementary				2	2
Sleepy Hollow Elementary		3	1	24	28
Westfield Community School	14	111	58	414	597
Wright Elementary	9	44	20	209	282
Algonquin Middle School	13	45	33	211	302
Carpentersville Middle School	26	107	103	439	675
Dundee Middle School	15	130	69	676	890
Hampshire Middle School	7	36	23	154	220
Oak Ridge School	8	5	4	16	33
Dundee-Crown High School	48	248	174	1,054	1,524
Hampshire High School	5	20	9	72	106
Jacobs High School	13	95	56	493	657

15. The school rules are fair.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary		5	2	27	34
Dundee Highlands Elementary	1	19	9	95	24
Eastview Elementary	1	19	7	92	119
Gilberts Elementary	5	21	11	163	200
Golfview Elementary	10	29	13	90	142
Hampshire Elementary	5	29	13	89	136
Lake in the Hills Elementary	5	9	9	39	62
Lakewood Elementary	12	26	8	107	153
Liberty Elementary	8	15	7	153	183
Lincoln Prairie Elementary	3	13	6	58	80
Meadowdale Elementary		5	2	20	27
Neubert Elementary	8	17	7	85	117
Parkview Elementary	4	16	6	54	80
Perry Elementary				2	2
Sleepy Hollow Elementary		1	1	26	28
Westfield Community School	52	140	85	320	597
Wright Elementary	13	38	21	210	282
Algonquin Middle School	21	74	47	160	302
Carpentersville Middle School	74	166	121	314	675
Dundee Middle School	1	19	9	95	890
Hampshire Middle School	18	47	23	132	220
Oak Ridge School	11	9	4	9	33
Dundee-Crown High School	121	396	273	734	1,524
Hampshire High School	11	32	11	52	106
Jacobs High School	53	185	94	325	657

16. The adults at the school have high expectations of me.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	1	5	5	23	34
Dundee Highlands Elementary	6	20	22	76	24
Eastview Elementary	5	11	21	82	119
Gilberts Elementary	6	17	64	113	200
Golfview Elementary	13	12	26	91	142
Hampshire Elementary	4	13	44	75	136
Lake in the Hills Elementary	2	11	17	32	62
Lakewood Elementary	9	13	33	98	153
Liberty Elementary	14	20	51	98	183
Lincoln Prairie Elementary	7	11	29	33	80
Meadowdale Elementary	2	3	7	15	27
Neubert Elementary	5	18	25	69	117
Parkview Elementary	4	4	20	52	80
Perry Elementary		1		1	2
Sleepy Hollow Elementary		2	2	24	28
Westfield Community School	21	80	174	322	597
Wright Elementary	19	21	53	189	282
Algonquin Middle School	9	35	86	172	302
Carpentersville Middle School	33	81	213	348	675
Dundee Middle School	32	159	237	462	890
Hampshire Middle School	10	33	57	120	220
Oak Ridge School	6	7	5	15	33
Dundee-Crown High School	61	259	411	793	1,524
Hampshire High School		15	14	77	106
Jacobs High School	16	113	141	387	657

17. Bullying is a problem at my school.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	23	6	1	4	34
Dundee Highlands Elementary	49	37	17	21	24
Eastview Elementary	57	25	16	21	119
Gilberts Elementary	80	66	32	22	200
Golfview Elementary	42	28	24	48	142
Hampshire Elementary	58	30	29	19	136
Lake in the Hills Elementary	25	17	11	9	62
Lakewood Elementary	53	25	18	57	153
Liberty Elementary	76	46	23	38	183
Lincoln Prairie Elementary	25	24	13	18	80
Meadowdale Elementary	8	6	3	10	27
Neubert Elementary	68	22	18	9	117
Parkview Elementary	34	12	14	20	80
Perry Elementary	1	1			2
Sleepy Hollow Elementary	17	5	5	1	28
Westfield Community School	215	152	141	89	597
Wright Elementary	97	64	48	73	282
Algonquin Middle School	126	75	65	36	302
Carpentersville Middle School	159	180	188	14	675
Dundee Middle School	292	249	219	130	890
Hampshire Middle School	80	69	43	28	220
Oak Ridge School	18	6	7	2	33
Dundee-Crown High School	629	328	142	155	1,524
Hampshire High School	42	26	27	11	106
Jacobs High School	280	151	172	54	657

18. I think my school should survey students often.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	5	8	6	15	34
Dundee Highlands Elementary	25	25	22	52	24
Eastview Elementary	23	26	21	49	119
Gilberts Elementary	33	56	51	60	200
Golfview Elementary	33	56	51	60	142
Hampshire Elementary	31	33	25	47	136
Lake in the Hills Elementary	7	19	17	19	62
Lakewood Elementary	42	22	20	69	153
Liberty Elementary	41	35	47	60	183
Lincoln Prairie Elementary	17	22	22	19	80
Meadowdale Elementary	1	4	10	12	27
Neubert Elementary	17	38	28	34	117
Parkview Elementary	10	21	17	32	80
Perry Elementary		1	1		2
Sleepy Hollow Elementary	4	4	15	5	28
Westfield Community School	135	154	138	170	597
Wright Elementary	56	49	60	117	282
Algonquin Middle School	72	76	70	84	302
Carpentersville Middle School	171	153	161	190	675
Dundee Middle School	221	225	221	223	890
Hampshire Middle School	55	55	38	72	220
Oak Ridge School	18	3	3	9	33
Dundee-Crown High School	560	341	329	294	1,524
Hampshire High School	26	24	17	39	106
Jacobs High School	202	171	120	164	657

19. I am comfortable talking to an adult at school about a personal matter.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	9	12		13	34
Dundee Highlands Elementary	27	37	11	49	24
Eastview Elementary	25	32	10	52	119
Gilberts Elementary	30	59	26	85	200
Golfview Elementary	25	31	18	68	142
Hampshire Elementary	23	43	17	53	136
Lake in the Hills Elementary	7	13	10	32	62
Lakewood Elementary	32	58	17	46	153
Liberty Elementary	29	43	22	89	183
Lincoln Prairie Elementary	12	29	12	27	80
Meadowdale Elementary	4	8	6	9	27
Neubert Elementary	16	35	11	55	117
Parkview Elementary	25	17	6	32	80
Perry Elementary			2		2
Sleepy Hollow Elementary	4	8	1	15	28
Westfield Community School	129	165	75	228	597
Wright Elementary	49	85	29	119	282
Algonquin Middle School	82	81	45	94	302
Carpentersville Middle School	163	186	103	223	675
Dundee Middle School	199	287	96	308	890
Hampshire Middle School	47	67	27	79	220
Oak Ridge School	12	9	2	10	33
Dundee-Crown High School	412	370	258	484	1,524
Hampshire High School	30	24	13	39	106
Jacobs High School	160	185	86	226	657

20. I am comfortable talking to an adult at school about a learning matter.					
School	No	Sometimes	Unsure or I do not know	Yes	Total
Algonquin Lakes Elementary	2	4		28	34
Dundee Highlands Elementary	5	17	8	94	24
Eastview Elementary	6	25	7	81	119
Gilberts Elementary	6	24	17	153	200
Golfview Elementary	8	22	19	93	142
Hampshire Elementary	7	22	12	95	136
Lake in the Hills Elementary	2	11	4	45	62
Lakewood Elementary	13	40	13	87	153
Liberty Elementary	13	17	19	134	183
Lincoln Prairie Elementary	4	8	6	62	80
Meadowdale Elementary	1	5		21	27
Neubert Elementary	4	20	7	86	117
Parkview Elementary	9	10	5	56	80
Perry Elementary			1	1	2
Sleepy Hollow Elementary	1	3		24	28
Westfield Community School	31	97	57	412	597
Wright Elementary	9	35	15	223	282
Algonquin Middle School	23	43	25	211	302
Carpentersville Middle School	48	130	87	410	675
Dundee Middle School	43	140	74	633	890
Hampshire Middle School	17	28	26	149	220
Oak Ridge School	5	5	1	22	33
Dundee-Crown High School	110	319	138	957	1,524
Hampshire High School	7	22	12	95	106
Jacobs High School	34	114	54	455	657

Appendix D: Student responses by race/ethnicity

Survey Statement		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
1. I feel safe at my school.	No	3	3	7	53	16	33	18
	Sometimes	16	40	54	376	149	277	211
	Unsure or I do not know	11	307	17	256	108	177	122
	Yes	69	206	179	1332	593	1670	788
2. I feel welcomed at my school.	No	2	2	9	74	36	55	40
	Sometimes	15	58	57	359	167	353	196
	Unsure or I do not know	8	27	22	246	100	166	117
	Yes	74	199	169	1338	563	1583	786
3. The adults at my school make me feel comfortable every day.	No	3	5	24	85	38	74	47
	Sometimes	19	48	45	338	158	338	197
	Unsure or I do not know	10	41	29	251	110	178	112
	Yes	67	192	159	1343	560	1567	783
4. The adults at my school respect me.	No	1	1	5	30	16	41	20
	Sometimes	16	28	36	238	133	308	125
	Unsure or I do not know	8	38	37	228	98	229	139
	Yes	74	219	179	1521	619	1579	855
5. I respect all the adults at my school.	No	3		4	29	18	48	10
	Sometimes	2	22	36	175	91	169	70
	Unsure or I do not know	6	12	14	157	54	120	68
	Yes	88	252	203	1656	703	1820	991
6. I respect all the students at my school.	No		8	16	59	33	74	26
	Sometimes	13	38	55	303	158	290	122
	Unsure or I do not know	7	21	22	203	108	190	106
	Yes	79	219	164	1452	567	1603	885
7. I like my school.	No	3	7	30	116	50	108	49
	Sometimes	13	61	65	437	199	410	194
	Unsure or I do not know	9	28	21	270	117	213	102
	Yes	74	190	141	1194	500	1426	794
8. Students have said hurtful things about me or my background.	No	44	135	133	1073	398	1192	555
	Sometimes	19	63	51	338	176	299	205
	Unsure or I do not know	16	46	31	337	131	333	189
	Yes	20	42	42	269	161	333	190

Survey Statement		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
9. I have said hurtful things about a student and their background.	No	80	244	188	1622	681	1831	948
	Sometimes	5	14	26	153	68	134	73
	Unsure or I do not know	8	18	23	125	51	106	67
	Yes	6	10	20	117	66	86	51
10. Adults at the school have said hurtful things about me or my background.	No	77	246	205	1586	695	1835	956
	Sometimes	3	7	12	92	38	70	36
	Unsure or I do not know	11	25	21	222	84	162	96
	Yes	8	8	19	117	49	90	51
11. In school, I learn about all kinds of people that look and sound like different than me.	No	3	13	23	121	61	116	58
	Sometimes	19	48	52	392	165	496	211
	Unsure or I do not know	9	32	23	253	85	217	171
	Yes	68	193	159	1251	555	1328	699
12. I think it important to learn about different types of people.	No	3	4	11	73	39	75	52
	Sometimes	12	18	22	176	75	193	111
	Unsure or I do not know	17	28	25	247	87	201	196
	Yes	67	236	199	1521	665	1688	780
13. I have learned about similarities and differences between people outside of school.	No	13	14	19	104	46	110	97
	Sometimes	15	29	31	285	123	300	150
	Unsure or I do not know	11	31	29	267	101	224	196
	Yes	60	212	178	1361	596	1523	696
14. I am treated fairly at school.	No	5	5	12	70	30	53	41
	Sometimes	16	45	61	310	162	305	185
	Unsure or I do not know	7	26	20	242	99	157	115
	Yes	71	210	164	1395	575	1642	798
15. The school rules are fair.	No	6	7	24	159	78	155	60
	Sometimes	19	57	58	482	213	498	211
	Unsure or I do not know	14	39	26	332	123	237	126
	Yes	60	183	149	1044	452	1267	742
16. The adults at the school have high expectations of me.	No	6	5	15	101	31	72	64
	Sometimes	17	44	32	280	132	314	151
	Unsure or I do not know	26	82	58	624	209	466	304
	Yes	50	155	152	1012	494	1305	620

Survey Statement		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
17. Bullying is a problem at my school.	No	34	102	88	753	299	863	431
	Sometimes	21	67	56	443	232	552	286
	Unsure or I do not know	18	79	53	521	188	469	231
	Yes	26	38	60	300	147	273	191
18. I think my school should survey students often.	No	23	56	64	536	240	631	249
	Sometimes	29	90	55	464	185	505	272
	Unsure or I do not know	25	70	40	459	173	458	285
	Yes	22	70	98	558	268	563	333
19. I am comfortable talking to an adult at school about a personal matter.	No	19	65	75	477	215	474	246
	Sometimes	29	92	63	533	240	608	327
	Unsure or I do not know	17	44	32	302	124	241	153
	Yes	34	85	87	705	287	834	413
20. I am comfortable talking to an adult at school about a learning matter.	No	6	11	20	136	67	115	59
	Sometimes	14	57	40	411	132	312	193
	Unsure or I do not know	8	25	19	195	89	149	124
	Yes	71	193	178	1275	578	1581	763

Appendix E: Student responses by gender identity

Survey Statement		Female	Gender Variant/ Non-binary	Male	Not Listed	I prefer not to answer
1. I feel safe at my school.	No	32	11	78	6	6
	Sometimes	523	56	475	14	55
	Unsure or I do not know	306	39	327	12	44
	Yes	2159	84	2462	16	116
2. I feel welcomed at my school.	No	63	14	115	7	19
	Sometimes	591	70	472	12	60
	Unsure or I do not know	280	38	327	6	35
	Yes	2086	68	2428	23	107
3. The adults at my school make me feel comfortable every day.	No	83	15	158	6	14
	Sometimes	526	40	517	11	49
	Unsure or I do not know	316	33	334	7	41
	Yes	2095	102	2333	24	117
4. The adults at my school respect me.	No	24	6	77	5	2
	Sometimes	364	34	449	5	32
	Unsure or I do not know	286	30	403	10	48
	Yes	2346	120	2413	28	139
5. I respect all the adults at my school.	No	29	9	63	6	5
	Sometimes	179	25	333	7	21
	Unsure or I do not know	144	16	239	3	29
	Yes	2668	140	2707	32	166
6. I respect all the students at my school.	No	42	16	137	8	13
	Sometimes	339	42	559	9	30
	Unsure or I do not know	240	26	349	6	36
	Yes	2399	106	2297	25	142
7. I like my school.	No	116	17	199	11	20
	Sometimes	661	63	581	10	64
	Unsure or I do not know	330	33	359	8	30
	Yes	1913	77	2203	19	107
8. Students have said hurtful things about me or my background.	No	1575	55	1790	19	91
	Sometimes	502	44	553	10	42
	Unsure or I do not know	504	37	485	8	49
	Yes	439	54	514	11	39

Survey Statement		Female	Gender Variant/ Non-binary	Male	Not Listed	I prefer not to answer
9. I have said hurtful things about a student and their background.	No	2601	157	2623	35	178
	Sometimes	163	13	279	6	12
	Unsure or I do not know	140	11	221	4	22
	Yes	116	9	219	3	9
10. Adults at the school have said hurtful things about me or my background.	No	2540	141	2718	36	165
	Sometimes	97	11	140	2	8
	Unsure or I do not know	261	27	292	8	33
	Yes	122	11	192	2	15
11. In school, I learn about all kinds of people that look and sound like different than me.	No	164	15	194	8	14
	Sometimes	618	44	656	13	52
	Unsure or I do not know	329	20	399	6	36
	Yes	1909	111	2093	21	119
12. I think it important to learn about different types of people.	No	62	3	176	6	10
	Sometimes	206	14	362	5	20
	Unsure or I do not know	299	20	438	7	37
	Yes	2453	153	2366	30	154
13. I have learned about similarities and differences between people outside of school.	No	139	15	220	6	23
	Sometimes	402	27	466	9	29
	Unsure or I do not know	364	19	419	7	50
	Yes	2115	129	2237	26	119
14. I am treated fairly at school.	No	73	9	122	5	7
	Sometimes	480	46	504	11	43
	Unsure or I do not know	279	40	284	12	51
	Yes	2188	95	2432	20	120
15. The school rules are fair.	No	186	19	257	12	15
	Sometimes	714	68	686	13	57
	Unsure or I do not know	388	32	421	6	50
	Yes	1732	71	1978	17	99
16. The adults at the school have high expectations for me.	No	113	7	160	5	9
	Sometimes	394	35	495	6	40
	Unsure or I do not know	808	61	813	19	68
	Yes	1705	87	1874	18	104

Survey Statement		Female	Gender Variant/ Non-binary	Male	Not Listed	I prefer not to answer
17. Bullying is a problem at my school.	No	1062	42	1385	10	71
	Sometimes	797	47	750	10	53
	Unsure or I do not know	720	70	687	14	68
	Yes	441	31	520	14	29
18. I think my school should survey students often.	No	716	33	986	10	54
	Sometimes	719	34	793	12	42
	Unsure or I do not know	714	44	680	13	59
	Yes	871	79	883	13	66
19. I am comfortable talking to an adult at school about a personal matter.	No	672	76	743	19	61
	Sometimes	905	50	854	16	67
	Unsure or I do not know	394	29	443	7	40
	Yes	1049	35	1302	6	53
20. I am comfortable talking to an adult at school about a learning matter.	No	155	29	201	15	14
	Sometimes	562	52	487	7	51
	Unsure or I do not know	246	21	305	8	29
	Yes	2057	88	2349	18	127

Appendix F: Staff respondents by role and race/ethnicity

		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	3	25	15	16				59
	Classified Personnel				120	59	19		198
	Other Licensed/Certified Personnel						171		171
	Other Staff Member						55		55
	Teacher						1014	83	1,096
	I prefer not to answer						14		14
	Total	3	25	15	136	59	1,273	83	

Appendix G: Staff respondents by role and gender identity

		What is your gender identity?				Total
		Female	Gender Variant/ Non-Binary	Male	I prefer not to answer	
What is your role?	Administrator	38		19	2	59
	Classified Personnel	153	1	38	6	199
	Other Licensed/Certified Personnel	134		34	3	171
	Other Staff Member	48		6	1	55
	Teacher	873		190	33	1,096
	I prefer not to answer	12		2	2	15
	Total	1,258		289	47	1,594

Appendix H: Staff responses by role

Personal Awareness Statements	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
1. I understand educational equity.	Administrator	1	3	1	40	14
	Teacher	1	5	9	140	43
	Other Certified Staff	1	3	7	120	40
	Classified Staff		2	1	43	9
	Support Staff	2	18	57	745	274
	I prefer not to answer				1	
2. I understand the need for educational equity.	Administrator	2			25	32
	Teacher	3	3	7	82	103
	Other Certified Staff	1	2	2	81	85
	Classified Staff	1			23	31
	Support Staff	3	8	57	532	496
	I prefer not to answer				1	
3. I am knowledgeable on issues of equity at my school.	Administrator		8	15	29	7
	Teacher	3	25	42	106	22
	Other Certified Staff	1	19	30	99	22
	Classified Staff		8	7	33	7
	Support Staff	10	99	217	632	138
	I prefer not to answer				1	
4. I am knowledgeable on issues of equity in greater society.	Administrator		5	12	30	12
	Teacher		6	24	130	38
	Other Certified Staff	1	9	20	110	31
	Classified Staff	1	4	7	31	12
	Support Staff	7	52	155	672	210
	I prefer not to answer				1	
5. I am comfortable discussing issues of equity in schools.	Administrator	2	7	12	24	14
	Teacher	3	18	30	102	45
	Other Certified Staff	1	16	18	90	46
	Classified Staff	2	7	11	22	13
	Support Staff	16	89	215	569	207
	I prefer not to answer				1	

Personal Awareness Statements	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
6. I am interested in learning about equity.	Administrator	3	2	9	23	22
	Teacher	5	12	36	77	68
	Other Certified Staff	4	12	26	68	61
	Classified Staff	1		11	20	23
	Support Staff	15	42	209	533	297
	I prefer not to answer				1	
7. I have personally invested in learning about equity outside of my work through such mediums as literature.	Administrator	1	8	13	25	12
	Teacher	5	38	38	79	38
	Other Certified Staff	8	33	32	59	39
	Classified Staff	2	10	13	22	8
	Support Staff	48	213	297	400	138
	I prefer not to answer				1	
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	Administrator	2		9	30	18
	Teacher	1	10	25	107	55
	Other Certified Staff	3	4	29	81	54
	Classified Staff	1		12	29	13
	Support Staff	10	49	205	593	239
	I prefer not to answer				1	
9. Professional Development opportunities on equity and related topics are needed at my district.	Administrator	3	4	10	20	22
	Teacher	7	16	36	72	67
	Other Certified Staff	8	11	31	65	56
	Classified Staff	2	3	5	23	22
	Support Staff	34	65	302	485	210
	I prefer not to answer			1		

Organizational Awareness Statements	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
10. I am aware of the district's commitment to equity.	Administrator	3	8	11	23	14
	Teacher	2	18	30	109	39
	Other Certified Staff	4	17	24	101	25
	Classified Staff	1	7	9	33	5
	Support Staff	8	86	183	644	175
	I prefer not to answer				1	
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	Administrator	1	6	20	23	9
	Teacher	1	22	44	104	27
	Other Certified Staff	3	12	36	100	20
	Classified Staff	1	5	18	27	4
	Support Staff	18	65	235	634	144
	I prefer not to answer				1	
12. School leadership has communicated the importance of equity to staff.	Administrator	2	13	11	23	10
	Teacher	5	33	43	88	29
	Other Certified Staff	4	22	39	84	22
	Classified Staff		10	16	25	4
	Support Staff	17	87	238	580	174
	I prefer not to answer				1	
13. Our school proactively engages in anti-bias and anti-bullying learning with education.	Administrator	1	10	17	25	6
	Teacher	6	32	45	92	23
	Other Certified Staff	4	33	43	75	16
	Classified Staff	2	13	14	22	4
	Support Staff	22	99	200	574	201
	I prefer not to answer				1	
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Administrator	4	18	19	14	4
	Teacher	15	51	75	49	8
	Other Certified Staff	11	57	59	38	6
	Classified Staff	6	19	27	2	1
	Support Staff	41	187	452	340	76
	I prefer not to answer				1	

	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
15. Families from various racial, linguistic and economic backgrounds are engaged involved in our school.	Administrator	5	8	23	22	1
	Teacher	9	50	60	62	17
	Other Certified Staff	8	44	54	54	11
	Classified Staff	8	19	12	14	2
	Support Staff	41	176	346	441	92
	I prefer not to answer				1	
16. The district has demonstrated its commitment to equity by working to identity and mitigate inequities.	Administrator	4	9	20	22	4
	Teacher	6	41	59	77	15
	Other Certified Staff	12	34	50	70	5
	Classified Staff	4	10	22	15	4
	Support Staff	26	98	336	520	116
	I prefer not to answer				1	
19. Every adult holds high expectations for each at my school.	Administrator	7	5	12	28	7
	Teacher	7	35	33	77	46
	Other Certified Staff	6	42	37	64	22
	Classified Staff	1	14	13	20	7
	Support Staff	22	134	167	547	226
	I prefer not to answer					1

Climate and Culture Statements	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
17. I feel comfortable being myself at school.	Administrator	1	3	4	30	21
	Teacher	5	14	14	86	79
	Other Certified Staff	4	11	11	94	51
	Classified Staff	1	4	7	23	20
	Support Staff	16	55	75	545	405
	I prefer not to answer				1	
18. All adults at my school communicate care, warmth and personal regard for all students.	Administrator	4	10	6	28	11
	Teacher	7	42	29	76	44
	Other Certified Staff	7	47	28	67	22
	Classified Staff	1	17	12	18	7
	Support Staff	20	141	151	537	247
	I prefer not to answer					1
19. Every adult holds high expectations for each at my school.	Administrator	7	5	12	28	7
	Teacher	7	35	33	77	46
	Other Certified Staff	6	42	37	64	22
	Classified Staff	1	14	13	20	7
	Support Staff	22	134	167	547	226
	I prefer not to answer					1
20. Curriculum and resources provide students opportunity to see themselves.	Administrator	3	16	15	22	3
	Teacher	7	45	45	80	21
	Other Certified Staff	13	30	58	59	11
	Classified Staff	5	17	16	14	3
	Support Staff	22	134	257	554	129
	I prefer not to answer				1	
21. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	Administrator	3	10	16	26	4
	Teacher	8	32	55	80	23
	Other Certified Staff	7	28	44	74	18
	Classified Staff	4	11	13	24	3
	Support Staff	22	96	267	544	167
	I prefer not to answer				1	

22. I have heard inappropriate comments or “jokes” at my school that are disparaging toward people based on race, gender, sexual orientation, language socio-economic status, and/or abilities.	Administrator	20	16	12	7	4
	Teacher	64	42	39	40	13
	Other Certified Staff	39	64	27	36	5
	Classified Staff	13	16	11	14	1
	Support Staff	376	324	214	137	45
	I prefer not to answer			1		

Appendix I: Family respondents by gender and race/ethnicity

		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 gender identity?	Female				13	24	236		273
	Gender Variant/Non-Binary				1				1
	Male		15	9				44	68
	Not Listed							1	1
	I prefer not to answer				23				23
	Total		15	9	37	24	236	45	366

Appendix J: Family respondents by income level and race/ethnicity

		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 household annual income?	No income						1		1
	Less than \$10,000							1	1
	\$10,000-\$24,999						4	2	5
	\$25,000-\$49,999				2	1	16	2	21
	\$50,000-\$74,999			2	1	2	18	3	4
	\$75,000-\$99,999		3	2	3	3	21	7	39
	\$100,000-\$149,000		4	3	13	7	65	10	102
	\$150,000 and up		3	1	12	6	61	14	97
	I prefer not to answer		2	1	6	5	50	6	70
	Total		15	9	37	24	236	45	366

Appendix K: Family responses by race/ethnicity

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
1. I understand the need for educational equity.	Strongly Disagree		1	1	1	1	22	1
	Disagree			1	1	2	8	
	Neutral or Does Not Apply		1	2	1	3	18	6
	Agree		1		14	6	67	8
	Strongly Agree		12	5	20	12	121	30
2. I am knowledgeable on issues of equity at my school.	Strongly Disagree		1			2	5	1
	Disagree				3		17	
	Neutral or Does Not Apply		2	3	4	3	37	7
	Agree		3	3	18	7	104	24
	Strongly Agree		9	3	12	12	73	13
3. I am personally comfortable discussing issues of equity.	Strongly Disagree		2			1	8	1
	Disagree			1	3		10	3
	Neutral or Does Not Apply		1	1	1	3	34	6
	Agree		4	3	20	6	94	20
	Strongly Agree		8	4	13	14	90	15
4. I have personally interested in learning about equity.	Strongly Disagree				2	2	15	2
	Disagree		1	1	5	2	11	
	Neutral or Does Not Apply		4	2	4	5	55	4
	Agree		2	2	18	9	76	20
	Strongly Agree		8	4	8	6	79	19
5. I have personally invested in learning about equity through such mediums as literature and workshops.	Strongly Disagree		1	2	1	1	21	2
	Disagree			1	4	1	29	1
	Neutral or Does Not Apply		2	5	9	7	79	14
	Agree		3	1	16	5	63	16
	Strongly Agree		9		7	10	44	12
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree					3	16	1
	Disagree		1				3	
	Neutral or Does Not Apply			2	1	1	17	2
	Agree		2	1	17	5	90	8
	Strongly Agree		12	6	19	15	110	34

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
7. It is important for schools to identify root causes of inequities at school.	Strongly Disagree			1	2	4	23	1
	Disagree		1		2		5	2
	Neutral or Does Not Apply			1	3	3	21	2
	Agree		1	3	9	4	79	8
	Strongly Agree		13	4	21	13	108	32
8. It is important for the district to be committed to equity.	Strongly Disagree		1	1	1	2	21	
	Disagree				1	1	5	2
	Neutral or Does Not Apply		1	2	3	3	18	3
	Agree		1	2	11	8	79	12
	Strongly Agree		12	4	21	10	113	28
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	Strongly Disagree		1				6	1
	Disagree						1	
	Neutral or Does Not Apply						16	1
	Agree		1	3	6	9	61	8
	Strongly Agree		13	6	31	15	152	35
10. It is important for school leadership to communicate the importance of equity.	Strongly Disagree		1	1	1	3	23	1
	Disagree			1	2	2	7	1
	Neutral or Does Not Apply		2	2	3	2	23	3
	Agree		1	1	10	6	64	10
	Strongly Agree		11	4	21	11	119	30
11. Equity is a problem in our district.	Strongly Disagree		3	2	4	4	29	5
	Disagree		1	2	7	4	30	4
	Neutral or Does Not Apply		6	3	14	7	96	24
	Agree			2	8	6	56	8
	Strongly Agree		5		4	3	25	4
12. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree		1			1	13	3
	Disagree				4	1	5	
	Neutral or Does Not Apply		1	1	4		21	3
	Agree		2	1	7	8	73	8
	Strongly Agree		11	7	22	14	124	31

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
13. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree		1	1	4	3	23	3
	Disagree		3		7	3	28	6
	Neutral or Does Not Apply		5	7	17	9	113	20
	Agree		1	1	4	6	47	12
	Strongly Agree		5		5	3	25	4
14. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree		2		1	3	12	1
	Disagree		2		4	4	27	6
	Neutral or Does Not Apply		3	4	17	5	103	20
	Agree		3	2	11	7	64	12
	Strongly Agree		5	3	4	5	30	6
15. The district has demonstrated its commitment to equity by working to identify and mitigate the inequities in our schools.	Strongly Disagree		1	1	3	3	10	1
	Disagree		1		5	3	22	4
	Neutral or Does Not Apply		3	3	14	7	116	17
	Agree		7	4	13	9	64	20
	Strongly Agree		3	1	2	2	24	3
16. I feel comfortable at each of my child's school.	Strongly Disagree				1	1	8	2
	Disagree		1		1	5	12	1
	Neutral or Does Not Apply		1		6	4	26	4
	Agree		8	2	16	6	100	20
	Strongly Agree		5	7	13	8	90	18
17. I feel comfortable seeking out information about my child to school leadership.	Strongly Disagree		1	2	3	2	11	1
	Disagree		1	1	1	8	18	4
	Neutral or Does Not Apply			1	4	3	24	6
	Agree		7	2	15	3	94	15
	Strongly Agree		6	3	14	8	89	19

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
18. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree		1			1	14	
	Disagree		1	1	3	1	15	1
	Neutral or Does Not Apply		1	1	6	3	27	5
	Agree		3	2	9	6	79	9
	Strongly Agree		9	5	19	13	101	30
19. I believe all the curriculum and resources are inclusive of various backgrounds.	Strongly Disagree		1			3	18	2
	Disagree		4	2	9	4	29	3
	Neutral or Does Not Apply		2	5	7	4	67	13
	Agree		6	2	15	7	72	15
	Strongly Agree		2		6	6	50	12
20. Families are viewed as partners in the education of students.	Strongly Disagree		1	2	5	5	15	2
	Disagree		1	1	7	6	26	2
	Neutral or Does Not Apply		2	1	2	4	42	9
	Agree		5	4	13	3	96	17
	Strongly Agree		6	1	10	6	57	15
21. As a community member, I believe high expectations should be set for each student.	Strongly Disagree		1		1		2	
	Disagree						2	
	Neutral or Does Not Apply		2	1	3	3	18	1
	Agree		4	3	14	8	89	17
	Strongly Agree		8	5	19	13	125	27
22. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	Strongly Disagree		1		3	4	16	
	Disagree		2	2	2	3	21	4
	Neutral or Does Not Apply		4	2	11	6	73	13
	Agree		6	3	16	8	91	17
	Strongly Agree		2	2	5	3	35	11
23. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree		1		3	2	27	5
	Disagree		3	2	5	1	40	4
	Neutral or Does Not Apply		4	4	17	9	94	18
	Agree		5	2	8	5	40	13
	Strongly Agree		2	1	4	7	35	5

D. INTERVIEW PROCESS

1. The building administrator in charge shall be responsible for the development of the interview process.

2. The interview session(s) may include the administrator in charge and up to six other persons per session.
3. Persons involved in the interview process shall be advised of the need for confidentiality and respect in relation to the rights and dignity of those involved.
4. A current LEAD 300 member shall be granted an interview, provided that his or her application was received within the appropriate timeframe specified in the posting and that he or she meets the certification requirements for the position for which he or she is applying. No assignment of new members of the bargaining unit will be made until all current employees with pending requests have been given an interview. The parties agree that the guarantee of an interview provided in this section does not extend to open positions posted within two weeks before the start of the school year, or during the school year for a position open for that current school year.

An Individual does not surrender his or her current position by applying for an open position. The individual only surrenders his or her position after he or she accepts a different position that is being offered to him or her.